

5-2019

# Children Without a Country: A Migration Educational Study of Mexicans in Minnesota

Elia Dimayuga-Bruggeman

Follow this and additional works at: [https://repository.stcloudstate.edu/edad\\_etds](https://repository.stcloudstate.edu/edad_etds)



Part of the [Educational Leadership Commons](#)

---

## Recommended Citation

Dimayuga-Bruggeman, Elia, "Children Without a Country: A Migration Educational Study of Mexicans in Minnesota" (2019).  
*Culminating Projects in Education Administration and Leadership*. 59.  
[https://repository.stcloudstate.edu/edad\\_etds/59](https://repository.stcloudstate.edu/edad_etds/59)

This Dissertation is brought to you for free and open access by the Department of Educational Leadership and Higher Education at theRepository at St. Cloud State. It has been accepted for inclusion in Culminating Projects in Education Administration and Leadership by an authorized administrator of theRepository at St. Cloud State. For more information, please contact [rswexelbaum@stcloudstate.edu](mailto:rswexelbaum@stcloudstate.edu).

**Children Without a Country: A Migration Educational Study  
of Mexicans in Minnesota**

by

Elia Dimayuga-Bruggeman

A Dissertation

Submitted to the Graduate Faculty of

St. Cloud State University

in Partial Fulfillment of the Requirements

for the Degree of

Doctor of Education in

Educational Administration and Leadership

May, 2019

Dissertation Committee:

John Eller, Chairperson

Kay Worner

Anne Parks

Roger Worner

### **Abstract**

Several undocumented Mexicans and Mexican-Americans have returned to Mexico, whether by choice or deportation, including children and youth who were born and raised in Minnesota. The research for the case study explored reasons for migration of Mexican families from Morelos, Mexico, who migrated to Minnesota, United States and how deportation affected the education of their Mexican and Mexican–American children upon returning to Mexico. Furthermore, the study also explored Deferred Action for Childhood Arrivals (DACA) adult student’s education system barriers encountered in the Mexican education system as they returned to Mexico from the United States. Study results indicated it is imperative that collaboration regarding K-12 education takes place between the migrant education agencies in Mexico and those in Minnesota since many returning Mexican-American students to Mexico are citizens of the United States, and someday may return to their home state of Minnesota.

Study findings indicated that 90.3% of participants’ reasons for migration to Minnesota from Morelos, Mexico was the lack of employment, and 74.2% of the participants reported that they returned to Mexico voluntarily, either to avoid separation or deportation of families. Regarding the education in Morelos, Mexico, 67.7% of the participants described how the lack of academic support combined with a poor quality of education was affecting their children’s education.

### **Acknowledgment**

I want to extend a special thank you to Dr. John Eller, my dissertation committee chair, and to the committee members Dr. Kay T. Worner, Dr. Anne Parks, and Dr. Roger Worner. Roger and Kay thank you for your encouragement and support throughout this journey. Most of all, thank you for your engaging courses and hands on activities, samples of your experiences, actual cases and guidance. Your classes were enlightening, interesting, innovative, and purposeful. Special thanks also to Dr. Anne Parks, your insights, advice, and time spent on my dissertation and meeting with committee members is very much appreciated.

Special thank you to Lic. Miguel Angel Rivera Nájera, General Director of Migrant Education for *Secretaría de Desarrollo Social*, Cuernavaca, Morelos, México, and his staff for their assistance throughout the project; this research could not have been completed without your help and coordination. My sincere gratitude to Lic. Celestina Salazar Hurtado, Education Psychologist, for her support of migrant families and their children. Thank you to Ms. Victorina Ruiz and Ms. Isabel Tepozteco for opening the doors of their home and hosting me during the interviews, and most of all, thank you to all the migrant families and DACA adults for sharing their histories, this research could not have been possible without your input.

Thank you to my husband, Mark, for his support and reassurance not to give up on my goal, and to my children Venessa, Erica, William, and Brianna for their encouragement throughout this journey, especially when I almost dropped out of the cohort.

To my cohort classmates for being positive, supportive and for their encouragement to make sure cohort #8 moved forward to meet deadlines—thank you.

### **Dedication**

The study is dedicated to my parents: my father, J. Guadalupe Dimayuga Rodriguez, who spent many years of his life in the United States working as a Migrant worker through the Bracero program; my mother, Maria Felix Garcia Valente, who raised the children while my father was away working in the cotton fields of Missouri, picking oranges in Florida, and vegetables in California.

To the migrant and immigrant families that travel back and forth from country to country, state to state, or school district to school district, hoping for a better life while they face challenges as they raise their children who sometimes are making a transition to an unknown city, school district, or country. I also dedicate the study to my husband, Mark Bruggeman, and my family for all their support.

## Table of Contents

Chapter	Page
I. Introduction.....	8
Introduction.....	8
Conceptual Framework.....	10
Statement of the Problem.....	10
Purpose of the Study.....	12
Assumptions of the Study.....	13
Delimitations.....	14
Research Questions.....	15
Definitions of Terms.....	16
Summary.....	17
Organization of the Study.....	17
II. Literature Review.....	19
Introduction.....	19
Historical Perspectives.....	19
Migration to Minnesota.....	21
Migration and the Education Achievement Gap of Mexican and Mexican-American Students.....	25
Dreamers and DACA (Deferred Action for Childhood Arrivals).....	32
The Deported People.....	35
Synthesis of the Literature Review.....	37
Summary.....	37

Chapter	Page
III. Research Methodology .....	39
Introduction.....	39
Research Questions .....	40
Research Design.....	40
Study Participants .....	41
Instrumentation .....	44
Qualitative Data Analysis .....	47
Procedures and Timeline.....	48
Summary .....	49
IV. Results.....	51
Introduction.....	51
Purpose of the Study .....	51
Interviews and Participants .....	52
Research Questions .....	53
Interview Results by Research Questions.....	54
Interview Results: Research Question 1 .....	54
Interview Results: Research Question 2 .....	65
Interview Results: Research Question 3 .....	72
Summary .....	86
V. Conclusions, Discussion, Limitations and Recommendations .....	88
Purpose of the Study .....	88

Chapter	Page
Research Design.....	88
Research Questions.....	89
Research Findings: Question 1 .....	90
Research Findings: Question 2 .....	92
Research Findings: Question 3 .....	94
Discussion.....	96
Limitations .....	102
Recommendations for Practice .....	103
Recommendations for Further Research.....	106
Conclusions.....	107
References.....	110
Appendices	
A. Brochure: Children Without a Country in English .....	116
B. Brochure: Children Without a Country in Spanish.....	118
C. Implied Consent in English.....	120
D. Implied Consent in Spanish .....	121
E. Letter of Support from Mexico in English.....	122
F. Letter of Support from Mexico in Spanish .....	123
G. IRB Approval.....	124



## Chapter I: Introduction

### Introduction

According to Roethke (2007), the first mass migration of Mexican nationals into the United States (US) came during the Mexican Revolution of 1910. Undocumented workers from Mexico crossed the border looking for economic opportunities that were not available in war-torn Mexico. Roethke stated that the number of Mexicans who entered the United States increased in 1917 with the first Bracero program (n.d.), which allowed Mexicans to legally enter the United States because of labor shortages. Furthermore, Roethke asserted that Minnesota agriculture benefitted from Mexican migrant workers and immigrants, many traveled to the Midwest to find work. Mexicans labored in the south-central fields of Kandiyohi County in Minnesota near the Iowa border around Albert Lea, Minnesota. Many Mexicans settled in West St. Paul but their roots were in the sugar beet fields of greater Minnesota, where farmers contracted Mexican *braceros*, which was more stable and cheaper labor. By the later 1920s, Mexican migrants were doing most of the backbreaking labor in the sugar beet fields (Roethke, 2007).

Throughout the years, Mexican families settled in Minnesota in search of job opportunities. Most of the Latinos of Mexican descent in Minnesota are citizens of the United States while others are undocumented persons who risked their lives crossing the border between Mexico and the United States looking for a better life for their family (Porter & Malkin, 2005). Many migrant parents and students who lived in the United States, whether from rural or urban areas, suffered when they were forced to leave their friends or family, and familiar surroundings. One example was Jacobo Gabriel-Thomas a Worthington, Minnesota father who was holding on

to some hope of staying in the United States but realized he should be prepared to leave in the event of deportation, “It is really sad to say goodbye to my family, . . . But I don’t want to make my children suffer by taking them to a poor and dangerous country” (Koumpilova, 2017, p. 2). Recent policies on immigration as well as proposed legislation to end DACA (Deferred Action for Childhood Arrivals) lead to rise in arrest of undocumented immigrants and had many Mexican families and Mexican-American students afraid of deportation. According to the Star Tribune (Koumpilova & Brooks, 2017), many Mexican and Mexican American immigrants face uncertainty regarding their ability to remain in the United States or be deported. Individuals under DACA legislation took action by holding meetings with public officials and had organized protests against an announcement made on September 5, 2017 by the President Trump Administration to end DACA in six months or by March 2018. Koumpilova and Brooks (2017) stated: “Within hours of last week’s announcement that the Trump administration is ending DACA . . . a diverse cast of Minnesotans with a stake in the program sprang to action” (p. 1).

Additionally, the negative experiences of undocumented persons, and unwanted feelings provoked by deportation to return to a country they know nothing about, is reported in an article by Kavilanz (2017) which related the concern of a DACA Arizona State University student, Luis Ursua, regarding his immigration status who believed he was safe against deportation under the DACA program: “His DACA status expires in a year. If Congress doesn’t pass legislation to protect Dreamers, the name given to the young adults who are caught in legal limbo over their status, he may get deported to Mexico -- a country he knows next to nothing about.” (Kavilanz, 2017, ¶ 8).

## Conceptual Framework

It is difficult to define the reasons why individuals migrate between Mexico and the United States; however, the conceptual framework of the study was based on migration reasons written by Contreras (2008) in his book *Pensar Desde el Otro Lado*, 2008, (translation: Thinking from the Other Side. According to Contreras, migration is not just a product of being poor or looking for employment and a better life, migration is also supported by social media or advertisement conducted by people who migrate and stay legally or illegally who exaggerate living better. Contreras provided the following reasons for migration or immigration:

Reasons to Immigrate or to Migrate	
Economics	To earn more money, to find a job, to pay for debt, to find better employment, to escape the crisis in Mexico
Family	To go along to be with family, to look for a family member, to escape family problems, when one has taken a different family role
Personal	Personal attainment, looking for the American dream, to look for a better environment
Tourism	To know other places, to break-up the routine, pleasure, curiosity, distraction

Contreras (2008) – translated to English

## Statement of the Problem

Little is known about the educational impacts on children born or raised in the United States to undocumented parents who have departed from the United States—either by choice or deportation—and must attend the education system in Mexico.

Many Mexican families, including children born and raised in the United States, have returned to Mexico due to immigration policies leading to arrest of undocumented immigrants; however, some day these students who are citizens of the United States may migrate back to

their home state as stated in a study completed by Sanchez-Garcia, Hamann, and Zuniga (2012), “Most transnational students we encountered in Mexico indicated they would like to continue their education in the United States . . . Those most likely to be sure of a return were those who had been born in the United States, because of birthplace . . .” (p. 164).

According to Hiris (2017), numerous Mexican-American children are separated from their families. Other immigrant Mexican families have taken action and seek help to sustain a program (DACA) that has shielded them from deportation in order to remain in the United States. As stated in an article by Koumpilova (2017), “The nonprofit Immigrant Law Center of Minnesota is getting offers of help from many in its network of about 60 volunteer lawyers. DACA recipients whose status expires before March 5 have just a few weeks to renew their permits” (p. 1).

Over 70% of the K-12 Latino population in Minnesota is of Mexican descent, and many students of Mexican descent in Minnesota are from the state of Morelos, Mexico, as Nathan Wolf, Mexican Consulate in 2005 explained as the Consulate opened, “we are following the movement of the people . . . A strong economy helps pull Mexicans from steamy Morelos to the Chilly Minnesota plain” (Porter & Malkin, 2007, p. 2). Furthermore, according to the current office of the Mexican Consulate, about 65% of Mexicans in Minnesota come from the State of Morelos, Mexico (Consulate of Mexico, n.d.).

Someday, migrant students who are returning by choice of deportation to Morelos may migrate back to Minnesota (Sanchez-Garcia et al., 2012). An article by Porter and Malkin (2005) reported that Minneapolis, Minnesota is called the new Axochiapan, a small town in the

central Mexican state of Morelos, where according to the article, 90% of the population from Axochiapan have family, friends, or people they know in Minneapolis, Minnesota.

### **Purpose of the Study**

The purpose of the case study was to gather interview data to assess the educational impact of deportation on migrant families' children's educational progress as they returned to the Mexican education system after attending Minnesota schools.

Findings from the study may result in suggestions for collaboration between the education agencies of Morelos, Mexico and Minnesota Department of Education and Minnesota schools in order to support the education of K-12 students who have migrated from one country to another, and who later in life, may be returning to the United States. Furthermore, the study also explored Deferred Action for Childhood Arrivals (DACA) adult student's reported barriers they encountered in the Mexican education system as they returned to Mexico from the United States.

A qualitative and exploratory case study research method was chosen as the most effective for the study; semi-structured interviews were designed and conducted to achieve the study purpose. Interview questions were asked of 34 migrant families in Morelos, Mexico, and DACA young adults living in Mexico. The state of Morelos support agencies for migration assisted in the preparation for the interviews and the Director of Migrant Education in the state of Morelos aided in the selection of volunteer migrant families and DACA adults who faced challenges and barriers during their transition from migration or deportation.

### **Assumptions of the Study**

Throughout the study, some assumptions were made by the researcher to be true for individuals and family members from the state of Morelos, Mexico, who were deported or returned to Mexico by choice. Assumptions for the study included:

1. The first was that migrant families migrated to the United States to escape poverty and to have a better life. This assumption was based on the economic impact that migrant families experienced in their communities in Mexico and their accessibility to a job.
2. The second assumption was that Minnesota was a destination because families knew someone in Minnesota; therefore, the study was developed to conduct research only on Minnesota migrant families.
3. The third assumption was that migrant families experienced economic struggles upon arriving at their new home in Mexico. It was assumed that migrant families migrated because of lack of jobs and income due to the economy in their community in Mexico.
4. The fourth assumption was that speaking English presented a communication challenge for Mexican families. This assumption was made based on migrant families' lack of ability to speak English as they arrived in Minnesota.
5. The fifth assumption was that migrant families returned to Mexico either by choice or deportation. This assumption was based on recent public discussions regarding immigration (Linthicum, 2017).

