Success Strategies
To Engage PK-12 Latino Audiences

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Purdue Extension

**January 24, 2017**

PURDUE
UNIVERSITY

Agenda

- **Immigrant Population**

- **Things to Consider when Engaging Immigrant Families**

- **Engaging Minority Students**

- **Engaging Non-Traditional Students**

- **Taking the Program to Students**

- **Summary**

Immigrant Population Data

Latino Immigrants in Indiana

- From 2000 to 2013, Indiana's foreign-born population grew by 61.6 percent

- In 2013, the foreign-born population reached more than 308,000 people

- In the 2010 Census, a full 36.6 percent of the state's foreign-born population were Mexican nationals

- Countries ranking as the second and third most common country of origin for Indiana's immigrants were India and China
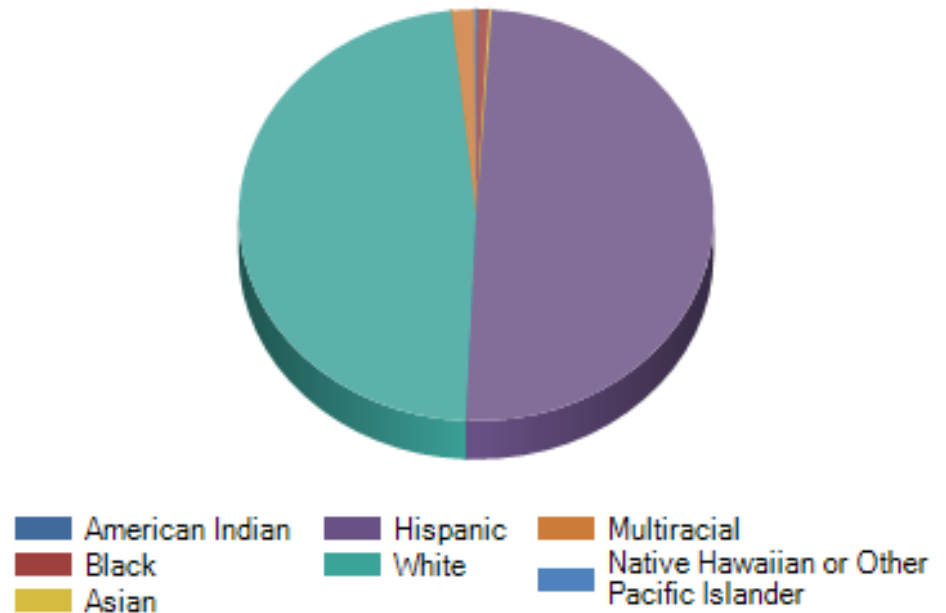

10% or More (4 counties)

2% to 9.9% (34 counties)

1% to 1.9% (29 counties)

