

# Immigration and the Impact on Students and Families

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# Agenda

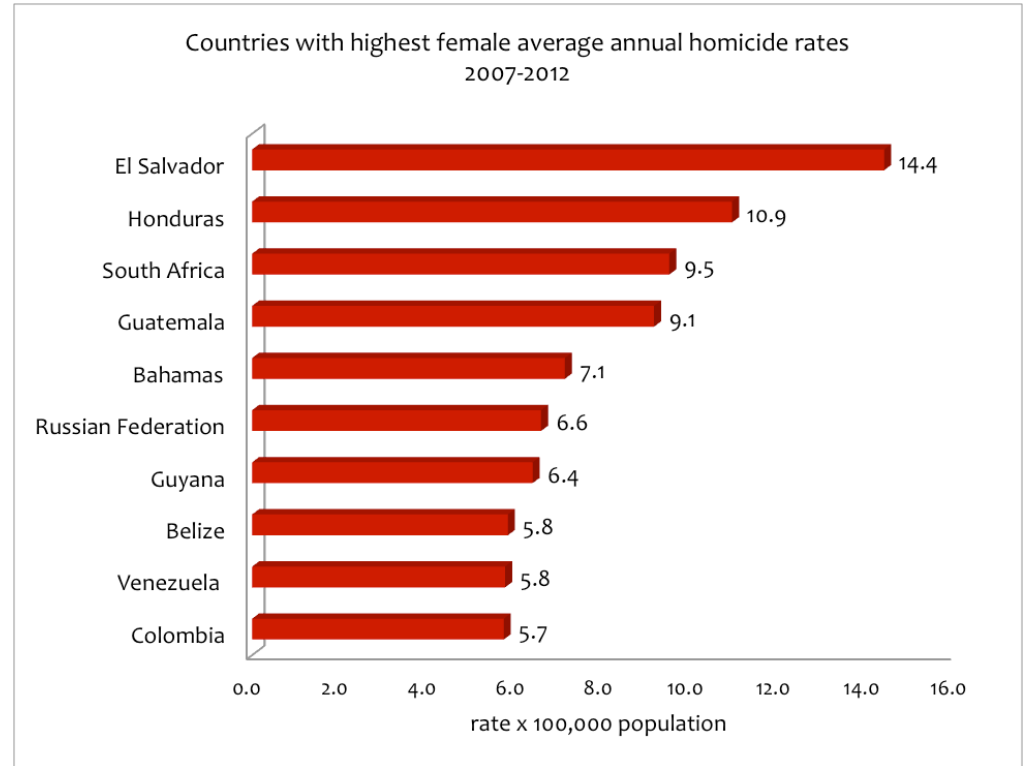
- why migrants are leaving and where they are coming from
- The migration journey
- Immigrant family experiences
- Policy impacts
- What we can do to help
- Resources



- [The Guardian- Why Central Americans are seeking refuge in the US](#)

# Why they are fleeing:

- Gang violence
- Domestic and sexual abuse
- Extreme poverty
- A faulty government infrastructure



- Asylum- protection granted to foreign nationals already in the United States or at the border who meet the international law definition of a refugee
- a person who is unable or unwilling to return to their home country, and cannot obtain protection in that country, due to past persecution or a well-founded fear of being persecuted in the future “on account of race, religion, nationality, membership in a particular social group, or political opinion

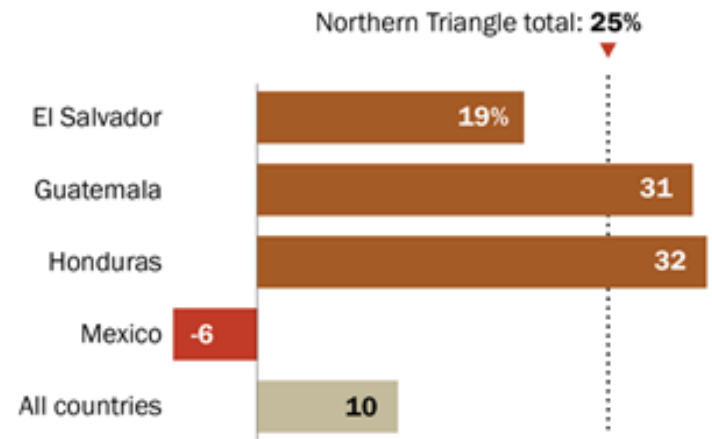


# Where they are coming from:

- The Northern Triangle
- 14<sup>th</sup> most dangerous country = Mexico
- 6<sup>th</sup> most dangerous country = Guatemala
- 4<sup>th</sup> most dangerous country = Honduras
- Most dangerous country = El Salvador

## Northern Triangle immigrant populations in U.S. grew more sharply than the overall foreign-born population from 2007 to 2015

