

Empowering Latinx/e Learners: Inclusive Practices for Equitable Education Amid Demographic Shifts

Racial Disproportionality Institute

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Armando Ibarra, Ph.D.

Vilas Distinguished Achievement Professor

School for Workers & Chicanx/e and Latinx/e Studies Program

University of Wisconsin-Madison

Today we will cover:

1. Grounding/Positionality narrative.
2. Myths about Latinx/e communities.
3. Latinx/e population growth in WI.
4. Overview of current WI Latinx/e characteristics.
5. Race/Ethnicity student enrollment.
6. Demographics Shift.
7. CBPR as a tool to produce evidence-based inclusive responses.
8. Key takeaways.

Working Across Generations



School & Farmworker Labor Camp



Ten Myths Held by Many Rural Midwestern Anglos about Latino Newcomers.

McConnell Millard, Ann V., et al., 2004.

1. Latino newcomers to Midwestern towns have **just arrived** from Mexico and are **“illegal.”**
2. Migration from Mexico to the Midwest started **in recent** years.
3. Latino newcomers do **not speak English** and do not want to learn it.
4. They are the **poorest of the poor**; their living conditions at home are worse than those in the Midwest.
5. **They want to stay separate** from Anglos.
6. They **love hard physical labor**.
7. They **love moving** from place to place, producing high rates of turnover at factories.
8. **They come to live on welfare and are a drain** on the economy.
9. **They do not experience racism** because Midwesterners are not racist, and certainly not against **“Mexicans.”**
10. They are **grateful for whatever** they get and uncritical of their conditions and treatment.

U.S. Latina/o/x/e Population by U.S. Decennial Census 1960-2020

Census Year	Total population in millions	% of total population
1960	6,900,000	4%
1970	9,100,000	5%
1980	14,600,000	6%
1990	22,300,000	9%
2000	35,300,000	13%
2010	50,500,000	16%
2020	62,100,000	19%
2050	132,000,000	33%

