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Hoosier Realities

IntroducciónIntroduction



- ▶ History and heritage of Latino families in the Midwest
- ▶ Working with Latino families
- ▶ Latino family values
- ▶ Latinos and education in the Midwest

Política de inmigración/Immigration Policy



- ▶ Plyler v. Doe (1982)
- ▶ Development, Relief and Education for Alien Minors Act (DREAM Act)
- ▶ Deferred Action for Childhood Arrival (DACA)
 - Generation 1.5 represents children of foreign-born parents who immigrated before the age of 13 (Rumbaut, 2008).
 - The generation 1.5 children were not born in the United States; however, they resemble the characteristics of the Latino United States-born children more closely than those of their immigrant parents (Rumbaut & Komaie, 2010).
- ▶ Indiana House Bill 1402 (2011)

Métodos/Methods



- ▶ Sample: 63 Latino immigrant parents, 40 families
- ▶ Ethnographic research design
 - Participant observation: a mutual learning experience
 - Also included semi-structured individual interviews
- ▶ Interview protocol: open-ended questions exploring intersections between immigrant Latino families, schools, and communities
- ▶ Data analysis: theme analysis, member check
 - Spanish interviews transcribed/translated, English transcribed

***Los temas*/Themes**



- ▶ How do different factors within the family impact the educational success of their children?
- ▶ Three themes:
 - *El miedo y el hambre* (the fear and the hunger)
 - *El peligro en el norte* (the danger in the North)
 - *La escuela* (the school)

El miedo y el hambre



- ▶ “The fear and the hunger”
- ▶ Cultural, social, and economic realities within the families
- ▶ Effects on the education of the children of undocumented Latino families
- ▶ Relationship between the undocumented families and the schools in North Central Indiana

El peligro en el norte



- ▶ “The danger in the North”
- ▶ Factors outside the family and the reality of undocumented families and their children’s educational success
- ▶ Macro-level factors such as political challenges
- ▶ Effects on the educational success of children of undocumented Latino families

La escuela



▶ “The school”

- ▶ Major barriers to supporting children’s education included cultural and language barriers.
- ▶ Local schools were supportive of children regardless of their immigration status

Conclusión/Conclusion



► Implication for practice

- Family professionals need to understand not only the struggles of undocumented families but also their strengths through their families, Latino communities and schools.
- Be aware of how immigration policies may affect undocumented families realities
- Further training for professionals in cultural competency and proficiency as it pertains to undocumented families

Discusión/Discussion



► Future Research

- Continue to explore how federal policies, executive orders and state policies will continue to affect undocumented families in the Midwest
- Investigate further how social workers could partner with educators to provide programming that would help improve educational outcomes for Latino Families
- Explore how universities can develop relationships with undocumented Latino families and school districts in order to try and provide access to higher education for undocumented Latino youth

Referencias/References



Viramontez Anguiano, R. P., & Lopez, A. (2012). El miedo y el hambre: Understanding the familial, social, and educational realities of undocumented Latino families in North Central Indiana. *Journal of Family Social Work*, 15(4), 321-336.



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