6. The sixth assumption was that many DACA individuals who now reside in Mexico know little about Mexico and many do not speak Spanish. This is based on the assumption that DACA recipients have lived most of their life in the United States.
7. The seventh assumption was that migrant students faced interruptions, challenges, and barriers in their K-12 education. The number of migrant families returning to Mexico, due to choice or deportation, created a problem for Mexican school system, as told by Lakhani (2015) in her Los Angeles Times article:

After deportations increased and the U.S. economic downturn caused more families to return home, the number of U.S. citizens enrolled in Mexican schools almost doubled . . . Once admitted, many struggled to learn Spanish or have trouble adjusting to a new classroom culture and teaching methods.

8. The last assumption integral for the study was that study participants were honest in their responses.

### **Delimitations**

Delimitations are factors that can be controlled by the researcher, according to the *Dissertation Manual* from St. Cloud State University (2016), delimitations include the parameters of the study, what variable are considered, and what variables are not considered for the purpose of the research. Delimitations of the study included:

- The research did not study the effect of social and emotional learning due to migration and deportation. The relationship of school to social and emotional learning could impact parent's responses regarding deportation and their children's education.

- Students in Grades 9-12 were not part of the study. They were not asked to voice their perspective on the school system in the State of Minnesota or the State of Morelos.
- Only DACA (Deferred Action for Childhood Arrivals) young adults living in Mexico were interviewed; no opinion from DACA students living in Minnesota was provided.
- The researcher's father was a migrant worker; therefore, personal background could introduce some bias. However, the researcher insights into the lives of migrant workers can be viewed as an asset to understand the experiences of migrant families.

### **Research Questions**

The research questions guiding the case study were designed from review of literature and personal experiences in the State of Morelos, Mexico, and from the Minnesota Department of Education regarding the educational impacts on migrant students born or raised in the United States who returned to Mexico due to deportation or family choice. The study used three-guiding research questions:

1. What did Mexican adults report as reasons for migration to Minnesota, United States from Morelos, Mexico?
2. What did young DACA (Deferred Action for Childhood Arrivals) adults report were the primary obstacles in their transition from Morelos, Mexico to schools in Minnesota?
3. What did Mexican migrant families observe as challenges their children faced when returning to the Mexican education system in the state of Morelos, Mexico



## Definitions of Terms

Keywords definitions of words or phrases used throughout the study included:

- The Bracero program: from the Spanish term *bracero*, meaning “manual laborer” or “one who works using his arms” was a series of laws and diplomatic agreements, signed between the United States and the Mexican Farm Labor Agreement with Mexico for Mexicans to work in agriculture. (Bracero Program, n.d.).
- The Deported People. For this study, “The Deported People” refers to people experiencing deportation. According to US Citizenship and Immigration Services, it is the formal removal of an undocumented person from the United States, through either the issuance of a formal removal or a more informal removal process” (Wong & Guarneros, 2015, p. 3).
- DACA (Deferred Action for Childhood Arrivals) Executive Order under President Barack Obama in 2012, which gives protection to undocumented students lacking legal immigration status. In order to qualify, undocumented students must have arrived in the United States before the age of 16. (Wong & Guarneros, 2015).
- Migrant worker: A person who either migrates within their home country or outside to pursue work such as seasonal work. (Migrant worker, n.d.).
- Migrant child: According to Title I of the Improving America’s School Act, a Migratory Child is a child who is, or whose parents or spouse is, a migratory agricultural worker, and who in the preceding 36 months, in order to obtain temporary or seasonal employment in agricultural or fishing work and has moved from one school district to another” (Minnesota Department of Education, 1999, ¶ 4).

**Summary**

Mexican-Americans are one of the fastest growing groups of people in Minnesota as well as the United States. Demand for low wage labor in agriculture, the railroad, food processing, and meatpacking industry brought migration and integration of Mexicans to Minnesota from the early 1900s through the Immigration Act of 1917 (Roethke, 2007). The migration to the United States and then back to Mexico, either by choice or deportation, resulted in several challenges for the migrant families and specifically for their children as they transitioned from the State of Minnesota to Morelos, Mexico. The study explored these challenges, through a structured interview process, as perceived by migrant parents and young DACA adults

**Organization of the Study**

The Literature Review in Chapter II describes migration patterns as well as the problems deported migrant families and Mexican-American and Mexican students experienced after living, working, and participating in the educational system in the United States. Additionally, Chapter II addresses some of the challenges faced by immigrants under current immigration reform, and efforts Minnesota citizens and DACA (Deferred Action for Childhood Arrivals) advocates made in order to resolve a path for legal immigration and avoid separation of families for people who came to the United States as children under DACA.

Chapter III provides an explanation of the study design, research questions, participants, interview process used, data collection and analysis, and procedures and timelines. The interview responses from migrant families and DACA young adults were transcribed in Spanish and English.

Chapter IV focuses on the study research results. The experiences and descriptions obtained from participant interviews were coded in order to identify important context and emerging themes regarding reasons for migration to Minnesota, primary obstacles with transition to Minnesota, and challenges observed by migrant parents regarding the education of their children in Mexico. This chapter offers a description of the interviews in English and Spanish.

Chapter V provides the conclusions, discussion and recommendation for further research and professional practice. The researcher analyzed themes from converged interview responses and provided suggestions for collaboration among the State of Minnesota and the State of Morelos in order to benefit students who are United States citizens living in Mexico due to the emigration status of their parents.

## Chapter II: Literature Review

### Introduction

This chapter analyzes migration, education system barriers, and deportation of Mexicans and Mexican-American migrant families living in the State of Minnesota or Morelos, Mexico. Furthermore, the study reports on DACA young adults' perceptions of challenges they have experienced in the schools in Morelos, Mexico after living and attending schools in Minnesota.

The main themes of the literature review include historical perspectives, migration to Minnesota, migration and the education achievement gap of Mexican and Mexican-American students, Dreamers and DACA, and the deported people.

### Historical Perspectives

Throughout the years, many Mexican families, whether documented or undocumented, have migrated to the United States hoping for a better life for their families. In the book, *Latino Minnesota*, Roethke (2007) quoted Irene Gomez-Bethke, a migrant and a leader in the Minnesota's Mexican-American community, as she described her migrant family journey to Minnesota:

My parents came from Mexico, met in Texas, and moved to Minnesota in 1923. They came through the migrant stream after a recruiter came to Texas promising them good jobs and a good life in Minnesota. What they found was equality of Oppression. Men, women and children worked the fields from sunup to sundown, stooped over harvesting the crops. There were neither water nor bathroom facilities in the fields . . . (p. 19)

As stated by Roethke (2007), the Immigration Act of 1917, created the guest worker program, which provided the opportunity for the recruitment of Mexicans to work legally in the

United States due to the labor shortage on farms and railroads. The Mexican Revolution of 1910 created times of revolutionary struggles and made life unbearable for some Mexican citizens who crossed the border to the United States looking for safety, stability, and economic opportunities (Roethke, 2007). Lampe (2015), in an article titled, *Bracero Program: Immigration to the United States*, also mentioned that Mexico has long been a source of cheap labor for the United States, and during periods of social unrest or bad economic times in Mexico such as during the Mexican Revolution, immigration to the United States increased. Indeed, the article also pointed out that until the establishment of the United States Border patrols in 1924, the border patrol between the United States and Mexico was virtually unsupervised.

After World War II, the United States experienced labor shortages in agriculture and the railroads; therefore, in 1942 another *Bracero* or guest worker program was created, and Mexicans were hired by many states in the United States to provide the labor needed during peak harvest times. According to a report by Rural Migration News (2006), there were two guest worker programs under which Mexicans worked on United States farms between 1942 and 1964; as a result, millions of Mexicans were admitted to doing farm work. During that time, many Mexicans returned year after year to do contract work, and some decided to continue migrating illegally after the program ended. The Bracero program of 1942 ended in 1947 (Rural Migration News 2006).

Mexicans established themselves in many states across the United States after World War II; replacement workers on farms were needed. Families take risk to cross the Mexico—United States border as they search for a better life due to poverty, and better jobs to support their families, as stated in an article by Porter and Malkin (2005), “59% of people who cross the

border make it across on their second to fifth attempts” (p. 3). Also, Sánchez García et al. (2016) mentioned the economy as one of the main reasons for students’ family migration, “One of the principal reasons for migration . . . was the state of the economy. The lack of local jobs, more than anything, precipitated migration to the United States” (p. 216).

Both *Bracero* programs of 1917 and 1942 provided labor force in the United States; most workers settled in the southern states while others migrated or were recruited as low wage laborers in the northern states for the railroads, meat packing industries, or agricultural work. Roethke (2007) stated: “Almost all Mexicans to come to Minnesota during this time were migrant agricultural Laborers. After the harvest, a handful secured winter work elsewhere in urban industries such as railroading and meatpacking” (p. 15). In her book, *Latino Minnesota*, Roethke (2007) explained that the *bracero* program admitted workers for a maximum period of six months, and final wages were withheld and paid to Mexican workers until they returned to Mexico to ensure they did not stay longer in the United States. According to Roethke, the *bracero* program was halted in 1921; yet, the number of Mexican entering the United States kept growing and many migrants and immigrants traveled north to find work in the Midwest.

### **Migration to Minnesota**

Migration takes place when people leave one place to live in another place. For those who migrate due to war, violence due to drug cartels, or political/religious persecution, migration can be dangerous and difficult; many become refugees, and others live outside their country of citizenship with no permanent home, as related in an article by Agren (2018), referencing the Migrant Caravan from Centro America. “The first waves of the migrant caravan arrived at the U.S.—Mexico border near Tijuana . . . in their quest to seek asylum” (Agren, 2018, ¶ 1).

For those who choose to migrate due to economic security, or to provide a better life for their families, migration can also be difficult because they leave behind family members, “We have dysfunctional families, separated parents. The children are with just one of them, or with grandparents . . .” (Sánchez et al., 2016, p. 218). Additionally, they have the challenge of finding employment, they encounter cultural differences and discrimination, or they encounter an anti-immigration climate due to political challenges because of localized immigration enforcement and reform as quoted by Hirschi (2017) referring to deportation “So proven advice from attorney’s . . . you should be carrying at least two years plus of proof you’ve been in the United States to not be subject to expedited removal” (p. 2).

Migration to Minnesota occurred for reasons mentioned above migrating from country to country, state to state, or school district to school district for agricultural work and contributing to the United States economy. However, many immigrants, migrant families and students faced inequalities in education, discrimination, and deportation as indicated by Henry Jimenez, Executive Director for the Minnesota Council on Latino Affairs referring to the President’s orders on deportation, “. . . the president’s rhetoric and actions paint immigrants communities in a criminal light, despite the fact that they have revived abandoned neighborhoods and make up a significant portion of the country’s workforce” (Hirschi, 2017, p. 4).

Since the early 1900s, Mexican migrant families have provided much needed labor in agricultural work throughout Minnesota. Sugar has been a lucrative industry in the United States and in the nineteenth century, sugar beets were another source of sugar in the Midwest, especially in southern Minnesota and northwestern Red River Valley. Mexicans worked in sugar beet fields, as well as food processing plants. Roethke (2007) related:

Like every immigrant group, Latinos have come to Minnesota in search of opportunities to better their lives. Mexicans were the first to arrive. The historical heart of their community is the West Side of St. Paul, but its roots are in the sugar beet fields of greater Minnesota, where migrants from Mexico labored as early as the 1910s. (p. 10)

The history of Mexicans and Mexican-Americans in Minnesota is a history of a working class. Mexicans and Mexican-Americans found themselves engaged in work not only in the urban areas but also in the rural communities. Many families settled in the cities of Minneapolis and St Paul, while others were recruited to work in agriculture as migrant workers in the fields of outstate Minnesota (Roethke, 2007). Migrant families often moved, following the fieldwork, from community to community as they worked under a contract between the farmer and the migrant family. Roethke (2007) also stated that as Mexicans were recruited to work in the sugar beet fields, food processing and meat packing industry, communities grew with Mexican residents in the metro and rural areas from the Twin Cities to Glencoe, Owatonna, Willmar, Worthington and the Red River Valley. Also, MNopedia (2016) stated:

Since the early 1900s, Latinos have been a productive and essential part of Minnesota. Most of the earliest arrivals to Minnesota were migrant farm workers from Mexico or Texas; they faced obstacles to achieving citizenship; this continues to be an obstacle and is an issue still under discussion today. (p. 1)

Throughout the years, cities and towns of Minnesota continued to be a migration destination for many Mexicans. With the Mexican economy in decline and unemployment pervasive throughout the country, and as violence due to drug cartels and other crimes is rampant, the Mexican people migrated following family or friends who came to the United



States ahead of them (Porter & Malkin, 2005). The census population in the Twin Cities has increased not only with new immigrants but also with people born of Mexican descent “The 2000 census recorded 41,000 Mexican-born people in Minnesota, up from 3,500 counted in 1990” (Porter & Malkin, 2005, p. 3). Economic mobility and searching for a better life has been the focus of migrant families; the Mexican community in Minnesota has increased as people documented or undocumented help each other settle into the neighborhoods. However, the loyalty to language, culture, and traditions was always present in their living, and as newcomers, social interaction took place within extended family and trusted friends. Successful integration builds community which makes for stronger relationships, and a better future as expressed by a citizen from Morelos, Mexico quoted in an article by the New York Times, “I am very happy with Minnesota” . . . “I have done very well here. It’s the best for the future of my children”. (Porter & Malkin, 2005, p. 6).

Integration of immigrants or migrants into a community touches educational institutions in the P-K-12 systems and in higher education; it incorporates the tools that promote social development and growth within society, and parents became the advocates for a better education opportunity for their children (Roethke, 2007). Integration into the American school system has not been easy for migrant worker’s children as they experience mobility associated with agricultural work; they encounter roadblocks in the education system as they face inconsistent curricula from district to district, and as they enroll in different and new school district upon arriving to their new community. As indicated by the Minnesota Migrant Education Program, there are thousands of the nation’s children who, because of seasonal employment opportunities, must change school during the school year (Minnesota Department of Education, 1999).

Migrant students have been underrepresented in many indicators of school success such as state testing scores, graduation rates, and college enrollments. Mexican migrant students lag behind their white peers in schools in the areas of reading, mathematics, and science (MPR News, 2016). In fact, Latino students test scores in Minnesota reflect one of the worst achievement gaps in the nation as reported by Minnesota Public Radio News [MPR] (2016) indicating that the most recent statistics showed the percentage of Minnesota's Hispanic students who graduate from high school in four years was the lowest in the United States in 2014.