WISCONSIN NEWS

Hispanics now make up Wisconsin's largest minority group

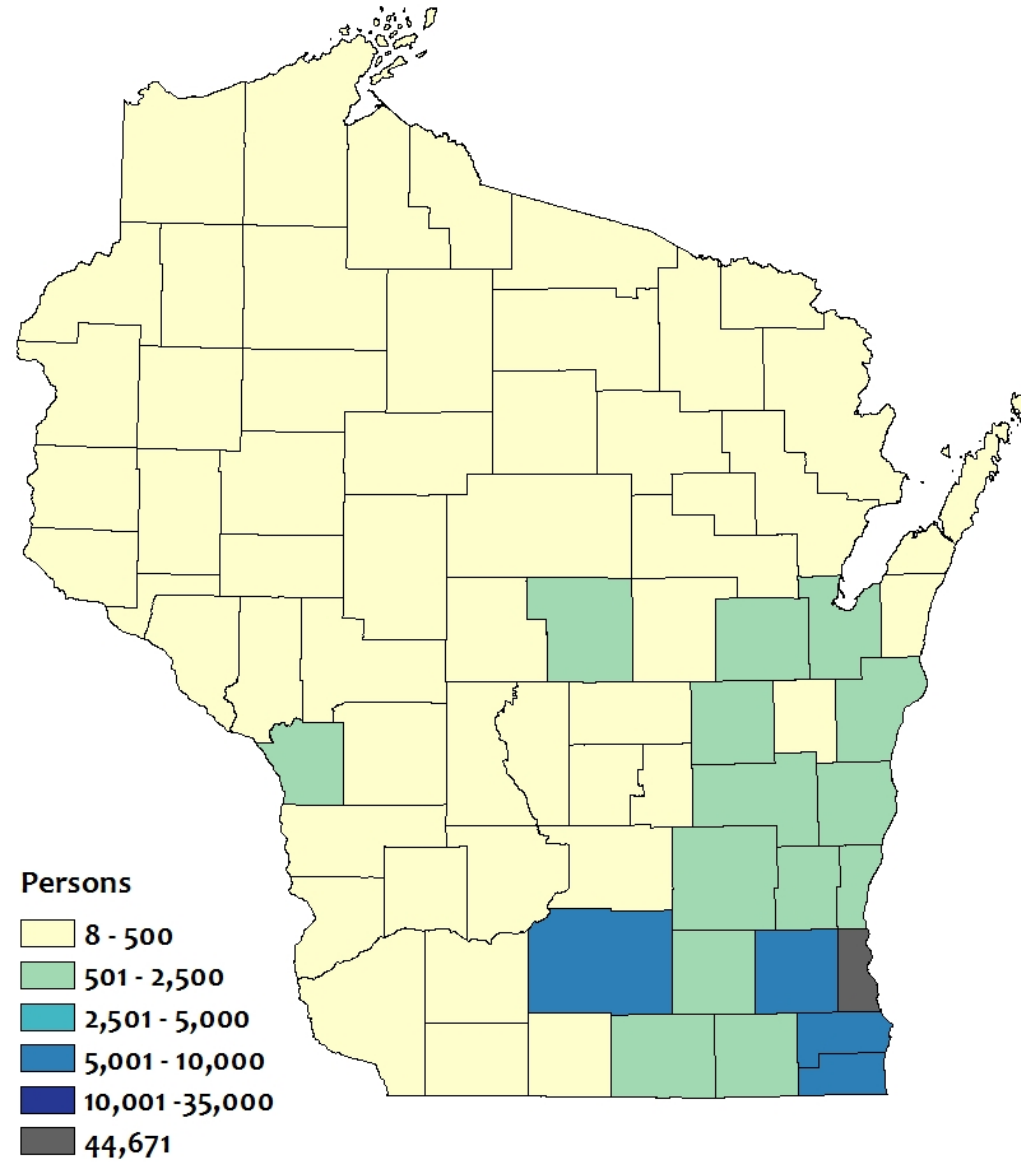
Wisconsin's 2013 population breakdown

ETHNICITY	POPULATION
White	4,739,713
82.5%	
Hispanic	363,925
6.3%	
Black	359,618
6.3%	
Asian	142,620
2.5%	
Two or more races	85,001
1.5%	
American Indian/ Alaskan Native	50,123
0.9%	
Hawaiian/Pacific Islander	1,713
0	

