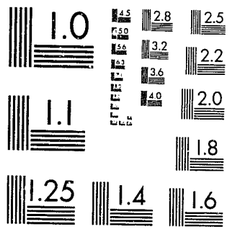

DROPPING OUT AND DELINQUENCY
AMONG PUERTO RICAN YOUTHS:
A LONGITUDINAL STUDY

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DROPPING OUT AND DELINQUENCY AMONG PUERTO RICAN YOUTHS: A LONGITUDINAL STUDY

FINAL REPORT

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Prepared under Grant Number 79-JN-AX-0024 from the National Institute of Juvenile Justice and Delinquency Prevention, Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice.

STUDY HIGHLIGHTS

- Longitudinal survey of 505 Puerto Rican youngsters and 505 parents in a fairly homogeneous population over a three-year period. Sample retention rate from Year 1 to Year 3 was 83.8%.

- Differences between public and parochial school youngsters. Very few dropouts and delinquents for parochial school.

- At each year, significant association between dropping out and delinquency.

- Most dropouts do not become delinquent. Two distinct paths with some overlap.

- No evidence that dropouts increased delinquent activities after dropping out.

- Differences between males and females. Little delinquency for females.

- Differences for public school dropouts at the 10th, 11th, and 12th grades; 10th grade dropouts were a more vulnerable population, with a higher incidence of delinquent involvement and more feeble family resources.

- Changes in delinquency patterns over a three-year period; small group remains delinquent over time (7% from Year 1 to Year 3).

- More than one-third (34.7%) of youngsters entering the 10th grade had left school by their senior year.

- Fewer than 8% of public school youngsters who dropped out returned to school to complete their education.

- Family's differential use of educational systems, public vs. parochial, relevant to issue of delinquency control.

- Remarkable similarities along family variables between Parochial non-delinquent stay-ins and Public non-delinquent stay-ins, other than SES.

- Delinquency is seen as a multivariate phenomenon significantly associated to:

- Drug and alcohol use, and acting-out behavior.
- A family where mother exerts ineffectual vigilance and influence over her son's behavior and peer relations.
- Delinquent friends who also use drugs and alcohol.
- Maladaptive response to the dilemma of culture clash. Mother tends to come from rural Puerto Rico and lacks adaptation to the new urban American culture; she also expresses distance from her cultural roots.
- A gap between mother and son regarding hopes and fears for the future.

- In another multivariate relationship, dropping out was significantly associated to:
  - Public school attendance.
  - Lower proficiency in English and previous attendance in bilingual education program.
  - Drug and alcohol use, and acting-out behavior.
  - Pregnancy and children, for females.
  - Delinquent involvement, for males.
  - Dropout friends.
  - History of school-based difficulties, including grade retention, truancy, and perception of school as an unsafe place.
  - Low maternal cross-cultural competence; mother has low proficiency in English, less employment, and less education.
  - Families who exhibit lack of organization and rituals. Mothers go to Church less frequently and there is a lack of structure at home for doing school assignments.
  - Somewhat lower socio-economic status, including less employment for fathers (especially at Year 1).

- At the theoretical level, results suggest a dynamic balance of forces between three primary systems: family, peers, and institutions, working to prevent or facilitate delinquency.
  - Delinquency is seen as a specific imbalance of these forces which creates an erosion of influence over the youngster on the part of the parents <u>while</u> the outside peers increase their hold over socialization processes <u>and</u> the school not only proves inadequate to compensate for the family's insufficiency, but it <u>also</u> augments the related problems.

  - The erosion of the family's leverage over the youngster in our sample is further compounded by acculturation dilemmas-the attempting of an adaptation to a new culture with few skills and resources on the family's part, and limited opportunities on the part of the surrounding society (i.e., lack of employment, unsuitable schools, poor housing).
  - From the standpoint of a balance of forces theory, it appears important to approach delinquency as a symptom of disequilibrium between broader systems of influence. Change in those broader systems would entail modifications in the restricted and fragmented resources now available to these families. This would result in a strengthening of the family's influence over the youngster-his peers, his school, and other sectors participating in the socialization process. This, in turn, would help prevent delinquency.

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ACKNOWLEDGEMENTS

A study of this magnitude requires the cooperation of many institutions and individuals. The authors gratefully acknowledge the support and encouragement provided by Mr. Emanuel Ortiz, Executive Director of ASPIRA, Inc. of Pennsylvania, and by ASPIRA's Board of Directors and staff.

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Staff from NATIONAL ANALYSTS made significant contributions to the study. NATIONAL ANALYSTS coded and analyzed our third year data, set up the three-year data file, and performed multivariate analyses on the longitudinal data. Their professional expertise and commitment to the project were unparalleled. We wish to especially thank Dr. Lucy Wilson, Ms. Karen Zimmerman, and Dr. Gordon Wyner for their valuable inputs and for the special care they demonstrated for the study.

Our research team at ASPIRA requires special mention. They demonstrated a great deal of dedication and inventiveness in tackling special problems associated with the longitudinal follow-up of a hard-to-reach sample. Lilly Rivera, first as field coordinator for Year 1 and subsequently as research assistant, aided with all parts of the study with great dedication and enthusiasm. Socorro Rivera coordinated the field work and follow-up efforts for Years 2 and 3, a job requiring great organization skills and knowledge of the community. She also tracked down and interviewed a number of families which had moved to Puerto Rico. Lilly and Socorro recruited, trained, and supervised a very able group of Hispanic interviewers, the crucial link between the project and the participants. Ana Moscoso and Olga Sostre contributed to the data analysis and field work efforts, respectively. Fonsi Gehlert and Joyce Cuidet, our secretaries, prepared our interim reports and organized voluminous files. Sheila Cohen prepared the extensive final report,

enduring our many revisions in the process.

We are extremely grateful to Dr. Frederick Steier for his exceptional consultation regarding the interpretation of the multivariate analyses. We owe many insights to his unusual joint expertise in statistics and family systems.

Finally, we would like to extend our most sincere thanks to the Puerto Rican community and to all the study participants for their willingness to share their lives with us. We trust that our efforts may strengthen their hopes and their aspirations.

CHAPTER I

INTRODUCTION

PURPOSE OF THE STUDY

The future of this longitudinal three year study is the identification of factors which influence the decision of Puerto Rican youths to remain in school or to drop out, and to investigate the choice of non-delinquent and delinquent careers among this population. A cohort group of 505 Puerto Rican 10th graders in Philadelphia, male and female, and one of their parents (mothers in most cases) were interviewed during the study's first year and followed up on each of two subsequent years. The 10th grade was chosen as it represents the peak year for dropping out in the Philadelphia School District for all students and, especifically, for Spanish-speaking students (55.5% in 1976-77 and 57.5% in 1977-78, School District of Philadelphia, 1977; 1979). The cohort sample was, then, defined in terms of grade placement in school at a specific point in time (Bachman, 1969) rather than in terms of their year of birth (Wolfgang, Figlio & Sellin, 1972).

A major thrust of the study is the documentation of the fate of youngsters who drop out. The relationship between dropping out and delinquency is of paramount concern. It is also extremely important to identify those interactions between youngsters, families, and peers that deter youngsters from becoming delinquent, even after dropping out from school.

The study design model is depicted in Figure 1.1. Intra-familial processes, family interfaces with school and community, and peer influences, are construed as intervening variables that affect the youth's decision to stay in school or drop out and/or to become involved in delinquent activity or avoid it. This model is based on the premise that dropping out and delinquent behavior are not simply caused by the individual's problems; rather, they are caused by larger societal problems. As Olson-Raymer (1983) has

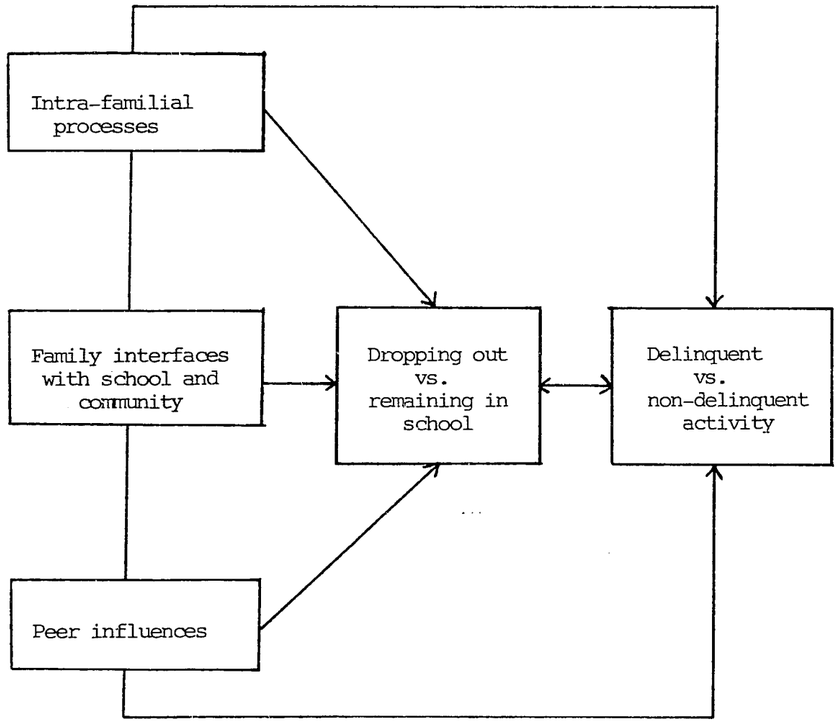

Figure 1.1 Study design model

recently pointed out in a historical review of delinquency prevention programs, there is a great deal of evidence pointing to the unsuccessful nature of individual treatment; a more hopeful approach for proactive intervention should attempt to modify family, school and peer group policies and interactional strategies. This theoretical slant is also reinforced by Weis and Sederstrom (1981), who have indicated that interventions designed to prevent delinquency should focus on organizational change within major socializing institutions.

Implications from this study are foreseen in the areas of delinquency prevention and school retention. Further, it could have a powerful positive influence on the Puerto Rican community by highlighting adaptive patterns of adjustment among its youth. Knowledge about the dropout's fate will allow for planful community participation and effective program development. Providing proper feedback as to the fate of dropouts may have effects beyond the development of programs to prevent dropping out, programs to handle dropouts after leaving school, and programs for those who are trying to get jobs. The effects may reach into the changes in self-perception that can be brought about in a community as it sees itself not helpless, but participating in defining and implementing alternative experiences for its youth.

RESEARCH BACKGROUND

Dropping Out Among Hispanics

The Spanish-speaking, and more specifically the Puerto Ricans, suffer from the lowest level of education, employment opportunities and income levels (U.S. Census Bureau, 1980). Hispanics have the

highest dropout rate among ethnic groups in major urban centers; compared with that of persons with English language backgrounds, the national dropout rate was 4.5 times as high for Hispanics who usually speak Spanish (National Puerto Rican Forum, 1980).

In Philadelphia, during the 1978-1979 school year, Hispanics had a 16.4% dropout rate, as contrasted to 12.9% for blacks and 11.7% for whites (School District of Philadelphia, 1980). Among Hispanics, 61% of all dropouts did so in the 10th grade, and male dropouts outnumbered female dropouts by a 2:1 ratio.

The crucial importance of the 10th grade is highlighted by a study conducted by Alicea & Mathis (1975) among Puerto Rican students in three communities on the East Coast. They found that most dropping out occurred at the 10th grade by older students who had been frequently in and out of school. Boredom, depression, lack of encouragement, and financial difficulties were seen as major reasons for attrition.

School Failure and Delinquency

Many research studies have documented the relationship between school failure and delinquency. Herskovitz, Spivak and Levine (1959) found significant academic deficiencies, even among middle-class delinquents. Glueck and Glueck (1968) found that their delinquent group was, on the average, one year behind the control group in grade attainment, with lower academic achievement scores despite I.Q. matching. Polk & Schaefer (1972) found that students who violated school rules were more likely to become delinquent than those who abided by those rules. Silberberg and Silberberg (1971) and

Wolfgang et. al. (1972) have also noted the association between prior school performance, school failure, and delinquency. A recent cross-cultural study by Dunivant (1982) described the relationship between learning disabilities and delinquency, even when differences in socio-demographic backgrounds were statistically controlled.

Some studies, however, contradict the notion that dropping out leads to more delinquency. Elliott (1966) and Mukherjee (1971) have concluded that in many situations delinquents who drop out have a higher delinquency referral rate while in school than while out of school. Also, Elliott and Voss (1974), in a study of 2,617 California students, found that:

> school is a critical social context for the generation of delinquent behavior. While in school, delinquents who subsequently dropped out had much higher police contact rates than students who remained at school. Once they had left school, however, the dropouts' contacts declined sharply while the students who continued in school registered increases in police contacts.

Bachman et. al. (1971) in a longitudinal study of a nation-wide sample of 2,213 boys have labeled dropping out of school a "symptom" rather than a "problem". One of their conclusions was that difficulties experienced by dropouts, such as low aspirations and accomplishments and low self-esteem, were already present or predictable by the start of the 10th grade. In a later volume of their Youth In Transition series, Bachman et. al. (1978) concluded that their data failed to support the notion that dropping out causes delinquency but rather that "delinquency is one of the causes of dropping out". Puerto Rican families that react overprotectingly to the youngster's dropping out may be perceiving instances of

this association between dropping out and reduced delinquency. This association, according to Elliott & Voss (1974), is especially strong with regard to delinquents who had been serious offenders.

Delinquency and Crime Among Puerto Ricans

Bondavalli & Bondavalli (1981) have reported very limited statistical data on the actual amount of crime in the Spanish-speaking community. This is attributed to the fact that the Uniform Crime Reports do not distinguish Hispanic persons in their arrest data. Few state crime-reporting agencies do so, compounding the problem. However, an analysis of secondary data in the correctional system of New York State by Sissons (1979) suggested that the Puerto Rican presence was increasing more rapidly than for other ethnic groups.

Puerto Rican families who come from a rural background may have a greater holding power on their children, since their sense of values and organization would be different from the urban slum. Both Otero de Ramos (1970) and Kupperstein & Toro Calder (1970) report that, in Puerto Rico, the majority of delinquents and dropouts come from urban communities. Ferracuti, Dinitz & Acosta (1975) have shown that the highest concentration of delinquent subjects in Puerto Rico are usually found among the families that have been part of the metropolitan setting for at least a full generation. However, the stresses created by migrating to a different culture and environment might weaken the family's influence and control over their children.

Steiner (1974) has indicated that a negative self-image is often incorporated by Puerto Rican youths as a result of continued prejudice in the American culture. Discrimination against Puerto Ricans occurs because they are Spanish-speaking and also because they are not considered white by most Americans. This is a strong implication in terms of a delinquent career, since Gold (1978) has emphasized a devalued self-image as a cause for delinquent activities.

Delinquent involvement among Puerto Rican females remains a largely unknown area. Giordano (1978) observed that between 1960 and 1973 there was a large increase in both the adjudicated females and the apparent increased versatility of their involvement in crimes in the general population. The extent to which the Puerto Rican female is a participant in this broader process and the consequences of her possible delinquency upon the family is explored in the present study.

RESEARCH HYPOTHESES

The main hypotheses of the study are the following:

1) Strong intra-familial processes and extra-familial relationships to outside institutions will be associated with school retention. The school will be a positive, success experience.
2) The dropping-out experience will be different for males and females.
3) Dropouts do not necessarily become delinquent:
    a) Strong family processes, proper vigilance and control, sound interfaces with community sectors and positive peer influences will mediate for

some dropouts, preventing them from delinquent activities.

b) Delinquent dropouts will come from overstressed families with weakened executive functions, who are more dissatisfied with supportive institutions in their environment.

c) Dropping out is likely to be associated with diminished delinquent activities for a number of youngsters.

4) Association with peers in trouble in school and in trouble with the law will be characteristic of delinquent dropouts.

5) Strong cultural identity will be associated with staying in school and non-delinquency.

CHAPTER II

METHODOLOGY

MEASURES

Questionnaire Development

Two instruments, a PARENT SCHEDULE and a YOUTH SCHEDULE, were developed for this study. Some items with good discriminating power were selected from questionnaires used in studies by Alicea & Mathis (1975), Cervantes (1966), Bachman et. al. (1969, 1971) and Ferracuti et. al. (1975). In addition, valuable insights gained from holding three focus groups (parents, dropout youths, and stay-ins) at the outset of the study were incorporated as specific items in the questionnaires. The focus groups explored family processes, ethnic concerns, school experiences, values and aspirations.

Both questionnaires were developed to reflect three main constructs: intra-familial processes, family interfaces with school and community, and peer influences. The intra-familial processes construct pertains to interactions, exchanges of information and affect, between parents and youngsters and between siblings, particularly those involving efforts to discourage/discourage/encourage a youngster to drop out. These processes incorporate the family members' efforts to influence the youngster to stay within the lawful boundaries of behavior (i.e. non-delinquent activities). Also included in this construct are parental guidance

and support, as it pertains to school-related activities, as well as effectiveness of parental supervision and control of youth's behavior. Aspiration levels, for parents and youths, are explored too.

The nature and quality of contacts between parents and school in relation to the youngster's academic functioning and behavioral adjustment is of primary concern to the second construct, family interfaces with school and community. In addition, the construct looks at the youth's school history, sources of satisfaction and dissatisfaction within the school, and reasons for dropping out/ remaining in school. The family's sense of comfort, satisfaction, and safety within its community and its contacts with members of surrounding ethnic groups are also explored. Indices of cultural identity, bilingualism, and parent's social network are reflected in this construct.

The third interactional construct, peer influences, looks at the quality of the youngster's contacts with peers as an important factor in his/her decision to drop out or remain in school and to engage in or avoid delinquent activity. Measurements within this construct aim to tap how the youngster uses peers in coping with inter-ethnic conflicts and identity dilemmas. The extent of trouble in school and trouble with the law for the youth's peers are also explored in this construct.

In addition to the inclusion of items reflecting the afore-mentioned constructs, the questionnaires obtain standard demographic data such as age, sex, marital status, socioeconomic status, parents'

educational and work status, family language and number of years in the United States.

Both instruments were translated into Spanish, with particular emphasis given to the use of Puerto Rican idiomatic expressions and to full equivalency between the English and Spanish versions. Often, items were re-translated from Spanish to English, as the Spanish wording resulted in an improved version. A pre-test on both instruments was performed; as a result, some questions that proved to be inadequate were discarded and the wording on some others were modified.

The PARENT SCHEDULE and YOUTH SCHEDULE went through three and four revisions, respectively, before arriving at their final form. The initial PARENT SCHEDULE consisted of 84 questions, while the initial YOUTH SCHEDULE consisted of 106 questions. Each schedule contained close-ended and open-ended questions, and each required an average of 50-60 minutes for its completion.

The two instruments developed for use in Year 1 of the study were revised and slightly modified for Year 2. In the PARENT SCHEDULE, revisions involved new questions on previous residences, special caretaking needs in households, shuttling between Puerto Rico and the mainland, household chores, utilization of spiritualist and other resources, and comparative assessment of life in Puerto Rico vs. life in the United States. In the YOUTH SCHEDULE, revisions consisted of new questions on extent of trouble with the law for self and among friends, role models for school achievement within the family and among friends, participation in training programs for

dropouts, problems experienced by young mothers, and extent of drug and alcohol use. The new questions, for both instruments, replaced other questions from Year 1 which had poor discriminating power. Questionnaires for both years were equivalent in length and time required for administration. The final Year 2 Parent and Youth Schedules consisted of 92 and 100 questions, respectively.

At Year 3, only slight modifications were made on each questionnaire. In both the PARENT SCHEDULE and the YOUTH SCHEDULE some questions dealing with temporary employment and ethnic activities were added, as well as a set of questions dealing with opinions and responses to a public school strike that lasted for two months at the beginning of the term. The Year 3 PARENT SCHEDULE, presented in Appendix A, consisted of 88 questions, while the YOUTH SCHEDULE had 100. The questionnaire revisions did not alter the basic structure of either the YOUTH SCHEDULE of the PARENT SCHEDULE; thus, it was possible to maintain comparability of results from year to year. Almost all parents were interviewed in Spanish, while about 75% of the youths were interviewed in English.

SAMPLE RECRUITMENT

Various recruitment efforts were utilized to select our volunteer sample which, at Year 1, consisted of 505 youths and 505 parents or guardians. Initial efforts were conducted through the Philadelphia Board of Education and the Archdiocese of Philadelphia. Later efforts involved the cooperation of individual schools and other special recruitment methods.

Initial Efforts

ASPIRA'S Agreement with the Philadelphia Board of Education Research Committee involved the mailing of an introductory letter from ASPIRA to the families of all Hispanic 10th graders enrolled in public schools as of September 1, 1979. The letter, written in English and Spanish (see Appendix B), described the study in simple terms and requested their cooperation. Incentives of $10. and $5. were offered to each participating parent and youth, respectively. Interested respondents were to fill out a card and mail it to ASPIRA in a self-addressed, postage paid envelope. Due to confidentiality considerations set by the School Board the address labels of the Hispanic students were not given to ASPIRA; thus, we were limited to mailed returns and could not follow-up by phone calls or home visits to the prospective participants. Two mailings, two weeks apart, were planned for parents of 1,472 10th grade Hispanic students in the Philadelphia Public School System. It should be noted that students are classified as Hispanic, but there is no further identification as to their country of origin; thus, the mailings were sent to all Hispanic students which included Puerto Ricans and other students of Hispanic origin. About 85% of the total Hispanic enrollment is estimated to be of Puerto Rican origin, so that there were approximately 1,250 Puerto Rican 10th graders in the public schools eligible for the study. This estimate includes students who may have dropped out after finishing the 9th grade or at the beginning of the 10th grade, but were still kept

on the enrollment list. The public school sample was drawn from 10 high schools in Philadelphia, with the largest concentration of Hispanic students coming from the North Philadelphia/Kensington areas.

Procedures with the Archdiocese of Philadelphia were somewhat different in that they do not have a central enrollment list according to ethnic background and they did not know how many Puerto Rican students they had in their high schools. Therefore, it was necessary to identify parochial schools in heavily populated Puerto Rican areas as well as in those that would have possible Puerto Rican enrollment. There were 5 parochial high schools identified as such in the Philadelphia area and requests were made directly to the principals of these schools, so that they could provide lists of Puerto Rican youngsters enrolled in the 10th grade as of September 1, 1979. This procedure yielded 124 Puerto Rican 10th graders in parochial high schools who were also sent the introductory letter. Since no exact figures were available from either the Public or Parochial School Systems regarding the total number of Puerto Rican students enrolled in the 10th grade, it is estimated that our potential cohort consisted of approximately 1,500 cases.

The initial effort to recruit our sample was built on the realization that the usual means of recruitment (mailings) have never yielded adequate response rates among Hispanics. The experience of census workers, as well as the experience of voter registration

drives and survey studies, all suggested that we would have to use more than the usual means of recruiting a sample. The first mailing was coordinated with a strong publicity campaign in order to increase the response rate. Fliers were sent to community agencies servicing Puerto Rican families. These fliers described the project and requested the cooperation of our target group. Brief articles were placed in the only local Spanish newspaper. Project staff appeared on a local T.V. program, Puerto Rican Panorama, and several public service announcements were placed on Spanish radio stations. The initial sample recruitment effort consisting of the first mailing to public school families and accompanying publicity campaign yielded only 104 responses, a 7% response rate. We had 129 returned letters (8.8% of total), indicating that the family had moved and had left no forwarding address. This pointed to the rapid mobility among some Hispanic families, especially since these addresses had been verified only 5 months before the letters went out.

Special Recruitment Efforts

Concerned with the low response rate to our first mailing, other recruitment methods were implemented. Another incentive was offered to all participants, parents, and youths: eligibility for a raffle, with a round-trip plane fare to Puerto Rico or the equivalent cash amount as the grand prize. The raffle was a culturally-syntonic incentive, as Hispanic families normally exhibit a high degree of participation in raffles, lotteries, and other games of chance. There was one major problem in using this incentive. Although the

community loves participation in raffles, it is also routinely and systematically exploited through them. Everyone knows of a raffle where the prize was "won" by a relative of someone in the agency sponsoring the raffle. We needed a way of enlisting the cooperation of our respondents and involving them through this incentive which was familiar and pleasurable, but without endangering our credibility. The solution was the decision to hold a very proper raffle. The drawing was to be done publicly with the participation of respondents, respected community leaders and mass media reporters. The interviewers were carefully instructed to present the raffle as only one more incentive accompanying the project. The raffle aimed at providing high visibility for the study, hoping that one respondent family would recruit the next and unleashing a contagion phenomenon.

A second mailing was then sent to both public and parochial school families with the additional incentive (raffle) and with continued publicity through mass media. The second mailing, sent to 1,240 families, produced another 101 responses, equivalent to an 8% rate. At this point, it became evident that we would have to implement a more aggressive recruitment campaign in order to increase our sample. Thus, we devised a line of attack consisting of the following recruitment procedures: involvement of community agencies and assembly meetings in the schools, canvassing on a door-to-door basis and at recreation centers, referrals from respondents, and use of dropout lists.

The community agencies involved in recruitment efforts were social service agencies as well as G.E.D. and job training programs in the community. Project staff met with personnel from these agencies and left fliers describing the program and asking the target population to contact us if they were interested in participating.

Assembly meetings in public high schools with Puerto Rican 10th graders proved very productive. This was a totally new and unplanned effort, requiring a previous conference with each school principal as procedures varied from school to school. Ten high schools were visited; in general, there was good cooperation from the principals and we were able to implement the assembly meetings in the school at a time when they would not interfere with the class schedule.

The assembly meetings required the development of personal involvement with strategic school persons. This meant working directly with the principal and other key personnel in the schools to engage their own personal commitment to the project. Two patterns of support from the schools became evident. The first pattern entailed a principal who met with us and quickly acceded to be cooperative to the project, but then delegated the fulfillment of the task of getting a group together to someone else. Typically this resulted in disorganized assemblies with very poor turnover. A variation of this pattern involving hesitation and/or resistance was that of the principal who felt that calling on Puerto Rican

youngsters through the public address system would constitute "a seditious act", because he would be singling out one ethnic group over the others for a particular project. It took a great deal of diplomacy and persuasive skill to get that principal to allow us to meet with the youngsters. As expected with this particular principal and school we were simply delegated to someone who had poor rapport with the youngsters and the turnout for the assembly was very low.

The second pattern of support was characterized by sustained cooperation. The principal responded to our efforts by mobilizing his own personality and the power of his office. He would, himself, call on the youngsters and become available during the particular selected time where the youngsters were to meet with us. The power of his office was then used to connect the youngsters' sense of civic responsibility to the participation in our project. The following phrase was typical: "You are being good Puerto Ricans by participating in this project and giving your cooperation". Fortunately, most principals followed the latter, cooperative, pattern.

A door-to-door recruitment technique was used in high density Hispanic areas and recreation centers. This was done on weekends when the youths would be likely to be out in recreation centers participating in sports or just hanging around. Crews of interviewers were sent to these centers to approach all groups of youths and ask for their participation if they were eligible. Very few cases were found through these efforts, which turned out to be

not very effective, considering the time and effort involved. However, interviewers also distributed fliers throughout this process; thus, it is possible that these efforts may have had indirect results in terms of volunteering for the study.

Participants for the study were also obtained by referrals of those who had agreed to participate in our sample after they were interviewed, and word of mouth. Our interviewers were instructed, after finishing the interviews with both parents and youths, to ask the respondents if they knew of anybody else also in the 10th grade, or who had dropped out from the 10th grade, who might be interested, and, if they did, they were asked to give their names, addresses and telephone numbers, so that we could contact them. Several mothers became very involved in this process and provided us with lists of their youngsters' friends, whom they thought would be interested in participating. This was a great example of family and community involvement.

A final recruitment effort involved personal follow-up of identified drop-outs from lists provided by the Philadelphia School District and two other dropout prevention programs in the city. This was also a productive effort, as we were able to reach a large number of dropouts for inclusion in the sample.

Final Sample

A total of 716 volunteer cases were recruited through all the different recruitment efforts. Of these, 70 were found ineligible (not in the 10th grade or not having dropped out in the 10th grade),

70 were unable to be contacted (incorrect addresses, or family moved, or respondents not home after repeated contacts were made), 41 were refusals involving either youths who changed their minds or parental refusals after youth had volunteered, and 25 were siblings of respondents attending the same grades-also declared ineligible- leaving a total of 510 completed pair interviews. However, as a result of validation checks, 5 cases were found ineligible due to interviewer error-not in the 10th grade-, yielding a final sample size of 505.

A complete description of the sample in terms of the recruitment category and the conversion rate of each category is presented in Table 2.1. Except for the "Lists" category, all other recruitment categories show a high conversion rate, in the 73% to 88% range. While the "Lists" category reflects the lowest conversion rate, it should not be dismissed as less efficient, since many of the drop-outs were reached through this recruitment method. It should be noted that "recruited cases: refer to cases where a parent or a youngster or both had indicated a willingness to participate in the study, and not to all the cases that were contacted in one way or another during the sample recruitment phase of the study.

Table 2.1. Number of recruited cases, number of actual sample participants, and conversion percentage by each recruitment category.

	Mailings	Mass media	Assemblies	Door-to-door	Respondent referrals	Lists	Total
# of recruited cases	181	49	239	8	24	205	716
# of actual sample participants	146	36	177	7	19	120	505
conversion %[1]	80.6	73.5	74.1	87	79.2	58.5	70.5

[1]Calculated by dividing # of actual sample participants in each recruitment category by # of recruited cases in same recruitment category

The 505 cases comprised 434 stay-ins (86%) and 71 dropouts (14%). A breakdown of stay-ins and dropouts by recruitment category is given in Table 2.2. Most of the stay-ins were recruited through assemblies, mailings, and lists, while most of the dropouts came from lists, mailings and mass media. This reinforces the notion that different recruitment methods were needed to reach different segments of our population.

Table 2.2. Stay-ins and dropouts by recruitment category.

	Mailings	Mass media	Assemblies	Door-to-door	Respondent Referrals	Lists	Total
# of SI	125	25	174	6	16	89	435
# of DO	21	11	3	1	3	31	70
	146	36	177	7	19	120	505

The Public vs. Parochial breakdown was the following: 416 Public (82%) and 89 Parochial (18%). There were 240 males (48%) and 265 females (52%) in the initial sample. As a result of the special recruitment efforts the proportion of dropouts in our sample, the hardest category to reach and to get to participate, approached the official dropout rate for Hispanics in Philadelphia for the 1978-1979 school year - 14% vs. 16.4%, respectively.

Overview of Recruitment Procedures

The different recruitment procedures employed in this study yielded a large sample size, a difficult task to accomplish with a disadvantaged, Hispanic, population. It seems evident that ASPIRA's location within the Hispanic community and its solid reputation as an educational agency greatly facilitated sample recruitment. More specifically, it allowed for access to families and community agencies which, we feel, would have been denied to a large non-indigenous institution attempting to conduct this type of study. A survey of this kind needs the trust and cooperation of the community participating in it and sensitivity to community processes and cultural factors by the agency conducting it. Knowledge of communication patterns, formal and informal, within the community, is essential. Proper, respectful interactions between the staff and families were heavily emphasized, whether taking place in the formal interview or in a brief phone call. This was essential in securing the goodwill of families and spreading it within the community. The goodwill generated by the interviewers and the acceptance of the study were

reflected in the many positive comments about the interviewers made by the participants when validations were conducted.

An apparent finding in terms of securing the participation of a large sample of Hispanics is that there is no one all-effective recruitment method but, rather, that different methods employed in succession produce incremental results. The following principles were considered essential in our sample recruitment procedures:

1) novelty - the use of a variety of techniques helped maintain interest and/or pay attention to the project;
2) timing - scheduling and combining several techniques in succession increased the likelihood of reaching different families and reinforced the community's sustained awareness of the project;
3) use of culturally-syntonic procedures - media exposure in local newspapers, radio and TV shows were extremely helpful; a special incentive, the raffle of a round trip airline ticket to Puerto Rico, was greatly appreciated by the participants.

The use of innovative sample recruitment techniques was essential in counteracting the apathy with which minority communities typically react to survey studies.

FIELD WORK

Interviewer Recruitment

Bilingual, bicultural interviewers were screened and chosen for the field work. Particular attention was paid to their ability to read, write and speak English and Spanish fluently, as well as to their knowledge and ease in relating to the Puerto Rican community. It is important to note that it was not deemed sufficient to have an interviewer who was just bilingual. It was considered essential for the interviewer to also be knowledgeable of and sensitive to specific aspects of the culture. A bilingual interviewer who is not knowledgeable of the culture may be rude to the family by not responding appropriately to typical ways in which the Puerto Rican family behaves (i.e. hospitality patterns, family interaction during the interview). Also a bilingual interviewer who has had no, or limited, experience dealing with Puerto Ricans would have a difficult time understanding many of their idiomatic expressions and rapid speech patterns or the common practice of language cross-over. Several interviewers worked in successive years, thus contributing their experience to the training and actual field work process.

Our successful interviewers were young adults, Hispanic or bilingual Anglo, who displayed sensitivity to familes as well as a knowledge of and an existing link to the Hispanic community. They also perceived the research project as a positive endeavor with potential benefits to the community and were able to interview

both parents and youths with effectiveness.

Training

One of the main foreseen problems was as to to how to insure the completion of a long one hour interview with families unpracticed in producing a task-centered, structured interview, usually within a casual atmosphere full of children in the not so spacious quarters of an interruption-prone environment. The training of the bilingual interviewers was undertaken through formal didactic presentations and practice exercises with special simulations. The simulations entailed intensive and detailed feedback from both the standpoints of the interviewee and the interviewer. They were used to develop a special focus in typical patterns of interruptions, detours, on learning to pick up the thread, and circumventing possibilities of being misunderstood or offensive. The aim was to learn to stay within the rules of mutual consent and respect. A half hour didactic videotape in English and Spanish was produced, displaying some of the most common inter-personal obstacles in securing an adequate interview with our population, and ways of handling that would be of benefit to both the family and the interviewer. Special emphasis was placed on dealing with privacy and hospitality, i.e., always accepting signs of hospitality such as the offer of coffee and to dwell a little bit in the courtesy before going to the task at hand.

While the first year's training emphasized procedures for getting the initial interview from the youth and the parent,

subsequent training sessions (in Years 2 and 3) had to emphasize re-motivating families to continue their participation in the study, as some of them had expressed a lack of interest in giving a lengthy interview again.