### **Migration and the Education Achievement Gap of Mexican and Mexican-American Students**

The achievement gap in education refers to the disparity in academic performance between groups of students of color and their white peers (Achievement Gap in the United States, n.d.). Education institutions use standardized test scores, high school graduation rates, and dropout rates, among other criteria to measure the achievement gap in the schools (Achievement Gap in the United States, n.d.). Mexican and Mexican-American students, as well as migrant students, are included in the data; thus, they suffer an educational achievement gap in all parts of the nation (MPR News, 2016).

Migrant families and students who crossed the border between the United States and Mexico to escape crime or look for a better life often enter school unprepared demonstrating many academic needs. As migrant families settle in the United States their children's education is disrupted due to mobility (Minnesota Department of Education, 1999). Thousands and thousands of migrant workers who move across the United States seeking agricultural work bring their children with them; the older children who are able to work in the fields or factories travel along with family members, their education is interrupted and they could fall behind

academically contributing to the education achievement gap; therefore, migrant education evening programs for students working during the day are often established as part of the migrant education program (Minnesota Department of Education, 1999).

Many migrant students are identified as part of the English Learner (EL) student population in the schools; ELs are one of the fastest growing student population group when compared to any other group of students in the nation (GradNation, 2017). School districts often employ bilingual teachers and bilingual associate educators to assist English as a Second Language programs in order to close the academic gap and serve the EL population.

Other strategies suggested to close the education gap of Latino students are after school programs and partnerships with organizations embedding social and emotional learning curriculum, access to mental health services, and family engagement opportunities can be key strategies for the success of ELs or migrant students (Meza, 2015). Additionally, school districts invest in professional development for educators with specific pedagogical skills, co-teaching approaches, cultural competency training, or the implementation of bilingual education to boost student academic success.

Nevertheless, despite these efforts, English Learners and migrant students continue to underperform as mentioned in an article titled *The Demographic Imperative* by Garcia, Jensen, and Scribner (2009). Garcia et al. described the unchanged patterns for academic success as poor implementation of effective practices in schools. They referred to the “implementation gap” as a mismatch between what works and what is commonly done in a classroom across the United States. They pointed out that this underperformance of non-English speaking students might also be referred to as a “research-practice gap.” Furthermore, the authors suggested “. . . the reason

the gap exists lies in the silos in which researchers, practitioners, and policymakers tend to work” (Garcia et al., 2009, p. 8).

Notwithstanding all efforts, most recent research continued to indicate the need for building relationships with parents as a way to improve social and academic success for migrant students and English Learners “parent involvement has been shown to increase educational success and attainment for students” (Achievement Gap in the United States, n.d., p. 8). Family engagement is key to building partnerships with migrant parents; connecting with families and getting to know their cultural background is critical to improve academic outcomes for migrant students (Meza, 2015). Sometimes communication between the home and school can be a barrier for migrant parents; it is imperative to communicate with parents in their native language. Sometimes, having access to school personnel who speak the language of migrant students can develop trust and opens the lines of communication between parents and the schools.

For many immigrant or migrant parents, the concept of parent engagement may not exist in their country of origin so communication and training on this new approach for migrant families is crucial. Besides, there is a misunderstanding that parents of migrant children lack interest in their student’s education because they do not attend parent/teacher conferences as well as school events. In reality, this misconception does not represent migrant parents, on the contrary, parents have sacrifice their lives so their children can succeed, some parents hold two jobs in order to support their family which makes it difficult to attend school events, and they encourage their children to pursue their education so they can succeed and have a better future (Achievement Gap in the United States, n.d.).

Migrant or immigrant parents know that education opens the door to a better future for their children, and they want the best for their children. In an article published in *Education Leadership* by Breiseth (2016), she stated how immigrant parents—especially undocumented families—have come to the United States at great risk to provide to their children a better future. English Learner families are an invaluable source of wisdom regarding their children, and one of the most important steps an educator can take to overcome barriers, is to tap into the commitment to education many immigrant families hold as suggested by Breiseth (2016). Establishing a relationship with English Learner’s families is not only to strive to know each family, but also to know their story. Breiseth outlined the following eight steps to building relationships based on trust and respect for English Learner’s families:

- Be a Creative Communicator—find out communication preferences by parents: email, face-to-face, text, phone, etc. Use bilingual interpreters or parent liaisons (avoid having students or their children translate) for key messages.
- Think Outside the Box for Ways to Meet—group setting, local community centers, etc.
- Make the Family Comfortable—if your questions make the family uncomfortable, move to a different topic, or have an interpreter.
- Look for Clues about What Brought the Family Here—this might be complex, but some details could give you clues as socioeconomic situation, previous trauma, level of schooling, stability at home, etc. in order to do a better education plan for ELs.

- Get a Sense of the Home Situation—there might be a family member at home who speaks English and can serve as primary contact. Is the student expected to fulfill certain expectations tied to culture or religion? Etc.
- Invite Parents to Share Information About their Child—have parents write you a letter telling you about their child in their home language.
- Let Parents Share Interest and Talents—ask parents to contribute to your classroom and volunteer meaningfully; start a program for parents as cultural ambassadors; etc.
- Share Successes!—Take the opportunity to share success stories, highlight students and their families who've overcome the obstacles families face, take the time to create a newsletter, etc. (pp. 46-50)

In a Policy Brief by Arias and Morillo-Campbell (2008), an analysis was conducted on factors related to the implementation of effective parental involvement with English Learners or migrant students. One of the steps cited in this brief, supports the steps by Breiseth (2016) regarding building relationships with EL families:

. . . The first step is to create a school environment that is warm, caring, inviting, and receptive to parents. Communication is a key to a welcoming school climate.

Communication can be promoted using a home-school coordinator or liaison, home visits by teachers, sending out bilingual newsletters, providing a multilingual telephone homework line, or scheduling monthly meeting at a local community center. (Arias & Morillo-Campbell, 2008, p. 9)

A growing number of migrant families are choosing to settle in Minnesota and become a permanent part of the community. A brochure distributed by the Minnesota Department of

Education regarding migrant education programs stated that many migrant families come to Minnesota year after year; some families are recruited by businesses for their skills. The children are part-time students and part-time Minnesota residents; they attend school for the portion of the school year their parents are working in the fields as seasonal farmworkers. As a migrant student quoted in the migrant education brochure indicated:

Moving back and forth from one state to the next, the missing school days, friends, and relatives, the long journeys, the new faces, the rejections, the sleepless nights, I and my family spent wondering if they were going to have enough money for food or shelter.

(Minnesota Department of Education, 1999)

In order to address the needs of migrant students similar to the issues mentioned above, and to address the Minnesota achievement gap of English Learners, the Minnesota Legislature passed a bill titled the LEAPS Act (Learning English for Academic Proficiency and Success Act, 2014).

The LEAPS Act passed by law makers during the 2014 Minnesota Legislative Session, and the 2014 Omnibus Education Policy Bill, Chapter 272/HP 2397 passed by the State of Minnesota specifically addressed three principal goals for English learners: (a) academic English proficiency, (b) grade-level content knowledge, and (c) multi-lingual skills development. This bill mandated that all teachers be skilled in teaching English Learners as well as in other areas such as family engagement, early childhood, cultural competence, and college and career readiness.

The LEAPS Act provided much support for the migrant and immigrant population with regard to native language—specifically viewing proficiency in a native language as an asset. The LEAPS Act required school districts to conduct reading assessments in the native language

of students and to report proficiency in native language as part of the data for each English Learner; most important with regard to language, the LEAPS Act established the “Seal of Biliteracy” in which school districts can offer certificates and college credits for bilingual and multilingual seals as an award for high school graduates proficiency in two or more languages.

While the intention of the LEAPS Act was good for English Learners and families and provided for engagement opportunities from various stakeholders and collaboration with community and school districts, the implementation of the LEAPS Act has yet to produce the intended outcomes, and that was to close the achievement gap of English Learners. As Williams and Ebinger (2014) commented in a report commissioned by The McKnight Foundation regarding the LEAPS Act:

While the law is a major step forward for prioritizing EL’s language development and academic needs, the next challenge is to ensure that it is implemented faithfully. A number of law’s provisions set outstanding priorities for teachers, administrators, districts, and teacher training programs that aim to eliminate the present opportunity and achievement gaps. However, the degrees to which practitioners are prepared to implement these priorities remain unclear. (p. 5)

As students prepare for the world of work, global competence is a focus. English Learners are bilingual or multilingual; they are capable to competing in the global market. English Learners and migrant student’s linguistic and cultural strengths contribute to the global economy (Garcia, 2017). Likewise, the DREAMERS (those protected under DACA—Deferred Action for Childhood Arrivals) are the most educated and loyal immigrants who came illegally as children to the United States and were given a temporary legal status to better themselves and



enter the global workforce development. Garcia (2017) stated that in terms of economic self-interest, United States taxpayers have already invested in DACA students; these DACA students are living productive lives and represent a resource for the country's socioeconomic multiethnic and multi-cultural challenges (Garcia, 2017).

### **Dreamers and DACA (Deferred Action for Childhood Arrivals)**

Undocumented migrant families and students have suffered from living in the shadows and fear of deportation; however, an Executive Order was signed 2012 called DACA (Deferred Action for Childhood Arrivals) protecting youth who were brought at an early age illegally to the United States; this included many migrant youths of Mexican descent. The “Dreamers” named because of the DREAM Act (Development, Relief, and Education for Alien Minors), are undocumented students protected under DACA's Executive Order passed under President Obama in 2012, which gave protection to undocumented students lacking legal immigration status. In order to qualify, undocumented students must have arrived in the United States before the age of 16 and lived in the US since June 2007. Most “Dreamers” (79%), are from the country of Mexico (López & Krogstad, 2017).

According to Wong and Guarneros (2015) in *Deported Dreams: Immigrant Youth and Families Resist Deportation*, the immigration youth movement emerged to develop a national campaign for the 2010 federal DREAM Act, which would have given a path to citizenship for undocumented youth but failed. This failure led to a campaign called the “Right to Dream” created in 2011 to demand that the administration of President Barack Obama stop the deportation of undocumented immigrant youth. This campaign led to a major immigration policy in June 2012 as President Barack Obama announced DACA, which provided

undocumented youth with a two-year amnesty from the threat of deportation and the opportunity to go to college and apply for work permits. DACA was designed to cover immigrant youth aged 16 to 30 and to encourage the passage of immigration reform (Wong & Guarneros 2015).

There are over 800,000 undocumented youth in the United States who processed paperwork for the DACA program, and many Mexican migrant students have had their immigration status adjusted as they meet the criteria (Koumpilova & Brooks, 2017). In addition, the article reported that in Minnesota, there are roughly 6,300 DACA recipients eligible to renew their status; some DACA recipients are students while others have joined the workforce. The article also reported that the DACA Executive Order is in jeopardy, and so is the unpredictable future of DACA beneficiaries after President Donald Trump announced the forthcoming end of DACA (Koumpilova & Brooks, 2017). Minnesota Representative Rosa and Executive Director of MnEEP (Minnesota Education Equity Partnership) in a reaction to President Trump's comments on ending DACA, expressed that "an adverse DACA decision not only disrupts the lives of hundreds of thousands of young people, it potentially heavily disrupts the stability of millions more and of thousands of public schools across the nation." Representative Rosa wrote an article on September 5, 2017 and published it on the MnEEP Website stating:

- About 800,000 young Americans are in the DACA program, created by President Obama . . .
- Every year an estimated 65,000 Undocumented youth graduate from U.S. high schools. Having invested billions of \$ in their K-12 education, many states have extended college access to them and other Undocumented students. In Minnesota,

where I had the privilege to author the legislation with Sen. Sandy Pappas, we even extend access to financial aid to help pay for college.

- It is estimated that 4 million children of Undocumented parents are enrolled in U.S. public schools. That represents nearly 7% of all enrollees. An adverse DACA decision not only disrupts the lives of hundreds of thousands of young people, it potentially heavily disrupts the stability of millions, and of thousands of public schools across the nation.
- The more than 6,300 MN DACA recipients are a vital part of our states civic, educational, and workforce sectors. They teach in our schools, work in our private sectors, and are active in civic associations. They are present throughout our state and are heavily represented in our Latino, Asian, and African immigrant communities—the fastest growing communities in Minnesota. They are our loved ones, neighbors, and friends (Rosa, 2017, ¶ 1-5).

These Mexican DACA students are bilingual and many of them speak English more fluently than Spanish; as they or their families return to Mexico because of deportation, they enter the Mexican education system and attend classes in a language they cannot understand—Spanish. DACA students are children reared in the United States, potentially forced to make the transition to an unknown country, Mexico, and to an unknown community such as Axochiapan Morelos if DACA is not renewed; as Pablo Tapia, of an Advocacy group stated, “The beauty of the Dreamers is they grew up here . . . They know the political structure, the language, and the culture” (Koumpilova & Brooks, 2017, p. 12).

## **The Deported People**

Non-citizen people in the United States are classified as undocumented, and many people without citizenship or undocumented are migrant workers of Mexican descent as mentioned by Eduardo González, Jr. (2015) in an article titled, *Migrant Farm Workers: Our Nation's Invisible Population*. Migrant farm workers are predominantly Mexican-born husbands and fathers who leave what is familiar and comfortable with the hopes and dreams of making enough money to support their families, like many immigrants who came before them. “. . . More than half of all farm workers—52 of every 100—are unauthorized workers with no legal status in the United States” (González, 2015, p. 1).

Other labels for undocumented people that can be deported are illegals or illegal aliens; according to the United States Citizenship and Immigration Services, “Deportation is the formal removal of an undocumented person from the United States through either the issuance of a formal removal order or a more informal removal process” (Wong & Guarneros, 2015, p. 3). Deportations not only impact the undocumented person, it also affects their family and their children who are born in this country and are United States citizens. Deportation separates families; it can be devastating for children leaving them homeless, often suffering from trauma, depression, and aggression (Migration Policy Institute, 2015).