Less than 1% (25 counties)
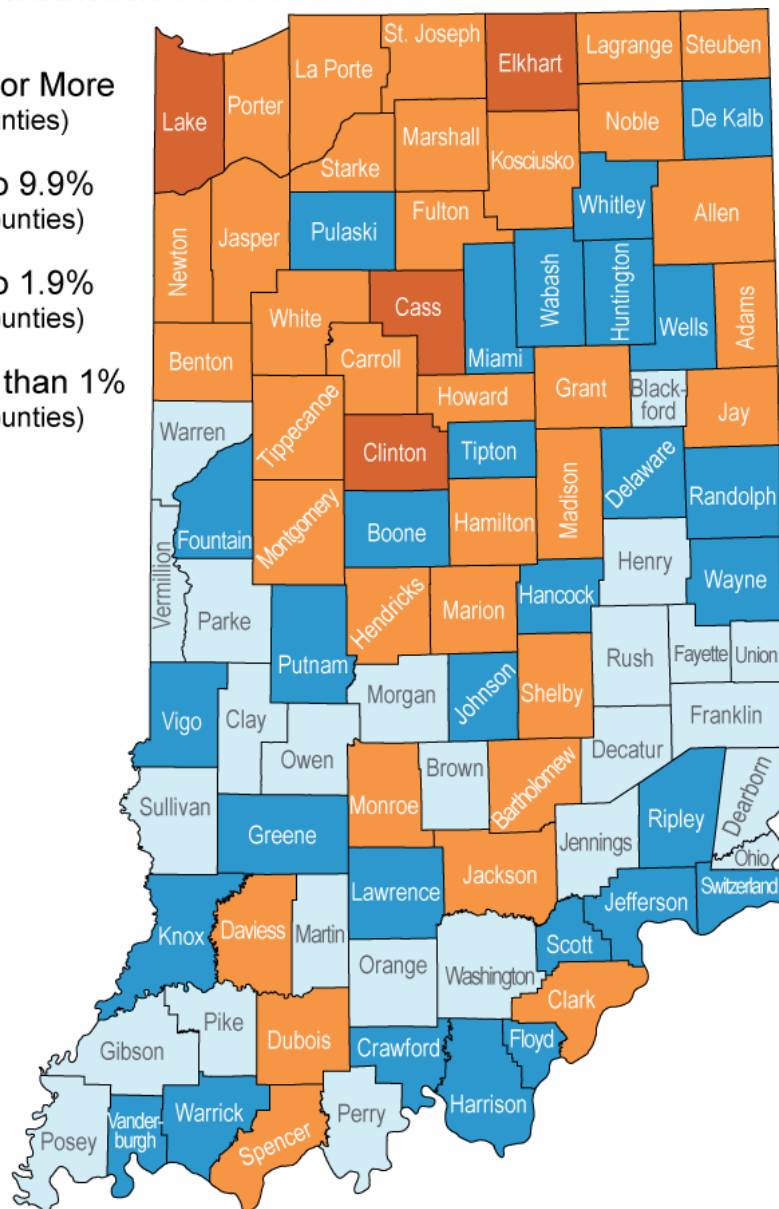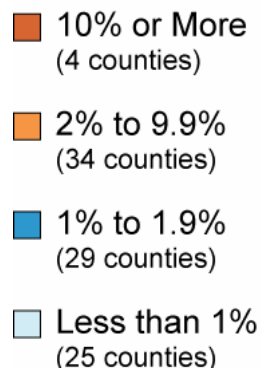
Case Study: Clinton County

According to Census data, 15% of the total county population

White	32152
Black or African American	355
American Indian and Alaska Native	257
Asian	148
Native Hawaiian and Other Pacific Islander	17
Hispanic or Latino:	
White	**4863**
Black or African American	**41**
American Indian and Alaska Native	**95**
Asian	**28**
Native Hawaiian and Other Pacific Islander	**6**
Not Hispanic or Latino:	
White	27289
Black or African American	314
American Indian and Alaska Native	162
Asian	120
Native Hawaiian and Other Pacific Islander	11