*% change in U.S. immigrant population from ...*



Source: Pew Research Center estimates based on augmented 2007 and 2015 American Community Survey (IPUMS).  
"Rise in U.S. Immigrants From El Salvador, Guatemala and Honduras Outpaces Growth From Elsewhere"

PEW RESEARCH CENTER

## Who is coming:

- More than 100,000 immigrants detained in May of 2019
- Majority children and families



- Issues including: assaults, robbery, kidnapping, abductions, rapes, and murder.
- *La bestia*
- *Coyotes*
  - They can pay \$7,000 to \$10,000 for the whole trip





- 1.6 million immigrants
- More Latinos than non-Hispanic white residents
- 1/3 of all workers in Houston
- Almost ½ of the children in Houston are from immigrant families

Table 2. Top 20 Origin Countries of the Houston Metropolitan Area Foreign-Born Population, 2010 and 2017

		2010	2017	Change 2010 to 2017	Percent Change (%)
	Total immigrants from all countries	1,332,000	1,629,000	298,000	22
1	Mexico	601,000	612,000	11,000	2
2	El Salvador	106,000	129,000	23,000	22
3	India	60,000	93,000	33,000	54
4	Vietnam	80,000	91,000	11,000	13
5	Honduras	44,000	70,000	26,000	59
6	China*	36,000	48,000	12,000	32
7	Guatemala	33,000	47,000	14,000	42
8	Nigeria	17,000	41,000	24,000	139
9	Philippines	26,000	38,000	12,000	45
10	Cuba	11,000	36,000	25,000	223
11	Pakistan	23,000	34,000	11,000	49
12	Venezuela	10,000	33,000	23,000	223
13	Colombia	17,000	26,000	9,000	52
14	United Kingdom**	18,000	24,000	6,000	37
15	Canada	12,000	18,000	6,000	47
16	Korea	13,000	14,000	1,000	10
17	Taiwan	11,000	12,000	1,000	12
18	Iran	9,000	11,000	2,000	31
19	Peru	6,000	11,000	5,000	80
20	Germany	8,000	8,000	0	-7

\* China excludes Hong Kong and Taiwan.

\*\* United Kingdom includes crown dependencies.

Notes: These data are for the official Houston metropolitan area, as defined by the U.S. Census Bureau, and not the 12-county area defined by the boundaries in the ACS microdata used for other tables in this report. Percent changes are based on unrounded numbers. For a more complete list of Houston immigrants' origin countries, see Appendix A. Source: U.S. Census Bureau, "American FactFinder—B05008: Place of Birth for the Foreign-Born Population in the United States—2010 and 2017 American Community Survey 1-Year Estimates," accessed September 14, 2018, <https://factfinder.census.gov/>.

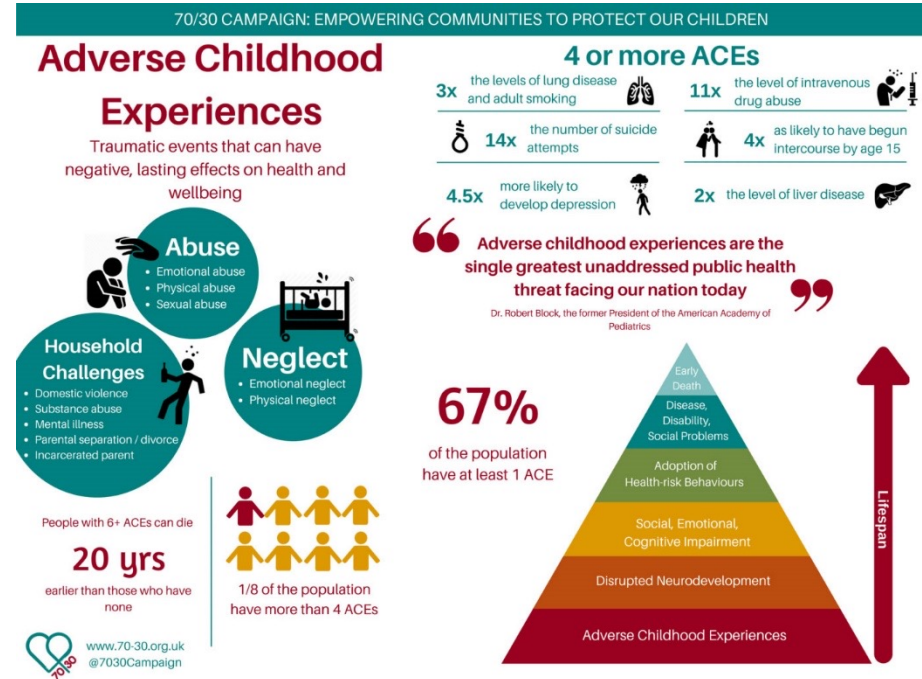
- All students – regardless of their immigration status – have the right to a public education
- ICE Raids
- SB-4 and “Sanctuary Cities”
- DACA
- Know Your Rights
- Sensitive Locations