Deportation is not a new phenomenon for migrant workers, deportation of Mexican and Mexican-Americans occurred during the depression in 1932, which included deportation of Minnesota residents who were sent back to Mexico (Roethke, 2007). Furthermore, Roethke (2007) explained that plans of deportation mirrored state efforts throughout the country, and on November 10, 1932, 86 people, about 15% of St Paul, Minnesota, Mexicans, were boarded onto

a train that took them to the Mexican border. Many were United States citizens, born to Mexican parents, and had never been to Mexico (Roethke, 2007). Undocumented migrant students are confronted by socio-economic differences as well as cultural differences upon arriving to the migrated community, either in the United States or Mexico. They also suffer from language barriers, depression and detachment in one or the other country as is the story of Antonio Alvarez in a book from the UCLA Center for Labor Research and Education (2008), an undocumented student from Mexico. Alvarez stated:

Being undocumented has been a way of life for me, my family . . . When I apply for jobs that I know I am overqualified for . . . that include background checks, I experience a strong feeling of detachment and frustration . . . and helplessness. (p. 55)

The discrimination that migrant students suffer and experience is difficult and stressful since many do not know other life than the life they have experienced living in the United States like Antonio Alvarez, who expressed that as undocumented immigrants, undocumented workers, undocumented students, undocumented people, and second-class human beings, he can “help produce an emphatic and humanistic approach that vigorously rejects the notion that a human can be illegal” (UCLA Center for Labor Research and Education, 2008, p. 55).

Many deported families from Minnesota to Mexico settle in the area they came from, like the State of Morelos, mostly in the rural areas (Baier, 2009). The state of Morelos is in the southern part of the country of Mexico and its capital is the city of Cuernavaca. The state is divided in 33 municipalities and some rural communities have a population of about 30,000 people. Life in rural Mexico is difficult in part because of the lack of access to public services, including the same educational opportunities that a student may find in urban areas in Mexico. If

the deported child does not speak Spanish and the school is not equipped with resources to teach him or her in their first language, the migrant student will lag behind in school; therefore, the language barrier becomes one of the most significant issues in education as Elizabeth, a deported student related, “I’m supposed to be in already seventh grade,” she said, “I didn’t flunk or anything, but they made me go again . . . because I didn’t know anything in Spanish” (Hwang, 2017). Migrant students sometimes experience bullying and rejection from their new classmates in their new school in Mexico, they are isolated, re-living again their life experience similar to what they experienced living as migrant workers in the United States (Hwang, 2017).

### **Synthesis of the Literature Review**

Mexican and Mexican-Americans have migrated to Minnesota seeking to better themselves and the life of their children. As migrant workers, following agricultural work, they face mobility; thus, encountering social and academic challenges, language barriers, lack of affordable health care, and housing as well as leaving friends behind with each move. Hattie (2009) stated that, according to a study by Galton and Willcocks in 1983, mobility causes negative effect in reading and math, and every change of school causes also negative effect with student’s friendship; a key success factor for school success is whether a child makes a friend the first month of school. The qualitative case study method selected for the study allowed for a fuller description of the challenge’s families, and DACA students face in the United States and Mexico due to deportation.

### **Summary**

According to Hwang (2017), the challenges migrant families and DACA students face is beyond the academic achievement gap or other topics such as family engagement

and migration; the political climate related to immigration creating separation of families brings new issues related to behavioral problems to the lives of migrant families and their children born in the United States facing deportation. Hwang related the story of challenges migrant children faced, In Mexico, American-citizen children face an education system that isn't fully prepared for the influx of students, especially students who don't speak Spanish. And children who choose to stay in the U.S., separated from their parents who returned to Mexico, are more likely to suffer from early-onset mental illness and behavioral problems. Both groups are likely to drop out of school altogether. (Hwang, 2017)

Chapter III provides an explanation of the research questions and design, study participants, the interview process, data analysis, and procedures and timelines.

### **Chapter III: Research Methodology**

#### **Introduction**

As migrant families move from place to place seeking agricultural work, their children struggle to attain the same level of academic success as their peers (Migrant Education, n.d.). Some migrant families working in the fields are undocumented people; yet, many of their children were born in the United States and might experience deportation (Hwang, 2017). Deportation of undocumented families often brings relocation, and many times moving can create negative consequences for school-aged children such as isolation and adjustment to cultural differences. As Hwang (2017) stated regarding the deportation to Mexico and students' subsequent enrollment in the Mexican school system,

. . . Historically it's been uncommon for students to show up at a Mexican school who weren't Mexican . . . so, this is a phenomenon that is taking many areas by storm in Mexico, and schools are just reeling . . . They don't know what to do. (p. 6)

The purpose of the case study was to gather interview data to assess the educational impact of deportation on migrant families' children's educational progress as they returned to the Mexican education system after attending Minnesota schools. Findings from the study could result in suggestions for collaboration between the education agencies of Morelos, Mexico and Minnesota Department of Education and Minnesota school leaders in order to support the education of students who have migrated from one country to another, and who later in life, may be returning to the United States. Furthermore, the study also explored Deferred Action for Childhood Arrivals (DACA) adult student's reported barriers they encountered in the Mexican education system as they returned to Mexico from the United States. This chapter



presents the research design, participants, instrumentation, data collection procedures, and data analysis used for the study.

### **Research Questions**

The study has three guiding research questions:

1. What did Mexican adults report as reasons for migration to Minnesota, United States from Morelos, Mexico?
2. What did young DACA (Deferred Action for Childhood Arrivals) adults report were the primary obstacles in their transition from Morelos, Mexico to schools in Minnesota?
3. What did Mexican migrant families observe as challenges their children faced when returning to the Mexican education system in the state of Morelos, Mexico?

### **Research Design**

The study used a qualitative case study method approach to examine migrant families and DACA recipient's perceptions regarding migration, deportation, and education system barriers in Morelos, Mexico and Minnesota, United States. The case study design was selected to provide an in-depth description of migrant family's migration patterns to Minnesota from Morelos, Mexico, and the educational challenges their children and young adult DACA students faced upon returning to Morelos by choice or deportation.

According to researcher Yin (1994), a case study is an empirical enquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used. The qualitative case study is an approach to explore a

phenomenon within its context using a variety of data sources such as interviews (open ended conversations with participants), direct observations in a field setting, and participant observation (Yin, 2009). One of the reasons a case study approach should be used, is for the study to cover contextual conditions believed to be relevant to the phenomenon under study, (Yin, 1994), or to “describe an intervention and the real-life context in which it occurred” (Yin, 1994, p. 15). The case study interview format that was used allowed for individual interviews of migrant families and DACA young adults. Responses from migrant families and DACA young adults allowed for close collaboration between the researcher and the participants and enabled the migrant families to tell their stories. The study designed was guided by three research questions and study participants included migrant families who traveled between Minnesota and the State of Morelos, Mexico, and DACA young adults (Deferred Action for Childhood Arrivals) who returned to Mexico by choice. The researcher had the opportunity to ask follow-up and clarifying questions of the participants, which provided deeper understanding of participants’ responses (Baxter & Jack, 2008).

The outcomes from the research questions should indicate the obstacles migrant families and DACA young adults encountered as undocumented people in their transitions from one country to another, and the challenges some migrant children experienced as American citizens now residing in Mexico.

### **Study Participants**

Participants were selected with the assistance from the State Director of Migrant Education in Morelos, Mexico. Participants were identified by the Migrant Education State Director in Morelos; among participants were either individual or both parents as well as

returned Deferred Action for Childhood Arrivals (DACA) adults living in Mexico. The State Director of Migrant Education provided a pamphlet to participants in Spanish explaining procedures and the purpose of the research as participants were identified and selected (see Appendix B for pamphlet in Spanish).

Among participants were individual parents or two parents who returned to Mexico by choice or deportation, and young DACA adults who returned to Mexico by choice. A pamphlet explaining the purpose and procedures of the study was provided to participants in Spanish and English from the State Director of Migrant Education. A community room was identified for individual interviews and for voluntary participants to wait their turn to be interviewed.

On the days of the interviews, participants had the choice to speak to the researcher in Spanish or English. The researcher distributed the pamphlet, explained the purpose for the research, and indicated that support was available in case of distress during the interviews. The pamphlet also contained resources for assistance and psychologist contact information (see Appendix A and B for pamphlet in English and Spanish). The psychologist was available the days of the interviews in case participants were to experience discomfort.

Participants were provided an explanation in Spanish or English of the Informed Consent Form, and a copy was received in English and Spanish (see Appendices C and D for Informed Consent form in English and Spanish).

Participants indicated their consent to participate verbally, and no name was used, nor signature required. Participants were provided with the choice to answer the questions voluntarily in writing, or to orally answer the interview questions. Participants were informed of

the availability to have breakfast and lunch provided by the researcher at no cost. On the day of the interview, participants were able to review the recorded or paper interviews, revise the answers, remove comments, or decide not to participate.

It was the hope of the researcher to interview 50 migrant families including DACA adults living in Mexico. However, a total of 31 families and three DACA adults were interviewed. Each interview lasted between 15 to 30 minutes; interviews were conducted in two days from 8:00 a.m. to 6:00 p.m. Breakfast and lunch was provided each of the two days. During the interviews, either individual or both parents participated. The selection of participants to participate in order to gather data was accomplished in two phases:

1. Participating migrant families selected for individual interviews were either deported or returned to Mexico by choice; their interviews were conducted in a Community Center in the state of Morelos.
2. DACA recipients selected to participate in the study were young adults who returned to Mexico by choice after living in the United States. Interviews were conducted in a Community Center in the state of Morelos.

The migrant families selected for the study spoke Spanish very well and some spoke English. The three participating DACA adults were fluent in English, although one spoke some Spanish, were between the ages of 20- to 30-years-old, migrated before the age of 16 to Minnesota, and returned to Mexico by choice. All DACA participants reported they were born outside of the United States and subsequently migrated with their families to the United States as undocumented persons.

In an article summarized by Soy (1997), it was suggested that group interviews facilitate exploration and experiences within its context using multiple sources. However, in order to capture responses for the study, individual interviews were chosen to allow for direct observation. Furthermore, a qualitative case study that uses interview and direct observation format allows the researcher to gather data from a variety of sources and to converge the data to illuminate the case (Baxter & Jack, 2008).

### **Instrumentation**

For the study, the literature review did not reveal an exact interview instrument to replicate; interview questions for the case study were created based on the work and research of Yin (1994), summarized by Baxter and Jack (2008), who suggested consideration of the following: (a) The focus of the study is to answer “how” and “why” questions, (b) no manipulation of behavior of those involved in the study could occur, (c) contextual conditions should be considered if believed to be relevant to the phenomenon under study, and/or (d) boundaries are not clear between the phenomenon and context (Baxter & Jack. 2008).

The interview questions for migrant families and DACA adults were conducted in their language of preference, Spanish or English, and respondents were asked to answer in whichever language was comfortable for them. For the study, if responses were in Spanish, the words were translated to English, and if answers were in English, words are shown only in English.

There were a total of 11 questions selected for the interviews; the first seven questions were for migrant families and the last four questions were for the DACA adults. The questions focused on reasons for migrating to Minnesota, United States, from Morelos, Mexico, and the challenges and benefits encountered in the education systems of Minnesota schools, and

schools in Morelos, Mexico. Some participants answered verbally, and others decided to write the responses to the questions selected.

Questions for families in Mexico who returned by choice or deportation:

1. What was the reason you or your family decided to migrate to the United States?
2. Why was Minnesota your destination to migrate to the United States?
3. What was one of the most difficult things for you or your family to make this transition?
4. Did your family received English as a Second Language services when you entered Minnesota schools?
5. What were some of the barriers you or your family encountered in school?
6. Why did you return to Mexico and what support is provided to assist you or your family in the education system?
7. What challenges are you encountering in the Mexican education system?

Questions for DACA Adult students living in Mexico:

1. How old were you when you arrived to the United States (Minnesota)?
2. What were some of the barriers encountered in the transition from your school in Mexico to Minnesota?
3. What support was provided to help you graduate from high school and enter college in the United States?
4. As a DACA student previously in the United States, what do you perceive as challenges or benefits with the Mexican education system?

The researcher was prepared to use follow-up or probing questions, depending on how the participants answered the lead question to obtain more details and clarification which according to Zainal (2007):

The detailed qualitative descriptions often produced in case studies not only help to explore or describe the data in real-life environment, but also help to explain the complexity of real-life situation which may not be captured through experimental or survey research. (p. 4)

Notes were maintained and a recording device with permission of participants recorded interview questions and answers that allowed for the method of direct observation in the field to capture the narrative (Yin, 2009).

The researcher asked the Data Analytic Department at the Minnesota Department of Education for guidance in the examination of the data as a strategy to establish credibility for the interviews as suggested by Baxter and Jack (2008), “Additional strategies commonly integrated into qualitative studies to establish credibility include the use of reflection or the maintenance of field notes and peer examination of the data” (p. 544).

Ethical practices were employed throughout the interview process. As mentioned before, all participants were provided with the Informed Consent Form for the study recorded in English and Spanish and no signatures were collected in order to protect the participants’ identity. The Informed Consent Form was provided in both languages, Spanish and English, and reading of the Informed Consent Form took place in the language of choice of the participants; the researcher is bilingual in Spanish and English. Explanation was provided regarding the purpose of the study, background of the study and researcher, procedures, risks and benefits, confidentiality statement,

and voluntary nature as well as contact information for any questions after the interviews or in the future to the researcher.

### **Qualitative Data Analysis**

The study applied a phenomena approach to qualitative case study data analysis. Interview responses were the source of data in the study, as Baxter and Jack (2008) quoted Miles and Huberman (1994) in *The Qualitative Report*, who stated: The case is, “. . . your unit of analysis.” The case study method approach provided the researcher the opportunity to collaborate with the participants in order to capture the common encounters and stories of a group of people with similar experiences. The data were analyzed by reading the written answers provided on paper, listening to recorded interviews, and reading the transcribed interviews in order to code for significant statements or themes that recurred throughout all the interviews. Field notes, examination of data, and transcriptions were also coded independently in order to analyze the emerging themes as suggested by Baxter and Jack (2008):

Additional strategies integrated into qualitative studies to establish credibility include the use of reflection or the maintenance of field notes and peer examination of data. At the analysis stage, the consistency of the finding or “dependability” of the data can be promoted by having multiple researchers independently code a set of data and then meet together to come to consensus on the emerging codes and category. (Baxter & Jack, p. 555)

Furthermore, according to Baxter and Jack (2008), to ensure staying true to the case, a good strategy is to involve other team members in the analysis phase and integration of data sources in an attempt to answer the research questions. Consultation with Data Analytics at the



Minnesota Department of Education (MDE) took place to see if NVivo 11 (n.d.), QSR International software should be used for the research analysis; however, it was suggested by the Director of Data Analytics at MDE that due to the small sample of participants (less than a few hundred qualitative responses) it was best to code the data manually. Data Analytics provided a guide with guidelines on tips and tools for coding qualitative data, (Impact, n.d.).

### **Procedures and Timeline**

In order to identify participants for the research study, a phone call was made to the State Director for Migrant Education in the State of Morelos, Mexico, by the researcher asking for collaboration in identifying migrant families who returned to Mexico due to deportation or choice to leave Minnesota. Most returning migrant families report to the State of Morelos Migrant office upon arriving to Morelos.