Incentives

The procedures to be followed by the interviewers regarding the incentives were given utmost importance. Monetary incentives were mailed from ASPIRA after each pair-interview had been completed. During each year of their participation, each parent was paid $10 and each youth was paid $5.

The special incentives to be raffled provided to be much appreciated by the participants. The raffles were held at the end of the field work, in the large waiting room of an indigenous social service community agency, easily assessible to most families living in the Barrio, and highly respected in the community. All participating families were sent an invitation to each drawing, stating the place and time. Several families attended each drawing and the selection was done right there in front of the families and with the participation of several representatives from ASPIRA and other agencies. The special raffled incentives consisted of a trip to Puerto Rico (Year 1), a color T.V. (Year 2), and a black/white T.V. (Year 3, for parents), and a radio/cassette recorder (Year 3, for youths). Special attention was given to informing all participants in the study who the winners had been. To that effect, all winners were photographed receiving their prizes and the photo, with an

accompanying article, were published in the local Spanish newspaper.

In order to make sure that all families learned the results of the raffle, the newspaper report and picture were photocopied and sent to all the participants in our sample. This procedure had a double purpose: 1) to inform all the participants about the results of the raffle and reassure them that it was conducted in a proper, honest, way, and 2) to use the mailing as a tracing procedure to verify addresses.

Validation of Interviews

Procedures were implemented to ensure that the interviews had been conducted according to study specifications. Accordingly, phone and mail validations were performed soon after the interviews had been completed. Most interviewers had a minumum of 50% of his/her work validated, resulting in 59% validation of total sample at Year 1, 47% at Year 2, and 54% at Year 3. The validation checks were useful, also, in picking up occasional interviewer errors that were then corrected. Throughout the three years and of approximately 70 interviewers that worked for the project, only 1 interviewer was found to engage in serious misconduct, as she was conducting part of the interview on the telephone. She was not rehired, and the interviews in question were re-assigned and properly done by another interviewer.

Confidentiality

Stringent criteria were used to protect the anonymity of our respondents and the confidentiality of their responses. Signed

releases of information (see Appendix B) by both, youngsters and parents, were required, in order to secure school and police records.

Tracing

Respondent tracing in each year was accomplished by asking each youth and each parent for a list of names, addresses, and phone numbers of three relatives or friends who knew them well. An interesting - and distressing - finding at the beginning of the field work at Year 2 was that the majority of families who had moved had listed references who had moved, too. This suggested a contextual process, inasmuch as unstable families were to list other unstable families as references. The problem was solved in subsequent years by requesting references, relatives or good friends, who would be unlikely to move in the near future and who would be likely to remain in touch with the respondent.

Initially, respondents were also asked to give names and addresses of their next-door neighbors, to serve as tracing references. This a common practice in survey research with middle-class families. However, we found that this was an inappropriate procedure with our sample. Many respondents, primarily mothers or guardians, protested as they felt that their neighbors should not "become involved in their lives" or should not "be bothered." The implication was that, for many families, neighbors were either unfriendly or simple acquaintances. This may have been even more so among families living in integrated neighborhoods.

The schools did not prove to be good sources for respondent tracing, as their records were seldom up-to-date with address changes. However, neighborhood grocery stores and other business establishments were often very helpful in allowing us to locate "lost" cases. Interestingly, it was easier to trace a family that moved to another city or to Puerto Rico than to trace many families that moved within Philadelphia. Our speculation is that the latter were more needy and disorganized with fewer neighborhood connections.

In order to verify addresses, we also sent out two general mailings in-between field work periods (12 months). One mailing was done shortly after completing the field work, informing families of the raffle winners, and the other shortly before the subsequent follow-up interview was to be done, alerting families to expect interviewers to call on them. All letters returned by the post office were immediately followed-up, using the tracing information in order to insure our locating the family. Having these intermediate points in time for checking addresses saved us time during the actual field work period and allowed interviewers to complete interviews quickly rather than having to spend most of their time looking for respondents and thereby risking discouragement and apathy on their part.

Special Field Work Issues

Performing a longitudinal survey research study with low-income Hispanic families presented different kinds of problems than those

normally seen with a middle-class, Anglo, population. Some of these problems seemed to be characteristic of the low socio-economic status while others appeared to be cultural in nature, though in practice both are often intertwined.

Among the first type of problems - relating to the poverty and underpriviledged condition of the families - we encountered a resistance to giving follow-up interviews after the first year. This was predominantly so among mothers. This resistance was expressed with responses such as: "I already told you everything last year. Nothing has changed" or "Since I talked to you last year things have gotten worse; I don't think I could talk about it". Thus, what many interviewers found was a mother who was quite depressed, overwhelmed by an economic situation and family conditions that had worsened or, at best, had remained the same with little or no possibility of improving. The resistance came as these mothers wanted to avoid verbalizing how dismal their situations remained after 1 or 2 years, especially as federal budget cuts and higher unemployment gave them little hope for the future. Interviewers needed to be particularly sensitive to these events and to emphasize that even if their situations had not changed much, it was still very important to know that in order for the study to have an impact on their lives and their youngsters' lives. We also devised a referral system by which any respondent, mother or youth, who requested assistance with some problem (i.e., housing, medical care, educational opportunities, employment, training) could be

connected to the appropriate agency. In order to insure that the information given out would be uniform and to preserve among interviewers their role, not allowing it to change to that of a social worker, they were instructed not to give referral information on the spot but, rather, to pass along all requests to the field coordinator who then contacted the person in need. This procedure was implemented efficiently throughout the project. Responding to these requests for information was seen as a responsibility of the project. Centralizing them on the field coordinator made it possible for interviewers to be responsive yet not act as change agents, which would have jeopardized the scientific nature of the study.

Among field work issues that were deemed cultural in nature were: setting up the interview and privacy. We found that in setting up the interview the interviewer, in most cases, needed more than one visit. The first contact usually involved visiting the house in person, so that the interviewer could introduce himself/herself and ask the parent when it would be convenient to do the interview. While sometimes the interview was granted on the spot, we found that in the majority of cases the mothers needed to prepare the house and herself for the interview; thus, she would ask the interviewer to come back another day. Upon return, the interviewer would find that the house had been cleaned and the respondent had dressed up for the occasion. For these mothers, an interviewer was more than just an interviewer, she/he

was also a representative of a highly regarded Hispanic agency paying a visit as a friend or relative would. Thus, the house needed to be especially prepared for such a visit. Social amenities such as offering coffee were typically exhibited by the respondents. Underlying the hospitality, it seems clearly important not to let the interviewer fully see the deteriorating conditions and overall poverty inside the home. Interviewers were instructed to have an initial "social" stage where they would converse at ease with the respondent, and then shift into the "interview" stage after they felt that the respondent was ready to get started with the formal questionnaire. Interviewers found that it was helpful not to have a structured social stage, as this did not facilitate rapport with the respondent.

Another cultural issue was that of privacy. While the standard interviewing procedures are for complete privacy at all times, we found that this was often unrealistic in small homes with children and relatives living together. It was found that an overemphasis on privacy resulted in suspiciousness and a reluctance to participate in the study. Interviewers, then, learned how to handle interruptions, how to insure that sensitive questions would not be asked in front of anyone else, and how to use the radio and the T.V. as masking noise when other people were around. Given the reality conditions of noisy homes, the interviewers learned how to use noise to insure privacy. When youngsters were interviewed and their parents were around, although not in the same room, the interviewers often had the youngsters point to the appropriate response in the booklet or to verbalize responses in a low, whispering tone when answering potentially sensitive questions.

A very important cultural issue was how to maintain morale and a low turnover rate among interviewers. Most of them were Hispanic and many came from a similar environment to that of the families they were interviewing. They often became discouraged by the poverty, by the problems of the respondents, by the unchanging situations that the respondents described. It was necessary for the field coordinator to debrief the interviewers on a regular basis and to use that time to listen to their impressions, to commiserate with them, and to support their efforts. By using supportive listening the field coordinator not only learned a great deal about the interviews and the respondents, but also provided a therapeutic function for the interviewers, as they were able to unburden their frustration and discourgement while carrying on their job.

CHAPTER III

DROPPING OUT AND DELINQUENCY: 10TH GRADE RESULTS

It is a well established fact that the 10th grade represents the most vulnerable period for a drop out to occur. During the 1978-1979 school year, just prior to the beginning of this study, 61% of all Hispanic dropouts in the Philadelphia School District did so in the 10th grade. In comparison, 43% of all black dropouts and 48% of all white dropouts did likewise in the 10th grade (School District of Philadelphia, 1980). This section highlights those factors associated with dropping out and delinquency at that crucial crossroad, the 10th grade.

Classification along the dependent variables, dropping out and delinquency, was performed according to the responses given to specific items in the questionnaires. Thus, a dropout refers to a youngster who indicated that he was not attending school at all; any youngster reporting irregular school attendance was classified as a stay-in. The delinquency classification was performed based on the "trouble with the law" reported by youngsters or their parents. The youngsters, themselves were asked to report on their most recent trouble with the law ("during the past year") while parents, were asked if their sons/daughters had "ever" been in trouble with the law. The self-reported and official delinquency rates are compared in Chapter V.

Public vs. Parochial

A complete description of the youth sample according to school attendance status, sex, and type of school, is presented in Table 3.1. These results indicate that dropping out from high school in the 10th grade is definitely linked to public school attendance among Puerto Rican youngsters.

Table 3.1 Description of youth sample (Ns)

	STAY-INS (SI) M	STAY-INS (SI) F	DROPOUTS (DO) M	DROPOUTS (DO) F	Totals
Public	171	176	33	36	416
Parochial	36	52	0	1	89
Totals	207	228	33	37	
	435		70		505

As shown in Table 3.2, results also demonstrate that prior delinquent involvement was almost non-existent among parochial school students. In fact, it was significantly associated with public school attendance. However, other factors need to be taken into consideration whenever describing differences in the dependent variables between public school and parochial school youngsters.

Table 3.2 Youth ever in trouble with law, by type of school (in percent).

	Total(505)[1]	
	PUB(416)	PAR(89)
yes	14	1
no	86	99

$\chi^2 = 10.47^{**}$

[1] Ns given in parentheses

**$p \leq 0.01$

A comparison of basic socioeconomic factors, shown in Table 3.3, shows that there are very significant differences between public school and parochial school youths. Parochial school youths are more likely to come from two-parent families than public school youths. Significantly more fathers and mothers of parochial school youths work than fathers and mothers of public school youths. Consequently, family income is higher for parochial school families. It should be noted, however, that both groups of families are basically working-class families: only 5% of the public school families and 22% of the parochial school families reported a combined family income of $15,000 or more. These basic differences should be taken into consideration when explaining differential rates in dropping out and delinquency between public school and parochial school youths.

As shown in Table 3.4, background differences were also noted between mothers of parochial school students and mothers of public school students; the former were more likely to have been raised in the U.S.

Table 3.4 Place where mothers were raised, by type of school (in percent)

	Total(485)	
	PUB(396)	PAR(89)
Raised in Puerto Rico	84	66
Raised in United States	16	34
	χ^2= 19.83***	
	***p≤0.001	

Table 3.3 Family's socioeconomic factors, by type of school (in percent).

		Total(485)[1]	
		PUB(396)[2]	PAR(89)
Marital relationship (parents)	yes	56	75
	no	44	25
		χ^2=10.10***	
		Total(290)	
		PUB(223)[2]	PAR(67)
Father employed[3]	yes	46	79
	no	54	21
		χ^2=21.15***	
		Total(485)	
		PUB(396)[2]	PAR(89)
Mother employed[3]	yes	17	43
	no	83	57
		χ^2=26.97***	
		Total(499)	
		PUB(412)	PAR(87)
Family income	Below $5,000	33	17
	$5,000-$7,999	40	25
	Above $8,000	27	57
		χ^2=30.83***,2 d.f.	

[1] Ns in parenthesis
[2] 20 non-parent caretakers not included
[3] Either full-time or part-time
***p ≤0.001

Table 3.5 presents shifts from one school system to another. It shows that parochial school youngsters were more likely to have made a shift than public school youngsters. Most of the shifts took place during the earliest grades: 45% of both public and parochial school youngsters changed school systems in either Kindergarten or first grade.

Table 3.5 Changes in school system, by school type (in percent).

		Total(502)[1]	
		PUB(415)	PAR(87)
Ever changed school system	yes	20	60
	no	80	40
		$\chi^2 = 58.86$***	

[1]Ns in parentheses
***$p \leq 0.001$

The assumption is often made that parochial schools exclude students with academic and/or behavioral difficulties in early grades. However, it appears that the lack of financial resources may be the most compelling reason for a youngster to change from a parochial school to a public school. Among youngsters who made such a shift, 35% gave financial matters as the reason for the change, 24% indicated that the change had to do with the family moving, while 19% stated that the school had been "too strict" or they had been expelled from it (the remaining youngsters offered other, different, reasons).

When compared with youngsters who had never attended a parochial school, those who had initially done so and then had shifted - for whatever reason - to a public school were no more

likely to drop out from school or to be involved in delinquent activities. These results are shown in Table 3.6.

Table 3.6 Dropout and delinquency rates for public school youngsters, by prior parochial school attendance (in percent).

		Total(415)[1]	
		Prior PAR(83)	No Prior PAR(332)
Dropout	yes	17	17
	no	83	83
		$\chi^2 = 0$, NS[2]	
Delinquent	yes	13	14
	no	87	86
		$\chi^2 \leq 1$, NS[2]	

[1]Ns in parentheses
[2]In subsequent contingency tables of χ^2 is not given, then significance was not achieved.

Public School Sample

Since there were only one dropout and one delinquent in the parochial school subsample, it was excluded from subsequent analyses exploring factors associated with dropping out and delinquency in the 10th grade. Results for the complete sample, public and parochial, were subsequently analyzed (see Chapter V).

The distribution of public school youngsters is presented in Table 3.7. Subsequent analyses, except where specified, are based on this distribution. Dropouts represented 16.6% of the public school sample, with an almost equal distribution according to sex.

Table 3.7 Description of public school youth sample, by sex and school attendance (Ns)

	SI	DO	Totals
Male	171	33	204
Female	176	36	212
Totals	347	69	416

Table 3.8 presents the distribution of adult respondents according to the relationship to youth, for the public school sample. The target adult respondents, mothers, comprised 92.3% of all adult respondents; parenting figures (by birth or marriage) accounted for 95.2% of the sample. It should be noted that mothers had been selected as the adult respondents because they would be the parent most likely to be found in single-parent families and more knowledgeable about the youngster.

Table 3.8 Description of adult respondents by school attendance (Ns)

	SI	DO	Totals
Mother	322	62	384
Father	3	1	4
Stepmother	5	1	6
Stepfather	1	1	2
Grandmother	7	2	9
Other	9	2	11
Totals	347	69	416

As shown in Table 3.9, there were no significant differences between stay-ins and dropouts in terms of living with a parental figure or a non-parent adult guardian. Dropouts were no more likely to be living with non-parents than stay-ins.

Table 3.9 Adult respondent's relationship to youth, by school attendance (in percent).

	SI(347)	DO(69)
Parents	95	94
Non-Parents	5	6

$\chi^2 < 1$, p=NS ^{2}

Dropping Out Among Boys

Subsequent results in this chapter are presented separately for boys and girls, as they reflect different dropping out processes and delinquency involvement.

Demographic Characterists of Parents

Dropout boys at the 10th grade could not be differentiated from stay-in boys when looking at the parental marital relationship (married or cohabiting), mothers' employment status or total family income. However, dropout boys were more likely to have unemployed fathers than stay-in boys. These results are shown in Table 3.10.

Table 3.10 Family's socioeconomic factors, for boys, by school status (in percent).

		Total (194)[1] SI (163)	DO (31)
Marital relationship (parents)	yes	60	48
	no	40	52
		Total (113) SI (98)	DO (15)
Father employed[2]	yes	51	7
	no	49	93
		$\chi^2 = 8.62$**	
		Total (194) SI (163)	DO (31)
Mother employed[2]	yes	18	16
	no	82	84
		Total (194) SI (163)	DO (31)
Family income	Below $5,000	29	42
	$5,000-$7,999	41	42
	Above $8,000	30	16

[1] 10 non-parent caretakers (i.e., sisters, grandmothers) excluded from this analysis.

[2] either full-time or part-time.

Mothers of dropout boys tended to be over two years older than mothers of stay-in boys (43.5 yrs. vs. 41.1 yrs., $p \leq 0.05$ Mann-Whitney U test). However, educational attainment of parents were not significantly different between mothers of stay-ins and mothers of dropouts, or between fathers of both groups. Mothers' mean education level was the 7th grade, while father's was the 6th grade.

Migration characteristics of mothers did not differ significantly between stay-in and dropout boys. Only 14% of mothers were raised in the United States. This was not a significant factor when comparing both groups. The mothers' rural/urban background in Puerto Rico or their age when they came to the mainland were not associated with dropping out. Other analyses comparing stay-ins and dropouts in terms of the agricultural product grown (i.e., tobacco, coffee, sugar) where their mothers were raised in Puerto Rico, following the anthropological findings of Steward (1956) and Leavitt (1974), and the population size of the town were performed, but they failed to show significant differences between the two groups.

Demographic Characteristics of Youths

As shown in Table 3.11, dropout boys were significantly older than stay-in boys. However, no significant differences were found between stay-ins and dropouts in terms of where they were born or raised, or their age when they came to the United States (if born in Puerto Rico). Very few boys (2%) reported a marital relationship.

Table 3.11 Youth demographics, for boys, by school status (in percent).

		Total (204) SI (171)	DO (33)
Age	Mean (yrs.)	15.88	17.33
	Median (yrs.)	15.81	17.11
		$z = -6.56^{***}$, Mann-Whitney U Test[1]	
Where born	Puerto Rico	42	52
	United States	58	48
		(71)	(17)
Age when came to U.S. (N=88)	preschool age	44	53
	school age	56	47
Where raised	Puerto Rico	14	12
	United States	87	88
Marital relationship[2]	no	99	91
	yes	1	9

[1] Mann-Whitney U test was employed rather than t since for non-normal distributions, such as encountered here, the asymptotic relative efficiency of the former test either equals or exceeds that of the latter (Marascuilo & McSweeney, 1974). This test was used with all continuous variables.

[2] insufficient "yes" cases to compute χ^2

$^{***}p \leq 0.001$

Employment (or lack of employment) among boys was not associated with dropping out; 20% of stay-ins and 24% of dropouts reported either part-time or full-time employment at the time the interviews were conducted. The majority of youngsters with jobs were employed part-time, but a few had full-time jobs.

Delinquency and Acting-out Behaviors

There was a significant association between dropping out and trouble with the law for boys, as shown in Table 3.12. While 21% of stay-ins and 39% of dropouts had had some trouble with the law at some time in the past, only 12% of stay-ins and 27% of dropouts had done so within the last year.

Table 3.12 Trouble with the law, for boys, by school status (in percent).

		Total (204) SI (171)	DO (33)
Trouble with law - ever -	yes	21	39
	no	79	61
		$\chi^2 = 4.14^{*}$	
Trouble with law - past year -	yes	12	27
	no	88	73
		$\chi^2 = 3.84^{*}$	

$^{*}p \leq 0.05$

Only 29% of stay-ins and 33% of dropouts who reported trouble with the law during the past year thought the problem had been "very serious." The unlawful offenses committed by male youths (N=30) during the last year were the following: receiving stolen property (23%), breaking and entering (13%), possession of marijuana (10%), carrying a concealed weapon (10%), trespassing (10%), shoplifting (7%), possession of alcohol (7%), vandalism (3%), armed robbery (3%), and other minor offenses (13%). Interestingly, very few youngsters (7% of stay-ins and 6% of dropouts) reported belonging to a gang.

The incidence of behavioral problems for boys as reported by their mothers or guardians, is presented in Table 3.13. Dropouts have a significantly higher incidence of sleeping out without permission, skipping school, smoking cigarettes, drinking alcohol, and smoking marijuana.

Table 3.13 Incidence of behavioral problems for boys as described by parents, only "yes" responses reflected, by school status (in percent).

	Total (204)	
	SI (171)	DO (33)
ever stayed out late	36	55
ever slept out without permission	11	34
	$\chi^2=10.65$**	
ever ran away from from	6	9
ever skipped school	38	73
	$\chi^2=12.46$***	
ever lied	45	58
ever stolen	8	18
ever gambled	3	3
ever smoked cigarettes	19	52
	$\chi^2=14.23$***	
ever drink alcohol	21	58
	$\chi^2=16.93$***	
ever smoked marijuana	11	34
	$\chi^2=10.65$**	
ever had violent rages	33	36
ever vandalized	1	6

**$p \leq 0.01$
***$p \leq 0.001$

Family Processes

The frequency of contacts with family networks and the extent of the network were comparable for families of both stay-in boys and dropout boys. The answers included frequency of visits, mail and telephone contacts with relatives within and outside of Philadelphia. However, mothers of dropouts were less likely to have another adult at home who helped with the children than mothers of stay-ins (22% vs. 44%, $\chi^2=4.75$, $p \leq 0.05$).

While mothers of stay-ins and mothers of dropouts attended Church with comparable regularity, their sons did not. Dropouts were less likely to go to Church on a regular basis than stay-ins. Religious affiliation was not a discriminating variable. These results are presented in Table 3.14.

Table 3.14 Religious affiliation and Church attendance, for boys, by school status (in percent).

		Total (204)	
		SI (171)	DO (33)
Religious affiliation	Catholic	69	76
	Protestant	26	21
	Other	2	0
	None	4	3
Mothers' Church attendance	never	9	21
	less than weekly	48	46
	weekly or more	43	33
Boys' Church attendance	never	28	64
	less than weekly	38	27
	weekly or more	35	9
		$\chi^2=17.60$***	

***$p \leq 0.001$, 2df

School Functioning

Table 3.15 presents a set of variables describing the boys' school history. Dropouts were more likely to have ever repeated a grade than stay-ins, especially the 7th and the 10th grade. Dropouts also tended to find school more unsafe than stay-ins. Attending a bilingual education program did not differentiate dropout boys from stay-in boys; however, when results from boys and girls were combined, dropouts (regardless of sex) were more likely to come from bilingual education programs (see Table C.1, Appendix C).

Table 3.15 Boys' school history by school status (in percent).

		Total(204) SI(171)	DO(33)
ever attended parochial school	yes	21	24
	no	79	76
ever attended school in Puerto Rico	yes	39	30
	no	61	70
ever repeated a grade	yes	36	76
	no	64	24
		$\chi^2 = 16.07$***	
attending a bilingual education program	yes	18	30
	no	82	70
perceived safety in school	unsafe	9	24
	pretty safe	61	39
	very safe	30	36
		$\chi^2 = 7.81$*	

*$p \leq 0.05$
***$p \leq 0.001$

Absences from school also proved significant discriminators between stay-ins and dropouts. Dropout boys were more likely to have been absent from school due to suspension, expulsion, and boredom than stay-in boys. These results are shown in Table 3.16.

Table 3.16 Reasons given by boys for being absent from school for more than three days in a row, only "yes" responses given, by school status (in percent).

	Total(204) SI(171)	DO(33)
illness	56	47
suspension	31	53
	$\chi^2 = 4.91$*	
expulsion	2	16
	$\chi^2 = 8.31$**	
marriage	0	6
boredom	19	50
	$\chi^2 = 12.93$***	
had to work	8	9
trouble with the law	7	6

*$p \leq 0.05$
**$p \leq 0.01$
***$p \leq 0.001$

Mothers of both stay-in boys and dropout boys expressed comparable degrees of participation in school activities (28% vs. 33%, respectively), satisfaction with school meetings (65% vs. 74%) and lack of problems communicating with school personnel (61% vs. 57%). Also, both groups of mothers agreed that the school called when their sons had problems (71% vs. 67%). Thus no differences were found between stay-ins and dropouts regarding the nature and extent of the family interfaces with the school.

Table 3.17 shows a differentiated support system by school personnel for dropout boys. They reported a greater likelihood than stay-in boys for administrators to urge them to stay in school as well as a tendency (.06 level) for teachers to not urge them to do so.

Table 3.17 Involvement of school personnel in urging boys to stay in school, by school status (in percent).

		Total(204) SI(171)	DO(33)
administrator	yes	28	49
	no	72	51
		$\chi^2 = 4.45$*	
teacher	yes	50	30
	no	50	70
		$\chi^2 = 3.44$ ($p \leq 0.06$)	

*$p \leq 0.05$

When asked their reasons for dropping out, most dropout boys (71%) stated that they wanted to work, but a majority (59%) also acknowledged that they were not doing well in school. Dropping out was presented as an individual decision, as 94% of the dropouts indicated that no one had urged them to leave school. Also, most

mothers (87%) disapproved of their sons' decisions to drop out, and most of the dropouts' friends (57%) also disapproved.

Peer Relations

Table 3.18 compares stay-ins and dropouts along certain peer characteristics. Notably, dropout boys were more likely than stay-in boys to report that most of their friends were also dropouts. There were no differences between the two groups when considering whether their friends had trouble in school or had recent trouble with the law.

Table 3.18 Boys' social relationships, by school status (in percent)

		Total (204)	
		SI (171)	DO (33)
school status of most friends	stay-ins	93	73
	dropouts	7	27
		$\chi^2 = 10.19$**	
friends have trouble in school	yes	54	42
	no	46	58
friends had trouble with law in last 6 months	yes	39	30
	no	61	70

**$p \leq 0.01$

When considering the influence of peers, mothers of dropout boys were more likely to disapprove of their sons' friends than mothers of stay-in boys, as shown in Table 3.19.

Dropouts and stay-ins could not be differentiated by the number or race of their non-Hispanic friends. Only 13% of stay-ins and 18% of dropouts claim not to have any non-Hispanic friends. Both stay-ins and dropouts reported a majority of black friends

Table 3.19 Mother's knowledge of and approval of boys' friends, by school status (in percent)

		Total (201)	
		SI (168)	DO (33)
knows most of boy's friends	yes	47	49
	only some	29	21
	no	24	30
		Total (177)	
		SI (147)	DO (30)
approves of boy's friends	yes	78	50
	no	22	50
		$\chi^2 = 8.79$**	

**$p \leq 0.01$

among their non-Hispanic friends (62% and 63%, respectively).

When considering social activities with Hispanic friends, dropouts were more likely than stay-ins to date and "get high." On the other hand, stay-ins were more likely to play sports outside school than dropouts. In a curvilinear relationship dropouts differed from stay-ins as they exhibited greater likelihoods of, both, never going to the movies and going to the movies frequently, while most stay-ins only did so occasionally. With non-Hispanic friends, dropouts also exhibited a greater frequency of social activities than stay-ins, as they were more likely to go to parties, date, go to the movies and "get high." These results are presented in Table 3.20.

Table 3.20 Frequency of boy's social activities with Hispanic and non-Hispanic friends, by school status (in percent).

		With Hispanic Friends		With Non-Hispanic Friends	
		Total (204)		Total (204)	
		SI (171)	DO (33)	SI (171)	DO (33)
go to parties	never	25	12	59	42
	occasionally[1]	51	54	31	30
	frequently[2]	24	33	11	27
				$\chi^2=7.22*$	
date	never	32	18	61	42
	occasionally	40	21	29	33
	frequently	28	61	10	24
		$\chi^2=13.77**$		$\chi^2=6.53*$	
go to the movies	never	18	27	55	46
	occasionally	61	30	35	24
	frequently	21	42	10	30
		$\chi^2=11.48**$		$\chi^2=10.01**$	
play sports outside school	never	10	27	19	30
	occasionally	31	15	31	24
	frequently	59	58	51	46
		$\chi^2=8.96*$			
hang out	never	10	13	34	30
	occasionally	28	12	32	24
	frequently	63	75	34	46
go to concerts or sports events	never	41	46	58	61
	occasionally	47	48	31	27
	frequently	12	6	11	12
get high	never	76	39	84	52
	occasionally	9	24	8	18
	frequently	15	36	8	31
		$\chi^2=17.72***$		$\chi^2=18.57***$	

[1] "A few times a year" to "once or twice per month"

[2] "Once a week or more"

*$p \leq 0.05$, 2 df

**$p \leq 0.01$, 2 df

***$p \leq 0.001$, 2 df

Aspirations

As shown in Table 3.21, stay-ins had higher educational aspirations than dropouts. Similarly, mothers of stay-ins had higher educational aspirations for their sons than mothers of dropouts had for theirs.

Table 3.21 Boy's and mother's educational aspirations for youth, by school status (in percent).

		Total (204)	
		SI (171)	DO (33)
grade hoped to reach (youth)	mean	13.47	12.60
	median	12.38	12.20
		$z^1=2.64**$	
grade hoped for youth to reach (mother)	mean	13.71	12.97
	median	13.33	12.27
		$z^1=2.49*$	

[1] Mann-Whitney U Test

*$p \leq 0.05$

**$p \leq 0.01$

When looking as their more prominent hopes for the future, stay-ins were more likely than dropouts to wish for "a happy family life." The same difference was noted when looking at the mother's wishes for their sons' future. These results are presented in Table 3.22.

Table 3.23 shows the most prominent fears for the boy's future, as expressed by the youngsters themselves and their mothers. Mothers of stay-ins were more likely to worry about lack of self-development for their sons than mothers of dropouts did for theirs.

Table 3.22 Boy's hopes for the future and mother's hopes for son's future, by school status (in percent).

		Boy's Hopes Total(204)		Mother's Hopes For Son Total(204)	
		SI(171)	DO(33)	SI(171)	DO(33)
self-development	yes	22	21	54	36
	no	78	79	46	64
employment, good job	yes	73	61	63	64
	no	27	39	37	36
happy family life	yes	63	42	40	12
	no	27	58	60	88
		χ^2= 4.41*		χ^2= 8.09**	

*p ≤0.05
**p ≤0.01

Table 3.23 Boy's fears for the future and mother's fears for son's future, by school status (in percent)

		Boy's Fears Total(204)		Mother's Fears For Son Total(204)	
		SI(171)	DO(33)	SI(171)	DO(33)
life of crime, drugs	yes	23	24	74	67
	no	77	76	26	33
lack of self-development	yes	--	--	36	15
	no	--	--	64	85
				χ^2= 4.68*	
unemployment, poor job	yes	46	45	16	12
	no	54	55	84	88
unhappy family life	yes	15	12	--	--
	no	85	88	--	--

Cultural Identity and Bilingualism

There were no significant differences between mothers of stay-ins and mothers of dropouts when looking at a cluster of variables relating to cultural identity (see Table C.2, Appendix C).

Most mothers of both stay-ins and dropouts still retain a strong connection to their roots, as shown by their preference for speaking Spanish at home (64% and 67%, respectively) and by their reported closeness to the culture (86% and 72%, respectively).

Stay-in and dropout boys did not differ in measures associated with cultural identity, either, as 85% of stay-ins and 70% of dropouts reported at least some degree of closeness to Puerto Rican culture. Also, only 19% of stay-ins and 27% of dropouts felt that there was no disadvantage for them for being Puerto Rican.

Mothers of stay-ins reported comparable fluency in English as mothers of dropouts (28% vs. 33%, respectively, did not speak or understand English). Similarly, stay-ins and dropouts did not differ in terms of their reported fluency in either Spanish or English, or in the language used with friends (see Table C.3, Appendix C).

Social Milieu

Stay-in boys and dropout boys could not be differentiated in terms of their degree of satisfaction with their neighborhood. Few youngsters (12% of stay-ins and 17% of dropouts) expressed a dislike of their neighborhood. However, dropouts were more likely than stay-ins to find the school a dangerous place to be at (22% vs. 7%, χ^2= 5.18, $p \leq 0.05$). There were no differences between mothers of stay-ins and mothers of dropouts regarding their degree of satisfaction with their neighborhood (21% and 27%, respectively, disliked their neighborhood). When asked about their degree of

satisfaction with several public services, mothers of stay-ins could not be differentiated from mothers of dropouts, either. Thus, both groups expressed comparable degrees of satisfaction with their social milieus.

Dropping Out Among Girls

Demographic Characteristics of Parents

As shown in Table 3.24, dropout girls could not be differentiated from stay-in girls when looking at the parental marital relationship, mother's employment status, father's employment status, or family income. It should be noted that when results for boys and girls were combined, stay-in families did have a higher income than dropout families (see Table C.4, Appendix C).

Table 3.24 Family's socioeconomic factors, for girls, by school status (in percent).

		Total (202)[1]	
		SI (168)	DO (34)
Marital relationship (parents)	yes	55	50
	no	45	50
		Total (110)	
		SI (93)	DO (17)
Father employed[2]	yes	48	41
	no	52	59
		Total (202)	
		SI (168)	DO (34)
Mother employed[2]	yes	17	9
	no	83	91
		Total (202)	
		SI (168)	DO (34)
Family income	Below $5,000	29	50
	$5,000-$7,999	42	32
	Above $8,000	29	18

[1] 10 non-parent caretakers excluded from this analysis

[2] either full-time or part-time

Dropout girls did not differ significantly from stay-in girls along other family factors: mother's education, father's education,

country (U.S. or Puerto Rico) where mother was raised, or rural/urban background where raised in Puerto Rico.

Demographic Characteristics of Youths

Dropout girls were significantly older than stay-in girls, as shown in Table 3.25. The former were also more likely to be involved in a marital relationship and to have a child or be pregnant.

Table 3.25 Youth demographics, for girls, by school status (in percent)

		Total (212) SI (176)	DO (36)
Age	Mean (yrs.)	15.72	16.83
	Median (yrs.)	15.58	16.81
		$z = -6.21^{***}$	
Where raised	Puerto Rico	14	17
	United States	86	83
Marital relationship	no	99	69
	yes	1	31
		$\chi^2 = 39.97^{***}$	
Have child or pregnant	yes	96	72
	no	4	28
		$\chi^2 = 19.84^{***}$	

$^{***}p \leq 0.001$

Delinquency and Acting-Out Behaviors

There was no association between delinquency and dropping out for girls. In fact, the delinquency rates for girls was extremely low: 4% for stay-ins and 6% for dropouts. These results are shown in Table 3.26.

Table 3.26 Trouble with the law for girls, by school status (in percent).