Source: U.S. Census Bureau Journal Sentinel

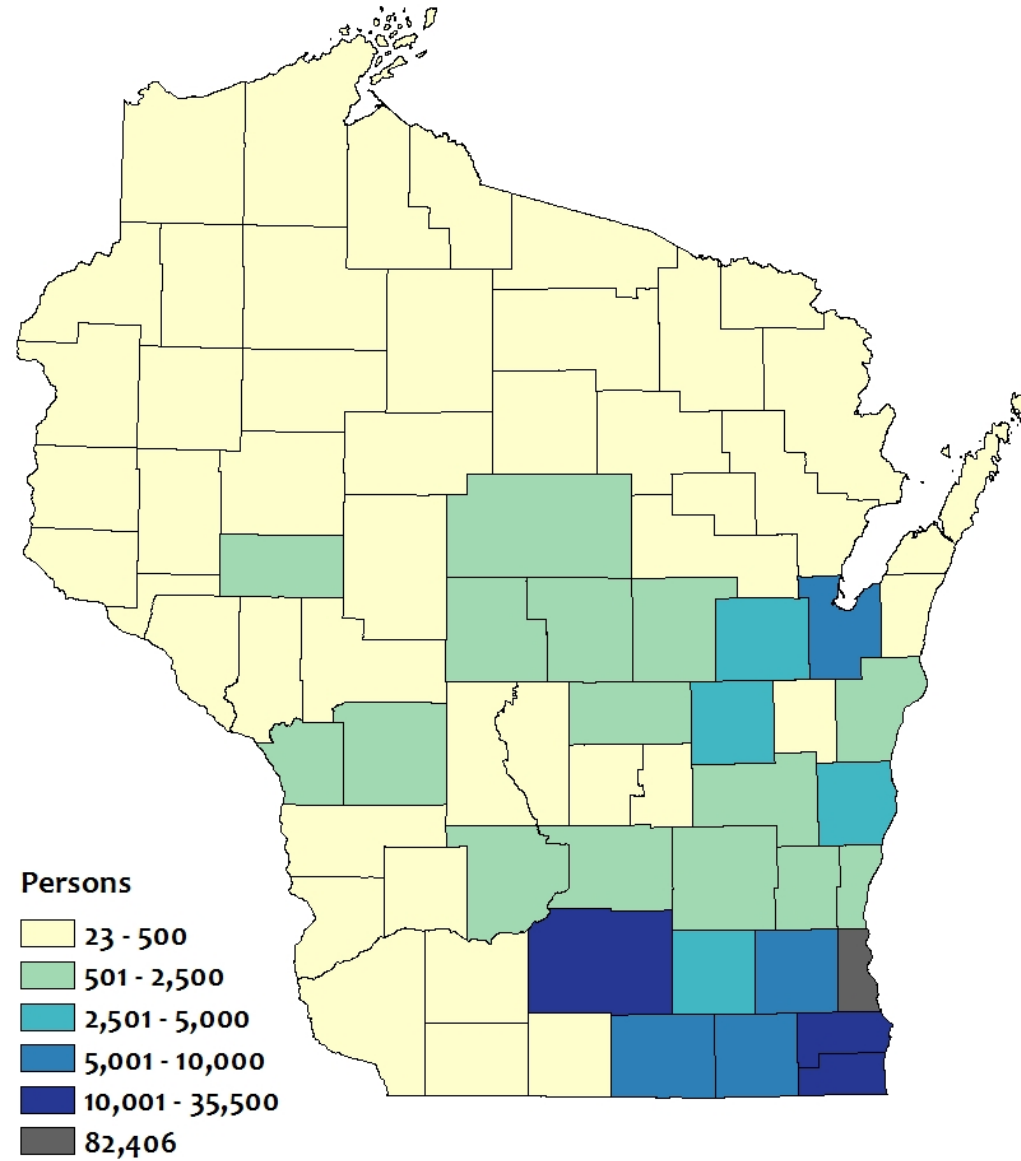
1990

Latino Population Wisconsin Counties: 1990



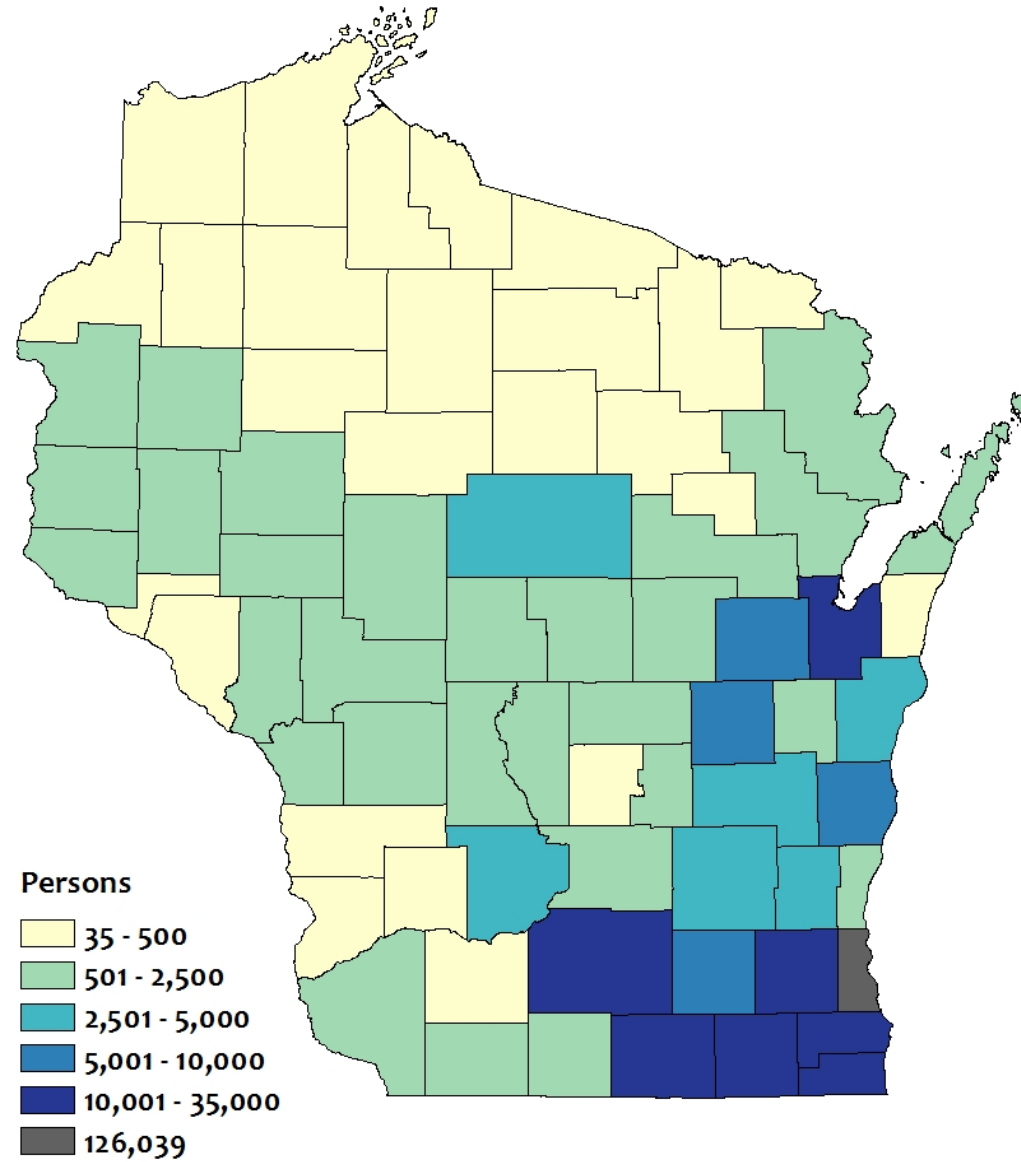
2000

Latino Population Wisconsin Counties: 2000



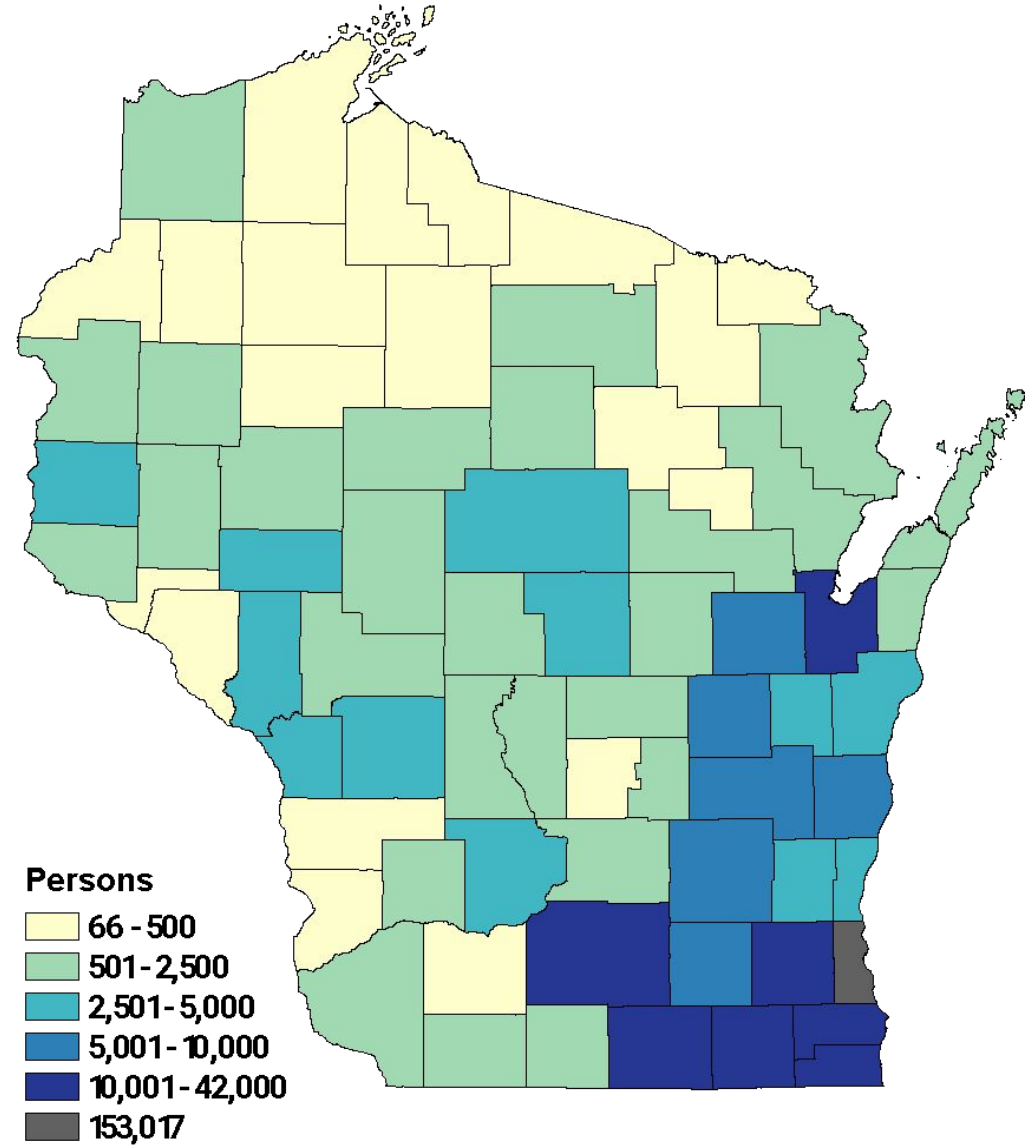
2010

Latino Population Wisconsin Counties: 2010



2020

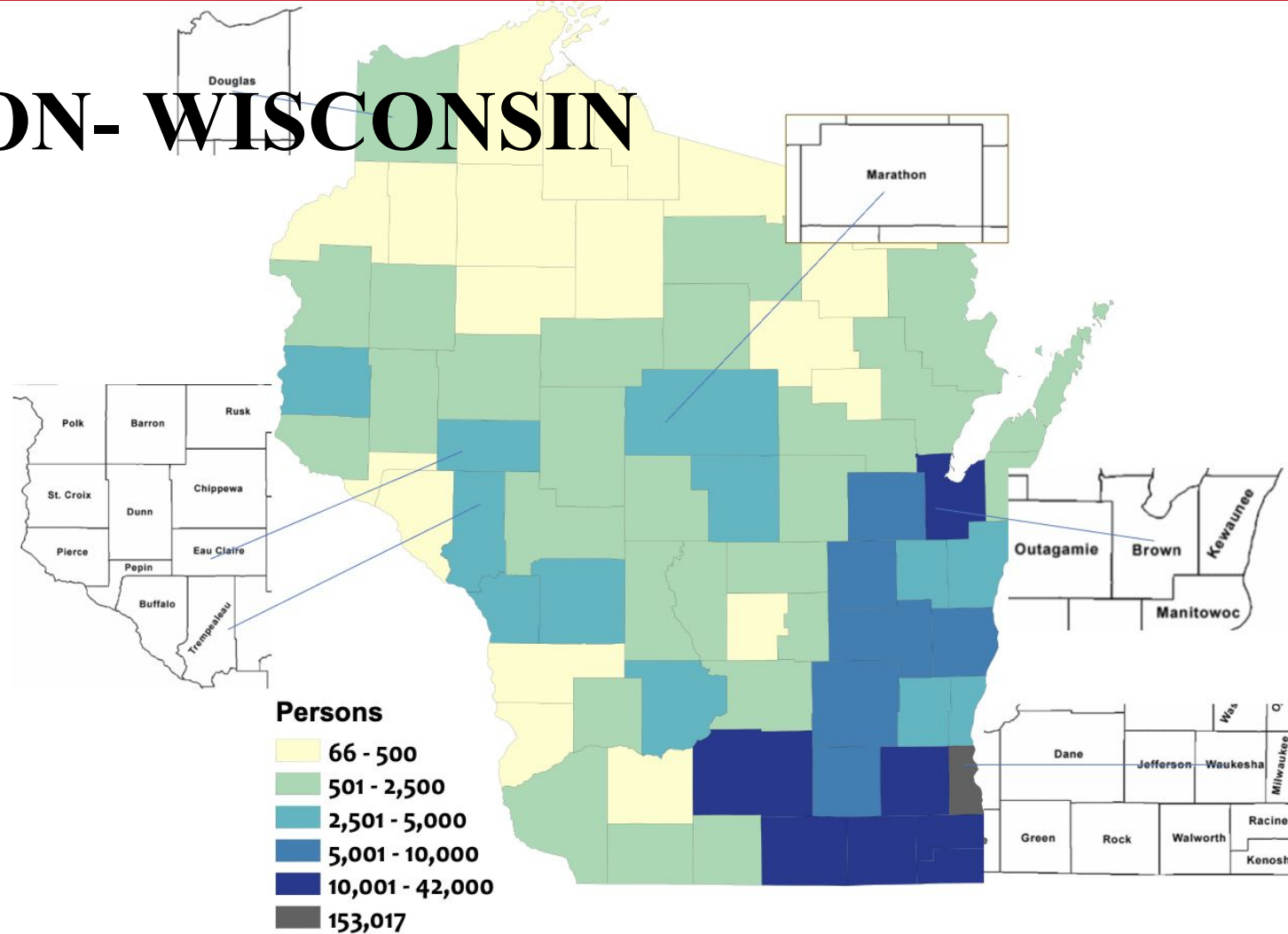
Latino Population Wisconsin Counties: 2020



LATINX/E POPULATION- WISCONSIN COUNTIES

447,290 (7.6% of total pop.), Census 2020

- 114,020 Public School K-12 students (14% of student body, 26% of total Latine population), WISEdash 2023-2024
- 187,541 Latino Foreign Born, ACS 2019*
- 47% of foreign-born are naturalized Citizens
- 34% Poverty Rate, ACS 2018
- 25 Yrs. Median Age, ACS 2018
- 10% of all births are to Latina Mothers, 2012



Sources:

- 2020 Census PL94-171 data release.
- American Community Survey, 2019 (***) All Latino Pop. 412,769), American Community Survey, 2018
- WISEdash Public Portal -- Enrollment Percent by Race/Ethnicity (2023-24), Department of Public Instruction.
- Wisconsin, *Births and Infant Deaths 2010* , Wisconsin Dept. of Health Services Division of Public Health, Office of Health Informatics , 01/2012

Prepared by the Applied Population Laboratory, UW-Madison, 2020.