As a result of this phone call, the Office of Migrant Education in Morelos, Mexico provided a letter of support dated April 2, 2018, to the researcher in Spanish, indicating the support and collaboration for the qualitative research to take place in the form of individual adult interviews. The letter was translated to English (see Appendix E and F for Letter of Support from the Migrant Education office in the State of Morelos in English and Spanish).

The researcher completed IRB (Institutional Review Board) training as instructed by St. Cloud State University through the CITI Training Course Solution, submitted appropriate application materials, and presented the research topic to the IRB Committee for approval. The Institutional Review Board reviewed the protocol to conduct research involving human subjects, and approval for the qualitative research project was received on July 6, 2018 (see Appendix G for IRB Approval Letter).

The month of August was selected as the month to conduct interviews in the state of Morelos, Mexico. Travel to Morelos, Mexico took place from August 9-16, 2018 and interviews were conducted on August 10-11, 2018. The Migrant Education State Director in Morelos, Mexico, identified participants who resided in Minnesota to participate voluntarily in the interviews. On the day of interviews, other migrant families attended and wanted to be interviewed; however, they were told that the study was to conduct interviews on families who lived in Minnesota and were now living in Morelos. Every attempt was made to secure a statistically significant number of interviews to insure results were enough to collect the data necessary for the qualitative research. Upon returning to Minnesota, the researcher transcribed a total of 34 participant interviews. A follow-up communication with the Director of Migrant Education in Morelos occurred thanking him for his support and asking him if any migrant family had any further questions regarding the research.

The researcher followed guidelines from Data Analytics at the Minnesota Department of Education to analyze the data and determine contextual factors.

### **Summary**

The experiences captured in the study regarding migrant families and their journey to Minnesota, United States, and return to Morelos, Mexico due to choice or deportation is relevant to the framework and phenomena under this research. While participants' experiences varied, analysis of their stories revealed several places where their descriptions converged.

The study was guided by three research questions:

1. What did Mexican adults report as reasons for migration to Minnesota, United States from Morelos, Mexico?
2. What did young DACA (Deferred Action for Childhood Arrivals) adults report were the primary obstacles in their transition from Morelos, Mexico to schools in Minnesota?
3. What did Mexican migrant families observe as challenges their children faced when returning to the Mexican education system in the state of Morelos, Mexico?

The study gathered information on the educational impact of deportation on migrant children's educational progress in the Mexican education system. The researcher analyzed emerged themes from converged descriptions as well as the data, in order to provide suggestions for the state of Minnesota, and the state of Morelos to identify educational programs and establish collaboration in the area of education to benefit students who are United States citizens living in Mexico due to choice or deportation of their undocumented parents.

The next chapter, Chapter IV, reports and narrates the interview results. The experiences and descriptions obtained from participant's voluntary interviews were coded in order to identify important context and emerging themes regarding reasons for migration to Minnesota, primary obstacles with transition from Morelos to Minnesota, and challenges observed by migrant parents regarding their children's education in the Mexican schools or education system. Chapter IV offers a description of the interviews in English and Spanish.

## **Chapter IV: Results**

### **Introduction**

The research of *Children Without a Country: A Migration Educational Study of Mexicans in Minnesota* conducted in 2018, revealed that migrant families and their children who left Minnesota either by choice or deportation were struggling in their current living situations in Mexico. The lack of work for migrant parents; the lack of migrant parents' financial stability in order to support their children; the lack of support from the Mexican education system; the presence of bullying migrant children encountered in the schools; and the challenges or an inability to speak Spanish in order to understand school work all highlight the risks experienced by migrant children in Morelos, Mexico.

The themes that emerged from the literature review and interviews conducted in the study indicated that migrant families and their children received considerable academic support in the United States. However, support was lacking, and barriers were imposing in the Mexican education system for migrant families whose children are United States citizens living in Mexico.

### **Purpose of the Study**

The purpose of the case study was to gather interview data to assess the educational impact of deportation on migrant families' children's educational progress as they returned to the Mexican education system after attending Minnesota schools.

Findings from the study may result in suggestions for collaboration between the education agencies of Morelos, Mexico and Minnesota Department of Education and Minnesota schools in order to support the education of K-12 students who have migrated from one country

to another, and who later in life, may be returning to the United States. Furthermore, the study also explored the reported barriers Deferred Action for Childhood Arrivals (DACA) adult students encountered with the Mexican education system as they returned to Mexico from the United States.

### **Interviews and Participants**

The researcher collaborated with the Office of Migrant Education in the State of Morelos, Mexico, to identify deported migrant families or families who returned to Mexico by choice after living undocumented in Minnesota. There were 34 volunteers who were interviewed; of that group, five were couples, 18 were single females, eight single males, and three were DACA adults; all participants were contacted by the Migrant Education Office on behalf of the researcher.

Before each interview, participants were given an anonymous Informed Consent Form to decide whether they wanted to participate. The Informed Consent Form was written in Spanish and English and participants had a choice to read the form in their language of preference, or to have the researcher read the form to them in Spanish or English. Only two interviews were conducted in English (one DACA adult), and the remainder were conducted in Spanish. Before the interviews, participants were provided with the choice to be interviewed orally or to write their responses to the interview questions. Nine participants requested a form in Spanish to answer the questions in writing. The individual interviews ranged from 15-30 minutes, and each began with an icebreaker before delving into the individual interview protocol. The researcher spent two days conducting interviews

Chapter IV presents interview results using a narrative format. The experiences described by participants were organized using the following context into themes: The Economy, Following Family, Education, and Immigration, which were connected to the three research questions listed below. Themes and subthemes emerged allowing for a clearer understanding of the challenges migrant families experienced either in Minnesota, United States or Morelos, Mexico.

### **Research Questions**

1. What did Mexican adults report as reasons for migration to Minnesota, United States from Morelos, Mexico?
2. What did young DACA (Deferred Action for Childhood Arrivals) adults report were the primary obstacles in their transition from Morelos, Mexico to schools in Minnesota?
3. What did Mexican migrant families observe as challenges their children faced when returning to the Mexican education system in the state of Morelos, Mexico?

The research employed a qualitative case study methodology to examine migrant families' and DACA recipients' perceptions regarding migration, deportation, and education system barriers in Morelos and Minnesota. The researcher developed the interview questions with the intent they would answer the three research questions. The themes derived from participants' interviews—the economy, following family, education, and immigration—followed by the sub-themes identified within each theme are presented in Spanish and English. All migrant parents interviewed did not speak English upon migrating to the United States, but all related the importance of learning English in order to hold a job.

For the purpose of the study, if the participants responded in Spanish, their words were translated into English. If the participants' responses were in English, the words are presented only in English. The researcher completed interview translations.

### **Interview Results by Research Questions**

The themes (the economy, following family, education, and immigration) and the sub-themes presented in the chart below depict the interview results for Research Questions 1 and 3.

The themes and sub-themes that emerged from the interviews were aligned to address each research question. Participants' statements from the interviews are described under each theme.

The Economy	Following Family	Education	Immigration
The American Dream	Following Extended Family	Quality of Education	Deportation
Lack of Jobs in Mexico	Immediate Family Separation	Lack of School Support	Mexican Documentation
Financial Support		Bullying	Returning to Mexico by Choice

### **Interview Results: Research Question 1**

What did Mexican adults report as reasons for migration to Minnesota, United States from Morelos, Mexico? This interview question generated interviewees' responses regarding the economy theme from 31 participants, as young DACA adult responses were coded in Research Question 2 only. The sub-themes describing the economy that emerged were the American dream, lack of jobs in Mexico, and financial support.

**The economy.** The economy was identified as one of the reasons for participants migration to Minnesota. The study participants discussed migrating in order to live the American dream and that the lack of jobs in Mexico influenced their decisions to leave. Many of

the interviewees stated that following the path of someone they knew in Minnesota provided them with financial support. Most migrant families expressed how the decision to migrate for a better life led them to become an undocumented immigrant in the United States.

**The American dream.** The American dream mentioned by 15 respondents or 48.4% during the interviews was in reference to the poor economy in Mexico. Essential to the immigrant experience was a search for something better, especially for their children. The participants described in detail their desires to have a better future and to have an education in the United States; some of the difficulties they encountered during their journeys included understanding American culture and communicating as a non-English speaker:

We migrated for a better opportunity to live better because where I was born, you can only work in the fields. My wife's motive was to study. We went to the United States in search of the American Dream. In my case, it was because friends were living in Minneapolis where I stayed for three months and my husband initially arrived in Chicago but we met in New York. Later on, we made the decision to move and to settle in northern Minneapolis for 10 years. The hard part in transition was to adapt to a different culture with an unknown language since it was difficult to communicate for several months.

---

Nosotros migramos por la oportunidad de vivir mejor debido a que donde nací solo se puede trabajar en el campo. La razón de mi esposa de migrar fue para poder estudiar. Nosotros fuimos a Estados Unidos en busca del Sueño Americano. En mi caso fue porque amigos residían en Minneapolis donde me quede por tres meses y mi esposo



en principio llego a Chicago, pero nos conocimos en Nueva York. Poco tiempo después tomamos la decisión de establecernos en el norte de Minneapolis por diez años. Lo mas duro de esta transición fue adaptarse a otra cultura con un idioma desconocido y fue difícil comunicarse por varios meses.

One interviewee, a single-family member, described his experience and expressed his desire for the American Dream. The motivation to better his quality of life and to find a job even at a young age was worth the risk of sacrificing an education in order to migrate to the United States and was a common theme during the interviews:

The main reason I went to Minnesota was to improve the quality of life. My parents have dedicated themselves to work in the fields; I was 17-years-old when I decided to emigrate. The onion harvest was very bad and there was an economic crisis. My wife and I met in Minnesota. From this area, many were leaving for Minnesota and some friends invited me to go along because there was a lot of work, and they were given identification papers. I was asked to enroll in school, but I didn't because I went to work to help my parents. The language was difficult. We live in various suburbs of the Twin Cities, many times to evade emigration officials. We have two children born in Minnesota.

---

La razón principal de irme a Minnesota fue por mejorar la calidad de vida. Mis papas se han dedicado al campo; yo tenía 17 años cuando decidí emigrar. La cosecha de la cebolla estuvo muy mal y hubo una crisis económicamente. Mi esposa y yo nos conocimos en Minnesota. De esta área estaban jalando mucho para Minnesota y me invitaron unos

amigos pues había mucho trabajo y estaban dando papeles de identificación. Me pidieron matricularme en la escuela, pero no quise porque yo iba a trabajar para ayudar a mis padres. El idioma fue difícil. Vivimos en varios suburbios de las ciudades gemelas, muchas veces para no ser encontrados por oficiales de emigración. Tenemos dos hijos nacidos en Minnesota.

Another migrant family shared stories about dangerous situations they experienced while migrating to the United States in search of the American Dream and to have a better life or to be with family who had already migrated. This was the case for a female, pregnant, migrant worker who was left behind in Mexico for a few months after her husband migrated to Minnesota. This woman wanted to be reunited with her husband and for her child to be born in the United States. Her comments relay the dangers she experienced:

My husband left first to Minnesota to get established and then he sent for me. Our reason to go to the United States was for both of us to work and have money in order to have a business upon returning to Mexico. As an undocumented, the most difficult thing for me was crossing the border, walking 72 hours, being eight months pregnant. We were 160 people who were traveling together to cross the border. When we were traveling, emigration caught up with us and at this moment I was afraid and due to the impression, my water broke; they took me to the hospital in Phoenix and a nurse helped me. Because of this, I was the only one who crossed the border. After I had the baby, I met a family who was traveling to Minnesota. My husband could not come to Phoenix, but the family going to Minnesota took me. So, I arrived at Minneapolis, without shoes, with the baby, and my husband picked me up.

---

Mi esposo se fue primero a Minnesota para poder establecerse y después él mando por mi. El motive de irnos a Estados Unidos fue para que los dos pudieramos trabajar tener dinero para tener un negocio al regresar a México. Como indocumentada lo más difícil para mi fue el cruce de la frontera, camine 72 horas estando embarazada, con ocho meses de gestación. Éramos 160 personas que íbamos juntas para cruzar la frontera. Cuando estábamos viajando nos llegó emigración, y en ese momento tenía miedo y se me reventó la fuente por la impresión por lo que me llevaron a un hospital en Phoenix y una enfermera en el hospital me ayudó. Por esto fui la única que cruzó la frontera y después de dar a luz conocí a una familia que viajaba a Minnesota. Mi esposo no pudo venir a Phoenix pero la familia aceptaron llevarme a Minnesota. Así llegué a Minneapolis, descalza, con el bebé, y fue cuando mi esposo me recogió.

**Lack of jobs in Mexico.** Thirteen or 41.9% of migrant families mentioned how poverty resulted in their desperate desire to leave Mexico and their willingness to leave family behind. According to these families, the lack of jobs in Mexico forced them to migrate to Minnesota in order to earn salaries to support their families:

We left for Minnesota due to no jobs in Mexico; we had no home, and I needed build a home for my family. A lack of job and poverty led me to leave Mexico, to leave my family in Mexico, and therefore live an undocumented life.

---

Nos fuimos a Minnesota por no tener trabajo en México; no teníamos casa donde vivir y yo necesitaba construir una casa para mi familia. El no tener trabajo y la pobreza me

llevo a irme de México y dejar a mi familia en México y así vivir la vida  
dindocumentado.

Most migrant families related similar reasons regarding the lack of jobs in Mexico, and  
one family mentioned how extended family told them that there were better wages in Minnesota:

We left Morelos to provide our children with a better life and a better education. We had  
family in Minnesota, and we were told that the pay to work was better. It was difficult at  
the beginning because my children did not speak English and they didn't understand  
regular classes. We had to get accustomed to another way of life.

---

Nos fuimos de Morelos para dar a nuestros hijos una mejor vida y una mayor educación.  
Teníamos familia en Minnesota y nos dijeron que el salario para trabajar era mejor. Fue  
muy difícil a principios para todos pues no hablábamos inglés, mis hijos no entendían en  
la escuela las clases regulares, y tuvimos que acostumbrarnos a otra clase de vida.

**Financial support.** During the individual interviews, eight or 25.8% of the 31 migrant  
families referred to their connection with someone they knew in Minnesota. The following  
participant mentioned that knowing someone was an integral part of their decision to migrate in  
order to have economic support upon arrival in Minnesota:

I decided to migrate to Minnesota because my cousins live there to provide me with  
support, they told me about job offers. I wanted a better quality of life for me and to  
support my family. The passage of the border was the most difficult for me, walking  
through the desert for several hours without enough water and food was the worst.