		Total (212) SI (176)	DO (36)
Trouble with law - ever -	yes	4	6
	no	96	94
Trouble with law - past year -	yes	2	0
	no	98	100

Incidence of behavioral problems, as reported by the girls' mothers is shown in Table 3.27. Dropout girls were not more likely than stay-in girls to sleep out without permission, run away from home, skip school, and smoke cigarettes.

Table 3.27 Incidence of behavioral problems for girls as described by parents, only "yes" responses reported, by school status (in percent).

	Total (212) SI (176)	DO (36)
ever stayed out late	24	31
ever slept out without permission	6	19
	$\chi^2 = 5.11^{*}$	
ever ran away from home	8	22
	$\chi^2 - 5.10^{*}$	
ever skipped school	27	64
	$\chi^2 = 16.38^{***}$	
ever lied	39	47
ever stolen	3	3
ever gambled	3	3
ever smoked cigarettes	18	47
	$\chi^2 = 13.32^{***}$	
ever drink alcohol	14	25
ever smoked marijuana	4	8
ever had violent ranges	34	42
ever vandalized	1	6

$^{*}p \leq 0.05$
$^{***}p \leq 0.001$

Family Processes

Mothers of dropout girls had comparable family networks and used them with about the same frequency, as mothers of stay-in girls. However, mothers of stay-ins were more likely to attend Church on a regular basis than mothers of dropouts. The youth's Church attendance did not discriminate between stay-ins and dropouts. These results are shown in Table 3.28.

Table 3.28 Religious affiliation and Church attendance for girls, by school status (in percent).

		Total (212)	
		SI (176)	DO (36)
Religious affiliation	Catholic	64	69
	Protestant	34	28
	Other	1	0
	None	2	3
Mother's Church attendance	never	11	8
	less than weekly	34	56
	weekly or more	56	36
		$\chi^2 = 6.25$*	
Girl's Church attendance	never	21	28
	less than weekly	30	42
	weekly or more	49	31

*$p \leq 0.05$, 2 df

School Functioning

Dropout girls were more likely to have ever repeated a grade than stay-in girls (67% vs. 28%, $\chi^2 = 17.60$, $p \leq 0.001$). While some dropout girls repeated an early grade (2nd., 6th, or 7th), the 10th grade was the most likely to be repeated by them (33% of dropouts). Dropout girls were also more likely to be absent from school for more than three days in a row due to suspension, marriage, pregnancy,

employment and boredom. The most frequent reason given by dropout girls for missing school was boredom (64%, vs. 19% for stay-in girls). Most girls (58%) indicated that they had dropped out because they were not doing well in school, regardless of other circumstances (i.e., pregnancy).

There were no differences between stay-in girls and dropout girls when looking at their mothers' degree of participation in school activities or degree of satisfaction with school meetings. As in the case of dropout boys, most mothers of dropout girls (89%) disapproved of their daughters' decision to drop out. For those girls in a marital relationship, 73% of their partners disagreed with their decision to drop out.

Peer Relations

There were no differences between stay-ins and dropouts when looking at their relationships with peers experiencing same kind of problem. These results are presented in Table 3.29.

Table 3.29 Girls' social relationships, by school status (in percent).

		Total (212)	
		SI (176)	DO (36)
School status of most friends	stay-ins	89	83
	dropouts	12	17
Friends have trouble in school	yes	47	56
	no	53	44
friends had trouble with law in last 6 months	yes	22	11
	no	78	89

In spite of the above results, mothers of dropout girls were more likely than mothers of stay-in girls to disapprove of their daughter's friends, as shown in Table 3.30.

Table 3.30 Mother's knowledge of and approval of girl's friends, by school status (in percent).

		Total (209)	
		SI (173)	DO (36)
Knows most of girl's friends	yes	49	36
	only some	31	42
	no	20	22
		Total (184)	
		SI (150)	DO (34)
Approves of girl's friends	yes	76	50
	no	24	50
		$\chi^2 = 7.91$**	

**$p \leq 0.01$

As with boys, dropout girls could not be differentiated from stay-in girls by the number or race of their non-Hispanic friends. When considering social activities with Hispanic friends, dropout girls were more likely than stay-ins to "get high" and less likely than stay-ins to play sports outside school. Dropout girls were also more likely to "get high" with their non-Hispanic friends, as shown in Table 3.31.

Aspirations

Stay-in girls had higher educational goals than dropouts. However, mothers of stay-ins and mothers of dropouts had comparable educational goals for their daughters. These results are presented in Table 3.32.

Table 3.31 Frequency of girl's social activities with Hispanic and non-Hispanic friends, by school status (in percent).

		With Hispanic Friends		With Non-Hispanic Friends	
		Total (212)		Total (212)	
		SI (176)	DO (36)	SI (176)	DO (36)
Go to parties	never	27	17	65	69
	occasionally[1]	51	50	28	14
	frequently[2]	22	33	7	17
Date	never	52	42	85	83
	occasionally	28	20	9	11
	frequently	21	39	6	6
Go to the movies	never	29	14	66	67
	occasionally	54	55	30	28
	frequently	17	31	5	6
Play sports outside school	never	32	47	42	47
	occasionally	25	33	25	28
	frequently	43	19	34	25
		$\chi^2 = 6.97$*			
Hang out	never	21	28	49	58
	occasionally	23	25	22	14
	frequently	56	47	29	28
Go to concerts or sports events	never	69	50	81	69
	occasionally	23	33	11	25
	frequently	9	17	8	6
Get high	never	84	61	87	75
	occasionally	6	20	7	6
	frequently	10	19	6	19
		$\chi^2 = 10.49$**		$\chi^2 = 7.59$*	

[1] "A few times a year" to "once or twice per month"

[2] "Once a week or more"

*$p \leq 0.05$, 2 df

**$p \leq 0.01$, 2 df

Table 3.32 Girl's and mother's educational apriration for youth, by school status (in percent).

		Total (212) SI (176)	DO (36)
Grade hoped to reach (youth)	Mean	13.43	12.56
	Median	12.40	12.14
		z = 2.64**	
Grade hoped for youth to reach (mother)	Mean	13.73	13.44
	Median	15.00	12.57
		z = 1.74	
		**p≤ 0.01	

Other future aspirations ("hopes and fears"), expressed either by the girls or by their mothers, failed to differentiate both groups.

Cultural Identity and Bilingualism

As with boys, there were not significant differences between mothers of stay-in girls and mothers of dropout girls when examining cultural identity variables (see Table C.2, Appendix C).

Stay-in girls and dropout girls reported comparable closeness to Puerto Rican culture (92% and 94%, respectively, indicated at least "a little" closeness). However, dropout girls were more likely to feel a disdavantage for bieng Puerto Rican. These results are shown in Table 3.33.

Mothers of stay-in girls and dropout girls reported comparable English fluency; 28% and 36% respectively, indicated that they did not speak or understand English. There were no differences, either, between stay-ins and dropouts regarding their fluency in either Spanish or English, or in the language used with friends (see Table C.3, Appendix C).

Table 3.33 Girl's cultural identity, by school status, (in percent).

		Total (212) SI (176)	DO (36)
Closeness to Puerto Rican culture	not close	9	6
	a little close	49	47
	very close	43	47
Disadvantage of being Puerto Rican	none	28	14
	a little	43	36
	a great deal	30	50
		χ^2=6.37*	
		*p≤ 0.05, 2 df	

Social Milieu

Stay-in girls and dropout girls expressed a similar degree of satisfaction with their neighborhood. There were no differences, either, when comparing the maternal degree of satisfaction with the neighborhood.

While the dropouts, themselves, did not find the school a dangerous place to be, mothers of dropouts were more likely to find going to school and the school itself dangerous situations for their daughters. These results are shown in Table 3.34.

Table 3.34 Safety of social milieu, according to girls and their mothers, by school status (in percent).

		Total (212) SI (176)	DO (36)
Inside school dangerous (according to girl)	yes	5	11
	no	95	89
Inside school dangerous for youth (according to mother)	yes	15	36
	no	85	64
		χ^2 =7.60**	
Going to school dangerous for youth (according to mother	yes	34	53
	no	67	47
		χ^2 =3.97*	
		*p≤0.05	
		**p≤0.01	

Except for their concerns with the safety of the school and its immediate environment, mothers of dropouts expressed comparable rates of satisfaction with their social milieu as did mothers of stay-ins.

Delinquency Among Boys

Since the incidence of trouble with the law for girls was quite low, 4% for stay-ins and 6% for dropouts, comparative results are not presented for girls using delinquency as a dependent variable.

In this section, delinquency refers to youth "ever in trouble with the law," as reported by the mother at year 1 of the study (10th grade).

Demographic Characteristics of Parents

Delinquent youngsters could not be differentiated from non-delinquents when examining a cluster of parental socioeconomic factors: marital relationship, father's employment, mother's employment, and family income. These results are shown in Table 3.35.

Table 3.35 Family's socioeconomic factors, for boys, by delinquency status (in percent).

		Total(194)[1] DEL(46)	NDEL(148)
Marital relationship (parents)	yes	61	57
	no	39	43
Father employed[2]	yes	32	49
	no	68	51
Mother employed[2]	yes	17	18
	no	83	82
Family income	Below $5,000	24	33
	$5,000-$7,999	50	38
	Above $8,000	26	29

[1] 10 non-parent caretakers not included
[2] Either full-time or part-time

Migration characteristics of mothers were not associated with delinquency at this juncture, the 10th grade. Most mothers of delinquents as well as mothers of non-delinquents were raised in Puerto Rico (80% vs. 88%, respectively), and most of these were raised in a rural environment in the island (92% vs. 85%, respectively). Both groups of mothers were comparable in age and education; also, educational attainment of fathers for both groups was comparable.

Demographic Characteristics of Youths

Delinquents could not be differentiated from non-delinquents in terms of age, where born or raised, the age at which those born in Puerto Rico came to the U.S., or their marital status. These results are shown in Table 3.36.

Table 3.36 Youth demographics, for boys, by delinquency status (in percent).

		Total (204) DEL (49)	NDEL (155)
Where born	Puerto Rico	37	45
	United States	63	55
		(18)	(70)
Age when came to U.S. (N=88)	preschool age	39	47
	school age	61	53
Where raised	Puerto Rico	12	14
	United States	88	86
Marital relationship	no	96	99
	yes	4	1

Acting-out Behavior

As shown in Table 3.37, delinquents were more likely to exhibit a wide range of acting-out and antisocial behaviors than non-delinquents. Most items reflect extremely significant differences between both groups.

Table 3.37 Incidence of behavioral problems for boys as described by parents, only "yes" responses reported, by delinquency status (in percent).

	Total (204) DEL (49)	NDEL (155)
Ever stayed out late	63	32
	$\chi^2 = 14.34^{***}$	
Ever slept out without permission	33	8
	$\chi^2 = 16.64^{***}$	
Ever ran away from home	14	5
	$\chi^2 = 4.13^{*}$	
Ever skipped school	76	33
	$\chi^2 = 25.50^{***}$	
Ever lied	71	39
	$\chi^2 = 14.11^{***}$	
Ever stolen	29	3
	$\chi^2 = 24.99^{***}$	
Ever gambled	2	3
Ever smoked cigarettes	51	16
	$\chi^2 = 23.33^{***}$	
Ever drank alcohol	49	20
	$\chi^2 = 14.44^{***}$	
Ever smoked marijuana	41	6
	$\chi^2 = 34.33^{***}$	
Ever had violent ranges	47	30
	$\chi^2 = 4.21^{*}$	
Ever vandalized	4	1

$^{*}p \leq 0.05$
$^{***}p \leq 0.001$

Family Processes

Delinquents and non-delinquents could not be differentiated when looking at their mothers' frequency of contacts with relatives and friends in Philadelphia or in Puerto Rico. Thus, the extent and use of family networks was comparable for both groups.

Mothers of delinquents and non-delinquents attended Church with comparable regularity. However, delinquent boys attended Church with less regularity than non-delinquent boys. Religious affiliation was comparable for both groups. These results are shown in Table 3.38.

Table 3.38 Religious affiliation and Church attendance, for boys, by delinquency status (in percent).

		Total (204) DEL (49)	NDEL (155)
Religious affiliation	Catholic	71	70
	Protestant	27	25
	Other	0	2
	None	2	4
Mother's Church attendance	never	14	10
	less than weekly	45	48
	weekly or more	41	42
Boy's Church attendance	never	47	29
	less than weekly	41	35
	weekly or more	12	36

χ^2=10.94**
**$p \leq 0.01$, 2 df

School Functioning

Delinquents were more likely than non-delinquents to have missed school for more than three days in a row due to suspension and boredom, as shown in Table 3.39.

However, delinquents could not be differentiated from non-delinquents by other school-related variables including repeating a grade or attitude toward school. These results are shown in Table 3.40.

Table 3.39 Principal reasons for missing school for more than 3 days in a row, for boys, by delinquency status (in percent).

		Total (203) DEL (49)	NDEL (154)
Suspension	yes	61	26
	no	39	74
		χ^2 =18.91***	
Boredom	yes	39	19
	no	61	81
		χ^2 =7.12**	

**$p \leq 0.01$
***$p \leq 0.001$

Table 3.40 Boys' school history, by delinquency status (in percent).

		Total (204) DEL (49)	NDEL (155)
Ever attended parochial school	yes	22	21
	no	78	79
Ever attended school in Puerto Rico	yes	33	39
	no	67	61
Ever repeated a grade	yes	47	41
	no	53	59
Attending a bilingual education program	yes	18	20
	no	82	80
Like school	no or little	27	18
	some	41	46
	very much	33	36

Peer Relations

When considering relationship to peers, delinquent boys were more likely to associate with dropouts than non-delinquent boys.

However, association with friends in trouble in school or in trouble with the law did not differentiate, at this point, between delinquents and non-delinquents. These results are shown in Table 3.41.

Table 3.41 Boy's peer associations, by delinquency status (in percent).

		Total(204) DEL(49)	NDEL(155)
School status of most friends	stay-ins	78	94
	dropouts	22	6
		χ^2 =8.66**	
Friends have trouble in school	yes	49	53
	no	51	47
Friends had trouble with law in past 6 months	yes	41	36
	no	59	64
		**$p \leq 0.01$	

However, as shown in Table 3.42, mothers of delinquent boys were more likely than mothers of non-delinquent boys to not know most of their sons' friends and to disapprove of those friendships.

Table 3.42 Mother's knowledge and approval of boy's friends, by delinquency status (in percent).

		Total(201) DEL(48)	NDEL(153)
Knows most of boy's friends	yes	33	52
	no	67	48
		χ^2=4.20*	
		Total(177) DEL(40)	NDEL(137)
Approves of youth's friends	yes	58	78
	no	42	22
	$p \leq 0.05$	χ^2=5.72*	

Delinquents could not be differentiated from non-delinquents on the basis of the number of non-Hispanic friends or the race of these friends. These results are shown in Table 3.43.

Table 3.43 Boy's inter-ethnic relationships by delinquency status (in percent).

		Total(204) DEL(49)	NDEL(155)
Have non-Hispanic friends	none/a few	73	71
	many/most	27	29
Race of most non-Hispanic friends	white	13	12
	black	58	63
	both	29	24

When looking at specific social activities with both Hispanics and non-Hispanics, delinquent boys exhibited a higher frequency than non-delinquents on several of these activities. Noticeably, delinquents were more likely than non-delinquents to "get high" more frequently with both Hispanic and non-Hispanic friends. These results are shown in Table 3.44.

Cultural Identity and Bilingualism

There were no differences between delinquents and non-delinquents when looking at their mothers' closeness to Puerto Rican culture, their English proficiency or their hopes to return to Puerto Rico in the future.

While delinquent and non-delinquent boys could not be differentiated, either, on the basis of their reported closeness to Puerto Rican culture, non-delinquents were more likely to have visited the island than delinquents. These results are shown in Table 3.45.

Table 3.44 Frequency of boy's social activities with Hispanics and non-Hispanics, by delinquency status (in percent).

		With Hispanics Total(204) DEL(44)	NDEL(155)	With Non-Hispanics Total(204) DEL(49)	NDEL(155)
Go to parties	never	10	27	39	62
	occasionally[1]	53	51	36	27
	frequently[2]	37	22	25	10
		χ^2=7.83*		χ^2=10.57**	
Date	never	12	35	49	61
	occasionally	41	36	37	27
	frequently	47	29	14	12
		χ^2=10.26**			
Go to the movies	never	10	23	39	58
	occasionally	59	55	35	32
	frequently	31	22	26	9
				χ^2=11.23**	
Play sports outside school	never	6	15	16	22
	occasionally	34	26	22	31
	frequently	59	59	61	47
Hang out	never	2	12	22	37
	occasionally	22	27	28	32
	frequently	76	61	49	32
Go to concerts or sports events	never	37	43	55	59
	occasionally	50	47	33	31
	frequently	14	10	12	10
Get high	never	47	77	59	85
	occasionally	14	11	16	7
	frequently	39	12	25	8
		χ^2=20.42***		χ^2=15.46***	

[1] "A few times per year" to "once or twice per month"
[2] "Once per week"
*$p \leq 0.05$, 2 df
**$p \leq 0.001$, 2 df
***$p \leq 0.001$, 2 df

Table 3.45 Boy's cultural identity by delinquency status (in percent).

		Total(203) DEL(49)	NDEL(154)
Closeness to Puerto Rican culture	not close	22	18
	a little close	49	44
	very close	29	38
Frequency of trips to Puerto Rico	never	67	46
	every few years	23	41
	once a year or more often	10	12
		χ^2=6.36*	

*$p \leq 0.05$, 2 df

Delinquents and non-delinquents reported comparable degrees of proficiency in both English and Spanish. English was the preferred language with friends (74% and 65%, respectively), while both languages were used at home by a majority of delinquent and non-delinquents (53% and 56%, respectively).

CHAPTER IV

THE FOLLOW-UP YEARS

The Sample

The sample at Year 2 consisted of 450 parent-youth cases plus 11 youths whose parents were unavailable for the interview. The youth sample, then, represented 91% of the youths interviewed at Year 1. Table 4.1 shows the sample retention rates from Year 1 to Year 2 for public and parochial school youths. Nine youngsters changed school systems at Year 2 - three went from a public to a parochial school and six went from a parochial to a public school.

Table 4.1 Sample retention rates from Year 1 to Year 2, by school system (in numbers).

	Public		Parochial		Totals
	Boys	Girls	Boys	Girls	
Year 1	204	212	36	53	505
Year 2	183	198	33	47	461
retention rate	90%	93%	92%	89%	91%

In terms of the retention rate according to the public school attendance status at Year 1, Table 4.2 shows that 92% of stay-ins and 87% of dropouts were interviewed at Year 2.

Table 4.2 Public school sample retention rates from Year 1 to Year 2, by school attendance status at Year 1 (in numbers).

	Year 1 Stay-ins (SI)	Year 1 Dropouts (DO)	Totals
Year 1	347	69	416
Year 2	318	60	378
retention rate	92%	87%	91%

A new pool of 38 dropouts emerged during the second year of the project. They joined 54 dropouts from Year 1 who were still out of school at Year 2. Six of the dropouts from Year 1 had returned to school upon follow-up at Year 2. Changes in school attendance status for the public school sample are depicted in Table 4.3.

Table 4.3 Changes in school attendance status, for public school sample[1], from Year 1 to Year 2 (in numbers).

		Year 1 Stay-in	Year 1 Dropout	Totals
Year 2	Stay-in	280	6	286
	Dropout	38	54	92
	Unable to interview	29	9	38
	Totals	347	69	416

[1]Both males and females

Reasons for lack of follow-up at Year 2 are presented in Table 4.4. It should be noted that 13 cases had moved to Puerto Rico and 8 of them were interviewed there by the project's field coordinator. The refusals involved primarily families who felt

that the previous interview had asked "too many personal questions" and those who felt that the interviews had been too long.

Table 4.4 Reasons for lack of follow-up at Year 2, from youth public school sample, by school status at Year 1 (in numbers).

	Year 1 SI	Year 1 DO	Totals
Refusals	10	4	14
Moved	11	4	15
Did not keep interview appointments	8	1	9
Totals	29	9	38

Table 4.5 describes the public school youth sample at Year 2 according to the youth's school attendance status at Year 2. Dropouts represented 24.1% of the public school sample at Year 2 (vs. 16.6% at Year 1). There was only 1 dropout from parochial schools at Year 2, though two of the public school dropouts had been in parochial schools the previous year.

Table 4.5 Public school youth sample, by sex and school attendance at Year 2 (in numbers).

	Year 2 SI	Year 2 DO	Totals
Male	143	40	183
Female	146	52	198
Totals	289	92	381

At Year 3 the sample consisted of 412 parent-youth cases plus 11 youths whose parents were not interviewed. As shown in Table 4.6, the youth sample at Year 3 represented 92% of the youths interviewed the previous year. The majority of cases not interviewed at Year 3 had moved from Philadelphia. The youth sample retention rate from Year 1 to Year 3 was 84%.

Table 4.6 Sample retention rates from Year 2 to Year 3 and Year 1 to Year 3 (in numbers).

	Totals		Totals
Year 2	461	Year 1	505
Year 3	423	Year 3	423
retention rate	91.8%	retention rate	83.8%

There were 37 new dropouts from the public school system and 4 new dropouts from the parochial school system. At Year 3, four youngsters returned to school this year. As shown in Table 4.7, dropouts represented 32.6% of the public school sample at Year 3. Thus, about one third of our public school 10th grade sample dropped out from school within a three-year period.

Table 4.7 Public school youth sample, by sex and school attendance at Year 3 (in numbers).

	Year 3 SI	Year 3 DO	Totals
Male	109	58	167
Female	127	56	183
Totals	236	114	350

Male Dropouts at Year 2 and Year 3

The male dropout rate for the public school cohort increased from 16.2% at Year 1 to 21.9% at Year 2 and 34.7% at Year 3.

Demographic Characteristics of Parents

Following the relationships established at Year 1, there were no differences between stay-ins and dropouts regarding the parental marital relationship, mother's employment, or family income. However, father's employment - a very significant difference at Year 1 - became no longer significant at Years 2 or 3. Since there were more employed fathers of dropouts at Years 2 and 3, family income increased for the dropout group those years, being more comparable to the stay-in group than at Year 1. These results are described in Table 4.8.

Table 4.8 Family's socioeconomic factors, for boys, by school status and follow-up year (in percent).

		Year 2 Total(178) SI(141)	DO(37)	Year 3 Total(161) SI(103)	DO(58)
Marital relationship (parents)	yes	57	49	59	50
	no	43	51	41	50
		Total(98) SI(80)	DO(18)	Total(90) SI(61)	DO(29)
Father employed	yes	44	28	51	35
	no	56	72	49	66
		Total(178) SI(141)	DO(37)	Total(161) SI(103)	DO(58)
Mother employed	yes	17	16	24	12
	no	83	84	77	88
		Total(178) SI(141)	DO(37)	Total(161) SI(103)	DO(58)
Family income	Below $5,000	22	18	21	25
	$5,000-$7,999	48	49	40	44
	Above $8,000	30	33	39	32

Demographic Characteristics of Youths

As in Year 1, dropouts were significantly older than stay-ins at each follow-up year. However, by Year 2 dropouts were also more likely to have a marital relationship than stay-ins. Employment status failed to differentiate between stay-ins and dropouts at either follow-up year; it also failed to do so at Year 1. These results are shown in Table 4.9.

Table 4.9 Youth demographics, for boys, by school status and follow-up year (in percent).

		Year 2 Total(183) SI(143)	DO(40)	Year 3 Total(163) SI(105)	DO(58)
Marital relationship	yes	1	13	4	16
	no	99	87	96	85
		χ^2=10.25**		χ^2=5.84*	
Employment status	working	29	30	29	29
	not working	71	70	71	71

*p< 0.05
**p< 0.01

Delinquency Involvement

As in Year 1, there was an association between dropping out and trouble with the law on follow-up years. Significantly more dropouts than stay-ins were involved in some sort of trouble with the law during the previous twelve months at Year 2 and at Year 3. While the percentage of dropouts in trouble with the law was comparable at Year 1 and Year 2 (27% and 30%, respectively), it decreased somewhat by Year 3 (21%). These results are shown in Table 4.10.

Table 4.10 Trouble with the law, for boys, by school status and follow-up year (in percent).

		Year 2 Total (183)		Year 3 Total (167)	
		SI (143)	DO (40)	SI (109)	DO (58)
Trouble with law - past year -	yes	14	30	6	21
	no	86	70	94	79
		χ^2=4.50*		χ^2=6.29*	

Drug and Alcohol Use

More detailed information regarding drug and alcohol use was obtained at each follow-up year than at Year 1. At Year 2, dropouts were more likely than stay-ins to have ever used marijuana, speed, downers, or alcohol. Alcohol was most frequently used by both stay-ins and dropouts, though not in the same proportion. Except for alcohol, there were no differences between stay-in and dropout drug users in terms of the frequency of current use. With alcohol, dropouts reported a higher frequency of current use; they also indicated that they would be more likely than stay-ins to use alcohol and marijuana in the future. These results are shown in Table 4.11. Use of glue, cocaine, heroin, and LSD, was volunteered by only a few youngsters, but was insufficient to differentiate between stay-ins and dropouts.

As shown in Table 4.12, by Year 3, dropouts were differentiated from stay-ins only by having ever used marijuana or downers. Interestingly, use of alcohol could no longer differentiate between stay-ins and dropouts (although frequency of use by dropouts was almost significantly higher than that of stay-ins).

Table 4.11 Boys' drug use at Year 2, by school status (in percent).

Drug	Ever Used	Total (182) SI (142)	DO (40)	Current Use	Total (82) SI (54)	DO (28)	Intended Future Use	Total (181) SI (141)	DO (40)
Marijuana	yes	38	70	never LT once a week	26	14	yes	16	33
	no	62	30	once a week	28	18	no	84	68
	χ^2=11.63***			several a week/ daily	15	21	χ^2=4.16*		
					32	46			
					Total (20) SI (10)	DO (10)			
Speed	yes	7	25	never LT once a week	80	40	yes	0	10
	no	93	75	once/ several a week	10	30	no	100	90
	χ^2=8.54**				10	30			
Downers	yes	4	18	- - -			yes	4	5
	no	97	83				no	97	95
	χ^2=7.76**								
					Total (127) SI (90)	DO (37)			
Alcohol	yes	64	93	never LT once a week	16	8	yes	41	70
	no	36	8	once a week	51	35	no	59	30
	χ^2=11.05***			several a week/ daily	22	27	χ^2=9.29**		
					11	30			
				χ^2=8.22*, 3 df					

*p ≤0.05
**p ≤0.01
***p ≤0.001

Table 4.12 Boy's drug use at Year 3, by school attendance (in percent).

Drug	Ever Used	Total(167) SI(109)	DO(58)	Current Use	Total(77) SI(37)	DO(40)	Intended Future Use	Total(161) SI(114)	DO(57)
Marijuana	yes	34	69	never	35	20	yes	14	26
				LT once a week	24	20			
	no	66	31	once a week	14	15	no	86	74
		χ^2=17.30***		several a week/ daily	27	45			
					Total(20) SI(9)	DO(11)			
	yes	8	19	never	33	46	yes	2	7
				LT once a week	56	36			
Speed	no	92	81	once/ several a week	11	18	no	98	93
	yes	2	16	-------			yes	0	3
Downers	no	98	85				no	100	97
		χ^2=9.40**							
					Total(115) SI(74)	DO(41)			
	yes	68	71	never	15	10	yes	49	43
				LT once a week	55	46			
Alcohol	no	32	29	once a week	20	15	no	51	57
				several a week/ daily	10	29			
				χ^2=7.67, 3 df (p= 0.06)					

**$p < 0.01$
***$p \leq 0.001$

Comparative results indicate that while stay-ins reported comparable past use and intended future use of alcohol at Years 2 and 3, dropouts reported less past use and intended future use at Year 3 than at Year 2. The different composition of the subgroups at each year is likely to account for these differences.

When examining drug and alcohol use by the youth's friends at Year 2, dropouts were more likely to have friends using a variety of drugs and alochol than stay-ins. Except for marijuana and alcohol, these results held up at Year 3. They are described in Table 4.13.

Table 4.13 Use of drugs by boys' friends during past 12 months, by school attendance and follow-up year (in percent).

		Year 2 Total(183) SI(143)	DO(40)	Year 3 Total(167) SI(109)	DO(58)
Marijuana	yes	76	93	65	79
	no	24	8	35	21
		χ^2=4.17*			
Glue	yes	6	28	3	12
	no	94	73	97	88
		χ^2=12.34***		χ^2=4.30*	
Speed	yes	23	46	20	36
	no	77	54	80	64
		χ^2=6.71**		χ^2=4.14*	
Downers	yes	15	36	13	28
	no	85	64	87	72
		χ^2=7.32**		χ^2=4.63*	
Alcohol	yes	78	98	76	83
	no	22	3	24	17
		χ^2=6.69**			

*$p \leq 0.05$
**$p \leq 0.01$
***$p \leq 0.001$

CONTINUED

1 OF 3

Differences Within Dropouts

When looking at the results from Year 1 and follow-up years, it became apparent that some of the significant relationships between dropping out and other variables at Year 1 were no longer significant at successive years. It was expected that some aggregate changes would occur, as the composition of each group (stay-in and dropout) would vary from year to year. However, it was unclear as to whether the year-to-year shifts were due to sample attrition, aggregate effects, or some other factor. Therefore, key parent and youth variables were examined for dropouts according to the year the dropout occurred, in order to assess whether there were qualitative differences between these groups from the outset.

Figure 4.1 looks at three basic demographic variables. Having a marital relationship was comparable for all three groups. On the other hand, mother's employment was comparable for Year 1 and Year 3 dropouts (16% and 10%, respectively), but lower than for Year 2 dropouts (31%). Perhaps most importantly, father's employment was much lower for Year 1 dropouts (17%) than for Year 2 and Year 3 dropouts (50% and 46%, respectively).

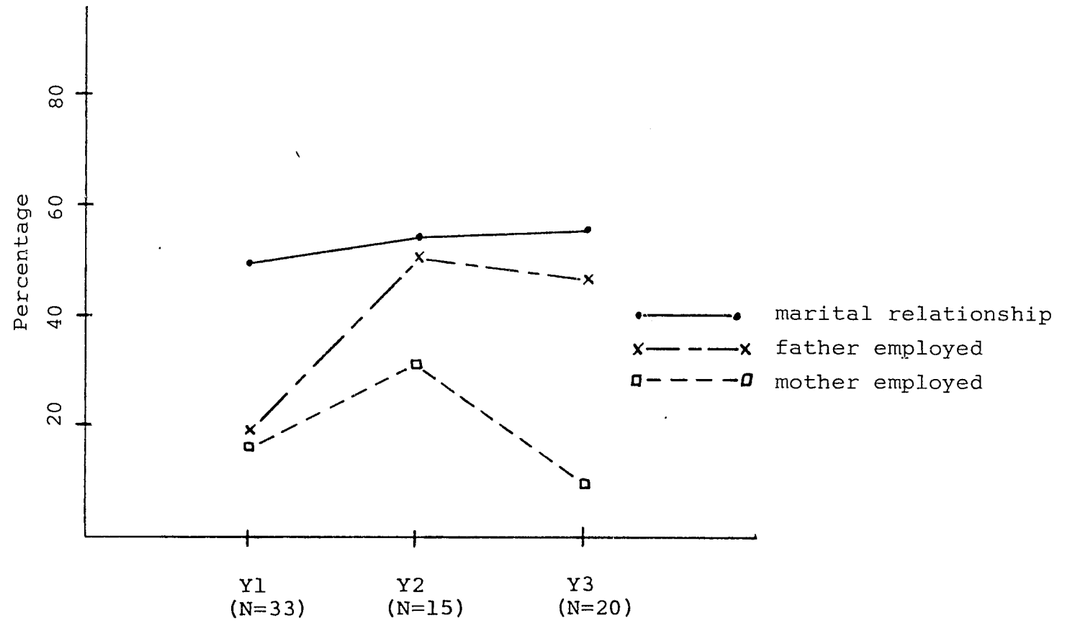

Figure 4.1 Comparison of different-year male dropouts along key parent variables

Other comparisons, shown in Figure 4.2, were based along key youth variables. Employment was comparable for all three groups. However, Year 1 dropouts (76%) had a higher rate for repeating a grade than Year 2 or Year 3 dropouts (53% and 65%, respectively). Also, Year 1 dropouts (27%) had a higher frequency of trouble with the law during the preceeding 12 months than Year 2 or Year 3 dropouts (13% and 10%, respectively).

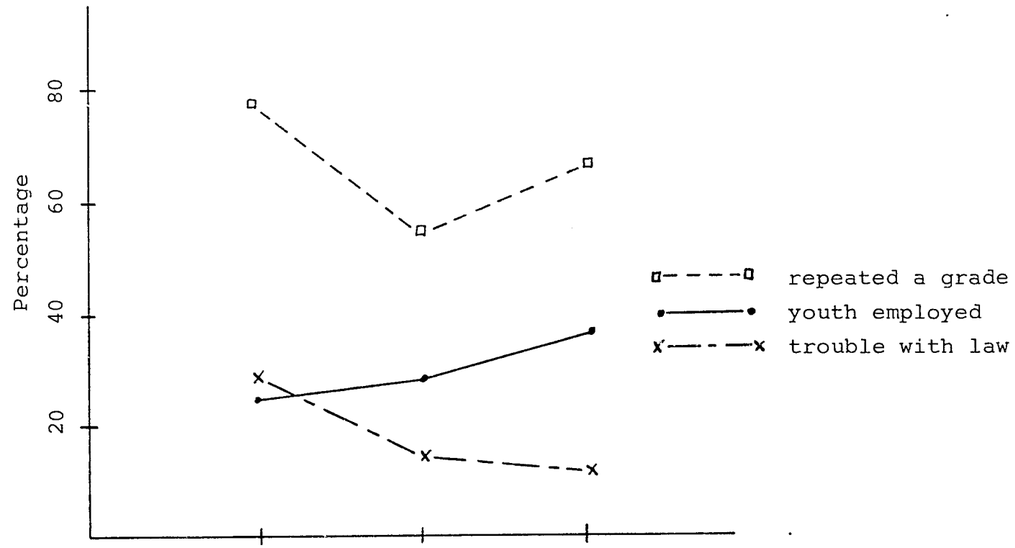

Figure 4.2 Comparison of different-year male dropouts along key youth variables

The implication from these findings is that boys who drop out in the 10th grade (Year 1) may have less available resources, individual and familial, than boys who drop out in the 11th or the 12th grade. Boys who drop out in the 10th grade appear to have had more trouble with the law and academic difficulties than boys who leave school after the 10th grade. Unemployment for fathers - with the usual lower family income - was much higher for 10th grade dropouts, a factor with strong economic as well as

psychological impact for the family. Unemployed fathers of 10th grade dropouts remained unemployed on subsequent years, thus revealing a chronic - rather than a temporary - situation.