K-12 Wisconsin School Enrollments by % Race/Ethnicity and % Share of Group

Race/Ethnicity (2020-21)	Total enrollment (WISEdash)	% of school enrollment (WISEdash)	% of share of state race/ethnic group (U.S. Decennial Census 2020)
Latinx/e	106,239	13%	24%
White	567,164	68%	12%
Black	73,483	9%	20%
Asian	34,881	4%	20%
Race/Ethnicity (2010-11)	Total enrollment (WISEdash)	% of school enrollment (WISEdash)	% of share of state race/ethnic group (U.S. Decennial Census 2010)
Latinx/e	80,780	9%	24%
White	648,613	74%	14%
Black	86,195	10%	25%
Asian	30,576	4%	24%
Total enrollment count (2020-21)	829,935		
Total enrollment count (2010-11)	871,550	www.wisedash.dpi.wi.gov	

ARCADIA, WI

RACE FOR THE POPULATION 18 YEARS AND OVER in 2020

- Total Population: 3737
- Total Latino Population: 2377
64% of total population

K-12 SCHOOL ENROLLMENT, 2021

- Total Students: 1257
- Total Latino Students: 940
75% of students in the school district.
- **40% of Arcadia's Latinx population are k-12 students.**

“As Latino Populations Increase, Communities Are Also Seeing a Growth in Latino-owned Businesses.”

Up North News October 20, 2021



- World headquarters of Ashley Furniture Industries, Inc.
- Pilgrim's Pride poultry processing plant
- 4 Concentrated Animal Feeding Operations Dairy Farms

DEMOGRAPHIC SHIFT

- A century of mass labor migration from Latin American Countries.
- Wisconsin as a destination of choice by Latin American immigrants.
- High birthrate in the Latinx Community, decreased birth rate in non-Latinx communities
- Schools are at the center of this demographic shift.



Karina Sanchez and family, Green Bay, WI

<https://madison365.com/we-move-the-economy-forward-green-bays-latino-workers-face-dangerous-workplaces-barriers-to-care-in-pandemic/>

Community-Based Participatory Research (CBPR)

- Community grounded and evidence-based approaches to community challenges.
- Latina/o/x/e as experts.
- Families with children under 18 yrs.
- Key are community partnerships and key stakeholders' participation.

Latina/o Families Study: Needs Assessment and Family Integration



Prepared by Armando Ibarra Ph.D., Principal Investigator and Laurie S. Z. Greenberg Ph.D., Researcher

University of Wisconsin-Extension, Cooperative Extension, September 23, 2016

Overview

The University of Wisconsin-Extension, Cooperative Extension conducted a study on Wisconsin Latina/o families. The purpose of this study was to better understand how Latina/o families are integrating into local communities and to assess their educational needs. This summary highlights selected key findings and offers recommendations informed by analysis of the project data collected between February 2015 and June 2016.

Key findings

Aspirations and optimism about the future

Latina/o parents held high levels of optimism and aspiration for their children's future. In almost every case, including for those with undocumented children, Latina/o parents felt that their

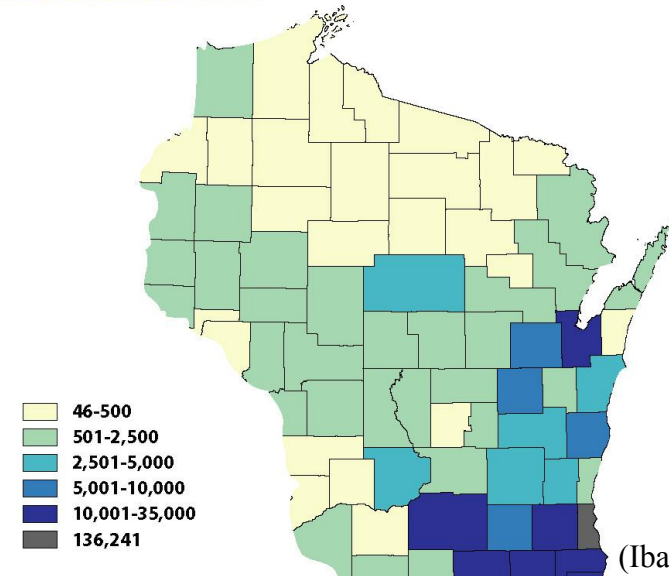
children had a good chance at achieving a promising future if they were successful in school.