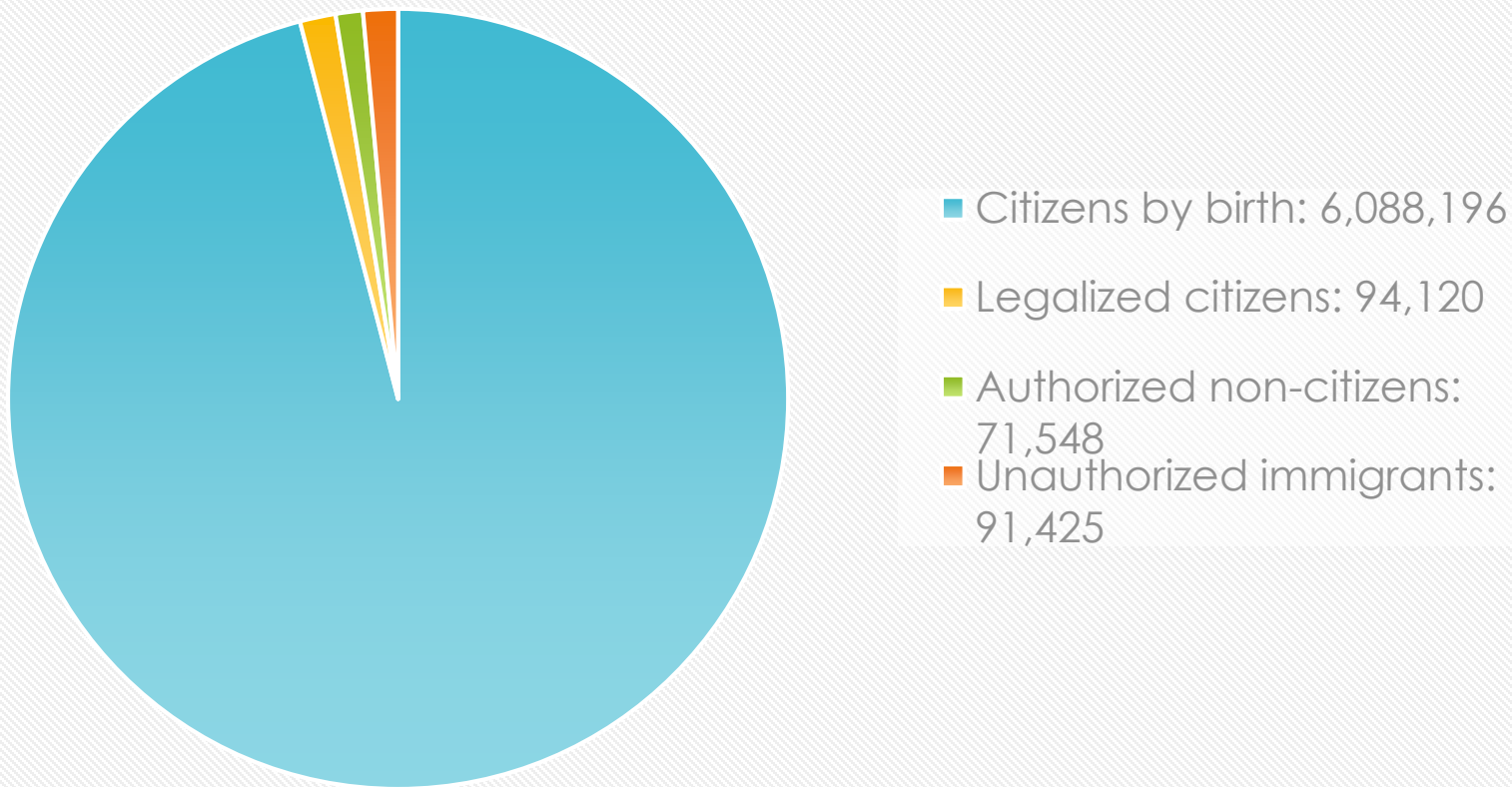## According to school district data, 49.7% of the total student population

Enrollment 2016-17 by Ethnicity

Legend: American Indian, Black, Asian, Hispanic, White, Multiracial, Native Hawaiian or Other Pacific Islander

Indiana Immigration Population Trends

Indiana Population by Immigration Status: July, 2007

- Citizens by birth: 6,088,196
- Legalized citizens: 94,120
- Authorized non-citizens: 71,548
- Unauthorized immigrants: 91,425

Legal Status

- **In 2002, it was estimated that about one-fifth of the nation's children were growing up in immigrant homes (Suarez-Orozco et al., 2002)**

- **Among children of Latino immigrants, 4 in 10 second-generation immigrant children have at least one undocumented immigrant parent and therefore live in mixed-status families (Fry & Passel, 2009)**

- **Parents' legal vulnerability affects them in regard to emotional well-being, financial capability, and relationships with children, which in turn affects outcomes for children (Brabeck & Xu, 2010)**

- **Consequences for children included feelings of abandonment, symptoms of trauma, fear, isolation, depression, and family fragmentation**