Male Delinquent Dropouts

Since the majority of dropouts were not involved in delinquent activities at any of the study's three years, the comparison of delinquent dropouts and non-delinquent dropouts seemed warranted. Accordingly, results at Year 3 - chosen because of higher cell frequencies - are presented below. Delinquency was defined according to the youth's self-report of "trouble with the law during the past year."

Demographic Characteristics of Parents

There were no significant differences between non-delinquent dropouts and delinquent dropouts along basic demographic variables, as shown in Table 4.14.

Table 4.14 Family's socioeconomic factors for male dropouts at Year 3 by delinquenct status (in percent).

		Total (58) DO/NDEL (46)	Total (58) DO/DEL (12)
Marital relationship (parents)	yes	48	58
	no	52	42
		Total (29) DO/NDEL (22)	Total (29) DO/DEL (7)
Father employed	yes	36	29
	no	64	71
		Total (58) DO/NDEL (46)	Total (58) DO/DEL (12)
Mother employed	yes	11	8
	no	89	92
		Total (58) DO/NDEL (46)	Total (58) DO/DEL (12)
Family income	Below $5,000	24	27
	$5,000-$7,999	44	45
	Above $8,000	33	27

Demographic Characteristics of Youths

Although not statistically significant, more non-delinquent dropouts tended to be in a marital relationship and to be working than delinquent dropouts.

Table 4.16 Youth demographics for male dropouts at Year 3, by delinquency status (in percent).

		Total (58) DO/NDEL (46)	Total (58) DO/DEL (12)
Marital relationship	yes	20	0
	no	80	100
Employment status	working	35	8
	not working	65	92

Drug and Alcohol Use

When looking at the incidence of drug and alcohol use, delinquent dropouts exhibited higher rates than non-delinquent dropouts, although these were not statistically significant. These results are shown in Table 4.17.

Table 4.17 Dropout boys' drug use at Year 3 by delinquency status (in percent).

		Total (58) DO/NDEL (46)	Total (58) DO/DEL (12)
Ever used marijuana	yes	65	83
	no	35	17
Ever used speed	yes	15	33
	no	85	67
Ever used downers	yes	13	25
	no	87	75
Ever used alcohol	yes	67	83
	no	33	17

Peer Relations

As shown in Table 4.18, delinquent dropouts tended to have more friends in trouble with the law than non-delinquent dropouts.

Table 4.18 Delinquency involvement of friends at Year 3 for male dropouts by delinquency status (in percent).

		Total (58)	
		DO/NDEL (46)	DO/DEL (12)
Friends in trouble law	a few/most	48	75
	none	52	25

Delinquent Paths

Table 4.19 describes delinquent/non-delinquent paths among dropouts at each follow-up year. At Year 2, the majority of dropouts (53%) were not delinquent at Year 1 and remained non-delinquent at Year 2. While 23% of the dropouts exhibited delinquent behavior on both years, a comparable amount (20%) went from delinquency involvement at Year 1 to non-delinquency involvement at Year 2. Very few dropouts (5%) went from non-delinquency at Year 1 to delinquency at Year 2.

At Year 2 there was a large drop for repeating offenders, from 23% to 9%. After a two-year span, at Year 3, the rate of repeating offenders from Year 1 dropped to 7%. However, 15% went from non-delinquency at Year 1 to delinquency at Year 3. The majority of dropouts at Year 3 (69%) had not been delinquent at either Year 1 or Year 3.

Table 4.19 Delinquent and non-delinquent paths for male dropouts at each follow-up year (in percent).

		Year 1 Delinquency[1]	
		Yes	No
Year 2 Delinquency	yes	23	5
	no	20	53
		Year 2 Delinquency[2]	
		Yes	No
Year 3 Delinquency	yes	9	11
	no	16	64
		Year 1 Delinquency[3]	
		Yes	No
Year 3 Delinquency	yes	7	15
	no	10	69

[1] N=40

[2] N=56

[3] N=61

Female Dropouts at Year 2 and Year 3

The female dropout rate for the public school cohort increased from 17.0% at Year 1 to 26.3% at Year 2 and 30.6% at Year 3.

Demographic Characteristics of Parents

As in Year 1, female stay-ins could not be differentiated from female dropouts according to the marital relationship of the parents, mother's employment, or father's employment at either Year 2 or Year 3. However, families of female dropouts had significantly lower income at both Years 2 and 3, which was not the case at Year 1.

Demographic Characteristics of Youths

Female dropouts were significantly older than female stay-ins at each follow-up year, replicating findings from Year 1. The former were also more likely to be involved in a marital relationship and to be pregnant or to have had at least one child at Year 2 and Year 3. The pregnancy rate for dropouts more than doubled from Year 2 (31%) to Year 3 (66%). In terms of employment, at each follow-up year, stay-ins were more likely to have either a part-time or full-time job than dropouts. These results are shown in Table 4.21.

Table 4.20 Family's socioeconomic factors, for girls, by school status and follow-up year (in percent).

		Year 2		Year 3	
		SI(144)	DO(48)	SI(122)	DO(56)
Marital relationship (parents)	yes	54	52	53	55
	no	46	48	47	45
		Total(102)		Total(96)	
		SI(77)	DO(25)	SI(65)	DO(31)
Father employed	yes	51	36	45	36
	no	49	64	55	64
		Total(192)		Total(178)	
		SI(144)	DO(48)	SI(122)	DO(56)
Mother employed	yes	20	10	21	12
	no	80	90	79	88
		Total(192)		Total(175)	
		SI(143)	DO(46)	SI(121)	DO(54)
Family income	Below $5,000	25	35	22	43
	$5,000-$7,999	34	46	34	37
	Above $8,000	41	19	44	20
		χ^2=6.70*, 2 df		χ^2=11.09**, 2 df	

*p ≤0.05
**p ≤0.01

Table 4.21 Youth demographics, for girls, by school status and follow-up year (in percent).

		Year 2		Year 3	
		SI(146)	DO(52)	SI(127)	DO(56)
		Total(198)		Total(183)	
Marital relationship	yes	3	37	9	48
	no	97	63	91	52
		χ^2=39.43***		χ^2=34.59***	
Have child or pregnant	yes	3	31	12	66
	no	97	69	88	34
		χ^2=27.42***		χ^2=53.62***	
Employed	yes	27	10	35	9
	no	73	90	65	91
		χ^2=5.93*		χ^2=11.99***	

*p ≤0.05
***p ≤0.001

Delinquent Involvement

Confirming Year 1 results, there was no association between delinquency and dropping out for females at each follow-up year. In fact, by Year 3 98% of stay-ins and 100% of dropouts reported no trouble with the law during the previous 12 months. These results are shown in Table 4.22.

Table 4.22 Trouble with the law, for girls, by school status and follow-up year (in percent).

		Year 2 Total(198)		Year 3 Total(183)	
		SI(146)	DO(52)	SI(127)	DO(56)
Trouble with law - past year -	yes	5	8	2	0
	no	95	92	98	100

Drug and Alcohol Use

As shown in Table 4.23, female dropouts were more likely than stay-ins to have ever used marijuana and alcohol by Year 2. However, both groups could not be differentiated in terms of the current use or intended future use of drugs and alcohol.

By Year 3, however, female stay-ins and dropouts could not be differentiated by past, current, or intended future use of drugs or alcohol. These results are described in Table 4.24.

Table 4.23 Girls' drug use at Year 2 by school status (in percent).

Drugs	Ever Used	Total(198) SI(146)	DO(52)	Current Use	Total(76) SI(45)	DO(31)	Intended Future Use	Total(198) SI(146)	DO(52)
Marijuana	yes	31	60	never	40	52	yes	13	14
				LT once a week	20	19			
	no	69	40	once a week	11	13	no	87	87
				several a week/ daily	29	17			
		χ^2=12.25***							
Speed	yes	7	10	----------			yes	3	4
	no	93	90				no	97	96
Downers	yes	5	2				yes	1	0
	no	95	98				no	99	100
					Total(111) SI(74)	DO(37)			
Alcohol	yes	52	71	never LT once a week	24	27	yes	32	33
					53	43			
	no	48	29	once a week	18	16	no	68	67
				several a week/ daily	6	14			
		χ^2=4.76*							

*p ≤0.05
**p ≤0.01
***p ≤0.001

Table 4.24 Girls' drug use at Year 3, by school status (in percent).

Drug		Ever Used Total(183) SI(127)	DO(56)		Current Use Total(62) SI(37)	DO(25)		Intended Future Use Total(179) SI(123)	DO(56)
Marijuana	yes	30	45	never	54	36	yes	13	12
				LT once a week	16	44			
	no	70	55	once a week or more	29	20	no	87	88
Speed	yes	3	7		---		yes	4	2
	no	97	93				no	96	98
Downers	yes	4	4		---		yes	2	2
	no	96	96				no	98	99
					Total(91) SI(60)	DO(31)			
Alcohol	yes	48	55	never	15	10	yes	37	39
				LT once a week	70	74			
	no	52	45	once a week or more	15	16	no	63	61

School Functioning

While female dropouts at each follow-up year reported more trouble in school than stay-ins, these troubles did not result in a greater likelihood of suspension or expulsion for the dropouts. These results are shown in Table 4.25.

Table 4.25 Trouble in school for girls, by school status and follow-up year (in percent).

		Year 2 Total(198) SI(146)	DO(52)	Year 3 Total(163) SI(116)	DO(47)
Trouble in school	never	62	31	77	51
	a little	25	40	19	26
	some/a lot	14	29	4	23
		χ^2 =15.10***, 2 df		χ^2=16.29***, 2 df	
		Total(178) SI(146)	DO(32)	Total(136) SI(116)	DO(20)
Suspended or expelled	never	84	79	87	80
	1 or more times	16	21	13	20

Peers

As in Year 1, female dropouts could not be differentiated from female stay-ins by having delinquent friends at each follow-up year. However, by Year 2, dropouts had significantly more dropout friends than was the case for stay-ins; this discrepancy widened by Year 3. Mothers of dropouts continued to disapprove of their daughter's friends at each follow-up year. These results are described in Table 4.26.

Differences Within Dropouts

Figure 4.3 describes key parent variables for female dropouts according to the year they dropped out. Fewer Year 1 dropouts (50%) came from two-parent families than Year 2 (70%) or Year 3 (61%) dropouts. In families where both parents were present, Year 1 dropouts had more employed fathers (41%) than Year 2 dropouts (22%) but less than Year 3 dropouts (50%). Mother's employment was comparable for all three years, though the lowest rate of employment was at Year 1.

Table 4.26 Peer associations for girls, by school status and follow-up year (in percent).

		Year 2		Year 3	
		Total(198)		Total(183)	
		SI(146)	DO(52)	SI(127)	DO(56)
Friends in trouble with law past year	none	77	80	77	82
	some/most	23	20	23	18
		Total(198)		Total(163)	
		SI(146)	DO(52)	SI(116)	DO(47)
School attendance of most friends	in school	89	67	87	51
	not in school	11	31	13	49
		X^2=10.13**		X^2=22.28***	
		Total(171)		Total(178)	
		SI(131)	DO(40)	SI(122)	DO(56)
Mother approves of youth's friends	yes	82	63	80	56
	no/can't say	18	38	20	44
		X^2=5.36*		X^2=9.92**	

*$p \leq 0.05$
**$p \leq 0.01$
***$p \leq 0.001$

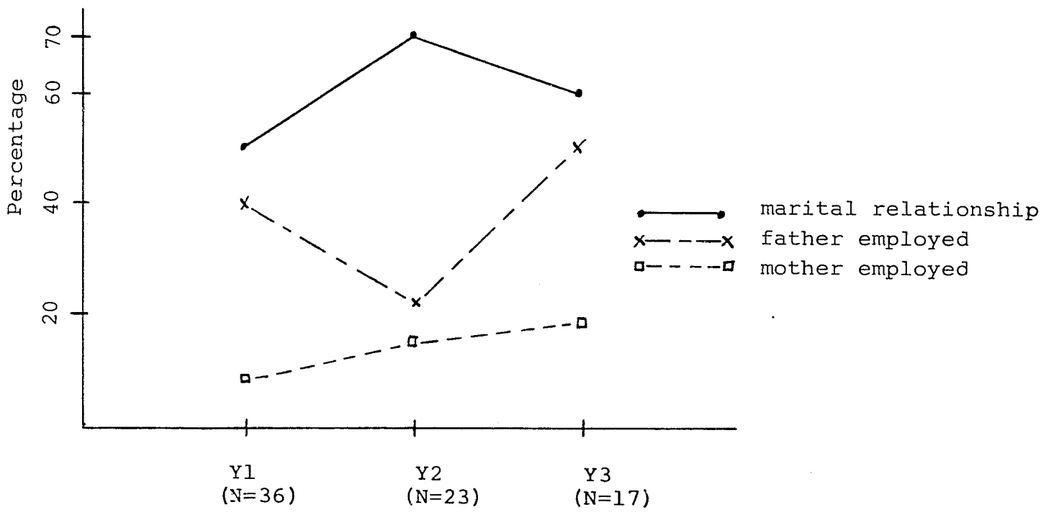

Figure 4.3 Comparison of different-year female dropouts along key parent variables.

As described in Figure 4.4, there were more Year 1 dropouts (19%) with jobs at the time they left school than at Year 2 or Year 3 (13% and 6%, respectively). Repeating a grade was comparable for Year 1 and Year 2 dropouts (67% and 61%, respectively), but higher for Year 3 dropouts (77%). Trouble with law was also comparable for Year 1 and Year 2 dropouts (8% and 9%), though it was non-existent (0%) for Year 3 dropouts. Pregnancy rate was highest for Year 3 dropouts (47%).

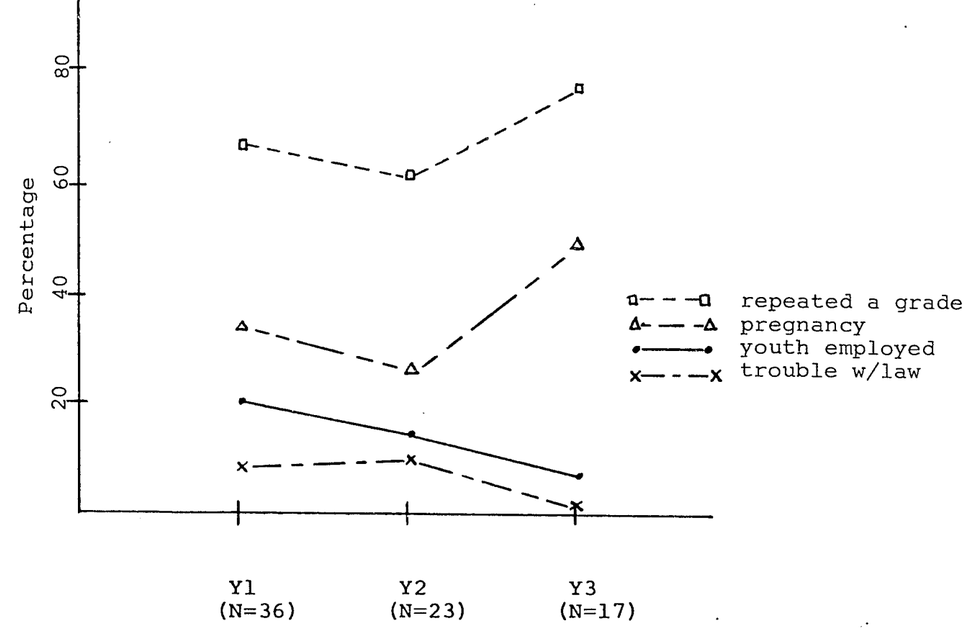

Figure 4.4 Comparison of different-year female dropouts along key youth variables

Upon review, Year 3 dropouts appeared to come from somewhat more economically-stable families, as they were more likely to have both father and mother working than Year 1 or Year 2 dropouts. However, when taking into consideration individually-based variables, the differences between each year's group of dropouts became more ambiguous. While Year 3 dropouts showed less involvement in delinquent activities than the other two groups, they also exhibited more problems along other areas - repeating a grade, pregnancy, and unemployment.

Pregnant Dropouts

When taking into consideration the female dropout's most specific reason for dropping out from a public school, 31.2% of the total number of dropouts did so because of pregnancy. This was the single most important reason for dropping out given by females. By the last follow-up year, the pregnancy rate for females who had dropped out was 66.1% (as opposed to 11.8% for stay-ins). This section explores differences at Year 3 between non-pregnant dropouts and pregnant dropouts.

Demographic Characteristics of Parents

There were no significant differences between non-pregnant dropouts and pregnant dropouts along basic demographic characteristics of parents, as shown in Table 4.27. Though pregnant dropouts tended to come from families with a higher rate of employment among fathers and a slightly higher family income than non-pregnant dropouts.

Demographic Characteristics of Youths

As expected, pregnant dropouts were more likely to be involved in a marital relationship than non-pregnant dropouts. There was a very low employment rate for the former, as shown in Table 4.28. There were no age differences between both groups (mean age was 18.83 yrs. for each group).

Table 4.27 Family's socioeconomic factors for female dropouts at Year 3, by pregnancy status (in percent).

		Total(56) DO/NP(19)	DO/P(37)
Marital relationship (parents)	yes	53	57
	no	47	43
		Total(21) DO/NP(10)	DO/P(21)
Father employed	yes	20	43
	no	80	57
		Total(56) DO/NP(19)	DO/P(37)
Mother employed	yes	16	11
	no	84	89
		Total(54) DO/NP(19)	DO/P(35)
Family income	Below $5,000	53	37
	$5,000-$7,999	26	43
	Above $8,000	21	20

Table 4.28 Youth demographics for female dropouts at Year 3, by pregnancy status (in percent).

		Total(56) DO/NP(19)	DO/P(37)
Marital relationship	yes	21	62
	no	79	38
		χ^2=6.93**	
Employment status	yes	21	3
	no	79	97

Drug and Alcohol Use

While the relationships were not statistically significant, pregnant dropouts tended to exhibit lower incidences of drug and alcohol use than non-pregnant dropouts. These results are shown in Table 4.29.

Table 4.29 Drug and alcohol use for female dropouts at Year 3, by pregnancy status (in percent).

		Total(56) DO/NP(19)	DO/P(37)
Ever used marijuana	yes	53	41
	no	47	60
Ever used speed	yes	21	0
	no	79	100
Ever used downers	yes	11	0
	no	90	100
Ever used alcohol	yes	68	49
	no	32	51

Aspirations

In terms of future aspirations, non-pregnant dropouts tended to aspire to higher educational opportunities than pregnant dropouts. While not statistically significant, this was a strong tendency, and is shown in Table 4.30.

Table 4.30 Educational aspirations for female dropouts at Year 3, by pregnancy status (in percent).

		Total(46) DO/NP(15)	DO/P(31)
Aspirations	Finsih high school	53	81
	College/Vocational	47	19

CHAPTER V

MULTIVARIATE ANALYSES

This chapter describes multivariate statistical analyses applied to the three-year longitudinal data. These analyses resulted in a reduction of the large number of variables employed in the study as well as in a powerful assessment of the variable clusters that proved discriminating for each of the two dependent variables - delinquency and dropping out.

Factor Analysis

For the purpose of the factor analysis, only those cases with no missing information values for the 3-year period for each parent-youth pair were used. This eliminated 45 youth cases who were interviewed with a short-version questionnaire* at Year 3 and 16 cases where only the youth had been interviewed at a follow-up year due to the unavailability or refusal of the parent. Of the 61 cases exclused from the analysis, 47 were stay-ins and 14 were dropouts. The total sample size for the factor analysis and subsequent multiple regression analysis was, then, 362.

A total of 81 variables were selected for the factor analysis using theoretical considerations as well as previous results with univariate statistics (Chi-square and Mann-Whitney U Tests). In order to summarize the three-year longitudinal data, scaling techniques were applied to the selected variables. This resulted

*The short-version questionnaire consisted of 17 items taken from the YOUTH SCHEDULE tapping into school status, delinquency status, employment status, pregnancy and children. It was used with youths who had refused to be interviewed at either Year 2 or Year 3, or who had moved at Year 3.

in composite measures, as changes in status over the three years were taken into consideration for the scaling procedures. The scaling of variables was performed by a panel of experts, according to theoretical and empirical considerations.

The selected variables for the factor analysis were defined by one of the following methods (the complete list of variables is presented in Appendix D):

1 - Actual ranges (i.e., age).

2 - Categorical classification (i.e., sex, youth rasied in Puerto Rico vs. raised in the United States).

3 - Mean rating over three-year span (i.e., safety in school, family income).

4 - Cumulative effect rating over three-year period (i.e., couple status for one year vs. couple status for two years vs. couple status for three years vs. single status for three years).

5 - Time-sequence rating according to the year the event took place (i.e., dropout status at Year 1 vs. dropout status at Year 2 vs. dropout status at Year 3).*

A correlation matrix (see Table C.5 in Appendix C for a partial matrix) was computed for the composite variables, omitting the defendent variables as well as sex and public/parochial status, and a factor analysis was performed using the Principal Axis

*With the school status variable, it was decided to scale it according to the year the event took place rather than by its cumulative effect in order to retain a hierarchy that had proved meaningful with univariate statistics. In that hierarchy, Year 1 (10th grade) dropouts appeared more deficient along a set of important variables than Year 2 (11th grade) or Year 3 (12th grade) dropouts. Actually, these two scaling methods would have produced very similar results, as only 10 cases went back to school after dropping out.

method. This procedure resulted in 26 factors with eigenvalues greater than 1. An orthogonal rotation, using the Varimax procedure, was then performed on the 26-factor matrix. The 26 factors accounted for 69.1% of the variance. Although 26 may seem a high number of factors for interpretation, it was decided to not attempt a further reduction of factors through higher-order factoring as this would have resulted in either a loss of valuable information or in more complex interpretation problems. Factor loadings of .40 or higher were used to describe each of the 26 factors, presented below. Six youth variables and six parent variables failed to load about .40 on any of the factors. The youth variables were: school suspension, parental encouragement for schoolwork, truancy due to boredom, closeness to Puerto Rican culture, perceived disadvantage as Puerto Rican and wish for self-development. The parent variables were: age, education, participation in school activities, educational aspirations for youth, fear of a life of crime/drugs for youth and perception of youth's future.

Factor 1

This factor, which accounted for 12.7% of the variance, was labeled Drug Use and Acting Out Behavior. The ten items loading at or above .40 include drug use items as well as a comprehensive measure of behavioral dysfunction, one measure of alcohol use, and a social interaction item. Interestingly, the latter item involves frequency of dating with non-Hispanics - an explorative, inter-ethnic-behavior.

Drug Use and Acting-Out Behavior

Title	Factor Loading and Direction	
Get high with Hispanics	.86	yes
Frequency of marijuana use	.86	high
Get high with non-Hispanics	.85	yes
Never used marijuana	-.70	no
Age first used marijuana	.65	young
Frequency of Alcohol use	.65	high
Behavioral problem chicklist	.65	many
Date non-Hispanics	.40	yes

Factor 2

This is a Family Socio-Economic Status factor, accounting for 7.6% of the variance. The high-loading items cluster exclusively around items reflecting the family's socio-economic position and the family's total income.

Family Socio-Economic Status

Title	Factor Loadings and Direction	
Parents married (or couple)	.87	yes
Father's education	.84	higher
Father employed	.72	yes
Family income	.65	higher

Factor 3

This factor accounted for 3.6% of the variance. It was labeled Marriage and Children to reflect the nature of the two youth items with high loadings.

Marriage and Children

Title	Factor Loadings and Direction	
Youth married (or couple)	-.84	no
Parenthood or pregnancy	.74	yes

Factor 4

With four items loading high, this factor accounts for 3.2% of the variance. It was labeled Maternal Cross-Cultural Competence, as the items reflect the degree of mother's preparedness and involvement with the outside world.

Maternal Cross-Cultural Competence

Title	Factor Loadings and Direction	
Mother's English proficiency	.80	higher
Mother's education	.73	higher
Mother employed	.66	yes
Inter-ethnic relationships	.64	many

Factor 5

This factor, labeled Youth Aspirations, and Reference Group grouped items involving educational aspirations and the career patterns of most of his/her friends for the youth. This factor accounted for 2.9% of the variance.

Youth Aspirations and Reference Group

Title	Factor Loadings and Direction	
Friends in college	.74	yes
Friends with full-time jobs	.65	yes
Youth's educational aspirations	.42	high

Factor 6

This factor comprises mother's and youth's concerns for youth's future. It was, thus labeled Family's Concerns for Future and accounted for 2.8% of the variance.

Family's Concerns for Future

Title	Factor Loadings and Direction	
Mother hopes for employment for youth	.73	yes
Youth fears a life of crime/ drugs	.53	yes
Mother fears unemployment for youth	.42	yes

Factor 7

This factor relates specifically to concerns with future employment or lack of employment; two items loaded above .40. This factor accounted for 2.6% of the variance and was labeled Youth's Concern for Future Employment.

Youth's Concern for Future Employment

Title	Factor Loadings and Direction	
Youth's fear of unemployment	.76	yes
Youth's hope of employment	.75	yes

Factor 8

This factor, labeled Alcohol Use accounted for 2.5% of the variance. It comprises several items reflecting alcohol use in the youth's part as well as two other items representing friends' use of alcohol and marijuana.

Alcohol Use

Title	Factor Loadings and Direction	
Never used alcohol	-.87	no
Age first used alcohol	.87	young
Friends do not use alcohol	-.63	no
Friends do not use marijuana	-.44	no
Frequency of alcohol use	.41	high

Factor 9

Accounting for 2.4% of the variance was a factor labeled Rural/Urban Background of Mother.

Rural/Urban Background of Mother

Title	Factor Loadings and Direction	
Raised in rural Puerto Rico	.86	yes
Raised in urban Puerto Rico	-.87	no

Factor 10

This factor emphasizes the youth's Inter-Ethnic Social Network, and accounted for 2.3% of the variance.

Inter-Ethnic Social Network

Title	Factor Loadings and Direction	
Inter-ethnic relationships	.75	many
Hangs out with non-Hispanics	.69	high frequency
Parties with non-Hispanics	.66	high frequency
Dates non-Hispanics	.64	high frequency

Factor 11

This is an Ethnic Social Network factor, accounting for 2.2% of the variance.

Ethnic Social Network

Title	Factor Loadings and Direction	
Hangs out with Hispanics	.73	high frequency
Parties with Hispanics	.66	high frequency
Dates Hispanics	.53	high frequency

Factor 12

The twelfth factor, which accounted for 2.1% of the variance, loaded highly on some of the mother's aspirations for her son/daughter. It was labeled Mother's Expectation of Happy Family Life for Youth.

Mother's Expectation of Happy Family Life for Youth

Title	Factor Loadings and Direction	
Fear of unhappy family life	.77	yes
Hope of happy family life	.69	yes

Factor 13

This factor, loading highly on English Competency for youth, accounted for 2.0% of the variance.

English Competency

Title	Factor Loadings and Direction	
English proficiency	.77	yes
Raised in the United States	.76	yes

Factor 14

This factor was labeled Mother's Dissatisfaction with Primary Institutions. It had two high loadings over .40 and it accounted for 1.9% of the variance.

Mother's Dissatisfaction With Primary Institutions

Title	Factor Loadings and Direction	
Dissatisfaction with neighborhood	.76	yes
Dissatisfaction with public schools	.40	yes

Factor 15

This factor accounted for 1.8% of the variance. It was labeled Negative Perception of Future by the youth.

Negative Perception of Future

Title	Factor Loadings and Direction	
School expulsion	.74	yes
Future as Puerto Rican	-.44	worse

Factor 16

This factor, labeled Wish for Self-Development, also accounted for 1.8% of the variance. Only one item loaded above .40 although two other items related to a positive perception of the future and closeness to the Puerto Rican culture approached the cut-off point.

Wish for Self-Development

Title	Factor Loadings and Direction	
Self-Development	.71	high

Factor 17

This factor is related to Church Attendance for both youth and mother. It accounted for 1.7% of the variance.

Church Attendance

Title	Factor Loadings and Direction	
Mother's attendance	.77	high
Youth's attendance	.70	high

Factor 18

This factor was labeled Lack of Structure for Doing Homework and accounted for 1.6% of the variance.

Lack of Structure for Doing Homework

Title	Factor Loadings and Direction	
No regular place	.76	no
No regular time	.72	no

Factor 19

This factor related to the degree of Mother's Closeness to Puerto Rican Culture, accounted for 1.6% of the variance.

Mother's Closeness to Puerto Rican Culture

Title	Factor Loadings and Direction	
Frequency of trips to Puerto Rico	.71	more
Closeness to Puerto Rican Culture	.66	high

Factor 20

This factor referred to the youth's own concerns with his/her Youth's Expectation of Happy Family Life, and accounted for 1.6% of the variance.

Youth's Expectation of Happy Family Life

Title	Factor Loadings and Direction	
Fear of unhappy family life	.70	yes
Hope of happy family life	.64	yes

Factor 21

This factor had one high loading on the Youth's Employment Status over the three year period. It accounted for 1.5% of the variance.

Youth's Employment Status

Title	Factor Loadings and Direction	
Employment	.77	yes

Factor 22

The next factor was characterized by two very high loadings on items relating to Delinquent Friends. It accounted for 1.4% of the variance.

Delinquent Friends

Title	Factor Loadings and Direction	
Friends arrested	.84	yes
Friends in trouble with law	.84	yes

Factor 23

This factor, which accounted for 1.4% of the variance, was labeled Inadequacy of School Functioning. It includes high-loading items related to the youth's own functioning as well as to his/her friend's school status.

Inadequacy of School Functioning

Title	Factor Loadings and Direction	
Safety in school	-.61	no
Dropout friends	.56	yes
Repeated a grade	.46	yes
Most friends dropped-out	.43	yes

Factor 24

This factor accounted for 1.4% of the variance. It was labeled Bilingual Education and had one high loading on an item related to the youth's participation in a bilingual program, another item related to the youth's closeness to the culture just missed the .40 cut-off point.

Bilingual Education

Title	Factor Loadings and Direction	
Attendance	.73	yes

Factor 25

This factor was labeled Lack of Parental Vigilance Over Youth's Peers as its high loadings reflected poor vigilance and effectiveness controls exerted by mothers on their sons'/daughters' peer relations. It accounted for 1.3% of the variance.

Lack of Parental Vigilance Over Youth's Peers

Title	Factor Loadings and Direction	
Mother's lack of knowledge of youth's friends.	.62	high
Disapproval of youth's friends	.54	high

Factor 26

The last factor also accounted for 1.3% of the variance and is related to Father's Lack of Employment.

Father's Lack of Employment

Title	Factor Loadings and Direction	
Father not employed over 3 years	.90	yes
Father employmed at some point	-.52	no

Multiple Regression Analyses

Multiple regression analyses were undertaken in order to assess the relative significance of each of the 26 factors obtained in the factor analysis, using delinquency and dropping out as the dependent variables.

For the first analysis, delinquency*, the dependent variable, was scaled as follows:

1- Reported trouble with the law all 3 years.

2- Reported trouble with the law for 2 years.

3- Reported trouble with the law for 1 year only.

4- No trouble with the law during the 3-year period.

In addition to the 26 factors, the school status variable was added for the analysis. The variance in the dependent variable accounted for by the model, R^2, amounted to 0.31. The analysis of variance reported uses a model where the sum of squares is computed by adding that variable last in the model.

As shown in Table 5.1, two factors were highly significant ($p < .001$) predictors of delinquency: "Drug Use and Acting-Out Behavior" and "Delinquent Friends." Three other factors were strong ($p < .01$) predictors: "Family's Concerns for Future", "Rural/Urban Background of Mother", and "Mother's Closeness to Puerto Rican Culture." Five other factors, significant at the .05 level, were also considered predictors, although not as

*Self-reported "trouble with the law" was used as the dependent variable. Official police records were only available for Year 1 of the study. Attempts to obtain official police records after Year 1 were unsuccessful in spite of a court order, as the Philadelphia Police Department claimed to be seriously understaffed and unable to comply with its previous agreement. The correlation between self-reported "trouble with the law" and official police arrest records at Year 1 was .30 ($p < .01$, $N = 362$).

strong as the previous ones: "Youth's Concern with Future Employment," "Inter-Ethnic Social Network", "Ethnic Social Network", "Mother's Expectation of Happy Family Life for Youth", and "Lack of Parental Vigilance." Another factor, "Alcohol Use," approached significance (.057 level).

Table 5.1 F values and probability Values for multiple regression analysis, with delinquency status as dependent variable.

	F value[1]	p
Drug Use and Acting-Out Behavior	37.84	0.0001
Family Socio-Economic Status	1.05	0.3057
Marriage and Children (Youth)	2.59	0.1086
Maternal Cross-Cultural Competence	0.58	0.4480
Youth Aspirations and Reference Group	0.18	0.6698
Family's Concerns for Future	9.52	0.0022
Youth's Concern for Future Employment	5.45	0.0201
Alcohol Use	3.64	0.0573
Rural/Urban Background of Mother	7.62	0.0061
Inter-Ethnic Social Network	5.06	0.0251
Ethnic Social Network	4.60	0.0327
Mother's Expectation of Happy Family Life for Youth	4.55	0.0336
English Competency (Youth)	2.41	0.1217
Mother's Dissatisfaction with Primary Institutions	3.22	0.0736
Negative Perception of Future (Youth)	0.37	0.5410
Wish for Self-Development	2.28	0.1321
Church Attendance	2.86	0.0919
Lack of Structure for Doing Homework	0.82	0.3647
Mother's Closeness to Puerto Rican Culture	8.09	0.0047
Youth's Expectation of Happy Family Life	0.13	0.7218
Youth's Employment Status	0.03	0.8683
Delinquent Friends	18.11	0.0001
Inadequacy of School Functioning	2.32	0.1288
Bilingual Education	0.75	0.3884
Lack of Parental Vigilance Over Youth's Peers	4.04	0.0452
Father's Lack of Employment	0.52	0.4694
School Status	1.08	0.2997

[1] df = 1,361

Previous univariate results at each of the three years indicated that males were more likely than females to be involved in delinquent behavior. A delinquent youngster, then, may be described as a male who is a frequent drug user and who exhibits a wide array of acting-out behaviors. He fears that he will end up in a life of crime and/or drugs. In terms of peer involvement, many to most of his friends are delinquent. He also engages in more frequent social interactions with both Hispanic and non-Hispanics than a non-delinquent youngster. He does not express the hope to be employed in the future or the fear of unemployment, as a non-delinquent youngster tends to do. The mother of the delinquent youngster tends to come from a rural Puerto Rican town. She also reports less closeness to Puerto Rican culture and has taken fewer trips to the island than the mother of a non-delinquent youth. She fears unemployment for her son but does not express a fear of an unhappy family life for him in the future, as the mother of a non-delinquent tends to do. The mother of the delinquent youngster also exhibits a lack of vigilance over her son's peer group, as she tends to not know and disapprove of her son's friends.