- *Immigrant parents expressed a sense of personal sacrifice for their children.* Many consider themselves to be a sort of "sacrificial generation," and feel they must do whatever necessary to help their children get ahead. Parents expressed concern that if they do not "sacrifice," their children will suffer a fate similar to theirs and be relegated to a life dictated by low-paying jobs at the margins of society, and suffer a loss of dignity.

Association with non-Latina/os

- *Most associate with other Latina/os more than with non-Latina/os.* This was the case regardless of who their close friends were, or who they visit or choose to interact with in public social gatherings. Most prefer this ethnic association because of the sense of connection they felt due to shared cultural traits and language. They also interact with non-Latina/os on a daily basis at work, children's schools, while shopping for household goods, and in other public areas of their communities.
- *This strong sense of association diminishes in the second generation and beyond and amongst those with a college education.* Latina/os that fell within this group tended to be multi-cultural and multi-lingual (some primary English speakers) and able to easily navigate between Latina/os and non-Latina/os in personal, social and public spaces.

Latino population in Wisconsin counties in 2014



(Ibarra and Greenberg, 2016)

Aspirations & Optimism About the Future (Ibarra and Greenberg, 2016)

- **Latina/o parents held high levels of aspiration and optimism for their children's future.**
- **Immigrant parents expressed a sense of personal sacrifice for their children.**

“My hope is that my children get educated,... **well-educated and graduate**. That they be good people... go on to college... and have a future where they can excel in a professional field. So that **they don't have suffer** or have problems like us.”

“Well in twenty years I hope he'll [child] **have a degree**, or that he's still studying, and that he's on his way to being well off. And that **we have our 'papers'** to stay here in Wisconsin with him. That's hope, God willing.”

“I think we all hope for our kids to be someone in life, that hopefully they get further than we have.... That they **don't have to suffer what we suffer**.”

Inter & Intra Ethnic Association

(Ibarra and Greenberg, 2016)

- **Most associate with other Latina/os more than with non-Latina/os.**
- **This strong sense of association diminishes in the second generation and beyond and amongst those with a college education.**

“There’s a lot of **segregation [in the schools]** ... Little by little I involved myself in all the social events, which has helped me a lot. But at first you have your social group, and you go where your social group goes. Little by little you start branching out and going other places.”

“I understand that my sons are not going to grow up the way I did in Mexico. It will not be the same, because although one wants to **teach them that [traditional] culture** in the home, it is important that they also **be part of their culture here.**”

Barriers to Positive Incorporation

(Ibarra and Greenberg, 2016)

1. **English language skills & literacy**
2. **Poverty**
3. **Discrimination**
4. **Immigration Status**

**Does Context of
Reception Matter?**

Educational Needs

(Ibarra and Greenberg, 2016)

Programming needs identified and ranked by Latina/o parents for themselves & their children:

For parents:

1. English Literacy.
2. Education and career pathways.
3. Know your rights.
(family, personal, and worker).

For children:

1. General education skills.
2. Spanish and English literacy.
3. Education and career pathways.

CBPR allows us to Approach challenges...

By employing inclusive research practices that:

- Asks,
- Collects,
- Analyzes, &
- Reflects

in a communal manner.

And producing evidence-based approaches that are:

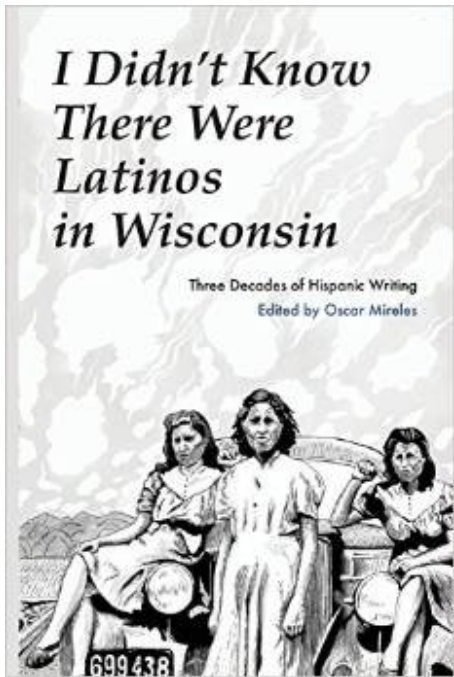
- Holistic,
- Appropriate,
- Authentic, &
- Strategic.



