Hoosier Realities

*Introducción/Introduction*

- History and heritage of Latino families in the Midwest
- Working with Latino families
- Latino family values
- Latinos and education in the Midwest
Política de immigración/Immigration Policy

- 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)
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
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
Major barriers to supporting children’s education included cultural and language barriers.

Local schools were supportive of children regardless of their immigration status.
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
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.
Hoosier Realities

Referencias/References