A second multiple regression analysis, with school status as the dependent variable, was also performed. School status was scaled as follows:

1- Dropout at Year 1.

2- Dropout at Year 2.

3- Dropout at Year 3.

4- Stay-in for all three years.

In addition to the 26 factors which emerged from the factor analysis, a factor combining "trouble with the law" and "frequency of trouble with the law" across the three years was added for the analysis. The variance in the dependent variable accounted for by the model, R^2, amounted to 0.54. As in the previous analysis, the model employed computes the sum of squares by adding each variable last in the model.

As shown in Table 5.2, nine factors emerged as highly significant ($p < .001$) predictors of dropping out: "Drug Use and Acting-Out Behavior", "Marriage and Children (Youth)", "Youth Aspirations and Reference Group", "English Competency (Youth)", "Church Attendance," "Youth's Expectation of a Happy Family Life," "Youth's Employment Status," "Inadequacy of School Functioning", and "Bilingual Education." One factor was significant at the .01 level: "Lack of Structure for Homework", and three factors were significant at the .05 level: "Maternal Cross-Cultural Competence," "Negative Perception of Future", and "Delinquency." Another factor, "Family Socio-Economic Status" approached significance (.057 level).

Table 5.2 F values and probability values for multiple regression analysis, with school status as dependent variable.

	F value[1]	p
Drug Use and Acting-Out Behavior	58.54	0.0001
Family Socio-Economic Status	3.64	0.0571
Marriage and Children (Youth)	131.42	0.0001
Maternal Cross-Cultural Competence	4.71	0.0307
Youth Aspirations and Reference Group	10.31	0.0015
Family's Concerns for Future	1.07	0.3024
Youth's Concern for Future Employment	2.35	0.1264

Table 5.2 (Continued)

	F value[1]	p
Alcohol Use	3.16	0.0762
Rural/Urban Background of Mother	1.32	0.2518
Inter-Ethnic Social Network	0.11	0.7426
Ethnic Social Network	0.05	0.8274
Mother's Expectation of Happy Family Life for Youth	0.00	0.9751
English Competency (Youth)	14.73	0.0001
Mother's Dissatisfaction with Primary Institutions	3.02	0.0833
Negative Perception of Future (Youth)	6.27	0.0128
Wish for Self-Development	1.05	0.3052
Church Attendance	14.23	0.0002
Lack of Structure for Doing Homework	7.28	0.0073
Mother's Closeness to Puerto Rican Culture	0.02	0.8816
Youth's Expectation of Happy Family Life	11.70	0.0007
Youth's Employment Status	21.50	0.0001
Delinquent Friends	0.01	0.9390
Inadequacy of School Functioning	80.74	0.0001
Bilingual Education	13.53	0.0003
Lack of Parental Vigilance over Youth's Peers	0.15	0.6959
Father's Lack of Employment	0.00	0.9936
Delinquency	4.49	0.0348

[1] df = 1,361

Although not included in the multiple regression computations, enrollment in a public school had been found to be highly associated to dropping out at each of the study's three years. A dropout, then, may be described as a public-school youngster exhibiting drug use and acting-out behavior, although much more so for males than for females. Males tend to have had some sort of delinquent involvement, while females tend to be married and to have at least one child. The dropout exhibits poor proficiency in English and tends to have been raised in Puerto Rico. She/he is likely to have been attending a bilingual class prior to the dropping out event. She/he has had previous difficulties in school, including expulsion,

and does not perceive the school as a safe place. Female dropouts are less likely to be employed than female stay-ins.

A dropout youth has more dropout friends and fewer friends in college or with good full-time jobs. She/he is less likely to be concerned with having a happy family life for the future. She/he perceives the future as a Puerto Rican in very negative terms. Church attendance, for dropout youth and mother, is lower than for stay-ins. Also, dropouts report a lack of structure for doing homework assignments. The dropout's mother exhibited poor proficiency in English, less employment and lower education; her cross-cultural competence is poor. The family's socio-economic status tends to be somewhat lower.

Parochial Subsample

The parochial school subsample was incorporated in the study for several reasons. First, it was considered important to study career pathways and family efforts which are/are not conducive toward dropping out and/or a delinquent career, whether found in public or parochial school families. Since parochial school youngsters represent a significant segment of Puerto Rican youth, a comprehensive study of career patterns needed to follow them too. Inclusion of this subsample also allowed for the tracking of youngsters who shifted from a public school to a parochial school or viceversa. Finally, the comparison of non-delinquent/stay-in public school youngsters and non-delinquent/stay-in parochial school youngsters would allow for the identification of common variables that mediate against delinquency.

The possibility that the differences found in the multivariate analyses between stay-ins/dropouts and non-delinquents/delinquents could be due to the inclusion of the parochial school subsample needs to be explored. To that effect, non-parochial delinquent stay-ins were compared to public non-delinquent stay-ins for Year 3 variables. No differences were found between the two groups except in the following: The parochial subsample had a higher socioeconomic status, more employment among fathers and mothers, higher family income, and more intact families. Parochial school youngsters had a higher rate of employment and higher educational aspirations than public school youngsters; surprisingly, there was a higher rate of parochial school youngsters (23%) attending a bilingual education program than of public school youngsters (10%) doing the same. Contrary to the public school situation, attendance in a bilingual education program was not associated with dropping out for the parochial school youngster. Public school youngsters were also more likely to have repeated a grade the previous year than parochial school youngsters. There were no differences between the two groups in terms of drug and alcohol use, behavioral problems, youth's cultural identity, mother's cultural identify, association with delinquent or dropout friends, mother's approval of youth's friends, Church attendance, structure for homework, safety in school, or pregnancy among females.

In summary, while the socioeconomic cluster of variables represented highly significant differences between the parochial non-delinquent stay-in subsample and the public non-delinquent

stay-in subsample, most of the other variables did not. Thus, it can be safely assumed that the inclusion of the parochial school subsample in the multiple regression analyses did not result in a biasing effect when assessing the correlates of delinquency and dropping out.

CHAPTER VI

DISCUSSION

THE 10TH GRADE: INITIAL DIFFERENCES

First year results revealed that dropping out and prior delinquent involvement were significantly associated with public school attendance. Differences within a low income public school subsample were established for the dependent variables. The majority of the public school families had an annual income below poverty level - 71% of stay-in families and 83% of dropout families. Dropouts, regardless of sex, were more likely to come from poorer families; however, most stay-ins came from poverty-level, not middle-income families. Mother's and father's educational levels failed to differentiate among stay-ins and dropouts; father's employment status did.

An outcome of considerable importance is that stay-ins, like dropouts, were found in various types of parental arrangements* but not in the same proportion. Significant differences emerged between families of stay-ins and dropouts in terms of type of parental arrangements and rituals of family organization. A large proportion of dropout boys came from two-parent families where father was unemployed.

No differences were found between dropout and stay-in parents in terms of satisfaction with the school, participation in school, satisfaction with public services to the family, and self-reported English language competence.

*This is a composite measure of marital status of parents and father's employment status.

Simple measures of school performance - suspension, patterns of absences and repeating a grade - proved to be highly discriminating; the 7th and 10th grades were seen as representing high risk zones for youngsters who are likely to drop out. In addition, dropouts were likely to come from a bilingual program.

The initial findings confirmed the suspected early association between dropping out and trouble with the law for boys. This association did not hold true for girls. Dropouts, especially boys, had a greater incidence and prevalence of acting-out behaviors than stay-ins. Mothers of dropouts, boys and girls, tended to disapprove of their youngsters' friends.

Marked differences were found between boys and girls. Dropout girls involved themselves less with predelinquent and delinquent activities, and when they did, it tended to be temporary. Dropout boys involved themselves more with predelinquent and delinquent activities and when they did, it tended to be more permanent. Mothers of dropout girls did not have different educational and career aspirations for their daughters than did mothers of stay-in girls. Mothers of dropout boys did have different - lower - educational and career aspirations for their sons than mothers of stay-in boys. Interestingly, the most prominent fear of all mothers of both dropouts and stay-ins was that their sons and daughters might end up in a life of crime and/or drugs (73% for boys, 39% for girls).

When looking at delinquency for males, regardless of school attendance status in the public school, no parent or youth demographic variable proved statistically significant.

First year delinquents reported more dropout friends but not more delinquent friends than nondelinquents. However, in follow-up years delinquents did report having more delinquent friends than nondelinquents. This suggests that in the first year the youngster is not yet totally entrenched in a delinquent group or that his group, if it can be assumed to be somewhat permanent, has not yet made a full shift to a delinquent orientation. Opportunities for early prevention are implied in this finding which seems to reveal a beginning delinquent career choice which is still not fully supported by a peer context.

It is of interest that the delinquent youngster at this stage describes most of his friends as nondelinquent but the mother already is likely not to know most of his friends and to disapprove of those she knows. We surmise that even at this early stage the mother is already displaying a loss of control. Delinquents exhibited more acting-out behavior, had more school absences due to boredom and suspension than nondelinquents, and attended church with less regularity. Delinquents had a wider pattern of intra-ethnic and inter-ethnic activity (with both Hispanics and non-Hispanics), and reported more "getting high" with nondelinquents. Already in the first year the negative peer world pulls strongly on the youngster who has conflict within the family. Rule breakers within the family start associating with rule breakers outside the family in a mutually reinforcing system.

While delinquents or their mothers did not report less closeness to Puerto Rican culture than nondelinquents in the first year,

the nondelinquent youngsters were more likely to have had more frequent visits to Puerto Rico than the delinquents. The more frequent visits by the nondelinquents would suggest that they and their families have stronger ties to Puerto Rico, especially since there were no differences among both groups in family income which would account for less travel. When looking at the longitudinal results, a more differentiated pattern, than shown the first year, appeared regarding cultural identity and delinquency.

DIFFERENTIAL PATTERNS AT FOLLOW-UP

To explore possible paths to delinquent and nondelinquent careers and their relationship to dropping out or staying in school we turn to the second and third year findings. Females are discussed first examining findings pertaining to delinquency, demographics, school status, home atmosphere, alcohol and drugs, dropout profile, parent's view of the neighborhood, parental vigilance, culture and sex differences. The discussion then turns to males and is organized around trouble in school and delinquency, dropping out and delinquency, paths in-and-out of delinquency, bilingual education overlap between dropping out and delinquency, and alcohol and drugs. This is followed by an interpretation of the multiple regression analysis, the revised explanatory model of the overall findings, and their implications.

FEMALES

Delinquency

In our sample, females had a very low incidence of delinquent activity, less than 7% at any year. The delinquency rate for Hispanic girls in Southeastern Pennsylvania had increased from 3% in 1976 to 8% in 1980, following general upward trends for females in the overall population (Giordano, 1978), but it remained the lowest of any ethnic group (25% for white girls and 68% for non-white girls, Southeastern Penna. Conference for Girls, 1981). The notion that Puerto Rican families effectively socialize females away from delinquent involvement draws support from these figures.

Demographics

Parental arrangements were comparable for stay-in girls and drop-out girls. Stay-in families had a somewhat higher income than dropout families, though the majority of public school families made less than $8,000 per year. Thus, the possible effect of socio-economic stratification appears statistically unremarkable, though capable of making some difference in terms of family well-being and choice of school.

Regarding dropout girls themselves, by Year 3 two-thirds (66%) were pregnant or had already had children. They were also likely to be older, married or cohabiting, and unemployed.

School Status

Dropouts reported more trouble in school, and were more likely to be truant and to have repeated a grade than stay-ins. They were also more likely to get bored at school and to like school less. Unlike male dropouts, while reporting more trouble in school, female dropouts were no more likely to be suspended or expelled than stay-ins. This may be due either to less serious trouble in school by the girls or to differential treatment of the sexes by school personnel.

Home Atmosphere

Besides the above school-based signs, family considerations seemed to play a very important role in the decision to drop out. These should become differentiated and emphasized in any program attempting early prevention of dropping out. The dropout girl's family was differentiated from the stay-in by an unsupportive

atmosphere for school achievement. At home, there were some clear problems present for dropout girls: sleeping out without permission, running away from home, and smoking.

Alcohol and Drugs

At Year 2, dropouts were also more likely to have ever tried alcohol and marijuana; yet, their current usage of these and other drugs was no different from that of stay-in girls. No differences between stay-ins and dropouts were obtained at Year 3 regarding past or current use of alcohol or marijuana.

Dropout Profile

One profile of the potential dropout among Puerto Rican girls may be outlined after consideration of the previously-listed findings. While academically she is likely to have repeated a grade, she tends to be easily overlooked as a problematic student. She is mostly bored, unchallenged, and does not like school, where she brings aspects of the unmotivating ambience usually prevailing in her family. Some drug experimentation may be present, but none of this makes her visible. Only when she become actively truant or pregnant is she discovered, at which point she may already be signalling that she sees motherhood as a viable solution to all her dilemmas. To assist her in time, it is necessary to gauge the extent to which she is caught between two unmotivating contexts - school and family - both of which tend to leave undeveloped her urge to achieve.

Neighborhood

Mothers of dropout girls were more likely to dislike their

neighborhood, as they felt that it was a dangerous place to raise children. They also attended Church less often than mothers of stay-ins. From the above, it can be assumed that mothers of dropout girls are more often stressed by difficulties.

Parental Vigilance Over Peers

Mothers of dropout girls were more likely to disapprove of their daughters' friends, friends who were characterized by the dropout as being either dropouts or having trouble in school. This reaction of vigilance on the part of mothers of dropouts may express a mechanism of boundary-making, of containing an at-risk girl and discouraging her from engaging in more severe trouble. It may also simply reflect the more involved relationship of a problematic girl and her mother. Not surprisingly, mothers of dropout girls perceived a more negative future for their daughters and for themselves than mothers of stay-in girls.

The notion that Puerto Rican girls who drop out and are not pregnant just remain at home and make no efforts to continue their education is disproved by the findings. In fact, by Year 3, 32% of dropouts who are not pregnant involve themselves in some kind of training, and 21% had found employment.

Culture and Sex Differences

Results lend support to one fundamental explanation as to why Puerto Rican girls tend not to involve themselves in delinquent activity. Mothers compete for influence with the daughters' peer group. They are intensely vigilant of the girls' peer associations, tending to be over-alert and judgemental, discouraging

"bad company" before it can take a hold of the youngster and steer her behavior in an unacceptable direction. These mothers easily experience a frail hold on the daughter and err in the direction of compensatory intrusiveness. The findings reflect basic cultural preferences shaping the girls' development. The process of socializing the girl reflects strain in terms of early pregnancy and dropping out, but it seems to resist the disruptive effects of migration, the transition from the rural island to the mainland urban ghetto, and the natural pressure to change the group's values to fit those of the host culture-without incurring delinquency.

MALES

Trouble in School and Delinquency

Year 2 and Year 3 data also disclosed that while trouble in school expressed as repeating a grade, suspension and truancy, was more prevalent among dropouts than stay-ins, a large number of dropouts had never repeated a grade, been suspended or truant from school. This reveals a subsample of dropouts that do not exhibit common detectable signs of being in trouble in school. They are specially difficult to plan for preventively. For those, a continued search into family processes and economic hardship or school related factors other than grade retention, truancy and suspension may yield cues for detection and early intervention.

Knowledge of the youngster's perception of the institution is a particularly revealing cue. In our sample, trouble-prone youngsters saw themselves in a violent environment. Perceived

danger on the way to and from school as well as inside the school was significantly related to a delinquent status. Specific research into the violent delinquents could focus on youngsters who reported hitting a teacher, which turns out not to be a useful cue to predict dropping out. In our sample, there was the same proportion of dropout youngsters who hit a teacher as of stay-ins. This finding is as much a comment on the schools as institutions with shifting thresholds of acceptance of violent behavior as it is a comment on those youngsters' impulse control. It was once reasonable to expect that all youngsters who hit a teacher would land immediately in an out-of-school cluster or in a disciplinary school. Now, hitting a teacher is not a predictor for being dropped or dropping out.

It is clear that the prediction of serious and violent behavior has to research contextual factors other than the youngster's personal characteristics and behavior. Knowledge of the schools and/or family's tolerance and collusion around certain behaviors seems necessary in order to clarify how the institutions engender, discourage, or maintain the delinquent behavior.

Dropping Out and Delinquency

The association between dropping out and delinquency found in Year 1 still held in Years 2 and 3. Significantly more dropouts than stay-ins were involved in some sort of trouble with the law at each follow-up year.

Distinctions between the dropout who is not delinquent and the one who is could already be made by the 2nd Year by looking at

the parental knowledge of youngster's friends with its implied control over peer influences. Use of drugs and a history of school failure, while not statistically significant, were more pronounced for the dropout-delinquent subgroup. Furthermore, delinquent dropouts tended to report more friends in trouble with the law, and more frequent and diversified use of drugs, other than alcohol, for themselves. Their parents tended to disapprove of their friends. Marriage and a job were associated with absence of delinquency.

Paths, In-And-Out of Delinquency

In terms of year-to-year assessment, it is important to note that there were almost as many dropouts who decreased their delinquency involvement from Year 1 to Year 2 (20%) as dropouts who incurred in delinquent activities both years (23%), with most dropouts being clear of delinquent activities for both years (53%). Only 7% of dropouts were repeating offenders from Year 1 to Year 3. These findings are useful to counter a popular myth of community self-devaluation - that dropouts pile upon dropouts into delinquent careers, resulting in a torrential loss from which the community never recovers. Not only do some youngsters lessen their delinquent involvement upon dropping out, confirming an effect described by Elliott (1966) and Mukherjee (1971), but most dropouts do not get involved in delinquent activity upon dropping out. Our findings also confirm Shannon's (1982) discovery in the Racine, Wisconsin sample; most delinquents do not go into a path of accelerated criminal activity

upon dropping out, and those who do represent a relatively small "hard core" group.

These results argue for school-based strategies to prevent dropping out and delinquency that are not implemented in "shotgun" fashion, attempting to impact all grades in a somewhat equal manner. When looking separately at 10th grade, 11th grade, and 12th grade dropouts, the former included a higher frequency of repeating offenders. Thus, it is apparent that 10th grade dropouts represent a more vulnerable group as a whole and require earlier special intervention for detection and prevention. There is increasing evidence suggesting that problems leading to dropping out and delinquency in the 10th grade have been in gestation during earlier grades (Wiatrowski, Hansell, Massey & Wilson, 1982). This evidence supports one of the major implications of Year 1 findings - the need for well targeted early intervention programs focused on immediate and accelerated academic repair before the gap between an at-risk youngster and his peers widens, locking him into a negative path. To be optimally effective these early intervention programs would also have to be supplemented so as to reach beyond the youngster, into such family variables as parental employment; 93% of the fathers of 10th grade dropouts were unemployed at first year, and remained "chronically" unemployed through 3 years. A multidimensional approach is warranted.

Bilingual Education

If the community's fear of a constant increasing flow from

dropping out to delinquency is not validated by our findings, its sense of alarm over the school's failure to restrict the massive flow of stay-ins becoming dropouts certainly is. The cumulative dropout rate at Year 3 was 34.7% resulting in a large pool of ill-equipped youngsters who scatter into job finding after being unable to use the school system to improve their lot and that of their families. This figure appears quite conservative when compared to a recent ASPIRA report from New York City (1983), where the dropout rate among Latinos was estimated at 80%. While the different rates may, in part, be due to methodological factors, the fact remains that in both cities the dropout rates are higher for Hispanics than any other racial-ethnic group. In our sample, many dropouts (29%) do find jobs after dropping out, but most are destined for low-level occupations.

Community doubts as to the efficacy of the bilingual program are also amply justified. In our sample youngsters attending public school bilingual education programs were more likely to drop out than those who attended regular programs. Several interpretations of this finding are possible. Supporters of bilingual programs can claim that youngsters in bilingual programs would be exhibiting a much higher rate of dropping out if placed in English-only (regular) programs. From their standpoint, bilingual programs may be helping a lot of youngsters, even if a proportionately higher number of dropouts come from these programs. Defenders of bilingual education could also argue that it is not a dropout prevention program, thus the finding has no

relevance to the effectiveness of bilingual education. This argument denies that the academic environment can be a contributing factor to dropping out. It misses the obvious point that in order to instruct, the program must have students who attend school.

Another interpretation would explain the finding by pointing out that many youngsters are misclassified and inappropriately and destructively placed in bilingual programs whereas they have other problems (i.e. learning disabilities, emotional problems) requiring other types of programatic intervention. Thus, bilingual problems could be heavily populated with youngsters with special academic difficulties, and it would be a natural process for many of these youngsters to become discouraged with their lack of academic progress and drop out of school.

A third, more encompassing interpretation would acknowledge the commonly-found practice of misclassifying youngsters in bilingual programs, but would also indicate that many of these programs indeed fail to provide adequate learning opportunities and, instead, directly contribute to the youngsters' discouraging situations and subsequent dropping out. This interpretation places the finding in the context of several major studies that have examined the shortcomings of bilingual education programs (Carnegie Foundation Report, 1979; and Twentieth Century Foundation Report, 1983). It is not a discovery that often these programs lose their purpose and become a rallying point for political leadership, a vehicle for community representation

of extra-educational needs, a funding funnel for jobs, and a glimmer of hope in an economically deprived subculture. What is a discovery is that the community has had difficulty rallying around economic opportunities, educational excellence, and other issues rather than on bilingual education per se. Obviously, for the community to be able to judge bilingual education solely on pedagogical merits, it will need to develop other rallying points for representation of extra-educational needs, and for buttressing cultural identity and ethnic pride.

Our findings clearly point to the significant of context (school and family) in the delivery of these programs. Youngsters reporting participation in bilingual programs in the parochial school, did not drop out from school as did public school youngsters attending bilingual programs. This is a striking finding even if considering that the programs may not be equivalent in the two school systems. Further research controlling for family and demographic characteristics should clarify these differences.

Overlap: Dropping Out and Delinquency

Dropouts and delinquents in our sample seem to exist in discrete contexts, with somewhat separate peer association. As shown in Figure 6.1, there is no huge area of overlap between dropping out and delinquency. The data does not show a clear and inevitable path between one status and the other. In absolute terms, at Year 2, there were more stay-in delinquents (62%) than dropout delinquents (38%), though there was a higher

delinquency rate among dropouts (30%) than among stay-ins (14%). By Year 3, however, there were fewer stay-in delinquents (37%) than dropout delinquents (63%), with still a higher rate of delinquency among dropouts (21%) than among stay-ins (6%).

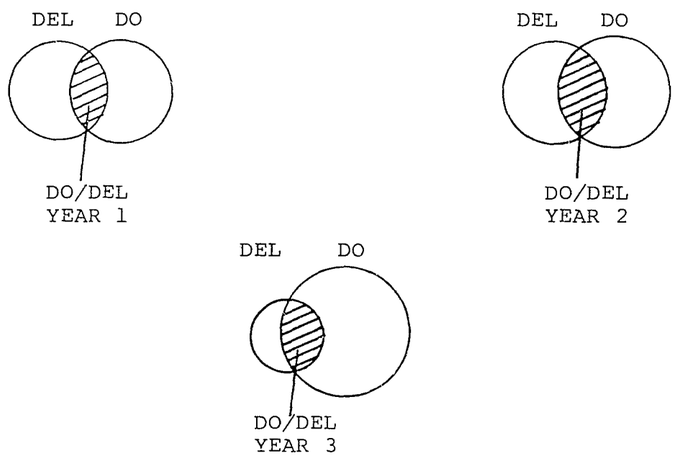

Figure 6.1 Degree of overlap between dropping out and delinquency.

Alcohol and Drugs

Dropouts reported that their friends were using alcohol and drugs, powerful intermediate experiences which, in combination with other problems, are likely to lead to trouble with the law.

Alcohol remained the most popular drug used by youngsters in our sample. The implications of its widespread use for the shaping of eventual alcoholic syndromes is suggested by Hispanic adult statistics particularly those pertaining to mortality from cirrhosis of the liver (Alers 1978). The use of alcohol in

adolescence is a generally acknowledged rite of passage, an immediately dangerous one as revealed by the automobile accident death in this age group. The rite of passage captures among Hispanics a significant number of youngsters who if not immediately hurt, go on to contribute later to an awesome adult alcoholism statistic with ramifications into problems of health, mental health and crime, particularly wife and child abuse. The use of alcohol and drugs differentiated sharply between delinquents and nondelinquents regardless of whether they were in school or had dropped out.

THREE-YEAR FINDINGS: A LONGITUDINAL PERSPECTIVE

When looking at the overall three-year results using factor analysis and multiple regression analysis, the most outstanding factors associated with delinquency were "Drug Use and Acting Out behavior" and "Delinquent Friends"; delinquent friends are usually the peers which provide the context for drug use. Dropping out did not predict delinquency in the multiple regression analysis. This is best understood by considering that other factors emerged as better predictors, already accounting for the specific part of the variance that dropping out may estimate (Cohen & Cohen, 1975).

Another factor differentiating delinquents from non-delinquents is the "Family's Concerns for the Future". This includes the parent's worries about the youngster finding employment in the future, and the youngster's worries about avoiding a life of crime and drugs in the future. Apparently when the delinquent youngster is preoccupied with avoiding a life of crime and drugs, the parent is worried about the son finding employment. We interpret that the parent lags behind the youngster's actual conduct, somewhat uninformed as to the activities that are more immediately worrying the youngster. This gap between the parent and the youngster, between the two generations, is found for delinquents. It is not found with non-delinquents.

Variables entailing values and behaviors still to come, pertaining to behaviors anticipated in the future, generally prove useful in differentiating the non-delinquent from the delinquents, i.e.

worries about the future, preoccupation with the youngster being employed, expectations that the youngster will have a healthy and good family life. A limitation on this tendency is that parents who worry about the youngster's future employment while the youngster is worried about crime and drugs have a future orientation, but not relevant to the prevention of a youngster's delinquency.

Another factor associated with delinquency is the "Rural Background of the Mother". In our Philadelphia sample we have many unequipped and impoverished Puerto Rican families who experience a rather marked cultural clash when coming here. They lack work skills, which would make for a difficult transition from rural Puerto Rico to the urban city in Puerto Rico, and for an even harder transition from the island to the States. Yet the rural background of the mother should not be taken to suggest that the mother is in any way closer to the Puerto Rican culture. Mothers of delinquents feel distant from the Puerto Rican culture while not firmly assimilated to the American host culture. Among parochial school youngsters, where there is almost no delinquency or dropping out, a different situation prevails. These families are much more assimilated and efficiently accultured to the host culture without loosing connection with the culture of origin. Mothers in these families had the highest proficiency in English of any subgroup in the sample and were more likely to have been raised in an urban American setting. As expected, these families were also more integrated into the socio-economic mainstream.

They had more and better jobs, and slightly higher income. Fathers were not the only ones employed, many mothers were employed also, increasing the overall income of the family. These families are definitely more rooted here than the families of delinquents.

In our sample, rootedness in general seems to be associated with absence of delinquency. In Puerto Rico, youngsters with parents of rural extraction in rural communities show less delinquency than those with parents of urban extraction in an urban community. (Ferracuti et. al., 1975). And our study shows that youngsters with parents or rural extraction who moved to the States exhibit more delinquency than those with parents of urban extraction. This applies regardless of where the youngster was raised, although the majority (87%) were raised in the States. Consequently, delinquency in our sample seems to be a symptom of a disruptive loosening in the social fabric within the family and between the family and its surrounding institutions, as the family makes the transition from the rural island to the foreign urban culture. The effects most specific to delinquency are evident in the parent's loss of leverage over the youngster and his peer group.

Caution is warranted however interpreting why the urban-raised parochial school youngster in our Philadelphia sample is associated with absence of delinquency, while the Puerto Rican urban youngster in Puerto Rico was associated with delinquency. By and large the Philadelphia urban youngster comes from a family finding roots more in the mainstream of mobile American society than the family of the urban youngster in Puerto Rico. However, for 80% of this

Philadelphia group, being closer to the mainstream means struggling with an income of $10,000 or less for an average family of five while the poverty line in 1982 was $9,862 for a family of four. The urban youngster in the island comes from a family entrapped in the urban slum, with even scarcer economic opportunities and feeble resources curtailing mobility. (Ferracuti et. al., 1975). A delinquency oriented group <u>with</u> rootedness in the American urban setting may still show up in Philadelphia in another generation. That development is already available in cities with Puerto Rican communities which have been longer in existence.

Families of nondelinquents seem to represent in general a more structured organization, whether the family uses the public school or the parochial school. Those with youngsters in the private school seem to reflect, however, a more advantaged socio-economic unit which supplements its own internal structure by seeking structure in the parochial school. These parents assume that the parochial system improves the youngster's educational opportunities and helps prevent delinquency. While there may be a self-selection process, as these families choose the parochial school, we find no evidence that the parochial school simply weeds out the problematic youngster sending him to the public school. The traffic of youngsters between private and public school reveals that the majority of youngsters shift from public school to parochial school and not the other way around. Furthermore, only a very low percentage of those youngsters who shifted from parochial to public school did so because of behavioral or academic problems. Our findings support Coleman's (1981) con-

clusions regarding differences between private and public schools.

Examining other family features, it is particularly interesting that among the worries of the parent of the delinquent is that the son will not find future employment. Lack of delinquency is associated with the youngster himself being concerned with future employment. Apparently as the delinquent youngster is involved with the immediate possibility of avoiding a life of crime and drugs he cannot be worried about getting a job in the future. His mother worries for him. The non-delinquent in turn worries himself about his future employment. The mother doesn't have to do the worrying for him. We surmise that the non-delinquent youngster has incorporated the mother's concern, freeing the mother from that worry. We do not surmise however that the mother of the delinquent worrying about the son getting a job always implies a failure of socialization, with the mother taking responsibility because the son does not. That mother could be quite realistically oriented to the possibility that the son will not remain in school and will soon be in need of a job.

The factor "Parental Vigilance" differentiates delinquents from non-delinquents. This variable cluster describes the mothers knowing who are the youngster's peers, disclosing a relationship that must exist between the mother and the youth in order for delinquency to be averted. Youngsters who are non-delinquent have parents who know who are the youngster's peers. These parents seem to bridge the gap between the family and the outside peer world by means of their watchful behavior.

The mother of the delinquent lacks parental vigilance, doesn't know who the son's friends are and seems to worry about the youngsters employment while the youngster is worried about the immediacy of drugs and crime. The mother seems to be out of synchronization with the youngsters interests and worries. Most importantly, that mother is not watching the youngster's delinquent context, his delinquent peers or friends. The mother appears to be out of effective connection with the youngster. It seems reasonable to infer that had the mother been vigilant, the worries would have been more centered on the youngster's leaving his rule-breaking friends and the world of drugs, than on the youngster's future employment.

REVISED MODELS

Models addressing the explanation of dropping out and delinquency are presented separately for each, since our results indicate that though some overlap exists, these are essentially different career paths.

Dropping-Out Model

The model for dropping out, shown in Figure 6.2, indicates that though the youngster may exhibit drug use and acting-out behavior (the only factor in our analysis common to both delinquents and dropouts), and even some prior delinquent involvement, he is not essentially under the control of delinquent peers. However, dropouts tend to associate with other dropouts; stay-ins tend to associate with youngsters who are college-bound. Both mother and dropout youngster share a cultural turf, as they were both born in Puerto Rico and are more proficient in Spanish than in English. This is in sharp contrast to stay-ins, where there is a greater likelihood for both mothers and youngsters to have been raised in the mainland and to be more proficient in English. The dropout youngster is caught between a family with low aspirations, lack of organization, and low cross-cultural competence, and a discouraging school setting which provides inadequate educational opportunities. The family of the dropout also appears to have feeble relationships to employment, Church, and other institutional sectors.

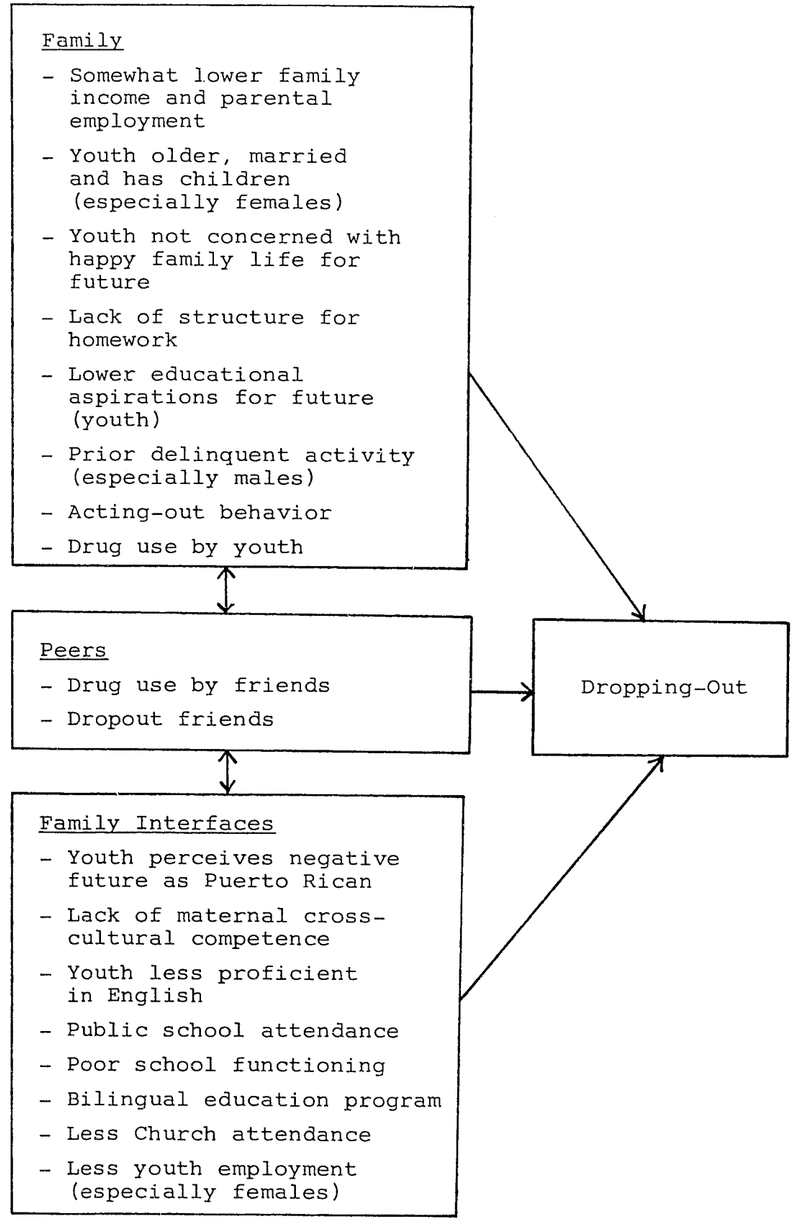

Figure 6.2 Revised model for dropping-out.