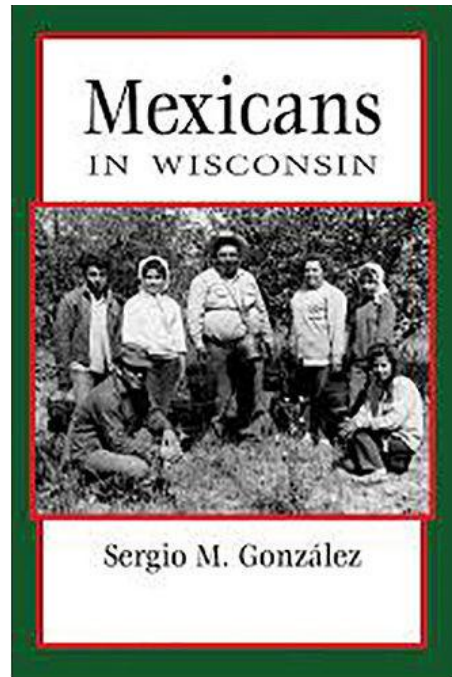
Key takeaways from this session.

- Latino Population dynamics are quickly changing Wisconsin's demographics composition.
Consequently, our states culture (collective identity), which include individual attitudes and behaviors are changing as well.
- Change is difficult and met with a multitude of responses in our schools, communities, statewide, nationally, and internationally: socio-cultural, civic, policy, policing, ... etc.
- Our schools face challenges and opportunities that can be understood more holistically with the use of CBPR informed approaches.
- Schools are socializing institutional agents of change.
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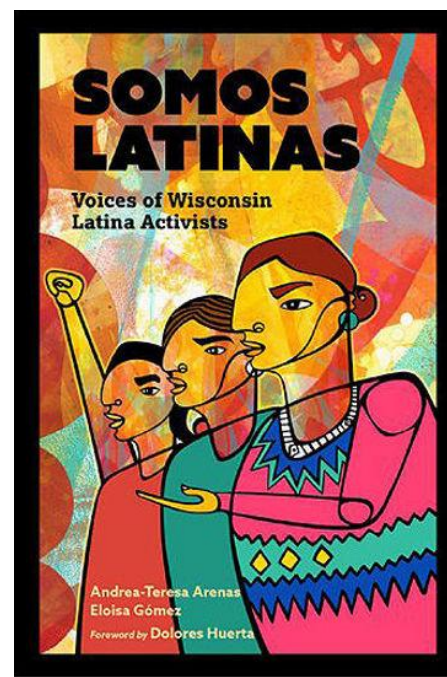
Wisconsin Latina/o/x/e scholarship...



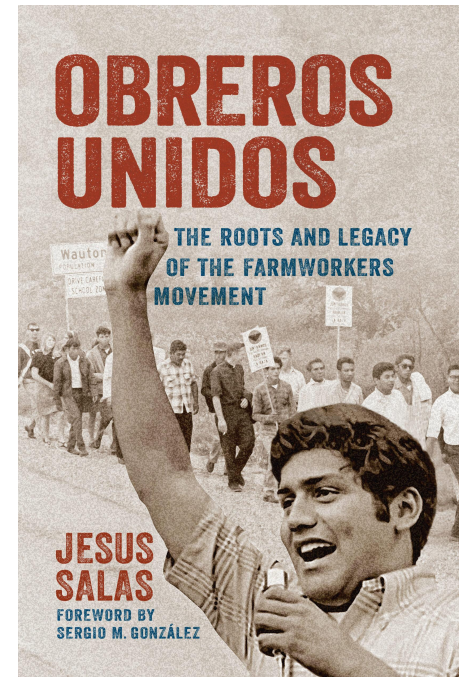
2014



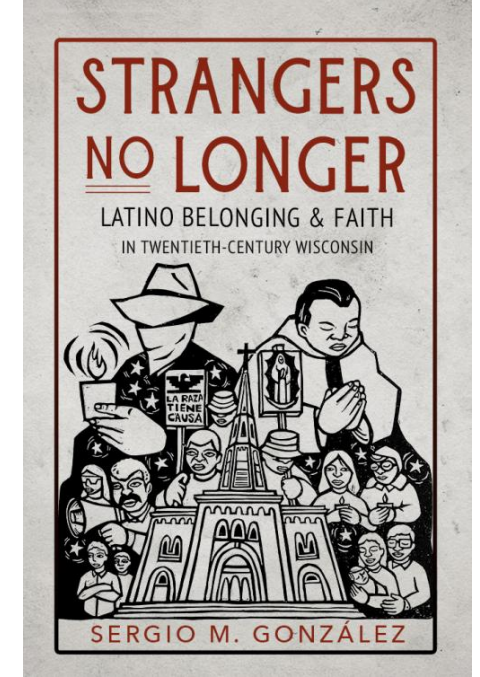
2017



2018



2023



2024