Immigration Trends

Estimates of the U.S. Unauthorized Immigrant Population, 2000-2011
*(in millions)*
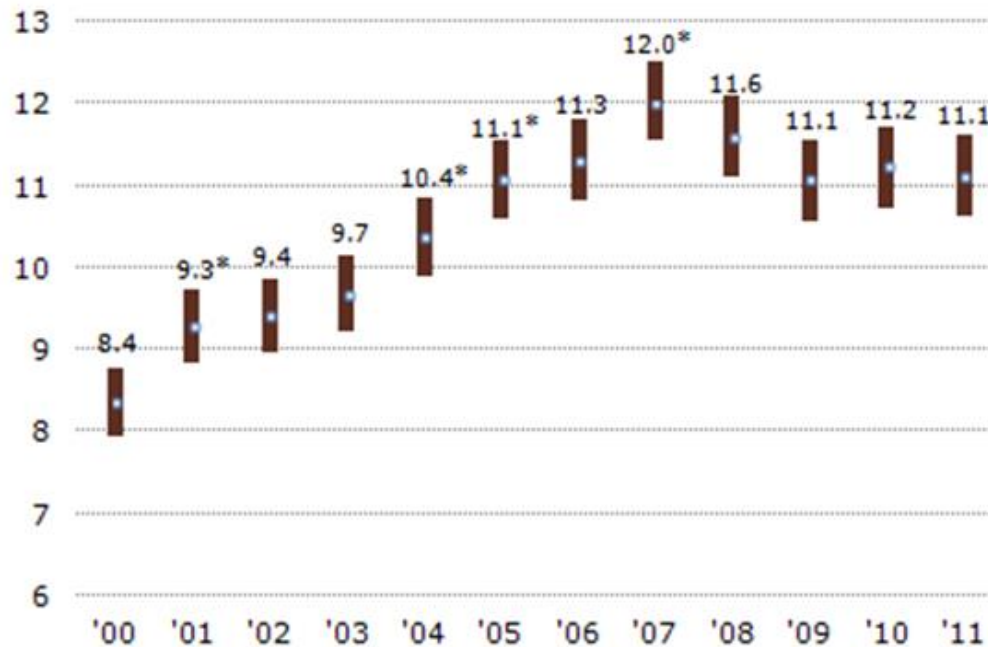
Notes: Bars indicate the low and high points of the estimated 90% confidence interval. The symbol * indicates the change from the previous year is statistically significant.

Source: Pew Hispanic Center estimates based on residual methodology applied to March Supplements to the Current Population Survey.

PEW RESEARCH CENTER

Length of Residency

Figure 1

Unauthorized Adults by Duration of Residence in the U.S., 2010

- 15 years or more: 35%
- Less than 5 years: 15%
- 5-9 years: 22%
- 10-14 years: 28%
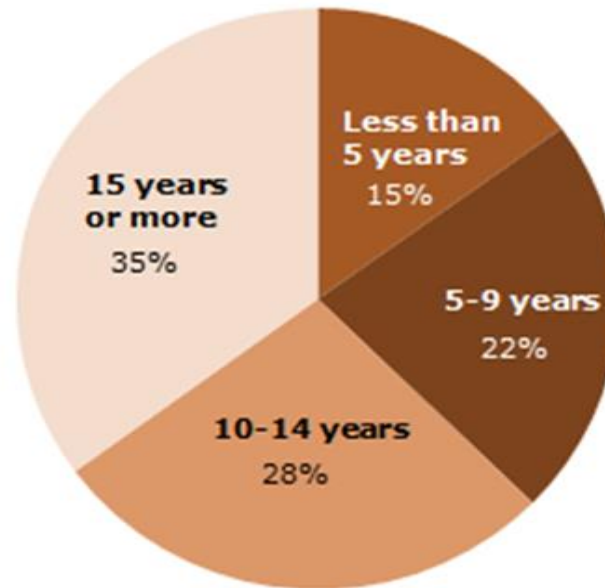
Note: Based on adults age 18 and older at the time of the survey.

Source: Pew Hispanic Center tabulations of the augmented March 2010 Current Population Survey; data adjusted for survey omissions

PEW RESEARCH CENTER

Activity: Marketing Scenario

Situation: Your nonprofit, community-based organization has received an out-of-school time educational grant. Your director wants to offer a series of summertime workshops open to all students who qualify for afterschool programming, but with special emphasis on recruiting underrepresented and underserved populations in parity with your community's demographics, which is 30% Latino.

Your Task: To recruit at least 30 Latino children (30% of the 100 children in your afterschool program), grades 3-5, to participate in the educational summer workshops being offered every morning (9 a.m.-noon), each week during the month of June. Describe how you would reach out to them/their families. What methods of distribution/means of communication would you use?

Things to Consider When Engaging Immigrant Families

Key Things to Keep in Mind

- **Transportation**

- **Work Schedule**

- **Language/Marketing**

- **Culture**

- **Access/Lack of Social Capital**

Transportation: Secure Communities

- **Undocumented immigrants cannot get a driver's license**

- **Over 90% of undocumented immigrants that are deported are caught while driving**

- Program through the Department of Homeland Security

- It uses an already-existing federal information-sharing partnership between Immigration and Customs Enforcement (ICE) and the Federal Bureau of Investigation (FBI) that helps to identify criminal aliens

- DHS has expanded Secure Communities from 14 jurisdictions in 2008 to more than 3,000 today, including all jurisdictions along the southwest border. DHS is on track to expand Secure Communities to all law enforcement jurisdictions nationwide during fiscal year 2014.