Implications of Dropping-Out Model

Programs aimed at changing the school from a discouraging to an effective and encouraging institution remain urgently necessary. The school is obviously a threatening setting, physically and psychologically, for a large number of Puerto Rican youngsters. It is a place of frustration and failure that systematically undermines the future. Parents must be empowered to address this national-scale situation, as Fernandez (1979) has proposed. It is imperative to develop coalitions of parents demanding educational excellence and accountability. As Buttenwieser (1981) suggests, this type of organization should work toward attaining increasing influence in the decision-making process between City Boards of Education and Teachers' Unions. Early intervention programs must be refocused on immediate and accelerated academic repair before the gap between the youngster and his/her peer widens, locking him/her into a situation where he/she inevitably drags behind, in a special track, until eventually dropping out. School-based programs effectively integrating work and study must continue to be tested in order to address the situation of a significant number of youngsters suffering economic hardship. In order to deal effectively with the dropping out process, it will not be enough to separately strengthen the school or the family. The association between parental arrangements and failure in school warrants new patterns of intervention at the junction of both institutions. We agree with Wilkinson (1974) that attention must be paid to the role of family structure in its dealings with the youngster and the school. While both dropout boys and

girls encounter failure, the behavioral manifestations preceeding and accompanying the dropout process were markedly different for both. Pregnancy was characteristic among female dropouts. Differentiated prevention approaches for male and female must be developed. In addition, effective reparatory programs are also needed. Existing programs have not been able to successfully cross the cultural barrier in order to help the pregnant youngster remain in school; thus, very few Puerto Rican girls use these programs.

Indirect means of intervention on dropout prevention are also necessary. The association between lack of economic opportunity for fathers and drop out among boys, particularly evident at Year 1, presents an indirect linkage between family structure and broader forces in the economic system. In this population, adult employment opportunities, especially for fathers, must be given at least the same priority as youth employment. It seems necessary to provide a balance against the emerging trend among Hispanic policymakers to rally around the shaping of school-to-work transition programs for the youngster without considering the overall plight of the family. An overemphasis on the youngster's "transition to work needs" at the level of public policy would be myopic. It would wind up helping the youngster at the expense of the unemployed father and the continued demoralization of the family. Funds would be diverted from the work seeking first generation in order to supply its second generation, until the long-range sacrifices required by the lopsided policy would

surface and force its revision. A narrow emphasis on the school-to-work transition would also neglect the fact that at that stage the youngster would already be quite impaired, in terms of skills acquired, and discouraged with the system. Intervention focused on the whole family and at earlier grades, though complex, remains important. Our data on the relationship between unemployment, parental arrangements and dropping out support Bachman's (1971) notion that dropping out is not a simple measure or problem in its own right, but rather a symptom of more complex underlying problems.

The significance of support for institutions and agencies (churches, community groups) that reinforce rituals and other aspects of family organization, was supported. There was no support for bilingual education as an effective means of dropout prevention. Significantly more dropouts than stay-ins came from bilingual education programs.

Delinquency Model

In contrast to our original model (see Chapter I), the new model presented in Figure 6.3, shows the domain of "Peers" as a richer dimension. Delinquent friends are very much associated with drug use and acting-out behavior, and the inter-ethnic and ethnic social networks which are peer-related dimensions also prove useful as differentiators of delinquents from non-delinquents. The delinquent's more active involvement than the non-delinquent with Puerto Rican friends and non-Puerto Rican friends suggests a youngster not exclusively bound to any particular group in a

family that doesn't seem bound to its particular culture. A lack of connectedness or out-of-phase quality seems to exist between the delinquent youngster and his family and between the family and its culture.

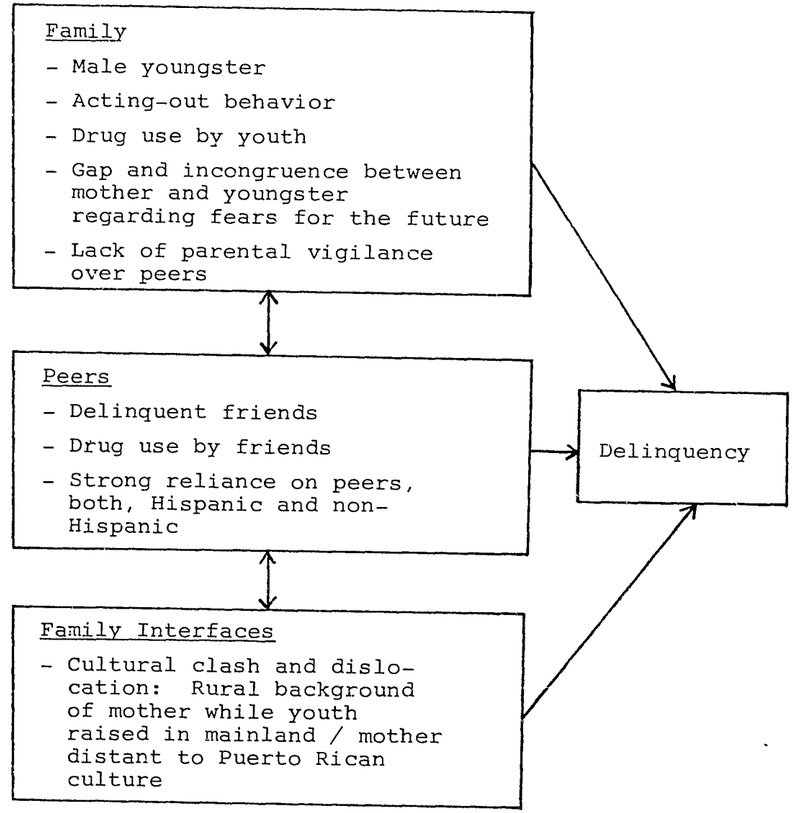

Figure 6.3 Revised model for delinquency.

The model articulates more clearly the relationship between the world of peers and the world of the family. Mothers of non-delinquents are indeed more watchful, more vigilant, stretching themselves into the world of peers, influencing the choices there. Mothers of non-delinquents seem to have no need to worry about the youngsters getting a job in the future while mothers of delinquents worry about it and know fewer of their youngsters' peers. Mothers of non-delinquents either assume the youngster, himself, will worry about a job in the future, or simply feel they don't have to worry because the youngster is likely to remain in school.

The family as an interfacing entity gains additional specificity, as the mother's "Rural Extraction" and the "Mother's Distance From Puerto Rican Culture" turn out to be important differentiators of delinquents from non-delinquents. With these sociologic and demographic characteristics emerging as important differentiators, the model confirms that issues at the interfaces of two clashing cultures play a crucial role in the shaping of delinquency among Hispanics. The revised explanatory model lends support to those theories which highlight the stresses involved in shifting from one culture to adapt to another. Families trying to rapidly fit their rural background to the demands of a new urban context are penalized. The cultural clash seems to be, for our sample, but one level of a multilevel system in which societal and intrafamilial forces all converge, deepening the gap and weakening the

control between generations. Just when the parents are unfastening from their original culture and have not yet bounded to the new culture, they are also loosening their hold on youngsters who are being pulled by mainland peers. Fueled as well by the natural intrafamilial tendency towards a generational rift brought about by the youngster reaching adolescence, the tearing of ties and controls is accelerated even further. The tearing is rapidly pronounced when mainstream institutions prove almost simultaneously inadequate in assisting the family members' adaptational efforts. Such is the case when the school cannot help a tenth grade youngster to competently adapt at about the same time as the economic market place defeats his job seeking parent. Out of the mainstream options become then quite compelling.

Implications of Delinquency Model

In our sample, the notion that low socioeconomic status is associated with delinquency was not supported. Our findings, however, do imply that the family's competence is reactive to employment economics, and as a seat of influence and control over the youngster's choice of peer group, it should be the focus of primary prevention.

Programs strengthening the parents' knowledge of the youngsters' friends and activities should receive strong support on the basis of our results. Programs enhancing supervision (vigilance) justifying parental concern over the youngsters choice of friends and drug experimentation, would get special priority backing. Programs systematically oriented to reach out to parents, coordinating their

efforts at the neighborhood level, would fill a much-needed gap. Existing community agencies should involve parents to work together to watch over their immediate environment, making it safer for their youngsters and, also, to bring both generations together so that parents may be better able to understand their youngsters' interests, hopes, and fears for the future. Programs to help parents become watchful intervenors, monitoring the youngsters' social life would find support from at least two theoretical slants explaining delinquency - that which sees the family as the main source of control over the youngster's behavior, and that which sees the influence of peer associations as the decisive force in developing a delinquent identification and career. Our findings speak directly to the point of linkage between these two control sectors. The findings affirm the significance of the family's keeping track of the youngsters peers and underline the basic importance of loss of syncroncity and congruence in the connection between the parent and youngster.

Our findings also suggest that more concentrated research into the parents of the non-delinquents, particularly their activities in monitoring the youngster's differential peer association choices, could prove useful. These parents seem to rely on more than the development of effective internal self-restraint, or conscience mechanisms in the youngster, to represent their inclinations and values. They work on actively checking and influencing the choices of peers until they can turn the youngster loose to that peer context, because by then the youngster tends to make

safe choices on his own and the peer group regulates the youngster in ways not too incongruent with the parent's own. In this sense, the best external resource in preventing an erosion of influence for the parent of the non-delinquent seems to be the youngster's peer group, which unwittingly comes to support and amplify the parents' value framework until they can eventually safely relax their participation. We conclude that the non-delinquent seems to be as shaped by non-delinquent friends as the delinquent is shaped by delinquent friends but that the parents access to the peer group is different in the case of the delinquent.

The overall findings call for research aiming at differentiating the community-based programs that indirectly uphold, or fail to uphold, the Puerto Rican families social fabric, their connectedness to supportive reference groups, or to institutional affiliations which secure the families ties to its culture, identity and traditions. Such research could explore the vitally important presence or absence of parental and youth employment information grapevines, the job networks in the community, the clubs based on belonging to a certain town in the island, the membership work of the churches (the more institutionalized Catholic, as well as the more grassroots Pentecostal groups), and even those media products (such as the Spanish-language soap operas) which cultivate a sense of continuity and group identification. Church attendance appears to represent in our sample not only religious commitment but also, as Iglehart (1982) suggests, a measure of community integration, a countering of isolation by sharing in a supportive group's

activities and values. All of these sources become potentially pertinent to delinquency prevention when a family untied to cultural roots has a youngster not too tied to particular peer groups except through association in delinquent activity. Programs which recruit and develop sponsors for migrant families about to make a transition to the States, and programs that work to insure family connections and networks of people who can help the family adapt - all seem remote but relevant targets for research on differentiating indirect means of delinquency prevention for our particular population.

To conclude, delinquency as a function of a pattern of differential peer association appears to be hinged to a broader pattern of ineffective or deteriorating parental vigilance over those associations. It does not seem to be the only power of those peer associations per se (Sutherland & Cressey, 1978) that accounts for entrenchment in a delinquent career but also the extent to which those associations fall in or out of parental knowledge and control. The breakdown of parental controls over the youngster is seen as a function of a cluster of larger conditions which hinder the family's socialization efforts. The conditions impinging on our sample seem to constitute a system of interacting impediments blocking the family as it attempts to adapt to the new culture. A weakening of the membership bonds in the social unit occurs, making the youngster more vulnerable for negative differential peer association. Our results give theoretical primacy to institutional influences surrounding the problematic family and yielding

a youngster likely to be captured by subculturally deviant values prevalent among associates. The family itself is theorized as a far more open, or less bounded, unit than is generally assumed, showing accessible and measurable interplay with its social context. That social context is seen as complex enough to require more than short-term repairs in social mobility and economic opportunity to prevent social tension and delinquency. As Strassburg (1978) observed on the economic revitalization of the 60's, the social context can be "simultaneously a period of the most rapid social and economic progress for minorities and the period of the most dramatic increase in reported crime in recent American history."

The findings would raise questions about any theory that approaches the problem of youth deviance assuming the youngster is simply at the mercy of influential antisocial peers. The findings would also not accommodate any theory which focuses exclusively on issues of the parents' control over the youngster's behavior. A family-centered model is suggested by the results but with an interinstitutional balance of forces to account for control. This is evident in the findings pertaining to linkage issues - the parent's influence against that of peers, the areas of congruence of incongruence between parents and youngster, and between familial and peer values. The results highlight the contribution of the school and other extrafamilial sectors as well as the intercultural dilemmas involved in the choice of delinquent or non-delinquent careers in a Puerto Rican sample.

Based on these findings further research exploring the relationship between juvenile delinquency and subsequent careers in crime among Hispanics should use a prospective design to further clarify the fuller picture - the shifts and balance between contextual variables (family, peers, employment, education, church and community participation), which propel criminal careers or which serve as means of prevention and control. The study would also pursue individuals' sequences along major variables (i.e., school status, delinquency status, drug use and acting-out behavior) with models based on time-series analysis. This type of analysis could further define characteristic contextual patterns for delinquents who become non-delinquents, for repeated offenders, for delinquent dropouts, and for non-delinquent dropouts. The development of these contextual patterns will be useful when exploring delinquency and non-delinquency among other ethnic groups with a history of recent migration to the United States.

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APPENDIX A

PARENT SCHEDULE AND YOUTH SCHEDULE

ASPIRA, Inc.
of Pennsylvania
526 W. Girard Avenue
Philadelphia, Pennsylvania 19123

WINTER/SPRING 1982 Parent Schedule Study #03877-001-001

(Year 3)

SURVEY OF PUERTO RICAN YOUTH

Time interview began: _____A.M. _____P.M.

Time interview ended: _____A.M. _____P.M.

Date: _____

CASE #: _____

RESPONDENT'S NAME: _____
(FIRST) (MIDDLE) (LAST)

ADDRESS: _____
(NUMBER AND STREET)

_____
(CITY) (STATE) (ZIP)

PHONE NUMBER: ( ) _____

INTERVIEWER'S NAME: _____ ID#: _____

First, I will ask some questions about you and the persons living in your household.

(1.) How many rooms are there in your home, not including bathrooms?

_____ (NUMBER) 26~27

(2.) When did you move to your current address?

_____ (MONTH) 28~29 _____ (YEAR) 30~31

(IF DECEMBER 1980 OR BEFORE, SKIP TO Q.5)

(IF JANUARY 1981 OR LATER, ASK Q's 3 AND 4)

(ASK Q's 3 AND 4 FOR EACH RESIDENCE OCCUPIED DURING THE PAST YEAR -- I.E., BACK TO DECEMBER 1980. THEN GO ON TO Q.5.)

3. What was your address before you moved to (CURRENT/LAST ADDRESS MENTIONED)?

4. In what month and year did you move there?

1. _____ (Address)

_____ (City) (State) 32~34 _____ (MONTH) 35~36 _____ (YEAR) 37~38

2. _____ (Address)

_____ (City) (State) 39~41 _____ (MONTH) 42~43 _____ (YEAR) 44~45

3. _____ (Address)

_____ (City) (State) 46~48 _____ (MONTH) 49~50 _____ (YEAR) 51~52

5. Are you currently:

53

Married,	1
Separated,	2
Divorced,	3
Widowed,	4
Single, or	5
Living with somebody?	6

6. How long have you been living in Philadelphia?

_____ (YEARS) 54~55

7. Including yourself, how many people live in this household?

_____ (TOTAL NUMBER) 56~57

8. Does anyone in the household require special caretaking from you?

58

	Yes	1
(SKIP TO Q.10)	No	2

END CARD 10

(POSSIBLE SKIP CARD)

9. Tell me the names of the people in your household requiring special care: (LIST NAMES BELOW. THEN ASK PARTS B-E.)
CARD 11

A. Names of People Requiring Special Care	B. What relationship is (NAME) to you?	C. Is (NAME) male or female? Male	C. Female	D. How old was (NAME) on (his/her) last birthday?	E. What do you have to do for (him/her)?
1. _____	_____ (Relationship to R) 11~12	1	2 13	_____ (Age) 14~15	16~17 / 18~19
2. _____	_____ (Relationship to R) 20~21	1	2 22	_____ (Age) 23~24	25~26 / 27~28
3. _____	_____ (Relationship to R) 29~30	1	2 31	_____ (Age) 32~33	34~35 / 36~37
4. _____	_____ (Relationship to R) 38~39	1	2 40	_____ (Age) 41~42	43~44 / 45~46

END CARD 11

CARD 12

10. Many household chores are necessary to care for a family.

A. Does anyone besides yourself contribute to (CHORE):

(IF YES TO PART A, ASK PART B. IF NO TO PART A, GO ON TO NEXT CHORE.)

B. Who helps you? (RELATIONSHIP TO R)

CHORES	INAP, Not Done in Household	A Yes	A No	B
a. The cooking? 11	0	1	2	12~13 (RELATIONSHIP TO R)
b. The sweeping or cleaning? 14	0	1	2	15~16 (RELATIONSHIP TO R)
c. Washing or drying dishes? 17	0	1	2	18~19 (RELATIONSHIP TO R)
d. Doing the laundry or ironing? 20	0	1	2	21~22 (RELATIONSHIP TO R)
e. Taking care of sick family members? 23	0	1	2	24~25 (RELATIONSHIP TO R)
f. Fixing things around the house? 26	0	1	2	27~28 (RELATIONSHIP TO R)
g. Taking somebody to the hospital? 29	0	1	2	30~31 (RELATIONSHIP TO R)
h. Taking children to school or picking them up? 32	0	1	2	33~34 (RELATIONSHIP TO R)
i. The grocery shopping? 35	0	1	2	36~37 (RELATIONSHIP TO R)
j. The shopping in general? 38	0	1	2	39~40 (RELATIONSHIP TO R)
k. Babysitting when you go out? 41	0	1	2	42~43 (RELATIONSHIP TO R)
l. Disciplining the children? 44	0	1	2	45~46 (RELATIONSHIP TO R)
m. Transportation in general? 47	0	1	2	48~49 (RELATIONSHIP TO R)

11. Who helps you the most with your household chores and responsibilities?

50~51 (RELATIONSHIP TO R)

Different people tend to use different resources when there is a problem or an illness in the family.

12. During the past year, how often have you used (RESOURCE)? Would you say several times, one or two times or not at all?

(REPEAT QUESTION FOR EACH RESOURCE LISTED)

RESOURCE	SEVERAL TIMES	ONE OR TWO TIMES	NOT AT ALL
a. A hospital?	1	2	3 52
b. A mental health center?	1	2	3 53
c. A social service agency?	1	2	3 54
d. A priest or minister?	1	2	3 55
e. A spiritualist?	1	2	3 56

(IF RESPONSE TO Q.12e IS "NOT AT ALL" -- CODE 3 -- SKIP TO Q.15)

13. For what kinds of problems or illnesses did you use the spiritualist?

	57~58
...	58~60
	61~62

14. (Was/Were) the result(s) of your visit(s):

	63
Helpful, or	1
Not helpful?	2

15. How good is your English? Would you say:

	64
You understand and speak it well,	4
You understand and speak it so-so,	3
You understand, but don't speak it well, or	2
You do not understand or speak it?	1

16. What language is usually spoken in this home?

65

Spanish	3
Both	2
English	1

17. Do you have a part-time or a full-time job for which you are paid?

66

(SKIP TO Q.21)	Yes: Part-time	1
	Yes: Full-time	2
(GO TO Q.18)	No	3

18. At any time during the past year, did you have a part-time or a full-time job for which you were paid?

67

	Yes: Part-time	1
	Yes: Full-time	2
(SKIP TO INSTRUCTIONS ABOVE Q.23)	No	3

(GENERAL INSTRUCTIONS: IF RESPONDENT INDICATES MORE THAN ONE JOB IN Q.18, USE PLURAL FORMS FOR Q's 19 AND 20)

19. (Was this a/Were those) temporary job(s)? That is, were you hired for a season or a specified period of time?

68

(SKIP TO Q.21)	Yes	1
	No	2

20. Why are you no longer working at (that/those) job(s)?

_____ 69~70

_____ 71~72

_____ 73~74

END CARD 12

21. What kind of work (do/did) you do? What (are/were) your main duties? (LIST JOBS BELOW)

OCCUPATION 1: _____
(JOB TITLE) 11~13

_____
(DUTIES)

OCCUPATION 2: _____
(JOB TITLE) 14~16

_____
(DUTIES)

OCCUPATION 3: _____
(JOB TITLE) 17~19

_____
(DUTIES)

(ASK Q.22 FOR EACH JOB LISTED IN Q.21)

22. In what type of business or industry (is/was) your job as a (OCCUPATION FROM Q.21)?

BUSINESS 1: _____ 20~22

BUSINESS 2: _____ 23~25

BUSINESS 3: _____ 26~28

(ASK Q.23 IF R IS MARRIED OR LIVING WITH SOMEONE. OTHERWISE, SKIP TO Q.31.)

23. Does (your husband/your wife/the person you are living with) have a part-time or a full-time job for which (he/she) is paid?

29

(SKIP TO Q.27)	Yes: Part-time	1
	Yes: Full-time	2
(GO TO Q. 24)	No	3

24. At any time during the past year, did (he/she) have a part-time or a full-time job for which (he/she) was paid?

30

	Yes: Part-time	1
	Yes: Full-time	2
(SKIP TO Q.29)	No	3

(GENERAL INSTRUCTIONS: IF RESPONDENT INDICATES MORE THAN ONE JOB IN Q.24, USE PLURAL FORMS FOR QQ. 25 AND 26)

25. (Was this a/Were those) temporary job(s)? That is, was (he/she) hired for a season or a specified period of time?

31

(SKIP TO Q.27)	Yes	1
	No	2

26. Why is (he/she) no longer working at (that/those) job(s)?

_____ 32~33

_____ 34~35

27. What kind of work (does/did) (he/she) do? What (are/were) (his/her) main duties? (LIST JOBS BELOW)

OCCUPATION 1: _____ 36~38
(JOB TITLE)

_____
(DUTIES)

OCCUPATION 2: _____ 39~41
(JOB TITLE)

_____
(DUTIES)

OCCUPATION 3: _____ 42~44
(JOB TITLE)

_____
(DUTIES)

(ASK Q.28 FOR EACH JOB LISTED IN Q.27)

28. In what type of business or industry (is/was) (his/her) job as a (OCCUPATION FROM Q.27)?

BUSINESS 1: _____ 45~47

BUSINESS 2: _____ 48~50

BUSINESS 3: _____ 51~53

29. Did (your husband/your wife/the person you are living with) attend any schools or training classes or programs during the past year?

54

	Yes	1
(SKIP TO Q.31)	No	2

30. What kind of schools or training classes or programs did (he/she) attend?

55~56

(CIRCLE ALL THAT APPLY)

GED classes	1
Vocational or job training	2
College courses	3
Graduate school courses	4
Other (SPECIFY): _____	5
Other (SPECIFY): _____	6

(31) Did you attend any schools or training classes or programs during the last year?

57

	Yes	1
(SKIP TO Q.33)	No	2

32. What kind of schools or training classes or programs did you attend?

58~59

(CIRCLE ALL THAT APPLY)

GED classes	1
Vocational or job training	2
College courses	3
Graduate school courses	4
Other (SPECIFY): _____	5
Other (SPECIFY): _____	6

(33) How many of your children:

a. Are currently in high school? _____ (NUMBER) 60~61

b. Have dropped out of high school? _____ (NUMBER) 62~63

c. Have received a high school diploma? _____ (NUMBER) 64~65

END CARD 13

Telephone calls, letters, and visits are different ways by which families keep in touch. All families are different. Some have more contacts than others.

(HAND R CARD 1)

(ASK Q. 34 and QQ. 35-36 IF APPLICABLE FOR EACH LOCATION BEFORE GOING TO NEXT)

LOCATION	(34.) In your case, how many relatives with whom you have contact live (Location)? (If None, Go to Next Location)	35. How often do you see these relatives?					36. How often do you contact them by mail or telephone?				
		More Than Once a Week	A Few Times a Month	Every Few Months	About Once or Twice a Year (or Less)	Never	More Than Once a Week	A Few Times a Month	Every Few Months	About Once or Twice a Year (or Less)	Never
a. in the States but not in Philadelphia?	_____ (Number) 11~12	5	4	3	2	1 13	5	4	3	2	1 14
b. in Philadelphia but not in your neighborhood?	_____ (Number) 15~16	5	4	3	2	1 17	5	4	3	2	1 18
c. in your neighborhood?	_____ (Number) 19~20	5	4	3	2	1 21	5	4	3	2	1 22
d. in Puerto Rico?	_____ (Number) 23~24	5	4	3	2	1 25	5	4	3	2	1 26

37. What is your religion? 27

None	0
Catholic	1
Protestant	2
Evangelical or Pentecostal	3
Jehovah's Witnesses	4
Adventist	5
Other (SPECIFY): _____	6

38. How frequently do you attend religious services: 28

	Once a week or more,	4
	Two or three times a month,	3
	About once a month, or	2
	A few times a year or less?	1
(DO NOT READ)	Never	0

39. How do you feel about living in this neighborhood? Would you say you: 29

Like living here very much,	1
Like living here somewhat,	2
Dislike living here somewhat, or	3
Dislike living here very much?	4

40. Do you plan to move away from this neighborhood in the future? 30

	Yes	1
(SKIP TO Q.43)	No	2
	Unsure, Don't know	8

41. Why do you plan to move? (PROBE FOR ALL REASONS)

_____ 31~32

_____ 33~34

_____

42. Where do you plan to move to? Please be as specific as you can be.

_____
(NEIGHBORHOOD OR STREET ADDRESS)

_____ _____ _____
(CITY) (STATE) (PUERTO RICO, OR COUNTRY IF OUTSIDE UNITED STATES)

35~36

Unsure, Don't know	98

43. Now, I would like to ask you how you feel about some of the services in your neighborhood. In the past year, have you been generally satisfied or dissatisfied with:

	SATISFIED	DISSATISFIED	DON'T KNOW (DO NOT READ)
a. Public transportation?	1	2	8 37
b. Police protection?	1	2	8 38
c. Street cleaning and repair?	1	2	8 39
d. The welfare system?	1	2	8 40
e. Medical facilities?	1	2	8 41
f. Garbage and trash collection?	1	2	8 42
g. The public schools?	1	2	8 43
h. Recreational facilities?	1	2	8 44

44. As a place to raise children, would you say that this neighborhood is: 45

Safe,	1
Dangerous, or	2
So-so?	3

45. How often do you get together socially with friends? Would you say:

			46
		More than once a week,	4
		Once a week,	3
		Every couple of weeks, or	2
		Less than once a month?	1
(DO NOT READ)	(SKIP TO Q.48)	Never	0
		No friends	7

46. Of your friends, about how many are non-Hispanic? Would you say:

			47
		Most,	4
		Many,	3
		A few, or	2
	(SKIP TO Q.48)	None?	1

47. Are most of those non-Hispanic friends white or black?

	48
White	1
Black	2
Both -- same number in each group	3

48. Does (YOUTH) attend school:

		49
(YOUTH IS A STAYIN. SKIP TO Q.52.)	Regularly,	1
	Irregularly, or	2
(YOUTH IS A DROPOUT)	Not at all?	3

49. When did (YOUTH) stop attending school?

_____ (MONTH) 50~51 _____ (YEAR) 52~53

(IF JANUARY 1, 1981 OR LATER, ASK QQ. 50-51. OTHERWISE, SKIP TO Q.52.)

CONTINUED

2 OF 3

50. Why did (YOUTH) stop going to school? What were the main reasons?

		54~55
		56~57
		58~59

51. How did you handle (YOUTH) when (he/she) stopped going to school? What did you do?

		60~61
		62~63
		64~65

(GENERAL INSTRUCTION: QUESTIONS ARE REPHRASED IN THE PAST TENSE FOR DROPOUTS)

52. Is there somebody from ([YOUTH]'s school/the last school attended by [YOUTH]) who knows you?

66

(SKIP TO Q. 54)	Yes	1
	No	2
	Not sure, don't know	8

53. What (is that person's/are those persons') job title(s)? (PROBE: TEACHER? COUNSELOR?)

1. _____ (JOB TITLE) 67~68
2. _____ (JOB TITLE) 69~70
3. _____ (JOB TITLE) 71~72

54. (Does/Did) school contact you when (YOUTH) (has/had) problem in school?

73

(SKIP TO Q. 56)	Yes	1
	Sometimes	2
	No	3

55. Why do you think that you (are/were) not contacted by the school?

		74~75
		76~77

56. As far as you know, in terms of teaching and helping (YOUTH) learn, would you say the school has:

78

Done everything it could,	3
Not done as much as it could, or	2
Done very little?	1

END CARD 14

57. Of the following, which have been dangerous situations for (YOUTH) in the past year:

CARD 15

(READ EACH ITEM)		YES	NO
A. Going to school?	11	1	2
B. Inside the school?	12	1	2
C. Returning from school?	13	1	2

58. Now, I would like to ask you some questions regarding the recent school strike (Sept. and Oct., 1981). In your opinion, who was primarily responsible for the school strike:

(CIRCLE ONE CODE) 14

The mayor,	1
The city council,	2
The school board,	3
The teachers, or	4
Other? (SPECIFY) _____	5

(IF YOUTH HAS NOT ATTENDED SCHOOL FOR MORE THAN ONE YEAR CIRCLE CODE 0 AND GO TO Q. 60)

59. What things did you do to help (YOUTH) cope with the school strike: (CIRCLE ALL THAT APPLY) 15

Encouraged him/her to get a job ?	1
Sent him/her to an alternative, educational setting (i.e., tutoring group, YMCA, Lighthouse) ?	2
Sent him/her to a private or parochial school ?	3
Sent him/her to a school in another city/state ?	4
Sent him/her to Puerto Rico ?	5
Other ?(SPECIFY:) _____ _____	6
Other? (SPECIFY:) _____ _____	7
Inapplicable -- Did not attend school for more than one year	0

16

60. How did the strike affect you and your family? That is, what things did you have to do in order to cope with the children being at home: (CIRCLE ALL THAT APPLY)

17

Had to stop working?	1
Had to make arrangements for other schools?	2
Had to move?	3
Had to ask help from my family?	4
Had to ask help from my neighbors?	5
Had to let kids stay home by themselves?	6
Other? (SPECIFY:) _____ _____	7
Other? (SPECIFY:) _____ _____	8
Other? (SPECIFY:) _____ _____	9

18

61. What grade or education level would you like (YOUTH) to complete?

_____ (GRADE OR LEVEL OF EDUCATION) 19~20

(DO NOT READ)		
Don't know, can't say	98	

62. What vocation or career would you like (YOUTH) to have, if possible? What would be the best job for (him/her)?

_____ (VOCATION, CAREER JOB) 21~23

(63.) How likely is it that (he/she) will ultimately have that job? Would you say:

24

	Very likely,	3
	Likely, or	2
	Not at all likely?	1
(DO NOT READ)	No idea, can't say	8

INTRODUCTION: Now there are some questions to think about, to reflect on a little bit. I want you to take your time here.

(64.) All of us want certain things for our children. When you think about what really matters in (YOUTH)'s life, what are your wishes and hopes for (his/her) future? Imagine (YOUTH)'s future in the best possible light if (he/she) were to be really happy. What would (his/her) life be like then? (PROBE UNTIL R HAS NOTHING MORE TO SAY)

		25~26
		27~28
		29~30
		31~32

(65.) Now think about the other side of the picture. Tell me, what are your fears and worries about (YOUTH)'s future? Imagine (YOUTH)'s future in the worst possible light. What would (his/her) life be like then? (PROBE UNTIL R HAS NOTHING MORE TO SAY)

	33~34
	35~36
	37~38
	39~40

(HAND R CARD #2)

66. Now let us give numbers to the best possible life and the worst possible life for (YOUTH) which you have just described. The top of this scale represents the best possible life; the best life which you described would be a 10. The bottom of the scale represents the worst possible life; the worst possible life for (YOUTH) which you just described would be a 0. Do you see how that works? (IF R DOES NOT UNDERSTAND, REPEAT INSTRUCTIONS)

(POINT TO UPPER AND LOWER RUNGS. REPEAT INSTRUCTIONS UNTIL R UNDERSTANDS HOW TO USE THE LADDER.)