---

Decidí emigrar a Minnesota porque mis primos radicaban allá para apoyarme. Me dijeron de ofertas de trabajo. Quería tener una mejor calidad de vida para mi y para apoyar a mi familia. El pasar la frontera fue lo más difícil para mí, caminar por el desierto por varias horas sin suficiente agua y comida fue de lo peor.

Below is further testimony on the study participant's decision to migrate because a family member provided financial support upon arrival in Minnesota. This family described their living experience of many people living in the household:

My decision to migrate to the United States was because I had a family in Minnesota who could support me. My extended family supported me upon arriving by giving a home and help me to find a job. I slept on a sofa but eventually I moved to have my own place.

---

Mi decisión de emigrar a Estados Unidos fue por tener familia en Minnesota quien me apoyara. La familia me apoyó al llegar en darme casa y me ayudó a encontrar un trabajo. Dormía yo en un sofá pero eventualmente me mudé para tener mi propio lugar donde vivir.

The researcher heard many times how important knowing someone in Minnesota was for migrants as they made their decisions to relocate to Minnesota and find jobs:

I went to Minnesota because my cousin was living in Minneapolis and he provided support until I got a job.

---

Me fui a Minnesota porque mi primo vivía en Minneapolis y él me ayudó hasta que yo tuve un trabajo.

While support was provided upon arriving in Minnesota, one participant spoke of the necessity of migrating to find a job since he/she was the financial caregivers for the family in Mexico:

My brother and I decided to go to Minnesota because our parents were ill. Working in the fields did not give us enough cash to buy my parents medicine. My sister stayed behind to take of my parents. We are now back to help take care of my parents; they do not have much life left.

---

Mi hermanos y yo nos fuimos a Minnesota porque nuestros padres estaban enfermos. El trabajar en el campo no nos daba suficiente dinero para comprar las medicinas de mis padre y mi madre. My hermana se quedo a cuidar a mis padres. Ahora nos regresamos para ayudar a cuidarlos pues ya no les queda mucho de vida.

**Family.** All 31 participants spoke of family as including immediate and extended family. Interviewees described a strong sense of unity among immediate and extended family. In addition to financial support, migrant families also described the moral supports they received from extended family members, which contributed positively in their transition to Minnesota. They spoke about the need to provide support to loved ones in Minnesota and those remaining in Mexico.

The family theme includes two sub-themes in relationship to migration to Minnesota: Following Extended Family and Immediate Family Separation.

***Following extended family.*** Twelve or 38.7% of migrant families conveyed that they came to Minnesota because they knew an extended family member; this made their transition easier as they settled into their new community:

We decided to migrate to Minnesota before we had children, and we received much support from our extended family. We were living with my husband's aunt who has lived in Minnesota for a long time. We now have three children and our children were in Minnesota; they do not speak Spanish but they are learning it so they can be bilingual. The transition has been hard for me and my husband because we couldn't speak English. We were afraid of being deported and separated. We have a lawyer working on our emigration status through our children. Life was different for my husband and in Minnesota, but it was easy for the children; with the support of our families we were fine.

---

Nosotros decidimos migrar a Minnesota sin tener hijos, y hemos recibido mucha ayuda de nuestra familia. Estábamos viviendo con una tía de mi esposo quien tiene muchos años de vivir en Minnesota. Tenemos tres hijos y nuestros niños nacieron en Minnesota y no hablan español pero lo están aprendiendo para ser bilingües. La transición ha sido difícil para mi y mi esposo por no hablar inglés. Estábamos preocupados de que fuéramos deportado y que nos separaran. Tenemos un abogado tratando de arreglar nuestro estatus migratorio a través de nuestros hijos. La vida fue diferente para mi esposo y yo en Minnesota pero muy fácil para mis hijos; con el apoyo de nuestras familias, estuvimos bien.

Some families from Morelos chose to migrate to Minnesota because they had parents with health care issues living in the State. One participant stated:

We left Mexico because my wife's mother was ill in Minnesota and needed care; she had no health insurance or money for the nursing home. My children were born in Minnesota and are American Citizens. My mother-in-law passed away and we returned to Mexico for being undocumented. Two of my children have already returned to Minnesota.

---

Nos fuimos de México porque la mamá de mi esposa estaba enferma en Minnesota necesitaba cuidado; no tenía seguro o dinero para pagar la casa de ancianos. Mis hijos Nacieron en Minnesota, son ciudadanos. Mi suegra murio y regresamos a Mexico por ser indocumentados. Dos de mis hijos ya están otra vez en Minnesota.

***Immediate family separation.*** Separation of immediate and extended family was a common theme expressed by study participants. In some cases, the participants stated they had left very young children behind in Mexico. Eleven or 35.5% of the interviewees spoke about immediate family separation caused by having left a child in Mexico with grandparents while they migrated to Minnesota:

We decide to migrate because my brothers were already living in the United States and my wife's family was living in Minnesota. We had at the time one child but because we were going to cross the border illegally, we decided to leave him behind in Mexico with my parents.

---



Decidimos emigrar porque mis hermanos ya estaban viviendo en Estados Unidos, y la familia de mi esposa estaba viviendo en Minnesota. En ese tiempo teníamos solo un hijo pero porque íbamos a cruzar la frontera ilegalmente, decidimos dejarlo en México con mis padres.

Participants' competing priorities to provide for their immediate families are described in the literature review and the conceptual framework regarding the migration of migrant families. The comments below affirm a migrant mother's hope to build a relationship with the daughter she left behind in Mexico:

While in Minnesota, I had two daughters and they attended second grade and kindergarten there. However, I decided to return to Morelos because I left a daughter behind before I migrated. I needed to come back to Mexico and recover something that I already had lost, my daughter, she sees me as a stranger or her sister. My daughters who were born in Minnesota are fine, and they need to get to know their sister.

---

Cuando estuve in Minnesota, tuve a dos hijas y ellas asistieron a la escuela en segundo año y el kinder allá. Pero decidí regresarme a Morelos porque dejé una hija aquí antes de migrar. Necesitaba regresar a México para recuperar algo que ya había perdido, a mi hija me ve como una desconocida or como una hermana. Mis otras dos hijas quienes nacieron en Minnesota están bien, y tienen que llegar a conocer a su hermana.

Deportation was also a significant factor in family separation. It is described below by a young father who was deported from Minnesota and awaits his emigration papers to the United States in Morelos:

I just arrived 20 days ago from Minnesota due to deportation. I am married and have two children in Minnesota. My wife is an American and I don't know how much time this immigration process will take with the new President of the United States.

-----

Acabo de llegar hace 20 días de Minnesota porque me deportaron. Estoy casado y tengo dos hijos en Minnesota. Mi esposa es Americana y nos sé cuanto tiempo este proceso de emigración se llevará con el Nuevo Presidente de los Estados Unidos.

### **Interview Results: Research Question 2**

What did young DACA (Deferred Action for Childhood Arrivals) adults report were the primary obstacles in their transition from Morelos, Mexico to schools in Minnesota?

All three DACA adults interviewed responded that they were under the age of four-years-old when their parents brought them to the United States, so they did not remember the transition to Minnesota schools since it was before kindergarten. Study participants spoke very positively about their education in Minnesota and made positive comments about Minnesota schools and school personnel as well. The DACA interviewees wanted to talk about their experience living in Mexico.

By choice, two of the DACA students returned to Mexico with their parents due to extended family illness, and one returned to Mexico because parents were deported, and the participant was too young to stay in the United States alone. Two of the participants could speak no Spanish upon arriving in Mexico, and one grew up bilingual with oral skills but said that s/he needed work on the Spanish writing skills. The themes identified by Research Question 2 were similar to the migrant family's responses to Research Question 1 and 3, which were Education

and Immigration. The sub-themes identified for Research Question 2 were Language Challenges, Lack of School Support, and Returning to Mexico by Choice, and Deportation:

Education	Immigration
Language Challenges	Returning to Mexico by Choice
Lack of School Support in Mexico	Deportation

**Education.** During the interviews, the researcher heard statements from the DACA participants on the competing priorities they experienced in making their decisions to remain in America or return to Mexico. One of these priorities was the choice between attending post-secondary education in the United States or returning to Mexico and experiencing the challenge of learning Spanish in order to compete successfully in college in Mexico. All three DACA participants spoke positively that they received much academic support in the Minnesota school system. One participant was identified as qualifying for special need services and received support in special education programming in his/her Minnesota school, this was viewed positively by the study participant.

**Language challenges.** DACA participants, who were brought to the United States as toddlers, learned English at a very early age; they were enrolled in the regular classrooms in their schools. The three young adult DACA study participants reported that, upon returning to Mexico, their Spanish language proficiency was a challenge; therefore, school was difficult since they could not understand their teachers or other students in their classes:

It was difficult for me when I returned to Mexico since I could not speak Spanish, and I did not receive support in the school in Mexico.

-----

Fue muy difícil para mí cuando regresé a México porque no podía hablar español y no recibí ningún apoyo en la escuela en México.

Another DACA student related that not being able to speak Spanish was an educational barrier. However, upon returning to Mexico and learning the Spanish language, the DACA study participant believed that being bilingual was an asset. Two of the DACA participants viewed language as both a bridge and a barrier in their lives in Mexico:

Not being able to speak Spanish was a barrier for me. Now I speak Spanish, and this is a benefit for me.

---

El no hablar español fue una barrera para mí. Ahora ya puedo hablar español y esto es un beneficio para mi.

One of the DACA participants had recently returned to Mexico and could not speak Spanish. He was enrolled in a school system in Mexico with no academic support for non-English speaking students. This participant's interview was in English only:

My schooling in Minnesota was great. English is my first language. I do not speak Spanish well and when I arrived in Mexico my mother placed me in a school where they were teaching me in classes in Spanish and I could not understand.

***Lack of school support in Mexico.*** All three DACA participants spoke about the unsupportive school environments they experienced in their Mexican schools. They compared receiving support from their teachers in Minnesota to the lack of support they received from Mexican teachers.

The DACA participant cited below was enrolled in a Mexican school with no academic support and wanted to return to Minnesota. The challenge of being educated in the Mexican school system without any academic adaptations forced the participant to be vulnerable and to drop out of school:

Here in Mexico I could not understand the teachers because I did not speak Spanish. I flunked school for two years. Right now, I dropped out, so I decided to work to help my parents. I want to return to Minnesota.

---

Aquí en México yo no podía entender a los maestros porque no hablo español. Yo ya reprobé la escuela por dos años. Ahora ya no estoy en la escuela; decidí trabajar para ayudar a mis padres. Yo quiero regresar a Minnesota.

Two DACA participants expressed their desires to continue with their education but often failed because of lack of funds to pay for college. They believed there were more educational financial resources in Minnesota available to them than in Mexico. They also felt ignored by the education system in Mexico with regard to college attendance and believed they were perceived as having lower academic skills because they could not speak Spanish very well:

Here in Mexico there are not enough benefits to attend college. In Minnesota there is more resources. I have a scholarship, but this is not enough money for me to go to college. Some teachers think that because I do not speak Spanish well, I am not intelligent, and they are wrong. I am bilingual.

---

Aquí en México no hay suficientes beneficios para ir a la universidad. En Minnesota hay más recursos. Yo tengo una beca pero esto no es suficiente dinero para asistir a la Universidad. Algunos de los maestros piensan que porque no hablo bien español no soy inteligente y están equivocados. Yo soy bilingüe.

One DACA participant addressed the lack of special education programs in Mexico, and the lack of support from teachers when compared to Minnesota. The interview was conducted in English only:

In Minnesota my school had a program where I received special education services when I was young. I found the way to keep up with school. I was exited from the program and joined the regular classroom. I received good grades. Here in Mexico there is no program like special education in the regular classroom or even support from a teacher. Because they saw in my transcript that I had special education in the United States, they wanted to send me to an isolated school—I exited the program in Minnesota. My problem is that I do not understand Spanish, not special education services.

**Immigration.** During the interviews, the three DACA interviewees revealed that migration interfered with the stability of their lives. For example, language barriers in Mexico created the need for them to advocate for themselves. They mentioned that they experienced many challenges upon returning to Mexico one of which was the need to help support their immediate family with a financial instability encountered upon returning to a country unfamiliar to them. Their disconnection with Mexico led them to desire returning to the United States, the country they called home. Like other migrant children whose families had returned to Mexico by choice or deportation, they were without a country. As related by one of the DACA

participants: “We were deported from the United States, and we returned to an unfamiliar country. I do not know where I belong”.

Two sub-themes were identified under immigration: Returning to Mexico by Choice and Deportation.

***Returning to Mexico by choice.*** DACA study participants learned to respect their family priorities. Migration is a family affair, and two participants interviewed expressed that their reason for returning to Mexico was by choice; yet, one participant articulated s/he was influenced to return to Mexico because of financial constraints experienced in Minnesota due to family illness:

I returned to Mexico by choice and because I needed to return. I abandoned my education in the United States to return to Mexico because of my mother’s health. I miss my education in Minnesota.

---

Yo elegí regresar a México porque tenía que hacerlo. Abandoné mis estudios en los Estados Unidos para regresar a México for la salud de mi mamá. Extraño mi educación en Minnesota.

One of the DACA participants expressed the challenges DACA young adults experienced in the United States as an undocumented immigrant; his decision was to return to Mexico because of the immigration climate:

I just arrived in Mexico; I left voluntarily being afraid of what is happening regarding the DACA student’s climate and immigration. In Minnesota I received much support in school, but I did not attend the university.

---

Acabo de regresar a México; me vine voluntariamente por miedo a lo que está pasando con el clima de los estudiantes de DACA y emigración. En Minnesota recibí mucha ayuda en la escuela pero no fui a la universidad.

One DACA participant spoke clearly about his frustration with the governmental system and his parent's decision to bring him back to Mexico when he wanted to stay in the United States. This participant did not speak Spanish and interviewed in English:

I have been trying to return to the United States because I qualify for DACA, but I can't. I wanted to stay in the United States when my parents returned to Mexico, but I couldn't because I was under age; therefore, I returned with my parents to Mexico. I had the chance to live in the United States as a DACA student, but I decided that I couldn't be separated from my parents.

**Deportation.** Federal legislation permitted DACA students access to remain in the United States. While this might be temporary, deportation removes this opportunity or access. All DACA participants interviewed did not migrate back to Mexico in isolation; they returned with their families and often had extended families living in Mexico which impacted how and where they settled in their new communities. The three DACA participants interviewed, one returned to Mexico due to deportation of his parents:

I want to return to Minnesota because Mexico is not the country where I grew up. My parents were deported; therefore, I left Minnesota not to be separated from my parents. The DACA issues still not settled in the United States but I know I lost my opportunity to qualify. My family is important so when they were deported, I needed to return to Mexico with them.