Work Schedule

- **E-Verify**

  - **What is it?**

  - **How has it affected the labor force?**

- **Hours**

- **Childcare**

Language/Marketing

- **Translation of promotional items**

- **Interpretation during programs/events**

- **Where is program being marketed?**

  - **Cell phone ownership (86% in 2012, equal across race/ethnicity, Pew Research Center reports)**

  - **Radio listenership (97% of Latinos tune in each week to Spanish-language radio broadcasts, Nielsen reports)**

  - **Social media utilization (8 in 10 use one of five social media sites, Facebook is the most widely used platform—71%)**

- **Consider creating a focus group to preview items**

- **Spanish language varies from country to country**

Examples of Spanish Language Variance

- **Pana**
  - **Mexico = type of fabric**
  - **Venezuela = friend**
- **La chucha**
  - **Chile = something far away**
  - **Columbia = bad odor**
- **Chucho**
  - **El Salvador and Guatemala = dog**
  - **Honduras = "Tacaño"**
  - **Argentina = cold**
  - **Chile = cárcel**

Culture

- Is the audience you are working with first generation, 1.5 generation, second generation, etc.?

- Generational gaps

- Empowering parents in the process

- Don't assume that all students/parents have the same resources (Example: Student who is asked to stay after school but doesn't have another ride home or any way—no cell phone—to communicate with parents)

- Don't assume that all parents/students view education and money the same way that you do (walk through Adrian's example as first generation college student)

- Political climate and its effect on racial/ethnic minorities

Access or "You Don't Know What You Don't Know"

- **Social capital (or lack thereof)**

- **Unspoken/unwritten social rules**

- **"Load vs. power" directly affects a student's (and family's) margin (McCluskey's work)**

- **Examples:**

  - **Elementary student, favorite book is Charlotte Web and wants to watch a play at the local library but doesn't know how to go about buying a ticket**

  - **Mother that wants to get counseling for her daughter but must access her husband's incarceration records from local jail**

  - **Paying renter who needs to have repairs done, but has no leverage on the landlord to accomplish them in a timely manner**

Successful Programs
To Engage Latino Students

Esmeralda Cruz and Melinda Grismer

Purdue Extension

Part 2: February 8, 2017

Key Things to Keep in Mind

- **Transportation**

- **Work Schedule**

- **Language/Marketing**

- **Culture**

- **Access/Lack of Social Capital**

Engaging Minority Students

Bi-Literacy Program

- Meets once a week for 5-6 months

- 2nd-4th grade students

- Purpose: Teach children to read and write in their native language, but ee embed information about nutrition and higher education

- Transition from when it started to today
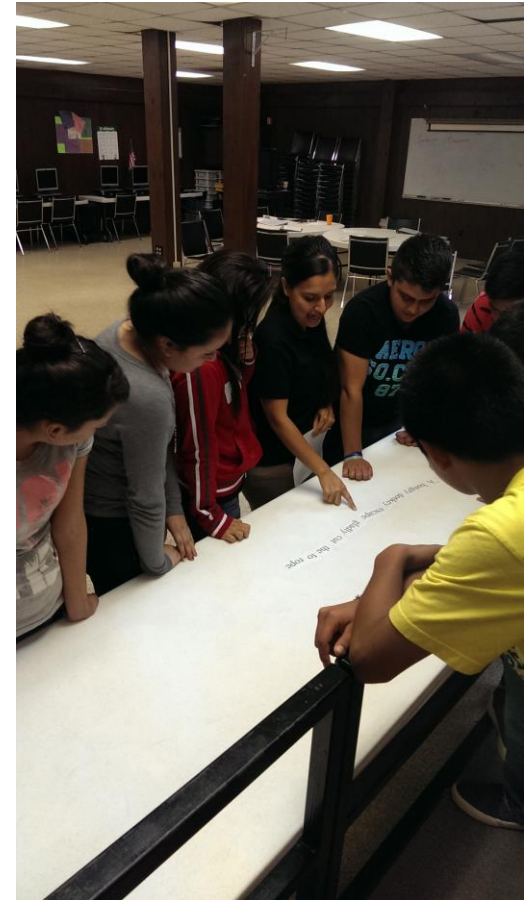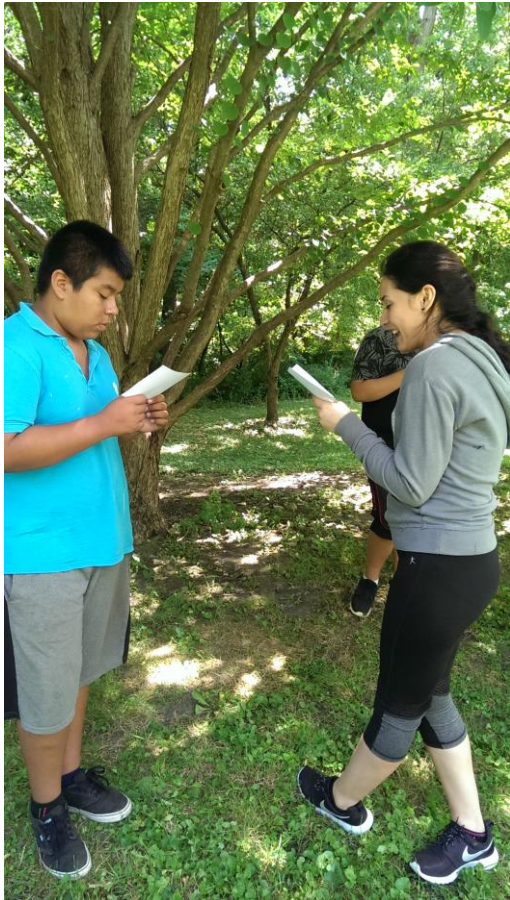
Bi-Literacy Program