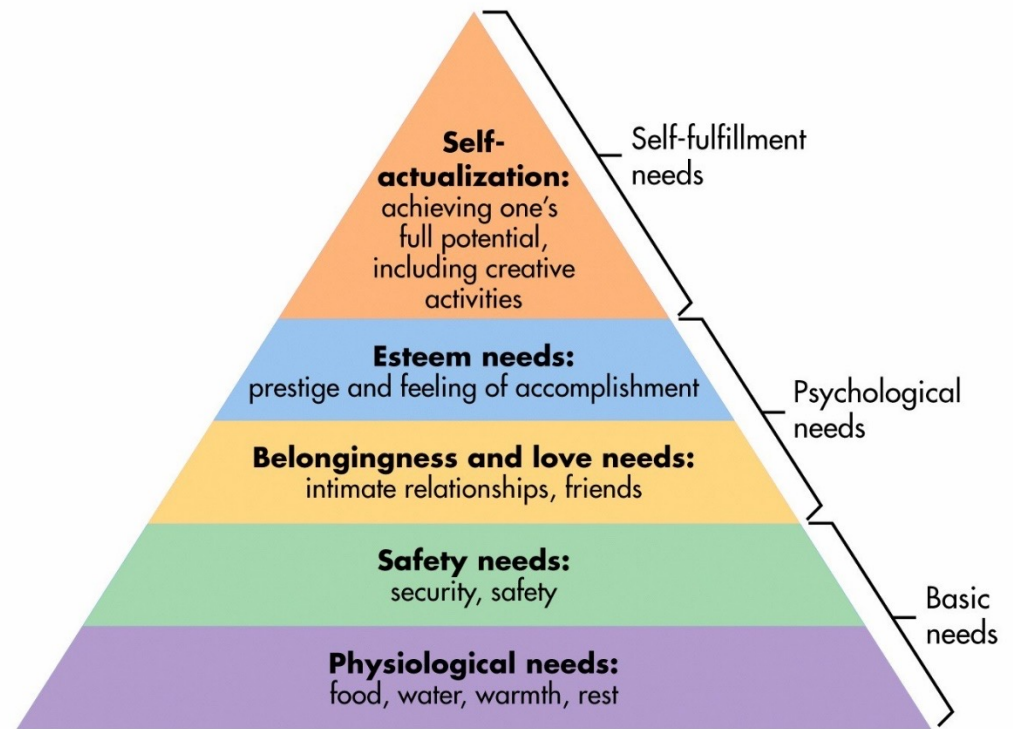
- From 1994 to 2017, the population of immigrant children in the United States grew by 51 %
- Undocumented status
- Mixed status
- Separation of families
- Reunification after separation
- Detention centers
- Racism and xenophobia
- Stereotypes



- Basic needs
- Extreme trauma
- Gaps in education
- Assimilation
- Grief and Loss
- Missing paperwork
- Health issues
- Fear



- Trauma-informed
- Assist with basic needs
- Create safe-spaces
- Provide resources
- Cultural humility





- **Essential Elements of a Trauma-Informed School System**
- Identifying and assessing traumatic stress.
- Addressing and treating traumatic stress.
- Teaching trauma education and awareness.
- Having partnerships with students and families.
- Creating a trauma-informed learning environment (social/emotional skills and wellness).
- Being culturally responsive.
- Integrating emergency management & crisis response.
- Understanding and addressing staff self-care and secondary traumatic stress.
- Evaluating and revising school discipline policies and practices.
- Collaborating across systems and establishing community partnerships.



"Dear undocumented students,  
In this classroom, there are no walls. You belong here. You are loved.

Dear black students,  
In this classroom, YOUR life matters. You are loved.

Dear Muslim students and students of Middle Eastern descent,  
We know you are not terrorists. You are loved.

Dear Mexican students,  
You are not rapists or drug dealers. You are loved.

Dear female students,  
Men cannot grab you. Men WILL respect you—demand it. You are loved.

Dear LGBTQ students,  
You are perfect just as you are. You are loved.

Dear ALL students,  
We will get through this day, this year, together. We will respect each other and learn from one another. You are a beloved part of this country and community.

Love,  
Señora Tarman"

- Houston immigration Legal Services Collaborative (HILSC)
  - Hotline
  - [www.Needhou.org](http://www.Needhou.org)
- Resource list Developed by Legacy Social Workers
  - Basic Needs
  - Important information and resources





*“Remember: Everyone in the classroom has a story that leads to misbehavior or defiance. Nine times out of ten, the story behind the misbehavior won’t make you angry. It will break your heart.”*

**-Annette Breaux**

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