(FOLLOW PROCEDURE FOR ITEMS a-d)

a. Where on this ladder would you say (he/she) is now? (CIRCLE CODE)

b. Where would you say (he/she) was two years ago? (CIRCLE CODE)

c. Where on the scale will (he/she) be two years from now? (CIRCLE CODE)

d. And where on the scale will (he/she) be five years from now? (CIRCLE CODE)

41~42	43~44	45~46	47~48
66a.	66b.	66c.	66d.
NOW	TWO YEARS AGO	TWO YEARS FROM NOW	FIVE YEARS FROM NOW
10	10	10	10
9	9	9	9
8	8	8	8
7	7	7	7
6	6	6	6
5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1
0	0	0	0

67. Do you know who most of (YOUTH)'s friends are? 73

	Yes	1
	No	2
	Only some	3
(DO NOT READ)	Don't know, can't say	8

68. On the whole, do you approve of (YOUTH)'s friends? 74

(SKIP TO Q. 70)	Yes	1
(ASK Q.69)	No	2
(SKIP TO Q. 70	Don't know, can't say	8

69. Why don't you approve of them?

		75~76
		77~78

70. When you think of (YOUTH)'s friends, about how many have been in trouble with the law? Would you say: 79

Most,	3
A few,	2
One or two, or	1
None?	0

END CARD 15

(71.) Now I am going to read a list of things that many youngsters do. Some of these behaviors don't last very long, while others continue giving problems. I will ask you if (YOUTH) did some of these things in the past year, and if they are still causing problems. Remember, this is confidential.

A. In the past year, did (YOUTH) (READ PROBLEM)? (CIRCLE CODE)

(IF ANSWER IS "YES," ASK Q. B. OTHERWISE, SKIP TO NEXT PROBLEM.)

B. Is that still a problem or no longer a problem? (CIRCLE CODE)

PROBLEM	IF "YES" TO A, ASK B: A: YES	A: NO	B: STILL A PROBLEM	B: NO LONGER A PROBLEM
a. Stay out very late? 49	1	2	1	2 50
b. Sleep out without permission? 51	1	2	1	2 52
c. Run away from home? 53	1	2	1	2 54
d. Be truant at school, skip school? 55	1	2	1	2 56
e. Lie? 57	1	2	1	2 58
f. Steal? 59	1	2	1	2 60
g. Gamble? 61	1	2	1	2 62
h. Smoke cigarettes? 63	1	2	1	2 64
i. Drink alcohol? 65	1	2	1	2 66
j. Smoke marijuana? 67	1	2	1	2 68
k. Have rages or violent outbursts? 69	1	2	1	2 70
l. Commit vandalism, destroy other people's property? 71	1	2	1	2 72

(72.) In the past year, has (YOUTH) had any trouble with the law? 11

CARD 16

	Yes	1
(SKIP TO Q. 75)	No	2

73. How many times has (YOUTH) been in trouble with the law during the past year?

(NUMBER) 12~13

74. (ASK PART A AND THEN PART B FOR EACH TROUBLE INDICATED IN Q. 73)

	A. When (YOUTH) was in trouble with the law (the first/second/etc.) time, what happened? What was that trouble?	B. And how did you deal with that trouble? What did you do? (PROBE FOR SPECIFIC INFORMATION)
FIRST TROUBLE	14~15	16~17 / 18~19
SECOND TROUBLE	20~21	22~23 / 24~25

(CONTINUED ON NEXT PAGE)

(ASK PART A AND THEN PART B FOR EACH TROUBLE INDICATED IN Q. 73)

	A. When (YOUTH) was in trouble with the law (the first/second/etc.) time, what happened? What was that trouble?	B. And how did you deal with that trouble? What did you do? (PROBE FOR SPECIFIC INFORMATION)
THIRD TROUBLE		28~29
	26~27	30~31
FOURTH TROUBLE		34~35
	32~33	36~37
FIFTH TROUBLE		40~41
	38~39	42~43
SIXTH TROUBLE		46~47
	44~45	48~49

(CHECK NUMBER OF RESPONSES GIVEN IN Q. 73 AGAINST RESPONSES TO Q. 74. RESOLVE ANY INCONSISTENCIES.)

(75.) During the past year, did you move to Puerto Rico to live but returned to the United States? This does not include vists.

50

Yes	1
No	2

(76.) During the past year, did you visit Puerto Rico?

51

Yes	1
No	2

(77.) How frequently do you engage in the following activities:

(HAND R CARD #3)

	EVERY DAY	ONCE OR TWICE A WEEK	ONCE OR TWICE A MONTH	ONCE OR TWICE A YEAR	NEVER	
A. Eat Puerto Rican/ Hispanic food?	1	2	3	4	5	52
B. Go to Latin music dances?	1	2	3	4	5	53
C. Listen to Spanish radio?	1	2	3	4	5	54
D. Watch Spanish T.V.?	1	2	3	4	5	55
E. Read Spanish newspapers?	1	2	3	4	5	56
F. Read books in Spanish?	1	2	3	4	5	57
G. Go to religious services in Spanish?	1	2	3	4	5	58

78. People prefer to live in different places for different reasons. Thinking only about the United States and Puerto Rico:

	UNITED STATES	PUERTO RICO	DON'T KNOW, CAN'T SAY	
A. Which do you feel is a better place to educate children?	1	2	8	59
B. Which do you feel is a better place to enjoy life?	1	2	8	60
C. Which do you feel is more peaceful?	1	2	8	61
D. Which do you feel has better economic opportunities for the family?	1	2	8	62

79. Do you see (YOUTH)'s future here in the United States as: 63

Good, or	1
Bad?	2

80. Do you see your own future here in the United States as: 64

Good, or	1
Bad?	2

END CARD 16

CARD 17

INTRODUCTION: Now here are some questions to think about, to reflect on a little bit about your own life.

81. All of us want certain things out of life. When you think about what really matters in hour own life, what are your wishes and hopes for the future? Imagine your future in the best possible light. What would your life be like then, if you are to be really happy? (PROBE UNTIL R HAS NOTHING MORE TO SAY)

		11~12
		13~14
		15~16
		17~18

82. Now think about the other side of the picture. Tell me, what are your fears and worries about the future? Imagine your future in the worst possible light. What would your life be like then? (PROBE UNTIL R HAS NOTHING MORE TO SAY)

		19~20
		21~22
		23~24
		25~26

(HAND R CARD 2)

(83.) The 10 at the top of this ladder represents the very best life as you have just described it. The 0 at the bottom represents the worst possible life you described. Where on the ladder do you feel you personally stand at the present time?

(POINT TO UPPER AND LOWER RUNGS. REPEAT INSTRUCTIONS UNTIL R UNDERSTANDS HOW TO USE THE LADDER.)

(FOLLOW PROCEDURE FOR ITEMS a-d)

a. Where on the ladder do you stand now? (CIRCLE CODE)

b. Where on the ladder would you say you stood five years ago? (CIRCLE CODE)

c. Where on the ladder would you say you will be two years from now? (CIRCLE CODE)

d. And where on the ladder will you be five years from now? (CIRCLE CODE)

27~28	29~30	31~32	33~34
83a.	83b.	83c.	83d.
NOW	FIVE YEARS AGO	TWO YEARS FROM NOW	FIVE YEARS FROM NOW
10	10	10	10
9	9	9	9
8	8	8	8
7	7	7	7
6	6	6	6
5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1
0	0	0	0

(HAND R CARD 4)

(84.) Please tell me, on which of these lines was your total family income, before taxes, during the last year?

(IF R CANNOT GIVE ANY ANNUAL FIGURE, PROBE FOR A WEEKLY OR MONTHLY FIGURE AND WRITE IN THE AMOUNT AND TIME UNIT)

_____ (AMOUNT) _____ (TIME UNIT) OR

35~36	
A. Less than $3,000	01
B. $3,000 to $3,999	02
C. $4,000 to $4,999	03
D. $5,000 to $7,999	04
E. $8,000 to $10,999	05
F. $11,000 to $14,999	06
G. $15,000 to $19,999	07
H. $20,000 or more	08

END CARD 17

CASE #: ____________ FOLLOW-UP INFORMATION

(85.) We might interview you again next year to see how things have been going with (YOUTH). The following questions are for our records only, so that we can get in touch with you if you move. Remember, everything you say is completely confidential. Please give me the names, addresses, and telephone numbers of 3 close relatives or friends who would be most likely to know where you moved in case we lose track of you. We will contact them in case we cannot verify your address next year.

GENERAL INSTRUCTION: PLEASE PRINT CLEARLY ALL FOLLOW-UP INFORMATION. VERIFY SPELLING OF ALL NAMES.

Name: ____________ Relationship: ____________

Address: ____________
(NUMBER) (STREET)

____________ Phone: ( ) ____________
(CITY) (STATE) (ZIP) (AREA CODE)

(IF REFERENCE IS FEMALE, ASK:)

What is her husband's full name? ____________ or | Not married | 1

Name: ____________ Relationship: ____________

Address: ____________
(NUMBER) (STREET)

____________ Phone: ( ) ____________
(CITY) (STATE) (ZIP) (AREA CODE)

(IF REFERENCE IS FEMALE, ASK:)

What is her husband's full name? ____________ or | Not married | 1

Name: ____________ Relationship: ____________

Address: ____________
(NUMBER) (STREET)

____________ Phone: ( ) ____________
(CITY) (STATE) (ZIP) (AREA CODE)

(IF REFERENCE IS FEMALE, ASK:)

What is her husband's full name? ____________ or | Not married | 1

(86) As far as you know now, where will you be living next year?

Address: ____________
(NUMBER) (STREET)

____
(CITY) (STATE) (ZIP)

| At current address | 1 |

(IF HUSBAND IS RESPONDENT, SKIP TO Q. 88. IF RESPONDENT IS NOT MARRIED, SKIP TO CLOSING STATEMENT.)

87. What is your husband's full name? (PRINT RESPONSE AND VERIFY SPELLING WITH RESPONDENT)

____
(FIRST) (MIDDLE) (LAST)

(SKIP TO STATEMENT FOLLOWING Q. 88) | Not married | 1

88. Could you tell me the name and address of (your/your husband's place of employment?

Name: ____________

Address: ____________

THANK YOU VERY MUCH FOR YOUR TIME.

(RECORD TIME ON THE COVER, HAVE R SIGN FOR PAYMENT ON BACK OF QUESTIONNAIRE AND COMPLETE PROCEDURES FOR THE RAFFLE)

1. What questions gave R the most difficulty and why?

EXPLANATION OF DIFFICULTY

Q. # _____

_____

Q. # _____

_____

Q. # _____

_____

2. Were other people present during the interview?

	Yes	1
(SKIP TO Q. 6)	No	2

3. Who (RELATIONSHIP TO R) was present within hearing range?

SPECIFY PERSON(S): OR CODE HERE: →

_____

_____

_____

No one	0

4. Who (RELATIONSHIP TO R) was present but out of hearing range?

SPECIFY PERSON(S): OR CODE HERE: →

_____

_____

_____

No one	0

5. Briefly describe the impact of any other people present on the interview.

_____

_____

_____

_____

6. Describe any other problems encountered during the interview.

_____

_____

_____

_____

7. Where was the interview conducted?

	R's home	1
	Some other home	2
(SKIP TO Q. 9)	Other (SPECIFY:) _____ _____	7

8. In what room of the house, apartment, or other location was the interview conducted?

_____
(ROOM)

9. Which language was used in conducting the interview?

Only Spanish	5
Mostly Spanish	4
About half Spanish and half English	3
Mostly English	2
Only English	1

Complete the following scales about R's behavior during the interview.

(CIRCLE ONE CODE FOR EACH SCALE)

(10).	Uptight	1	2	3	4	5	6	7	Relaxed
(11).	Cooperative	1	2	3	4	5	6	7	Resistant

(12). RESPONDENT'S SEX:

Male	1
Female	2

(13). Please add any comments which will help us to better understand the interview, the respondent, and/or your experience with the interview.

THANK YOU VERY MUCH

Your check for $10.00 will be sent to you in the mail. For our records, I need your signature and Social Security number.

(SIGNATURE)

(SOCIAL SECURITY NUMBER)

CODE No Social Security # 01

ASPIRA Raffle Stub

CASE #: _____

NAME: _____

ADDRESS: _____

_____
City State Zip Code

TICKET # _____

ASPIRA, Inc.
of Pennsylvania
-- 526 W. Girard Ave.
Philadelphia, Pa. 19123

PUERTO RICAN YOUTH PROJECT

Thank you very much for your cooperation. As a measure of our appreciation your name will be included in a raffle of a B/W T.V. set. Please call us at 923-1658 if you move, so that we can have your correct address in order to let you know when the raffle will take place.

TICKET # _____

CARD 01

ASPIRA, INC.
of Pennsylvania
526 W. Girard Avenue
Philadelphia, PA 19123

Winter/Spring 1982

Youth Schedule

(Year 3)

Study #03877-001-001
(1-056)

SURVEY OF PUERTO RICAN YOUTH

Time Interview Began: _____ 16~20	AM	1
	PM	2
Time Interview Ended: _____ 21~25	AM	1
	PM	2

Date: _____

Case #: _____ 11~15

Respondent's Name: _____ (FIRST) (MIDDLE) (LAST)

Address: _____ (NUMBER AND STREET)

_____ (CITY) (STATE) (ZIP)

Phone Number: ( ) _____ (AREA CODE)

Interviewer's Name: _____ ID#: _____

1. First of all, I would like to ask you some questions about yourself. What is your date of birth?

_____ (MONTH) 26~27 _____ (DAY) 28~29 _____ (YEAR) 30~31

2. How do you feel about living in this neighborhood? Would you say you: 32

Like living here very much,	4
Like living here somewhat,	3
Dislike living here somewhat, or	2
Dislike living here very much?	1

3. How good is your Spanish? Would you say: 33

You understand and speak it well,	4
You understand and speak it so-so,	3
You understand, but don't speak it well, or	2
You do not understand nor speak it?	1

4. How good is your English? Would you say: 34

You understand and speak it well,	4
You understand and speak it so-so,	3
You understand, but don't speak it well, or	2
You do not understand nor speak it?	1

5. When you are at home with your parents, do you usually speak Spanish, English, or both? 35

Spanish	3
Both	2
English	1

6. And what language do you speak when you are out with your friends? 36

Spanish	3
Both	2
English	1

GENERAL INSTRUCTIONS: EXCEPT WHERE OTHERWISE INDICATED, THESE QUESTIONS ARE ASKED OF STAYINS AND DROPOUTS. QUESTIONS FOR DROPOUTS ARE REPHRASED IN THE PAST TENSE.

Now I am going to ask some questions about your school experiences.

7. Do you attend school: 37

(R IS A STAYIN)	regularly,	1
	irregularly, or	2
(R IS A DROPOUT)	not at all?	3

8. What grade (are/were) you in this year? 38

10th grade	1
11th grade	2
12th grade	3
Inapplicable -- did not attend school this year	0

9. (Are/Were) you repeating a grade this year? 39

	Yes	1
	No	2
(SKIP TO Q. 11)	Inapplicable -- did not attend school last year	0

10. Why (are/were) you repeating a grade this year? (PROBE FOR ALL REASONS)

		40-41
		42-43
		44-45

11. What is the name of the school you (attend/last attended)?

(NAME OF SCHOOL) 46-47

12. Did you ever have any special classes in school to help you learn English? 48

Yes	1
No	2

13. (Not/When you were last in school, not) including Spanish language classes, (is/was) any Spanish used in your classes? 49

Yes	1
No	2

14. (Are you currently/Were you last) attending a public or a parochial school? 50

	Public	1
(SKIP TO Q.16)	Parochial	2

15. Did you attend a parochial school in the past school year? 51

(SKIP TO Q.17)	Yes	1
(SKIP TO Q.18)	No	2
	Inapplicable -- did not attend school for more than one year	0

16. Did you attend a public school in the past school year? 52

	Yes	1
(SKIP TO Q.18)	No	2
	Inapplicable -- did not attend school for more than one year	0

(IF RESPONDENT DID NOT ATTEND SCHOOL FOR MORE THAN ONE YEAR, SKIP TO Q.21.)

17. Why did you change schools? (PROBE FOR ALL REASONS)

_____ 53-54

_____ 55-56

_____ 57-58

18. How well (do/did) you like the school you (are now attending/last attended)? Would you say you like(d) it: 59

Very much,	3
Some, or	2
Only a little?	1

19. (Do/Did) you have a special place for doing schoolwork? 60

Yes	1
No	2

20. (Do/Did) you have a regular time for doing schoolwork at home? 61

Yes	1
No	2

21. What education level do you hope to reach? How far do you ultimately want to go in school? (SPECIFY GRADE OR DEGREE)

EDUCATION LEVEL: _____ 62-63

22. What vocation or job career would you ultimately like to have?

VOCATION, JOB CAREER: _____ 64-66

(SKIP TO Q.24)	No idea, don't know	998

23. How likely is it that you will ultimately have that job? Would you say: 67

	Very likely,	3
	Likely, or	2
	Not at all likely?	1
(DO NOT READ)	No idea, can't say	8

END CARD 01

24. (HAND R CARD 1) Here is a list of reasons why people are absent from school. Please tell me for which reasons you have been absent from school for more than three days in a row during the last year, excluding the strike.

(READ EACH ITEM a-i AND CIRCLE 1 FOR YES, NAMED, OR 2 FOR NOT NAMED)

(FOR EACH REASON NAMED [YES], ASK Q.A)

A. How long were you absent because (of/of being/you) (REASON NAMED)? (RECORD NUMBER AND CIRCLE TIME UNIT)

CARD 02

REASONS FOR BEING ABSENT	REASON NAMED		A
	Yes	No	LENGTH OF ABSENCE
a. Illness 11	1	2	12-14 ____ Days/Weeks/Months
b. Suspended from school 15	1	2	16-18 ____ Days/Weeks/Months
c. Expelled from school 19	1	2	20-22 ____ Days/Weeks/Months
d. Got married 23	1	2	24-26 ____ Days/Weeks/Months
e. Pregnancy (GIRLS ONLY) 27	1	2	28-30 ____ Days/Weeks/Months
f. Got bored, just felt like it 31	1	2	32-34 ____ Days/Weeks/Months
g. Had to work 35	1	2	36-38 ____ Days/Weeks/Months
h. Trouble with the law 39	1	2	40-42 ____ Days/Weeks/Months
i. Any other reasons (PLEASE SPECIFY) 43 _____ _____ _____ _____ _____ _____	1	2	44-46 ____ Days/Weeks/Months

47-48

(SKIP TO Q.31)	Inapplicable -- did not attend school for more than one year	00

25. During the past year, how well did you get along with the teachers in school? Would you say you got along with them:

49

Pretty well,	3
All right, or	2
Pretty badly?	1

26. When you have had problems at school during the past year, what school person or people have been helpful? (PROBE FOR JOB TITLE OF ALL HELPFUL PERSONS)

FIRST PERSON: _____ 50-51
(JOB TITLE)

SECOND PERSON: _____ 52-53
(JOB TITLE)

THIRD PERSON: _____ 54-55
(JOB TITLE)

56-57

(SKIP TO Q.28)	No one	00

27. How (has that/have those) (PERSON[S] NAMED IN Q.26) been helpful to you? (PROBE)

_____ 58-59
_____ 60-61
_____ 62-63

28. Of the following, which have been dangerous situations for you during the past year? (READ EACH ITEM AND CIRCLE CODE)

	Yes	No	
Going to school?	1	2	64
Inside the school?	1	2	65
Returning from school?	1	2	66

29. During the past year, how safe was school for you? Was it:

67

Very safe,	4
Pretty safe,	3
Somewhat unsafe, or	2
Very unsafe?	1

30. What made the school (RESPONSE FROM Q.29) for you? (PROBE FOR ALL REASONS)

_____ 68-69
_____ 70-71
_____ 72-73

31. During the past year, did your parents encourage you in your schoolwork:

74

A lot,	3
Some, or	2
Not much?	1

Inapplicable -- did not attend school for more than one year	0

32. During the past year, how often did you discuss schoolwork with one or both of your parents? Would you say:

75

Usually,	3
Seldom, or	2
Never?	1

Inapplicable -- did not attend school for more than one year	0

END CARD 02

(IF YOUTH IS A DROPOUT, SKIP TO Q.37)

33. Did you consider dropping out of school at all during the past year?

CARD 03 11

Yes	1
No	2

34. Why (did/didn't) you consider dropping out of school? (PROBE FOR ALL REASONS)

_____ 12~13

_____ 14~15

_____ 16~17

35. What school person or people have urged you to stay in school? (PROBE FOR JOB TITLE)

FIRST PERSON: _____ 18~19
(JOB TITLE)

SECOND PERSON: _____ 20~21
(JOB TITLE)

THIRD PERSON: _____ 22~23
(JOB TITLE)

24~25

No one	00

36. Who in your family urged you to stay in school? (PROBE FOR FAMILY RELATIONSHIP)

FIRST PERSON: _____ 26~27
(RELATIONSHIP)

SECOND PERSON: _____ 28~29
(RELATIONSHIP)

THIRD PERSON: _____ 30~31
(RELATIONSHIP)

(ALL SKIP TO Q.52) 32~33

No one	00

37. When did you stop going to school for good?

_____ (MONTH) 34~35 _____ (YEAR) 36~37

(IF JANUARY 1, 1981 OR LATER, ASK Q's 38-44. OTHERWISE, SKIP TO Q.45.)

38. What was the most specific reason you had for dropping out of school at that time? (PROBE FOR SPECIFIC DETAILS)

_____ 38~39

_____ 40~41

_____ 42~43

39. When did you start to seriously consider dropping out of school? In what grade?

_____ (GRADE) 44~45

40. Was that in the first or second half of that school year?

46

First half	1
Second half	2
Don't know	8

41. (HAND R CARD 2) Using the answers on this card, tell me if you agree or disagree with each of these statements about the time shortly before you left school.

(READ EACH STATEMENT BELOW AND CIRCLE CODE)

STATEMENTS	Agree	Disagree	(DO NOT READ) Can't Say, Don't Know	
a. I found school boring and uninteresting	1	2	8	47
b. I didn't think school was preparing me for the kind of work I wanted	1	2	8	48
c. I was not doing well in school; I was getting poor grades	1	2	8	49
d. I had to fight too much	1	2	8	50
e. I had a good job	1	2	8	51
f. I thought I could get a good job	1	2	8	52
g. I was more interested in working than I was in going to school	1	2	8	53
h. I felt other kids were prejudiced against Puerto Ricans	1	2	8	54
i. I felt teachers were prejudiced against Puerto Ricans	1	2	8	55
j. I had serious financial problems	1	2	8	56
k. I had problems at home	1	2	8	57
l. I couldn't get along with teachers, counselors, or other school officials	1	2	8	58
m. I didn't like the other students and couldn't get along with them	1	2	8	59
n. I felt unsafe while going to or coming from school	1	2	8	60
o. I felt unsafe while I was in school	1	2	8	61

END CARD 03

42. What school person or people urged you to stay in school? (PROBE FOR SCHOOL JOB TITLE)

FIRST PERSON: _____ 11~12
(JOB TITLE)

SECOND PERSON: _____ 13~14
(JOB TITLE)

THIRD PERSON: _____ 15~16
(JOB TITLE)

17~18

No one	00

43. Who in your family urged you to stay in school? (PROBE FOR FAMILY RELATIONSHIP TO R)

FIRST PERSON: _____ 19~20
(RELATIONSHIP)

SECOND PERSON: _____ 21~22
(RELATIONSHIP)

THIRD PERSON: _____ 23~24
(RELATIONSHIP)

25~26

No one	00

44. And who, if anyone, urged you to leave school? (PROBE FOR RELATIONSHIP TO R OR SCHOOL JOB TITLE)

FIRST PERSON: _____ 27~28
(RELATIONSHIP/SCHOOL JOB TITLE)

SECOND PERSON: _____ 29~30
(RELATIONSHIP/SCHOOL JOB TITLE)

THIRD PERSON: _____ 31~32
(RELATIONSHIP/SCHOOL JOB TITLE)

33~34

No one	00

45. In what ways has dropping out been good for you? (PROBE FOR ALL WAYS)

_____

_____ 35~36

_____ 37~38

_____ 39~40

_____

46. Now, on the other side of the coin, in what ways has dropping out been bad for you? In what ways, if any, do you regret having dropped out of school? (PROBE FOR ALL WAYS)

41~41

43~44

45~46

47. (HAND R CARD 3) Here is a list of three possible reactions to your being out of school. Using the card, tell me:

a. How your (father) feel(s) about your being out of school. (CIRCLE APPROPRIATE CODE AND REPEAT FOR ITEMS b TO i)

	Approves	Doesn't Care One Way or Another	Disapproves	Does Not Live with, or Do Not Have	
a. Father	1	2	3	8	47
b. Stepfather	1	2	3	8	48
c. Mother	1	2	3	8	49
d. Stepmother	1	2	3	8	50
e. Brother(s)	1	2	3	8	51
f. Sister(s)	1	2	3	8	52
g. Boyfriend/girlfriend/ spouse	1	2	3	8	53
h. Other relative(s) in household (PLEASE SPECIFY) _____	1	2	3	8	54
_____	1	2	3	8	55
_____	1	2	3	8	56
i. Most friends	1	2	3	8	57

48. Did you attend any schools or training classes or programs during the past year? 58

(SKIP TO Q. 51)	Yes	1
	No	2

49. Did you want to attend any schools or training classes or programs during the past year? 59

	Yes	1
(SKIP TO Q.52)	No	2

50. What prevented you from attending? (PROBE FOR ALL REASONS)

60~61

62~63

64~65

51. What kinds of schools or training classes or programs did you (want to) attend? 66

(CIRCLE ALL THAT APPLY)

Return(ed) to high school	1
GED classes	2
Vocational or job training	3
College courses	4
Other (SPECIFY) _____	5
Other (SPECIFY) _____	6

52. Think about the kids you got together with during the past year. Were these kids: 67

All long-time friends,	4
Mostly long-time friends but some new friends,	3
Mostly new friends but some long-time friends, or	2
All new friends?	1
(DO NOT READ) Other (SPECIFY) _____	7

68

53. Are most of your friends currently in school or not?

69

In school	1
Not in school	2

54. How many of your friends have had trouble in school? Would you say:

70

Most,	4
Many,	3
A few, or	2
None?	1

55. How much trouble (do/did) you have in school? Would you say:

71

	A lot,	4
	Some,	3
	A little, or	2
(SKIP TO Q.57)	None at all?	1

56. What (is/was) your biggest problem at school? (PROBE FOR SPECIFIC DETAILS)

72~73

74~75

76~77

57. How many of your friends have had trouble with the law during the past year? Would you say:

78

	Most,	4
	Many,	3
	A few, or	2
(SKIP TO Q.63)	None?	1

END CARD 04

58. What sort of trouble with the law was that? What happened? (PROBE)

11~12

13~14

15~16

59. How many of your friends have been arrested by the police during the past year? Would you say:

17

	Most,	4
	Many,	3
	A few, or	2
(SKIP TO Q.62)	None?	1
(DO NOT READ)	Don't know	8

60. How many of these friends were put in jail or in an institution because of trouble with the law? Would you say:

18

	Most,	4
	Many,	3
	A few, or	2
	None?	1
(DO NOT READ)	Don't know	8

61. How many of these friends were put on probation because of trouble with the law? Would you say:

19

	Most,	4
	Many,	3
	A few, or	2
	None?	1
(DO NOT READ)	Don't know	8

62. Thinking of all your friends who had trouble with the law during the past year, about how many have straightened out? Would you say:

20

	Most,	4
	Many,	3
	A few, or	2
	None?	1
(DO NOT READ)	Don't know	8

63. When comparing today to a year ago, are the kids you get together with now less likely, as likely, or more likely to get in trouble with the law?

21

Less likely	3
As likely	2
More likely	1

Now I'm going to ask some questions about any trouble with the law which you may have had during the past year. Remember that anything you tell me is held in the strictest confidence. No responses will ever be connected with your name or any other identifying information.

64. In the past year, have you had any trouble with the law?

22

	Yes	1
(SKIP TO Q.67)	No	2

65. How many times have you been in trouble with the law during the past year?

(NUMBER) 23-24

66. (ASK PARTS A AND B AND PARTS C AND D IF APPLICABLE FOR EACH TROUBLE REPORTED IN Q.65)

A. When you were in trouble with the law (the first time/the second time, etc.) during the past year, what happened? What was that trouble?	B. Were you arrested because of this trouble? (IF "YES," ASK C. IF "NO," GO TO NEXT TROUBLE.)		C. Were you put in jail or in an institution because of this trouble? (IF "NO," ASK D. IF "YES," GO TO NEXT TROUBLE.)		D. Were you put on probation because of this trouble?	
	Yes	No	Yes	No	Yes	No
First Trouble 25-26	1	2 27	1	2 28	1	2 29
Second Trouble 30-31	1	2 32	1	2 33	1	2 34
Third Trouble 35-36	1	2 37	1	2 38	1	2 39
Fourth Trouble 40-41	1	2 42	1	2 43	1	2 44
Fifth Trouble 45-46	1	2 47	1	2 48	1	2 49
Sixth Trouble 50-51	1	2 52	1	2 53	1	2 54

(CHECK NUMBER OF RESPONSES GIVEN IN Q.66 AGAINST RESPONSE TO Q.65. RESOLVE ANY INCONSISTENCIES.)

67. When comparing today to a year ago, would you say that you are less likely, as likely or more likely to get in trouble with the law now?

		55
	Less likely	3
	As likely	2
	More likely	1

68. (ASK PART A FOR ITEMS a, b AND c. THEN ASK PART B FOR EACH OF THE ITEMS. RECORD ALL RESPONSES IN TABLE.)

A. Now please think about your other relatives such as cousins, aunts, and uncles. Would you say most, many, a few, or none of your other relatives:

B. What about your friends? Would you say most, many, a few, or none of your friends:

	OTHER RELATIVES				FRIENDS			
	Most	Many	A Few	None	Most	Many	A Few	None
a. Have dropped out of school?	4	3	2	1 (56)	4	3	2	1 (59)
b. Are in college?	4	3	2	1 (57)	4	3	2	1 (60)
c. Have good full-time jobs?	4	3	2	1 (58)	4	3	2	1 (61)

69. Of your good friends, about how many are non-Hispanic? Would you say:

		62
	Most,	4
	Many,	3
	A few, or	2
(SKIP TO Q.71)	None?	1

70. Are most of your non-Hispanic friends white or black?

	63
White	1
Black	2
Both, same number in each group	3

71. Are you currently:

		64
(SKIP TO Q.75)	Single,	1
	Married,	2
(SKIP TO Q.75)	Separated,	3
	Divorced, or	4
	Living with somebody?	5

72. Is (your husband/your wife/the person you are living with) currently:

	Yes	No
a. In school?	1	2 (65)
b. Working at a part-time job?	1	2 (66)
c. Working at a full-time job?	1	2 (67)

(IF "YES" TO Q.72, PART a, SKIP TO Q.75)

73. Has (your husband/your wife/the person you are living with) graduated from high school?

		68
(SKIP TO Q.75)	Yes	1
	No	2

74. Did (your husband/your wife/the person you are living with) drop out of high school?

	69
Yes	1
No	2

75. How many children, if any, have you had?

	70
None	1
One	2
Two	3
Three or more	4

END CARD 05

(IF R IS MALE, SKIP TO Q.79)

76. Are you currently pregnant? 11

CARD 06

Yes	1
No	2
Unsure, don't know	8

(IF NO CHILDREN REPORTED IN Q.75 AND R NOT CURRENTLY PREGNANT, SKIP TO Q.79)

77. Young mothers often meet special problems when they try to return to school or to find work. I will read a list of things which hold back some young mothers. Please tell me if you see these things as a serious problem, a slight problem, or no problem at all for you.

(HAND R CARD 4)

	SERIOUS PROBLEM	SLIGHT PROBLEM	NO PROBLEM
a. Not enough help from your mother, mother-in-law, or grandmother	1	2	3 12
b. Not enough help from (your husband/the man you are living with)	1	2	3 13
c. Not enough help with your child (ren)	1	2	3 14
d. Not enough help with your household chores	1	2	3 15
e. Lack of people who can be trusted with your child(ren) when you need to go out	1	2	3 16
f. Lack of good child care facilities	1	2	3 17
g. The traditional belief that a good mother will not leave her child in order to go to work or to attend classes	1	2	3 18
h. The traditional belief that a woman belongs at home	1	2	3 19
i. Lack of good full-time jobs	1	2	3 20
j. Lack of good part-time jobs	1	2	3 21
k. Low wages and salary	1	2	3 22
l. Lack of job skills	1	2	3 23
m. Lack of job training programs	1	2	3 24
n. Lack of special school programs for young mothers	1	2	3 25

78. A. What other things do you feel might have held you back from returning to school or finding work?

(PROBE FOR ALL PROBLEMS. LIST RESPONSES BELOW.)

(FOR ALL PROBLEMS LISTED, ASK:)

B. Do you see (PROBLEM) as a serious problem or a slight problem?

A	B	
PROBLEMS	SERIOUS PROBLEM	SLIGHT PROBLEM
26-27	1	2 28
29-30	1	2 31
32-33	1	2 34
35-36	1	2 37
38-39	1	2 40

(HAND R CARD 5)

Now I am going to read a list of things which you might have done that could get you into trouble. Remember, this is confidential. Using this card, please tell me how many times you have done these things in the past year.

79. In the past year, how many times have you: (READ EACH ITEM a-s, AND CIRCLE CODES)

	(CIRCLE ONE)				
	FIVE OR MORE TIMES	THREE OR FOUR TIMES	TWICE	ONCE	NEVER
a. Stayed out later than parents said you could?	5	3	2	1	0 41
b. Run away from home?	5	3	2	1	0 42
c. Taken something not belonging to you worth under $50?	5	3	2	1	0 43
d. Went into someone's land or into some house or building when you weren't supposed to be there?	5	3	2	1	0 44
e. Set fire to someone else's property on purpose?	5	3	2	1	0 45
f. Been suspended or expelled from school?	5	3	2	1	0 46
g. Argued or had a fight with either of your parents?	5	3	2	1	0 47
h. Got into trouble with the police because of something you did?	5	3	2	1	0 48
i. Damaged school property on purpose?	5	3	2	1	0 49
j. Taken something from a store without paying for it?	5	3	2	1	0 50
k. Hit a teacher?	5	3	2	1	0 51
l. Drank beer or liquor without parent's permission?	5	3	2	1	0 52
m. Smoked in school against the rules?	5	3	2	1	0 53
n. Taken a car that didn't belong to someone in your family without permission of the owner?	5	3	2	1	0 54
o. Taken an expensive part of a car without permission of the owner?	5		2	1	0 55

(Continued)

	(CIRCLE ONE)				
	FIVE OR MORE TIMES	THREE OR FOUR TIMES	TWICE	ONCE	NEVER
p. Taken something not belonging to you worth over $50?	5	3	2	1	0 56
q. Had to bring your parents to school because of something you did?	5	3	2	1	0 57
r. Taken an inexpensive part of a car without permission of the owner	5	3	2	1	0 58
s. Skipped a day of school without a real excuse?	5	3	2	1	0 59

END CARD 06

CARD 07

80. Many youths have experience with drugs, either through their own use or through their friends' use of drugs. I am going to ask some questions about different types of drugs. Remember that all your answers are strictly confidential. No one will be able to connect your name with the answers you give.

