

APPENDIX N

Threats that hinder the integration Process of Mexican Immigrants :

Suggested Actions:

<p>Cultural:</p> <ul style="list-style-type: none"> • Anti-immigrants sentiment after September 11th, 2001. • Antagonist sentiment for bilingual education programs. • Second generation and young immigrants: assimilation to the wrong part of society (low-performance in school or dropping out, joining gangs, etc.) • Immigrant and their children’s antagonist view of Americans and their culture. <p>Economic:</p> <ul style="list-style-type: none"> • Bifurcation of the economy (“hourglass” economy) and low education levels of immigrants and their children. • Economic stagnation after the September 11th, 2001 terrorist attacks. • Abuses in the work place. • Dispersion across industries. <p>Political:</p> <ul style="list-style-type: none"> • Undocumented statuses of many Mexican immigrants. • Low nationalization rates among legal immigrants. • Among American citizens, lack of voting participation, or even when voting, lack of power because of group’s size is too small. • Geographical dispersion, which makes it almost impossible to draw a Mexican district. <p>Others:</p> <ul style="list-style-type: none"> • Racism and Prejudice. • High return rates to their communities of origin. • Great influx of teenage immigrants, with lack of parental authority. 	<ul style="list-style-type: none"> • Integrate to certain aspects to the common New York City culture: learning English would be the most important one. • Educate people about the worth of bilingual education, and the advantage of knowing more than one language in today’s globalized world. • Support and expand Tepeyac’s after school and youth leadership programs. • Parents should learn English to preserve parental authority so they can prevent role-reverse, and to be able to help their children with schoolwork. • Teach immigrants and their children the good aspects of American culture and society: democracy, individual’s rights, group’s rights, liberty, the legacy of the Declaration of Independence and the United States constitution, etc. • Learn English, get a college degree, or at least learn a trait that applies to the growing technology and service industries. • Continue with disposability to work hard. • Fill job niches that Americans or other immigrant groups do not want. • Get educated about their rights. • Take legal action through the U.S. Department of Labor, or Tepeyac’s help. • Enter growing technology and services industry niches and establish a permanent presence there. • Continue pushing for a general amnesty, creating strategic alliances with American and Mexican legislators who can help them. • Continue educating them about the advantages of becoming American citizen. • Create strategic alliances with other minority groups in the city that have similar problems and demands, so together they can have voting power. • In the short term, participate politically as part of the Latino group, and encourage other Latinos in New York City to allinate with them in certain issues. This way, legislators can see them as part of the Latino voting power. • In the long term, establish a Mexican neighbor, similar to Pilsen in Chicago or East Los Angeles. • Get a positive sense of self. • Get educated about their rights and available legal protection, such as affirmative action programs and the Civil Rights Act. • Take legal action against racist or prejudice actions. • Establish a permanent presence in New York City, and even when intending to return to Mexico, get involved in community service and activities, such as the ones offer by Tepeyac, and learn English. • Support Tepeyac’s programs intended to help this segment of the Mexican immigrant population. • Ask the Mexican consulate to reach out to this segment of the Mexican population by promoting its educational opportunities, such as the Mexican high school diploma, so they can feel part of a community and continue their education even if it is in Spanish. • Promote among the youth healthy activities, perhaps through local churches, such as dances, Mexican folk dance groups, etc.
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