---



Deseo regresar a Minnesota porque México no es el país donde yo crecí. Mis padres fueron deportados; así es que me vine de Minnesota para no estar separado de mis padres. Lo de DACA aún no se resuelve en Estados Unidos, yo sé que perdí la oportunidad de cualificar para DACA. Mi familia es importante y cuando fueron deportados necesitaba regresar con ellos.

### **Interview Results: Research Question 3**

What did Mexican migrant families observe as challenges their children faced when returning to the Mexican education system in the state of Morelos, Mexico?

The interview data gathered from study participants with regard to Research Question 3 resulted in two primary themes, education and immigration, each with additional sub-themes.

**Education.** As any parent, migrant participants wanted the best for their children. The topic of education was one of the most powerful themes that emerged during the interviews. Migrant parents did not hesitate to describe what they had observed in their children's education when enrolled in Mexican schools. Most migrant parents were disappointed with the Mexican education system as 21 of 31 participants or 67.7% reported that their children's experience was affected by a poor quality of education, lack of school support, and bullying in the Mexican school system.

Three sub-themes emerged from Research Question 3 interviews: Quality of Education, Lack of School Support, and Bullying.

***Quality of education.*** Migrant parents compared the education their children received in Minnesota schools to the education they received in Morelos, Mexico. Participants expressed that in Minnesota schools had academic support for each student, and they were invited to be

involved in the academic plans for their children. Eight or 25.8% of parents expressed that Mexico had a poor education system and that school personnel did not care about the education of their students. Study participants complained about the fees requested by the schools in Mexico:

In Minnesota schools, there is much hope and opportunity. Here in Morelos, education is not good, we must pay for everything at school and they do not give us books.

---

En las escuelas de Minnesota hay mucha esperanza y oportunidad. Aquí en Morelos, la educación está mal pues tenemos que pagar todo en la escuela y no nos dan ni libros.

Another family related below his/her frustration with the quality of education in the Mexican school system and complained about the fees associated with the cost of attending school:

Here school cost a lot of money in fees, and in Minnesota my children had the opportunity to go to school for free. Besides, the quality of schools in Morelos are not good; they need to improve.

---

Aquí las escuelas cuestan mucho dinero, y en Minnesota mis hijos tuvieron la oportunidad de ir a la escuela gratis. Además, la calidad de las escuelas de Morelos no son buenas; necesitan ser mejor.

Migrant families viewed quality schools as those which provided access to bilingual education and bilingual teachers because their children lacked the knowledge of the Spanish language. They stated they wanted Mexican teachers to recognize the impact of the migration

experience on their children, the value of their children's English language, and they wanted their children to be embraced by the school system. Three migrant parents expressed their concerns for the future education of their children and the school conditions in the Mexican education system regarding overcrowded classrooms. These three parents from different communities in Morelos believed that due to congested classrooms, their children were invisible in the Mexican school system. Below is an example of a comment made by one of the parents regarding bilingual education and overcrowded classrooms in Mexican schools:

The challenge that exist in the education system in Mexico is the lack of bilingual teachers. Bilingual teachers understand the value of speaking another language. They welcome migrant children in their classroom and see their English language as an asset. Also, not a challenge but a problem I have observed in the schools is that classrooms are overcrowded so teachers do not focus on the education of students. Our migrant children become invisible in the crowded classrooms since they do not understand Spanish.

-----

El reto que existe en el sistema educativo de México es que no hay maestros bilingües. Éstos maestros entienden el valor de hablar otro idioma. Ellos dan la bienvenida a niños migrantes a sus salones de clases y ven el idioma de inglés como un valor. Otra cosa que no es un reto pero un problema que he observado en las escuelas es que los salones están muy atestados, y los maestros no se enfocan en la educación de los estudiantes. Nuestros niños migrantes, al no entender español, se vuelven invisibles en los salones atestados.

***Lack of school support.*** Participants expressed how Minnesota public schools had supported each student. However, 13 or 41.9% of the families complained about the lack of academic support in Morelos schools:

There is good education system in Minnesota. In Morelos there is not support; they often ask for money for materials, no academic help is offered.

---

Hay un buen sistema de educación en Minnesota. En Morelos no hay apoyo, siempre piden dinero para el material, y no ofrecen ayuda académica.

A parent told of his/her experience with an unsupportive Mexican school system and his/her desire to convey the concern to Mexican school system leaders that a lack of the Spanish language proficiency by a child is detrimental to the child's success in the Mexican schools. The study participant suggested that English classes were needed:

Here in Morelos what is missing is to have English classes for our children because they do not speak Spanish. We have the feeling that you receive more support in another country; I ask myself: How is it possible that in your own country you do not receive support for your children? Education for our migrant children in Mexico is sad, and a big challenge is their adaptation to this education system. We have a lack of schools where our children can be successful and continue to study English.

---

Aquí en Morelos lo que hace falta es de tener clases de inglés para nuestros hijos porque no hablan español. Sentimos que uno recibe más ayuda en otro país, y me pregunto: Cómo es posible que en nuestro propio país no recibimos ayuda para nuestros hijos? La

educación para nuestros hijos migrantes en México es muy triste, y un reto es el de adaptarse a este sistema educativo. No tenemos escuela públicas donde nuestros hijos puedan tener éxito y continuar su educación en inglés.

According to two parent participants, the lack of school support negatively influenced the motivation of their children to attend school. These parents were concerned and believed that internal or external motivations were keys to school success, as their children grew older. They talked about being accustomed to the Mexican school system but suggested it was affecting the possibility of their children attending college; they perceived their children's motivation to attend school was in jeopardy. Yet, they did not know how to demand change for the education of migrant children. Both parents described the following:

By now, we got used to of the system, but the education system is very bad in general. Children lack motivation to go to schools because they cannot understand the classes. Many children do not want to go to school. I feel that the system here does not suit my son. In Minnesota was different; we had much support. Here in Mexico we are very sad. One as a parent wants children to progress and we want the best for our children. I do not know how to advocate for my son. We need change in the education of migrant children who are returning to Mexico.

---

Por Ahora, ya estamos acostumbrados al sistema, pero el sistema educativo está muy mal en general. Los niños no tienen motivación de ir a la escuela porque no comprenden las clases. Muchos niños ya no quieren ir a la escuela. Siento que el sistema educativo aquí no le conviene a mi hijo. En Minnesota era diferente;

tuvimos mucho apoyó. En México estamos muy triste. Uno como padre quiere que sus hijos progresen, y queremos lo mejor para nuestros hijos. No sé como advocar por la educación de mi hijo. Necesitamos un cambio educativo para los niños migrantes que se están regresando a Mexico.

**Bullying.** Four parent participants or 12.9% related serious concerns regarding the bullying their children experienced in the schools in Morelos. Parents related their worries regarding discriminatory comments their children received from their peers. They expressed that the bullying was creating a negative impact on their children's school experiences and, they were afraid that their son or daughter would not want to attend school or maybe even drop out of school. According to those parents, the bullying experienced was either because migrant children could not speak Spanish or because they were Americans:

One of the hardest things for my daughter was the difficulty she suffered from bullying about her nationality of being from the United States. She told us that students here in Morelos made fun of her because she was kicked out of the United States being an American; that she did not belong in Mexico because she could not even speak Spanish.

-----

Una de las cosas más difíciles para mi hija fue que sufrió mucho de intimidación o bullying por su nacionalidad de ser de Los Estados Unidos. Nos dijo que estudiantes en Morelos le hacían burla porque la sacaron de Los Estados Unidos siendo Americana; que ella no merecía estar en México porque no podía ni hablar español.

A study participant revealed below how his/her child suffered from bullying for being an American citizen and why he returned to Minnesota:

Our older son did not adapt to the Mexican education, so he returned to Minnesota.

Furthermore, he suffered from bullying here in Mexico because of his nationality and his Spanish accent.

---

Nuestro hijo mayor se adoptó a la educación Mexicana y por eso se regresó a Minnesota.

Además, el sufrió mucho del bullying aquí en México por su nacionalidad Americana y por tener acento al hablar español.

A male migrant parent commented how his/her children suffered from bullying in Minnesota and now his/her students were experiencing bullying in Mexico. The literature review supported this parent's comment. It was reported in USA Today that migrant students sometimes experience bullying in their new schools, ". . . they are isolated, re-living again their life experience similar to what they experienced living as migrant workers in the United States" (Hwang, 2017, p. 6).

My children suffered from bullying in their Minnesota school and now they are suffering from bullying here in their Mexican schools too. I need to take them to see a psychologist to help them cope.

---

Mis hijos sufrieron de bullying en su escuela en Minnesota y Ahora están sufriendo bullying aquí en su escuela en México también. Necesito llevarlos a un psicólogo que los ayude a manejar esto de bullying.

**Immigration.** Research Question 3 asked study participants to provide observation regarding the challenges their children experienced in the Mexican education system when they returned to Morelos. Most of the participants said that they were living in the United States undocumented, and 23 or 74.2% reported that their choice to return to Mexico with their Minnesota-born children was voluntary. Twelve or 38.7% of the interviewees mentioned that, as they arrived in Mexico, they encountered barriers with enrolling their children in school because they did not have the Mexican birth certificate required from schools since their children's birthplace was the United States.

The theme of Immigration caused emotional concern to be expressed by participants when they discussed the future of their children's education. The researcher divided the theme of Immigration into three subthemes: Deportation, Mexican Documentation, and Returning to Mexico by Choice.

**Deportation.** Migrant families and their children experience an educational crisis when they are deported. Those families are confronted with new issues in Mexican schools which are not prepared for the influx of migrant students; furthermore, the Mexican schools rarely provide support in Spanish as a second language or English as a second language as stated by Kristen Hwang: "In Mexico, American-citizen children face an education system that isn't fully prepared for the influx of students, especially students who don't speak Spanish" (Hwang, 2017, p. 6).

In the study, only two or 6.4% of the participants reported being deported. Deportation separated families waiting to be reunited. A male study participant was frustrated with the



immigration system in the United States because he has not received his paperwork to return to Minnesota to be reunited with his family. The participant spoke only in English:

I have three children born in the United States, one in California and two in Minnesota. I was deported for being undocumented. My wife is American, but it takes a long time to process the immigration papers. However, since I am not in Minnesota, my wife brought our little one to me here in Mexico and my parents take care of him because in Minnesota we cannot afford day care. I am waiting for the opportunity to receive my residency papers. My wife is working hard and contacted a lawyer to accelerate the process so my little one and I can join our family in Minnesota.

Another participant spoke about the current situation with immigration and the migrant caravan from Centro America. The interviewee commented that he was waiting for reunification of his family, and it was his hope that the United States would address the issue of deported parents and separated families, especially those families with children born in the United States, before attending to the needs of migrants from Centro and South America:

I came back to Mexico because I was deported. With this new President, I was afraid. My wife and children are in Minnesota and I hope that soon we can be reunited before they process entrance to migrants from Centro America.

---

Regresé a México porque fui deportado. Con este nuevo Presidente, tuve miedo. My esposa y mis hijos están en Minnesota y yo espero que pronto podamos estar reunidos, antes de procesar entrada a los migrantes de Centro America.

One female study participant spoke about how deportation affected her family and the difficult decision she made to reunite her family in Mexico. Furthermore, she spoke about the uncertain immigration climate in the United States and the difficult situation for migrants:

We returned to Mexico because my husband was caught and was deported by the immigration of the United States. I did not have support for my family in Minnesota so I made the hard decision to leave the United States and return to Mexico to join my husband. These are difficult times with deportation.

---

Regresamos a México porque mi esposo fue agarrado y deportado por la emigración de los Estados Unidos. Yo no tenía apoyo para mi familia en Minnesota así es que tomé la decisión de dejar los Estados Unidos para regresar a México y reunirme con mi esposo. Éstos son difíciles tiempos con las deportaciones.

***Mexican documentation.*** Twelve or 38.7% of the migrant families who participated in the study reported that in order to enroll their children in Mexican schools, school administrators asked for their children's Mexican birth certificate. This became a barrier for participants if their children were born in the United States and if they did not possess the proper documentation for Mexican residency or dual citizenship. Furthermore, parents commented that with deportation, the last thing on their minds was the paperwork to enroll their children in a Mexican school:

One of the barriers in returning to Mexico was the documentation to prove the Mexican nationality of my children so that they had access to school and an education. My children are American citizens and we need to process their Mexican nationality.

---

Una de las barreras en regresar a México fue la documentación para comprobar la nacionalidad Mexicana de mis hijos y así tener acceso a la escuela y una educación.

Mis hijos son ciudadanos Americanos y necesitamos procesar su nacionalidad mexicana.

After living in Mexico for a few of years, two parent participants expressed that they have not been able to process paperwork for dual citizenship or for Mexican residency for their children. The family said that Information on requirements and the process for obtaining residency or citizenship have not been provided to them. Since they were living in poverty, the family needed to process the documentation in order to receive scholarship or government assistance from the Mexican government in Morelos:

My children are American, and they have an expired passport. My wife and I were deported so later our children came to be with us. I did not have time to fix their Mexican residency in Minnesota. The problem I still have is that I have not been able to fix my children dual Mexican nationality due to the lack of information. In order to receive scholarships for school or government assistance, my children need to have a Mexican citizenship.

-----

Mis hijos son Americanos y tienen un pasaporte expirado. Nos deportaron a mi esposa y yo. Después nuestros hijos se reunieron con nosotros. No tuve tiempo de arreglar su residencia mexicana en Minnesota. El problema es que aún no he arreglado su doble nacionalidad mexicana por no tener información. Para poder recibir becas para la escuela o asistencia del gobierno, mis hijos deben de tener la nacionalidad mexicana.

However, one study participant told how she was provided with educational support for her children upon arriving in Mexico:

When I arrived in Morelos, the government provided me with support in processing the paperwork so my children could be accepted and attend school; my children were able to attend school while their birth certificates were approved.

---

Cuando llegué a Morelos, el gobierno me apoyó con el proceso de papeleo para que mis hijos fueron aceptados y asistieran a la escuela. Mis hijos pudieron asistir a la escuela mientras se aprobaban las actas de nacimiento.