Exploring My World

- **Summer Program**

- **For middle and high school students who have been in the United States for less than 2 years**

- **Goals**

  - **Language Acquisition**

  - **Cultural Awareness**

  - **Empowerment**

- **Program Structure**

  - **3 weeks**

  - **Monday-Thursday**

  - **9 am – 1 pm**

  - **Transportation Offered**

  - **Interactive**

Exploring My World

Cultivating Leaders of Indiana Program (CLIP)

- Partnership with American Studies Department

- Saturday morning program (10-noon)

- For high school students

- Topics

  - Identity and Education

  - Being a Leader

  - Digital Leadership

  - Identity and Environment

  - Cultural Identity

  - Global Identity

  - Interdisciplinary and community

Cultivating Leaders of Indiana Program (CLIP)

Community Raising and Starting Heroes (CRASH)

- High School Club born from CLIP

- Mission Statement: CRASH Club was founded in 2012 to raise awareness around issues that affect the Latino community, support students pursuing higher education, bridge the gap of communication and understanding between the English-speaking and Spanish-speaking communities, provide community service, and collaborate with community partners to enrich the experiences of youth in our school corporation.

- 40-50 members a year

Community Raising and Starting Heroes (CRASH)

Projects

- **Hispanic Heritage month presentations**

- **Fundraisers for kidney transplants for Rosario and Juan**

- **Fundraisers for Francisco who has muscular dystrophy**

- **Annual fundraisers for college scholarships**

Community Raising and Starting Heroes (CRASH)

Projects

- **Posters of Latino professionals**

- **Downtown clean-up twice a month**

- **Interpretation during parent/teacher conferences**

- **Attend at least 2 annual conferences**

Engaging Non-Traditional Students

Boys and Girls Club Garden

- Summer Program

- Children at Boys and Girls Club, families living around the area, and families who want to participate

- Participants plant the garden, take care of it, and take the vegetables home to cook them

- Cooking demonstrations are done and nutrition classes are offered

Spark Clubs

- 4-H Educator

- Offered to students who are not in 4-H

- Recruitment tool

- $15 enrollment fee

- Funded by grants and local donations

- Topics

  - Legos

  - Sewing

  - Welding

  - Livestock Judging

Spark Clubs

Summer Kids Workshops

Summer Kids Workshops began in June 2008

Purpose was to provide educational experiences for children in grades 1-8

As the program grew, so did the offerings, branching out into these unique workshops over the past 8 years:

- Mini Farm Adventure

- Reality Spanish for Kids

- Digital Photography/Journalism

- Robotics

Taking the Program to the Students

After School Enrichment Program

- **Ag Educator and partners**

- **Monthly science-related program is offered at 3 elementary schools**

- **Topics**

  - **Physiology: Exploring the Human Heart**

  - **Genetics: DNA Model**

  - **Neuroscience: Brain Caps**

  - **Animal Science: Farm Animal Experience**

  - **Botany: Plant Structure and Function**

After School Enrichment Program
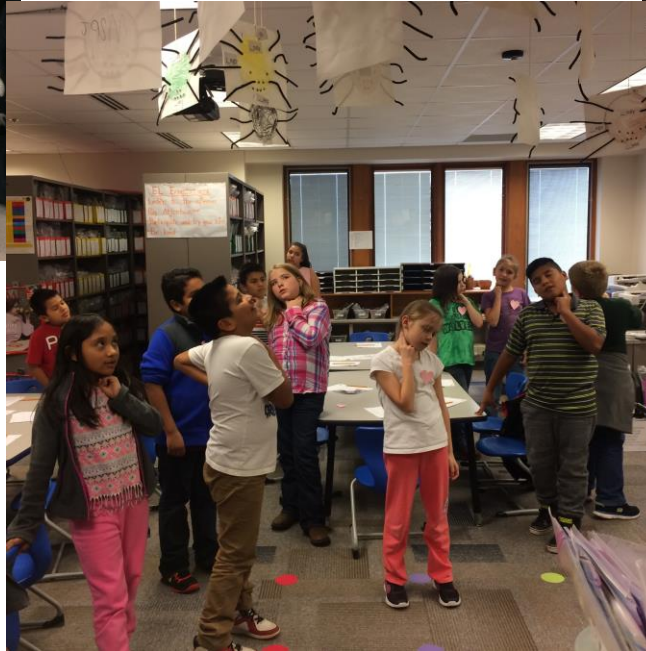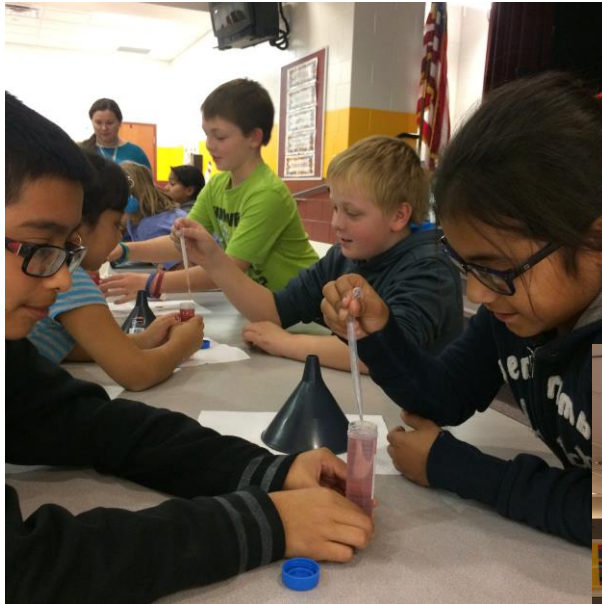
Programming for Children while Parents Learn English

- Science, math, and literacy programming

- Elementary and middle school students

- Once a week

Programming for Children while Parents Learn English

Farm to School Program

- **Curriculum across nation to bring ag to the classroom**

- **Program originated in Vermont and is now replicated in nearly all 50 states**

- **Local coordinator is: Jodee Ellett (jellett@purdue.edu), Local Foods Coordinator, Purdue Extension**

- **Locally, Clinton County Extension borrowed Purdue's state fair display and brought it to each elementary school in all four districts to explain to (600) kids how their food gets to their table**

Farm to School Program

- Interactive booths to learn about where/how food is grown

- Plant seeds of the food being sampled

- Hold foods of the same category and discuss

- Sample foods (example: roasted root vegetables)

- Coloring contests/takeaway worksheets

Farm to School Program

Activity: Revise Marketing Strategy

Situation: Your nonprofit, community-based organization has received an out-of-school time educational grant. Your director wants to offer a series of summertime workshops open to all students who qualify for afterschool programming, but with special emphasis on recruiting underrepresented and underserved populations in parity with your community's demographics, which is 30% Latino.

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Summary

Take Home Messages

- **Be intentional about your audience**
  - Learn more about your audience
  - Think about barriers ahead of time
  - Focus group

- **Two-way relationship**
  - What are they getting from the program that they need?
  - Do they feel like a number or a person?

- **Build a relationship**

- **Re-structure programs if needed**

Questions?

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Thank you!