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Ms. Ceja & Ms. Gifford  
Weber institute  
302 W Weber Ave  
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Dear Ms. Gifford and Ms. Ceja:

I hope you are doing well as I write this. This correspondence serves as both a proposal for my senior thesis, which is a documentary about the education system in Veracruz, Mexico, and a plea for your advice as I begin this significant research effort.

My project's goal is to produce a thorough documentary that examines the differences between Veracruz and American educational systems. This documentary will examine the difficulties that students encounter and possible ways to raise the standard and accessibility of education. I plan to stay in Veracruz for one to two weeks in order to conduct interviews and compile first-hand information. I will really benefit from your and my peers' mentoring as I manage potential obstacles like cultural differences and logistical problems. In order to better understand the experiences of instructors and students, I intend to poll both groups in 12 districts. I will be in charge of all the recording and editing for my documentary, which will have interviews with people from a range of educational backgrounds and last for about an hour. A budget for travel, supplies, and possible production expenses will be needed for this project, which I will go into more detail about later.

My main focus is on figuring out how to make education in Veracruz better. How can the Veracruz education system be improved to better serve kids is my main question. I will investigate the following subtopics to help me along:

- What specific challenges do students face in the Veracruz education system?
- How do financial constraints affect students' ability to complete their education?
- What role do community and family support play in educational outcomes?
- What best practices from other education systems could be adapted for Veracruz?
- How can financial aid initiatives effectively support students?

These questions will help shape a focused thesis on the need for targeted interventions in Veracruz's educational landscape. My anticipated research resources include academic databases such as ProQuest and Google Scholar, reliable websites, and interviews with educators and community leaders in Veracruz. I will also seek insights from local schools and organizations to gather diverse perspectives. I look forward to sharing relevant articles and findings as I progress in my research.

Making documentaries about foreign educational systems usually include the following important steps:

**Planning and Research:** First, filmmakers decide a particular educational system to focus on. This entails being aware of historical contexts, cultural settings, and contemporary issues. Scholars frequently turn to scholarly databases, official documents, and prior documentaries for valuable perspectives (Baker).

**Partnerships and Funding:** Getting funding is essential, and it's usually possible through grants, NGOs, or academic institutions. Filmmakers can overcome logistical and cultural obstacles by working with local organizations (Meyer).

**Pre-production:** Scripting, storyboarding, and selecting interview subjects are all part of this stage. In order to obtain a variety of viewpoints, filmmakers typically get in touch with lawmakers, educators, and students (Davis).

**Field Production:** Journalists visit the nation under investigation to record community settings, classrooms, and interview subjects. It is crucial to take ethical factors into account, such as getting consent, especially from minors (Flick).

These crucial components of film production will enable me to enthrall audiences with the difficulties facing the world and create doors for underprivileged children who do not have the same opportunities as some of us.

Thank you for considering my proposal. I appreciate your support and guidance as I work to make a meaningful impact through this documentary.

sincerely,  
Ashley rojas

Gifford  
English III