(ASK A AND B FOR ITEM a. IF RESPONSE TO B IS "YES," ASK C, D, AND E. IF RESPONSE TO B IS "NO," SKIP TO E. REPEAT FOR ITEMS b-f.)

(HAND R CARD 6)

DRUG	A		B		C	D					E		
	Do any of your friends currently use (DRUG)?		Have you ever used (DRUG)? (IF "NO," SKIP TO E)		How old were you when you first used (DRUG)?	Please look at the at the card I gave you and tell me how often you currently use (DRUG)?					Do you feel that you will use (DRUG) in the future?		
	Yes	No	Yes	No	(RECORD AGE)	Daily	Several Times a Week	Once a Week	Less than Once a Week	Never	Yes	No	
a. Marijuana	1	2	1	2		5	4	3	2	1	1	2	11-16
b. Glue	1	2	1	2		5	4	3	2	1	1	2	17-22
c. Speed or uppers	1	2	1	2		5	4	3	2	1	1	2	23-28
d. Downers	1	2	1	2		5	4	3	2	1	1	2	29-34
e. Alcohol	1	2	1	2		5	4	3	2	1	1	2	35-40
f. Other (SPECIFY) _____	1	2	1	2		5	4	3	2	1	1	2	41-46
_____	1	2	1	2		5	4	3	2	1	1	2	47-52
_____	1	2	1	2		5	4	3	2	1	1	2	53-58

81. Do you have a part-time or full-time job for which you are paid? 59

(SKIP TO Q.85)	Yes: part-time	1
	Yes: full-time	2
	No	3

82. At any time during the past year, did you have a part-time or a full-time job for which you were paid? 60

	Yes: part-time	1
	Yes: full-time	2
(SKIP TO Q.88)	No	3

GENERAL INSTRUCTION: IF RESPONDENT INDICATES MORE THAN ONE JOB IN Q.82, USE PLURAL FORMS FOR Q'S 83-84.

83. (Was this a/Were those) temporary job(s)? That is, were you hired for a season or a specified period of time? 61

(SKIP TO Q.85)	Yes	1
	No	2

84. Why are you no longer working at (that/those) job(s)?

_____ 62-63

_____ 64-65

_____ 66-67

END CARD 07

85. What kind of work (do/did) you do? What (are/were) your main duties? (LIST JOBS BELOW)

OCCUPATION 1: _____ (JOB TITLE) _____ (DUTIES) 11-13

OCCUPATION 2: _____ (JOB TITLE) _____ (DUTIES) 14-16

OCCUPATION 3: _____ (JOB TITLE) _____ (DUTIES) 17-19

(ASK Q.86 FOR EACH JOB LISTED IN Q.85)

86. In what type of business or industry (is/was) your job as a (OCCUPATION FROM Q.85)?

BUSINESS 1: _____ 20-22

BUSINESS 2: _____ 23-25

BUSINESS 3: _____ 26-28

87. How much (are/were) you paid per hour? (IF MORE THAN ONE JOB LISTED IN Q.85, ASK ABOUT MOST RECENT JOB. IF R DOES NOT KNOW HOURLY RATE, PROBE FOR PAYMENT AMOUNT AND SPECIFY TIME UNIT OF WORK.)

$_____ (HOURLY WAGE) 29-32

88. (HAND R CARD 7) Using this card, please tell me how often during the past year you did any of these activities with Hispanic people. How often did you: (READ EACH ITEM, a-g)

(CIRCLE REPORTED FREQUENCY CODES)

ACTIVITY	(a) NEVER	(b) A FEW TIMES A YEAR OR LESS	(c) ABOUT ONCE OR TWICE A MONTH	(d) ONCE A WEEK OR MORE
a. Go to parties, dances with Hispanic people?	1	2	3	4 33
b. Date, go out with an Hispanic boyfriend/ girlfriend?	1	2	3	4 34
c. Go to movies with Hispanic people?	1	2	3	4 35
d. Play sports outside school with Hispanic people?	1	2	3	4 36
e. Hang out with Hispanic people?	1	2	3	4 37
f. Go to concerts or sports events with Hispanic people?	1	2	3	4 38
g. Get high with Hispanic people?	1	2	3	4 39

89. Using this same card, please tell me how often during the past year you did any of these activities with non-Hispanic people. How often did you: (READ EACH ITEM, a-g)

(CIRCLE REPORTED FREQUENCY CODES)

ACTIVITY	(a) NEVER	(b) A FEW TIMES A YEAR OR LESS	(c) ABOUT ONCE OR TWICE A MONTH	(d) ONCE A WEEK OR MORE
a. Go to parties, dances with non-Hispanic people?	1	2	3	4 40
b. Date, go out with a non-Hispanic boyfriend/girlfriend?	1	2	3	4 41
c. Go to movies with non-Hispanic people?	1	2	3	4 42
d. Play sports outside school with non-Hispanic people?	1	2	3	4 43
e. Hang out with non-Hispanic people?	1	2	3	4 44
f. Go to concerts or sports events with non-Hispanic people?	1	2	3	4 45
g. Get high with non-Hispanic people?	1	2	3	4 46

INTRODUCTION: Now here are some questions to think about, to reflect a little bit about your own life. I want you to take your time here.

90. All of us want certain things out of life. When you think about what really matters in your own life, what are your wishes and hopes for the future? Imagine your future in the best possible light. What would your life be like then, if you are to be really happy? (PROBE UNTIL R HAS NOTHING MORE TO SAY)

47-48

49-50

51-52

91. Now think about the other side of the picture. Tell me what are your fears and worries about the future? Imagine your future in the worst possible light. What would your life be like then? (PROBE UNTIL R HAS NOTHING MORE TO SAY)

53-54

55-56

57-58

92. (HAND R CARD 8) The 10 at the top of this ladder represents the very best life as you have just described it. The 0 at the bottom represents the worst possible life you described. Where on the ladder do you feel you personally stand at the present time?

(POINT TO UPPER AND LOWER RUNGS. REPEAT INSTRUCTIONS UNTIL R UNDERSTANDS HOW TO USE THE LADDER.)

(FOLLOW PROCEDURE FOR ITEMS a-d)

a. Where on the ladder do you stand now? (CIRCLE CODE)

b. Where on the ladder would you say you stood two years ago? (CIRCLE CODE)

c. Where on the ladder would you say you will be two years from now? (CIRCLE CODE)

d. And where on the ladder will you be five years from now? (CIRCLE CODE)

59-60 Q.92a NOW	61-62 Q.92b TWO YEARS AGO	63-64 Q.92c TWO YEARS FROM NOW	65-66 Q.92d FIVE YEARS FROM NOW
10	10	10	10
9	9	9	9
8	8	8	8
7	7	7	7
6	6	6	6
5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1
0	0	0	0

93. How much of a disadvantage to you is being Puerto Rican in this country? Would you say: 67

A great deal,	3
A little, or	2
None at all?	1

94. How close do you feel to Puerto Rican culture? Would you say: 68

Very close,	3
A little close, or	2
Not at all close?	1

95. In the future, do you think that the situation for you as a Puerto Rican in the states will: 69

	Improve,	3
	Stay the same, or	2
	Get worse?	1
(DO NOT READ)	No idea, can't say	8

96. (HAND RESPONDENT CARD 9) How frequently do you engage in the following activities:

	EVERY DAY	ONCE OR TWICE A WEEK	ONCE OR TWICE A MONTH	ONCE OR TWICE A YEAR	NEVER
a. Eat Puerto Rican/Hispanic food?	1	2	3	4	5 (70)
b. Go to Latin music dances?	1	2	3	4	5 (71)
c. Listen to Spanish radio?	1	2	3	4	5 (72)
d. Watch Spanish TV?	1	2	3	4	5 (73)
e. Read Spanish newspapers?	1	2	3	4	5 (74)
f. Read books in Spanish?	1	2	3	4	5 (75)
g. Go to religious services in Spanish?	1	2	3	4	5 (76)

(97.) Now I would like to ask you some questions regarding the recent school strike (September and October, 1981). In your opinion, who was primarily responsible for the school strike:

(CIRCLE ONE CODE)

	77
The mayor,	1
The city council,	2
The school board,	3
The teachers, or	4
Someone else (SPECIFY)? ______ ______	5

(98.) What kinds of things did you do to keep yourself occupied with during the school strike? Did you:

(CIRCLE ALL THAT APPLY)

	78
Get a job,	1
Go to an alternative educational setting (i.e., tutoring group, YMCA, or Lighthouse),	2
Go to a private or parochial school,	3
Go to a school in another city/state,	4
Go to Puerto Rico,	5
Spend most of your time with friends,	6
Find some projects to keep busy,	7
Teach yourself (e.g., reading and studying),	8
Join the armed forces, or	9
Something else (SPECIFY)? ______	10

	79
Inapplicable -- did not attend school for more than one year	11

END CARD 08

CASE # ______

FOLLOW-UP INFORMATION

(99.) We might interview you again next year to see how things have been going with you. The following questions are for our records only, so that we can get in touch with you if you move. Remember, everything you say is completely confidential. Please give me the names, addresses, and telephone numbers of three close relatives or friends who would be most likely to know where you have moved in case we lose track of you. We will contact them in case we cannot verify your address next year.

GENERAL INSTRUCTION: PLEASE PRINT CLEARLY ALL FOLLOW-UP INFORMATION. VERIFY SPELLING OF ALL NAMES.

Name: ______ Relationship: ______

Address: ______ (NUMBER) ______ (STREET)

______ (CITY) ______ (STATE) ______ (ZIP) Phone: ( ) (AREA CODE) ______

(IF REFERENCE IS FEMALE, ASK:)

What is her husband's full name? ______ OR Not married 1

Name: ______ Relationship: ______

Address: ______ (NUMBER) ______ (STREET)

______ (CITY) ______ (STATE) ______ (ZIP) Phone: ( ) (AREA CODE) ______

(IF REFERENCE IS FEMALE, ASK:)

What is her husband's full name? ______ OR Not married 1

Name: ______ Relationship: ______

Address: ______ (NUMBER) ______ (STREET)

______ (CITY) ______ (STATE) ______ (ZIP) Phone: ( ) (AREA CODE) ______

(IF REFERENCE IS FEMALE, ASK:)

What is her husband's full name? ______ OR Not married 1

100. As far as you know now, where will you be living next year?

Address: _____
(NUMBER) (STREET)

_____
(CITY) (STATE) (ZIP)

At current address	1

THANK YOU VERY MUCH FOR YOUR TIME.

(RECORD TIME ON THE COVER, AND COMPLETE PROCEDURES FOR THE RAFFLE.
HAVE R SIGN FOR PAYMENT ON BACK OF QUESTIONNAIRE)

INTERVIEWER EVALUATION

1. What questions gave R the most difficulty and why?

EXPLANATION OF DIFFICULTY

Q.# _____

_____

Q.# _____

_____

Q.# _____

_____

2. Were other people present during the interview?

	Yes	1
(SKIP TO Q.6)	No	2

3. Who (RELATIONSHIP TO R) was present within hearing range?

SPECIFY PERSON(S): OR CODE HERE:

_____

_____

_____

No one	6

4. Who (RELATIONSHIP TO RESPONDENT) was present but out of hearing range?

SPECIFY PERSON(S): OR CODE HERE:

_____

_____

_____

No one	6

5. Briefly describe the impact of any other people on the interview.

_____

_____

_____

_____

6. Describe any other problems encountered during the interview.

7. Where was the interview conducted?

	R's home	1
	Some other home	2
(SKIP TO Q.9)	Other (SPECIFY) _____ _____	7

8. In what room of the house, apartment, or other location was the interview conducted?

_____
(ROOM)

9. Which language was used in conducting the interview?

Only Spanish	5
Mostly Spanish	4
About half Spanish and half English	3
Mostly English	2
Only English	1

Complete the following scales about R's behavior during the interview.

(CIRCLE ONE CODE FOR EACH SCALE)

10.	Uptight	1	2	3	4	5	6	7	Relaxed
11.	Cooperative	1	2	3	4	5	6	7	Resistant

12. RESPONDENT'S SEX:

Male	1
Female	2

13. Please add any other comments which will help us to better understand the interview, the respondent, and/or your experience with the interview.

THANK YOU VERY MUCH

Your check for $5.00 will be sent to you in the mail. For our records, I need your signature and Social Security number.

(SIGNATURE) (SOCIAL SECURITY NUMBER)

CODE No Social Security # 01

ASPIRA Raffle Stub

CASE #: _____

NAME: _____

ADDRESS: _____

(City) (State) (Zip Code)

TICKET # _____

ASPIRA, Inc.
of Pennsylvania
526 W. Girard Ave.
Philadelphia, Pa. 19123

PUERTO RICAN YOUTH PROJECT

Thank you very much for your cooperation. As a measure of our appreciation your name will be included in a raffle of a radio/cassette recorder. Please call us at 923-1658 if you move, so that we can have your correct address in order to let you know when the raffle will take place.

TICKET #_____

APPENDIX B

RECRUITMENT LETTER

RELEASE OF INFORMATION FORM

626 W. GIRARD AVENUE, PHILADELPHIA, PENNSYLVANIA 19123 (215) WA 3-2717 - 2718

(ENGLISH VERSION)

February 15, 1980

Dear Parents:

ASPIRA is conducting an important study to find out why some of our Puerto Rican youngsters stay in school while others drop out. You can participate if your son or daughter is either in 10th grade now or if he or she dropped out of 10th grade this year.

For participating, the mother or legal guardian will be paid $10.00 and the son or daughter will be paid $5.00. An interviewer from ASPIRA will ask the mother or legal guardian and the youth some questions. Each interview will take about 45 minutes. The interviews can take place in your home or at ASPIRA, and will be conducted in Spanish or English, according to your preference. Of course, the interviews will be confidential and you only need to answer the questions that you want to.

As part of this study, we need your permission and the permission of your son or daughter to obtain school records and Police Department records if there are any. That is because we want to find out if our youngsters are having any problems with the law. Again, all records and information will be strictly confidential and will not be seen by any person or agency outside the project. The results of the study will appear only as numbers in statistical reports - neither you nor your child will ever be identified.

We sincerely hope that you will help us with this project which is so important to our Puerto Rican community. You can be assured that your son's or daughter's standing in school will not be affected in any way, whether you decide to or not to participate in this study.

In order to participate in the study, please fill out the enclosed card and return it in the envelope. No postage is needed. If you prefer, you may call and give us the information. Our phone number is 923-1658. If you have any questions, please call.

Thank you in advance for your cooperation!

Sincerely,

Braulio Montalvo and Manuel Gutiérrez

UNA COPIA DE ESTA CARTA SE INCLUYE EN ESPAÑOL

626 W. GIRARD AVENUE, PHILADELPHIA, PENNSYLVANIA 19123 (215) WA 3-2717 - 2718

CONSENTIMIENTO PARA ACCESO A INFORMACION - - INFORMATION RELEASE

Como parte de este estudio es necesario que usted y su hijo o hija nos concedan permiso para obtener los records escolares, así como los records de arrestos juveniles y sentencias, si es que existen.

Deseamos asegurarles que esta información será tratada con el más alto respeto, protegiendo ante todo la privacidad de la familia y del individuo. Nuestro único propósito es el de llegar a conocer el futuro de nuestra juventud como grupo. Aquella información que usted y su hijo o hija nos provean será utilizada en combinación con información dada por otras personas y aparecerá como un número en cálculos estadísticos. Ustedes no serán identificados personalmente en ninguno de nuestros reportes. Su permiso nos autorizará por espacio de doce meses solamente.

As a part of this study we need your permission and that of your youngster to obtain school records as well as records of juvenile arrests and convictions, if any are available.

We assure you that this information will be treated with the utmost respect, protecting above all, the privacy of the family and the individual. Our only purpose is to know about the future of our youth as a group. The information that you and your son or daughter provide will be used in combination with information given by others, and will appear only as numbers in statistical tables. You and your son or daughter will not be identified personally in any of our reports. Your consent authorizes us for twelve months only.

☐ YES ☐ NO

Por este medio autorizamos al School District of Philadelphia/ Board of Education, Archdiocese of Philadelphia a darle a ASPIRA records de la escuela.

We hereby authorize the School District of Philadelphia/Board of Education, Archdiocese of Philadelphia to release to ASPIRA school records.

☐ YES ☐ NO

También autorizamos al Juvenile Aid Division del Philadelphia Police Department a darle a ASPIRA records de arrestos y sentencias.

We also authorize the Juvenile Aid Division of the Philadelphia Police Department to release to ASPIRA arrest and conviction records.

Esta autorización durará por un año solamente a partir de esta fecha, a no ser que sea retirada en escrito por un padre, el (la) joven o aquellas personas autorizadas a consentir por ellos.

This consent will expire one year from the date of authorization listed below unless expressedly revoked in writing by the parent, the youngster, or those authorized to consent for them.

NOMBRE DEL JOVEN/NAME OF THE YOUNGSTER: _____

FECHA DE NACIMIENTO/DATE OF BIRTH: _____

ESCUELA/SCHOOL: _____

FIRMA DEL PADRE, MADRE O RESPONSABLE LEGAL/

PARENT'S OR LEGAL GUARDIAN'S SIGNATURE: _____

FIRMA DEL JOVEN/YOUNGSTER'S SIGNATURE: _____

TESTIGO/WITNESS: _____

FECHA/DATE: _____

APPENDIX C

SUPPLEMENTAL RESULTS

Table C.1 Youth's attendance in bilingual education program, for boys and girls in public school only by school status at Year 1 and Year 3 (in percent).

		Year 1 Total(416)[1]	
		SI(347)	DO(69)
Attending a bilingual education program	yes	18	29
	no	82	71
		$\chi^2=4.08$*	
		Year 3 Total(314)	
		SI(216)	DO(98)
Attending a bilingual education program	yes	10	25
	no	90	75
		$\chi^2=5.64$*	

[1]Ns given in parentheses

*$p \leq 0.05$

Table C.2 Mother's cultural identity for boys and girls, school status at Year 1 (in percent).

		Boys (204)		Girls (212)	
		SI (171)	DO (33)	SI (176)	DO (36)
Language spoken at home	English	6	9	7	8
	Both	30	24	34	36
	Spanish	64	67	59	56
Closeness to Puerto Rican culture	not at all	13	27	13	8
	a little	44	36	43	33
	very	42	36	44	58
# of trips to Puerto Rico	never	37	49	39	36
	every few years	53	42	51	56
	more often	10	9	10	8
Hope to return to live in or visit Puerto Rico	yes	24	18	19	17
	no	76	82	81	83

Table C.3 Boy's and girl's bilingualism, by school status at Year 1 (in percent).

		Boys (204)		Girls (212)	
		SI (171)	DO (33)	SI (176)	DO (36)
Spanish fluency	none or poor	31	30	22	22
	so-so	30	18	35	36
	speak well	39	52	43	42
English fluency	none to so-so	16	24	24	33
	speak well	84	76	76	67
Language with friends	English	70	67	63	64
	Both	22	27	27	25
	Spanish	9	6	10	11

Table C.4 Family income, for both boys and girls, by school status at Year 1 and Year 3 (in percent).

		Year 1 Total (396)	
		SI (331)	DO (65)
Family income	Below $5,000	29	46
	$5,000 to $7,999	42	37
	Above $8,000	29	17

χ^2=8.33*, 2 df

*$p \leq 0.05$

		Year 3 Total (335)	
		SI (224)	DO (111)
Family	Below $5,000	22	33
	$5,000 to $7,999	37	41
	Above $8,000	42	26

χ^2=8.93*, 2 df

*$p \leq 0.05$

Table C.5 Correlation matrix for school status and delinquency status, for three-year results.

	School Status	Delinquency Status
Youth's Age	-0.49	-0.13
Where Raised	0.05	-0.07
Single Status	0.35	-0.05
Parenthood/Pregnancy	-0.42	0.00
Employment Status	0.17	0.03
Sex	0.02	0.31
School Status	1.00	0.20
Bilingual Program	-0.15	-0.00
Public/Parochial	0.26	0.12
School Suspension	-0.23	-0.28
School Expulsion	-0.13	-0.01
Truancy/Boredom	-0.45	-0.17
Repeat Grade	-0.27	-0.18
Safety in School	0.26	0.11
Place for Homework	-0.11	-0.04
Time for Homework	0.03	-0.03
Parental Encouragement	0.14	0.20
Friends' School Status	-0.35	-0.14
Inter-Ethnic Friends	0.04	-0.04
Parties w/Hispanics	-0.09	-0.16
Dates Hispanics	-0.22	-0.18
Hangs Out w/Hispanics	0.00	-0.12
Parties w/non-Hispanics	-0.03	-0.24
Dates non-Hispanics	-0.08	-0.18
Hangs Out w/non-Hispanics	0.00	-0.23
Friends In Trouble w/Law	-0.15	-0.35
Friends Arrested	-0.16	-0.35
Friends Dropped Out	-0.30	-0.20
Friends in College	0.13	0.02
Friends w/Full-Time Jobs	-0.03	-0.00
Friends Use Marijuana	0.14	0.17
Friends Use Alcohol	0.09	0.18
Educational Aspirations	0.30	0.08
Future as Puerto Rican	0.21	0.11
Hope for Self-Development	0.06	0.02
Hope for Employment	0.08	0.07
Hope for Happy Family Life	0.17	0.04
Fear of Crime/Drugs	0.02	-0.29
Fear of Uemployment	0.07	0.02
Fear of Unhappy Family Life	0.06	0.07
English Proficiency	0.20	-0.00
Disadvantage as Puerto Rican	-0.11	-0.06
Closeness to Culture	0.00	0.10

Table C.5 (Continuation)

	School Status	Delinquency Status
Delinquency Status	0.20	1.00
Frequency of Trouble w/Law	0.21	0.89
Behavioral Checklist	-0.57	-0.45
Get High w/Hispanics	-0.28	-0.35
Get High w/non-Hispanics	-0.24	-0.34
Ever Used Marijuana	0.24	0.22
Age First Used Marijuana	-0.25	-0.17
Frequency of Marijuana Use	-0.29	-0.39
Ever Used Alcohol	0.14	0.20
Age First Used Alcohol	-0.19	-0.19
Frequency of Alcohol Use	-0.25	-0.35
Parent's Age	-0.20	-0.06
Parent Raised Urban Puerto Rico	-0.00	0.11
Parent Raised Rural Puerto Rico	-0.02	-0.12
Spouse's Education	0.10	0.03
Respondent's Education	0.10	0.02
Couple Status (parents)	0.07	-0.02
Respondent's Employment Status	0.16	0.07
Spouse Employed	0.17	0.05
Spouse Not Employed	-0.14	-0.07
Family Income	0.17	0.05
Mother's English Proficiency	0.07	-0.01
Mother's Church Attendance	0.20	0.13
Youth's Church Attendance	0.23	0.19
Satisfaction w/Neighborhood	-0.07	-0.07
Satisfaction w/Public Schools	0.05	0.03
Inter-Ethnic Relationships	0.04	-0.02
Participation in School Activities	-0.36	-0.18
Educational Aspirations for Youth	0.44	0.12
Hope for Youth's Self-Development	0.00	0.08
Hope for Youth's Employment	-0.03	-0.08
Hope for Youth's Happy Family Life	-0.00	-0.00
Fear of Youth's Crime/Drugs	0.01	-0.18
Fear of Youth's Unemployment	-0.03	-0.03
Fear of Youth's Unhappy Family Life	-0.04	0.16
Reception of Youth's Future in United States	-0.34	-0.19
Knowledge of Youth's Friends	-0.19	-0.13
Approval of Youth's Friends	-0.26	-0.27
Closeness to Culture	-0.01	0.15
Frequency of Trips to Puerto Rico	0.06	0.09

APPENDIX D

Variable Definitions for Factor Analysis

I. YOUTH QUESTIONNAIRE

A. Socioeconomic Status

1. Age
   - Actual range used.

2. Where Raised
   - Categorical classification: Puerto Rico vs. U.S.A.

3. Couple Status of Youth
   - Four point scale: 1-couple (married or living together) for one year, 2-couple for two years, 3-couple for three years, 4-single for all three years.

4. Children/Pregnancy
   - Categorical classification: yes vs. no.

5. Employment (Full or Part-time/Temporary or Permanent)
   - Four point scale: 1-no employment during three years, 2-employment for one year, 3-employment for two years, 4-employment for all three years.

6. Sex
   - Categorical classification: male vs. female

B. School, Family

1. School Status
   - Four point scale: 1-dropout in year 1, 2-dropout in year 2, 3-dropout in year 3, 4-stay-in for all three years.

2. Bilingual Program
   - Categorical classification: ever attended vs. never attended during 3-year period.

3. Public/Parochial
   - Categorical classification: public school attendance vs. parochial school attendance (students who switched schools were classified according to the type of school attended the longest, i.e., 2 years).

4. School Suspension
   - Categorical classification: never vs. ever.

5. School Expulsion
   - Categorical classification: never vs. ever.

6. Truancy Due to Boredom
   - Categorical classificaton: never vs. ever.

7. Repeat a Grade
   - Categorical classification: never vs. ever.

8. Safety in School
   - Mean rating over three year period for a 4-point scale (4-very safe, 3-pretty safe, 2-somewhat unsafe, 1-very unsafe), resulting in a 13-point scale.

9. Regular Place to Do Homework
   - Mean rating over three year period for a 2-point scale (1-yes, 2-no), resulting in a 5-point scale.

10. Regular Time to Do Homework
    - Same as "regular place."

11. Parental Encouragement
    - Mean rating over three year period for a 3-point scale (3-a lot, 2-some, 1-not much), resulting in a 9-point scale.

C. Peer Relations

1. Friends' School Status
   - Four point scale: 1-most friends in school for all 3 years, 2-most friends in school for 2 years, 3-most friends in school for 1 year, 4-most friends not in school for all three years.

2. Inter-ethnic Relationships
   - Mean rating over three year period for a 4-point scale (4-most, 3-many, 2-few, 1-none), resulting in a 10-point scale.

3. Parties With Hispanics
   - Same as "inter-ethnic relationships."

4. Dates Hispanics
   - Same as "inter-ethnic relationships."

5. Hangs Out With Hispanics
   - Same as "inter-ethnic relationships."

6. Parties With Non-Hispanics
   - Same as "inter-ethnic relationships."

7. Dates Non-Hispanics
   - Same as "inter-ethnic relationships."

8. Hangs Out With Non-Hispanics
   - Same as "inter-ethnic relationships."

9. Friends In Trouble With The Law
   - Mean rating over two year period (question not asked at year 1) for a 4-point scale (4-most, 3-many, 2-few, 1-none), resulting in 6-point scale.

10. Friends Arrested
    - Same as "friends in trouble with the law."

11. Friends Dropped Out
    - Same as "friends in trouble with the law."

12. Friends In College
    - Same as "friends in trouble with the law."

13. Friends With Full-Time Jobs
    - Same as "friends in trouble with the law."

14. Friends Smoke Marijuana
    - Three point scale: 1-used both years, 2-used 1 year, 3-did not use either year (question not asked at year 1).

15. Friends Drink Alcohol
    - Same as "friends smoke marijuana."

D. Future Aspirations

1. Educational Aspirations
   - Five point scale at year 3: 1-high school, 2-technical training, 3-some college, 4-college, 5-post-graduate training.

2. Future as Puerto Rican
   - Mean rating over three year period for a 3-point scale (3-improve, 2-stay the same, 1-worsen), resulting in 8-point scale.

3. Hope for Self-Development
   - Four point scale: 4-mentioned all three years, 3-mentioned for two years, 2-mentioned for one year, 1-not mentioned all three years.

4. Hope for Employment
   - Same as "hope for self-development."

5. Hope for Happy Family Life
   - Same as "hope for self-development."

6. Fear of a Life of Crime/Drugs
   - Same as "hope for self-development."

7. Fear of Unemployment
   - Same as "hope for self-development."

8. Fear of Unhappy Family Life
   - Same as "hope for self-development."

E. Cultural Factors

1. English Proficiency
   - Mean rating over three year period for a 4-point scale (4-understand speak well, 3-understand and speak so-so, 2-understand but don't speak well, 1-don't understand or speak), resulting in 8-point scale.

2. Disadvantage as Puerto Rican
   - Mean rating over three year period for a 3-point scale (3-a lot, 2-a little, 1-none), resulting in a 9-point scale.

3. Closeness to Puerto Rican Culture
   - Same as "disadvantage as Puerto Rican."

F. Trouble With Law, Behavioral Problems and Drug Use

1. Trouble With The Law
   - Four point scale: 1-trouble with the law all three years, 2-trouble with the law for two years, 3-trouble with the law for one year, 4-no trouble with the law any year.

2. Frequency of Trouble With The Law in a 12-Month Period
   - Three point scale: 1-two or more occurrences, 2-one occurrence, 3-no occurrences (question not asked at year 1).

3. Behavioral Checklist
   - Overall mean score over three year period for a 19-item checklist (Q.79) coded as a 5-point scale (0-never, 1-once, 2-twice, 3-three of four times, 4-five or more times), resulting in a range of 87 scores.

4. Get High With Hispanics
   - Mean rating over three year period for a 4-point scale (4-once a week or more, 3-once or twice a month, 2-a few times a year or less, 1-never), resulting in an 11-point scale.

5. Get High With Non-Hispanics
   - Same as "get high with Hispanics."

6. Ever Smoked Marijuana
   - Categorical classification: ever vs. never.

7. Age First Smoked Marijuana
   - Actual range used.

8. Frequency of Smoking Marijuana
   - Mean rating over two year period (question not asked at year 1) for a 5-point scale (5-daily, 4-several times a week, 3-once a week, 2-less than once a week, 1-never).

9. Ever Drank Alcohol
   - Categorical classification: ever vs. never.

10. Age First Drank Alcohol
   - Actual range used.

11. Frequency of Drinking Alcohol
   - Same as "frequency of smoking marijuana."

II. PARENT QUESTIONNAIRE

A. Socioeconomic Status

1. Age
   - Actual range used.

2. Where Raised
   - Categorical classification: urban Puerto Rico vs. rural Puerto Rico vs. United States.

3. Husband's Education
   - Actual range used.

4. Respondent's Education
   - Actual range used.

5. Couple Status
   - Four point scale: 1-single all three years, 2-couple for one year, 3-couple for two years, 4-couple all three years.

6. Respondent's Employment Status (Full or Part-time/ Temporary or Permanent)
   - Four point scale: 1-not employed during all three years, 2-employed one year, 3-employed two years, 4-employed all three years.

7. Husband's Employment Status (Full or Part-time/Temporary or Permanent)
   - Same as "respondent's employment status."

8. Family Income
   - Mean rating over three year period for an 8-point scale (1-less than $3,000, 2-$3,000 to $3,999, 3-$4,000 to $4,999, 4-$5,000 to $7,999, 5-$8,000 to $10,999, 6-$11,000 to $14,999, 7-$15,000 to $19,999, 8-$20,000 or more), resulting in a range of 24 scores.

B. Family, Institutions

1. Respondent's Church Attendance
   - Mean rating over three year period for a 5-point scale (4-once a week or more, 3-two or three times a month, 2-once a month, 1-a few times a year or less, 0-never), resulting in a 13-point scale.

2. Youth's Church Attendance
   - Five point scale, same as "respondent's Church attendance," at year 1 (question not asked years 2 or 3).

3. Satisfaction With Neighborhood
   - Mean rating over three year period for a 4-point scale (1-like very much, 2-like somewhat, 3-dislike somewhat, 4-dislike very much), resulting in 10-point scale.

4. Satisfaction With Public Schools
   - Mean rating over three year period for a 2-point scale (1-satisfied, 2-dissatisfied), resulting in a 5-point scale.

5. Respondent's Inter-ethnic Relationships
   - Mean rating over three year period for a 4-point scale (4-most, 3-many, 2-a few, 1-none), resulting in a 13-point scale.

6. Participation in School Activities
   - Mean rating over two year period (question not asked at year 3) for a 3-point scale (3-frequently, 2-sometimes, 1-not at all), resulting in a 5-point scale.

7. Educational Aspirations for Youth
   - Five point scale at year 3: 1-high school, 2-technical training, 3-some college, 4-college, 5-post-graduate training.

8. Hope for Youth's Self-Development
   - Four point scale: 4-mentioned all three years, 3-mentioned for two years, 2-mentioned for one year, 1-not mentioned all three years.

9. Hope for Youth's Employment
   - Same as "hope for youth's self-development."

10. Hope for Youth's Family Life
   - Same as "hope for youth's self-development."

11. Fear of Youth Leading a Life of Crime/Drugs
   - Same as "hope for youth's self-development."

12. Fear of Youth Being Unemployed
   - Same as "hope for youth's self-development."

13. Fear of Youth Having an Unhappy Family Life
   - Same as "hope for youth's self-development."

14. Perception of Youth's Future in the United States
   - Mean rating over two year period (question not asked at year 1) for a 2-point scale (1-good, 2-bad, resulting in a 3-point scale.

15. Respondent's Knowledge of Youth's Friends
   - Mean rating over three year period for a 3-point scale (1-yes, 2-some, 3-no), resulting in a 7-point scale.

16. Respondent's Approval of Youth's Friends
   - Same as "respondent's knowledge of youth's friends."

C. <u>Cultural Factors</u>

1. Respondent's English Proficiency
   - Mean rating over three year period for a 4-point scale (4-understand and speak well, 3-understand and speak so-so, 2-understand but don't speak well, 1-don't understand or speak), resulting in 10-point scale.

2. Closeness to Puerto Rican Culture
   - Mean rating over two year period (question not asked at year 3) for a 3-point scale (3-very close, 2-a little close, 1-not at all close), resulting in a 5-point scale.

3. Frequency of Trips to Puerto Rico
   - Mean rating over two year period (question not asked at year 3) for a 5-point scale (5-every few months, 4-once or twice a year, 3-less than once a year, 2-only every few years, 1-never), resulting in a 7-point scale.

END