***Returning by choice.*** Study participants spoke about being united as a family in Mexico. From the interviews, 23 or 74.2% of the migrant families reported that they returned to Mexico by choice. Furthermore, study participants reported that if families contacted a family member in Mexico for help and support before arriving at their destination in Morelos, the process of incorporating in their new community was much easier. Additionally, 10 parents or 32.3% related that they received information while in Minnesota from the Mexican Consulate on what to do regarding school documentation. Then, they processed the required documentation as they prepared to leave for Mexico:

We decided to return voluntarily with our daughter, and the support given by family and the government to obtain documents for the nationality of my daughter before returning to Mexico was good.

---

Decidimos regresar voluntariamente con nuestra hija, y el apoyo que nos dio la familia y el gobierno para obtener los documentos de nacionalidad mexicana para mi hija antes de regresar a México fue bueno.

Another study participant, who returned to Mexico voluntarily, discussed the support and advice received by family members in order to make the transition easier as they settled in the community:

We decided to return to Mexico voluntarily with our children, and we have received much help from our family. We are currently living with my husband's parents, and they have given us land to build a home. Our children were born in Minnesota, and they do not speak Spanish but they are learning. The transition has been hard for them but my husband was undocumented, and we have not fixed his papers yet. We were concerned for my husband's deportation and to be separated. We have a lawyer in Minnesota working on my husband's immigration status. We have received advice to obtain Mexican documents for the Mexican nationality of our children so they can be ready to enter school when they are school age. Life is different in this town but with the support of our families we will be okay.

---

Nosotros decidimos regresar a México voluntariamente con nuestros hijos, y hemos recibido mucha ayuda de nuestra familia. Ahora estamos viviendo con los padres de mi esposo y nos han dado un lote para construir una casa. Nuestros niños nacieron en Minnesota y no hablan español pero lo están aprendiendo. La transición ha sido difícil para ellos pero mi esposo es indocumentado y no hemos arreglado sus

papeles. Estábamos preocupados de que mi esposo fuera deportado y que nos separaran. Tenemos un abogado arreglando el estatus migratorio de mi esposo. Hemos recibido consejo de obtener los documentos para la nacionalidad Mexicana de nuestros hijos y así esten listos para cuando tengan la edad de entrar a la escuela. La vida es diferente en este pueblo pero con el apoyo de nuestras familias, estaremos bien.

Another two study participants, a couple, expressed fear of immigration and not wanting to have a record of being undocumented. They feared their children could be taken away because they, as parents, were undocumented and their children, born in the United States, were American citizens:

The reason I decided to return to Mexico voluntarily was the fear that the government in the United States would take my son away since I was an undocumented immigrant. I did not have the money to pay an attorney to process papers for American residency so it was best to return to Morelos, and someday my son can return to Minnesota when he is older as he is an American citizen.

---

La razón por la cual yo decidí regresar a México voluntariamente fue por miedo que el gobierno de los Estados Unidos me quitara a mi hijo por ser undocumented. No tenía el dinero para pagar un abogado y procesar los papeles de la residencia. Así es que fue mejor regresar a Morelos y algún día mi hijo puede regresar a Minnesota cuando sea mayor de edad, pues él es ciudadano Americano”

In the following interview, a study participant related how the choice she made to return to Mexico was forced by circumstances beyond her control as her father became ill from working agricultural fields. The lack of health insurance and money resulted in her returning to Mexico:

We went to the United States to do work on the fields. My husband becomes ill from handling pesticides. We did not have health insurance for my husband's health care, and we were running out of money to survive in Minnesota. Since my husband could not work, and we did not want to depend on food stamps, we made the decision to return to Mexico.

-----

Nos fuimos a los Estados Unidos para trabajar en el campo. Mi esposo se enfermó por trabajar con los pesticidas. No teníamos seguro de salubridad para la salud de mi esposo, y ya no teníamos dinero para sobrevivir en Minnesota. Mi esposo no podía trabajar y no quisimos depender de las estampillas para comida, así es que decidimos regresar a México.

## **Summary**

Chapter IV reports the findings from interviews conducted with migrant families and relates DACA adults' experiences with migration either to the United States or to Mexico. Four themes surfaced from the interviews: the economy, family, education, and immigration.

One finding from the economy theme was that families often spoke about searching for the American dream. In the family theme, participants spoke about family separation. With regard to the education theme, the most often shared topic was the lack of school support.

Immigration theme responses were focused on returning to Mexico by choice. However, the most powerful findings were the study participants' concerns about the education of their children and family separation. Access to a college education appeared to be a concern of DACA participants.

Study participants expressed worry about the future of their children and access to the education system either in the United States or Mexico. They spoke about their children lagging behind in their academics and the barriers they encountered in the Mexican education system including a lack of academic support, being unable to understand the classes conducted entirely in Spanish, documentation of Mexican citizenship in order to enter school, bullying and its psychological affects, the cost of education and others.

Overall, migrant families and DACA adults reported a lack of support for their children and for themselves in the Mexican education system. Study participants expressed their desire to more easily obtain information on required documentation for their children's admittance to schools in Mexico so they could be proactive in their children's education.

Chapter V provides conclusions, discussion, limitations, and recommendations for further research and professional practice.



## **Chapter V: Conclusions, Discussion, Limitations, and Recommendations**

Chapter V presents a summary of the study and conclusions based on interviews with participants. The conclusions are presented according to themes that emerged from interviews that were focused on the three research questions. The chapter also compares study findings to the related literature, and further details on limitations, recommendations for practice in the area of migrant education, and recommendations for further research.

### **Purpose of the Study**

The purpose of the case study was to gather interview data in order to assess the educational impact of deportation on the educational progress of the children of migrant families' as they returned to the Mexican education system after attending Minnesota schools.

Findings from the study may result in recommendations for collaboration between the education agencies of Morelos, Mexico and Minnesota Department of Education and Minnesota schools in order to support the education of K-12 students who will migrate from one country to another, and who later in life, may return to the United States. Furthermore, the study explored reported barriers Deferred Action for Childhood Arrivals (DACA) adult students encountered in the Mexican education system as they returned to Mexico from the United States.

### **Research Design**

The researcher collaborated with the Migrant Education State Director in the state of Morelos, Mexico to identify and contact migrant families and DACA adults who returned to Mexico by choice or deportation, after living in the state of Minnesota. The migrant families

and DACA adults interviewed included 34 participants who were invited and volunteered to participate in the study.

Face-to-face individual interviews were conducted by the researcher in Morelos, Mexico. The interview responses were transcribed and analyzed using a guide from the Center of Evaluation and Research provided by the Data Analytics Department at the Minnesota Department of Education. (Impact, n.d.).

### **Research Questions**

The study was designed to answer three research questions. These questions guided the development for the interview questions in order to gather information about migrant families and DACA adults' migration patterns to Minnesota, and barriers and challenges encountered in the education system for migrant students. There were 34 participants, and a qualitative approach was used to analyze participants interview responses and answers to the three research questions:

1. What did Mexican adults report as reasons for migration to Minnesota, United States from Morelos, Mexico?
2. What did young DACA (Deferred Action for Childhood Arrivals) adults report were the primary obstacles in their transition from Morelos, Mexico to schools in Minnesota?
3. What did Mexican migrant families observe as challenges their children faced when returning to the Mexican education system in the state of Morelos, Mexico?

**Research Findings: Question 1**

What did Mexican adults report as reasons for migration to Minnesota, United States from Morelos, Mexico? From the study responses, participants referred to the factors of Economy and Following Family as the most common reasons for migration to the State of Minnesota. Under these themes, specific topics emerged from the interviews with 28 or 90.3% of 31 study participants expressing that the reasons for migration to Minnesota were the lack of jobs in Mexico and to attain the American Dream. Also, 23 or 74.2% of participants reported moving their families to Minnesota because they either had an extended or immediate family member. Others moved to Minnesota because were invited by a friend or acquaintance. It was important, according to participants, to have support once they reached their destination in Minnesota and to have someone, they knew to provide this support. Some families mentioned leaving Morelos in order to earn money to cure an illness of a family left behind in their home community of Morelos. Through the interviews it was found that the consequences of migration led to family separations and the desire to be reunited with the families they left behind. For example, a participant for the study mentioned that his/her hope was for the United States to take care of the deported migrant families with children born in the United States before attending to the needs of the migrants from Central America.

Regresé a México porque fui deportado. Con este nuevo Presidente, tuve miedo. My esposa y mis hijos están en Minnesota y yo espero que pronto podamos estar reunidos, antes de procesar entrada a los migrantes de Centro America.

-----

I came back to Mexico because I was deported. With this new President, I was afraid. My wife and children are in Minnesota and I hope that soon we can be reunited before they process entrance to migrants from Centro America.

The following chart summarizes interviewee responses as to why their families migrated to Minnesota from Morelos, Mexico. Two themes surfaced which are the Economy and Following Family; corresponding subthemes were develop under the themes of the economy and following family which are delineated in the chart below:

The Economy	Following Family
The American Dream	Following Extended Family
Lack of Jobs in Mexico	Immediate Family Separation
Family Financial Support	

The theoretical framework used in the literature review for the study—developed by Ricardo Contreras Soto—supports the interview responses provided by participants with reference to the economy. Some of the reasons for migrating to the United States, according to Contreras Soto were to find a job, to earn more money, to pay for a debt, and to be with family, (Contreras Soto, 2008). After analyzing the results for Research Question 1—reasons for migration to Minnesota—and based on 31 responses (DACA responders were not included in this analysis), 28 or 90.3% of the study participants reported they migrated to Minnesota for economic reasons (including lack of jobs in Mexico, the American Dream, and receiving financial family support). Another reason for migration to Minnesota was to follow a family member; 23 or 74.2% of participants reported that Minnesota was their destination because they planned to follow family members. Toward that end, Sánchez García and Hamann (2016) mentioned that the lack of jobs in Mexico was one of the reasons for family migration to the

United States, “The lack of local jobs, more than anything, precipitated migration to the United States” (p. 216).

### **Research Findings: Question 2**

Identified young DACA adults in Morelos were asked to report on what were the primary obstacles in their transition from Morelos, Mexico to schools in Minnesota.

Only three DACA adults were identified for the study; they reported that their families migrated to Minnesota before they were four-years-old so they could not speak about their transition to Minnesota schools. Instead, they spoke about their experiences in Minnesota schools during which they indicated those experiences were very positive and they received much needed academic support.

Even though two of the DACA adults were bilingual, they indicated that they considered English to be their first language. One DACA study participant could not speak Spanish. A concern that emerged from DACA participants’ interviews was that of post-secondary education. They spoke about their choices to return to Mexico with their families and thus, abandoning the possibility of attending college in the United States. They also related their struggles in Mexico and the Mexican school system as well as the challenges of their inability to speak Spanish. For example, the three DACA participants expressed that their inability to speak the Spanish language proficiently impacted their success in academic courses in Mexico. They also conveyed that Mexican teachers could not speak English.

In addition, all DACA adult students spoke about the lack of support they received in the schools they attended in Mexico compared to Minnesota. One DACA respondent specifically voiced a concern regarding the absence of special education services available in regular

classrooms in schools in Mexico, and mentioned that, because special education services were reported on his/her transcript, school officials from the school he/she was attending in Mexico wanted him/her to attend an isolated special education school when he/she had already exited the program in Minnesota.

Another DACA adult related how he/she abandoned his/her education in the United States to return to Mexico because of his/her mother's illness, but also dropped out of school in Mexico because of the mother's health and the need to work to provide financial support for the family. The participant felt that it was a benefit to him/her to be in Mexico for his/her family and to improve his/her Spanish language skills.

Overall, the DACA adults interviewed stated they wanted to reside in the United States as it is the country, they considered home; however, they also feared being separated from their parents and having their families split between Mexico and the United States.

The stories that surfaced during the interviews with DACA adults were similar to Maggie Laredo's story. She was also an undocumented DACA student from Florida who spoke fluent English and experienced separation from friends and family. Maggie Laredo made the choice to leave the United States before President Obama created temporary deportation relief for migrants brought to the United States as children, "Her options were to live in the shadows of the only country she had known since she was two or return to Mexico" (Holpuch, 2017).

Returning to Mexico either by choice or deportation was challenging for DACA interviewees and affected their school success. Family mobility can create hardships in a migrant student's education, as indicated by Sánchez García and Hamann (2016) referring to international migrant learners' dynamics, "The few teachers who talked about this dynamic

clearly distinguished these students from the expected mononational population and lamented how this pattern of migration was challenging for schooling” (p. 211).

### **Research Findings: Question 3**

What did Mexican migrant families observe as challenges their children faced when returning to the Mexican education system in the state of Morelos, Mexico?

Study participants (67.7%) related that in their opinions, Mexico had a poor quality of education, and that little or no academic support was provided to their children in the Mexican schools. Twelve or 38.7%, of study participants expressed concerns about the process of enrolling their children in the Mexican school system. Mexican school officials required proof of Mexican citizenship, but the study participants’ children were registered as citizens of the United States. Based on participants’ responses, two themes emerged in relationship to the Research Question 3: Education and Immigration. Correspondingly, the sub-themes from the two themes included: quality of education, lack of school support, bullying, deportation, Mexican documentation, and returning to Mexico by choice:

Education	Immigration
Quality of Education	Deportation
Lack of School Support	Mexican Documentation
Bullying	Returning to Mexico by Choice

Study participants spoke about the many fees and financial donations they were expected to pay to the Mexican schools. They stated it was difficult for them to contribute financially to the schools since they were suffering from unemployment and poverty. The number of study participants (11, or 35.4%) who viewed the contribution of funds or fees to Mexican schools as an issue was greater than one in three. Out of the 31 participants who provided answers on

academic support in Mexican schools, 21 or 67.7% related how the lack of academic support and poor quality of education had affected their children's motivation to attend school.

Also, study participants expressed concern that the education in Mexico was creating a negative impact on their children's school experience. They reported they were afraid that their sons or daughters would not want to attend school or might even drop out of school. Many study participants commented that their children needed support academically and socially, particularly when they first arrived in Mexico. Supporting this concern, in a study completed by Sánchez García and Hamann (2016), a Mexican teacher was quoted as believing and observing in his/her classroom that migrant students sometimes needed to adjust before becoming successful in Mexican Schools. This teacher cited, as an example, the case of a migrant student named Daisy who needed support in the school:

. . . when students arrive in Mexico from the United States, they initially need more support . . . Daisy's problem was that she was competing with other students for that support. International migrant students confront two challenges, . . . first their interaction with peers and then their acceptance into smaller groups or cliques. (p. 213)

A small percentage of participants (13.9%) reported they were concerned with the bullying their children experienced in the Mexican schools because they were Americans or did not speak Spanish well. During the interviews, several study participants asked the psychologist, who was in attendance at the interviews as a resource for interviewees, to assist them in helping their children cope with being bullied. Similar to the findings in the literature, the discrimination that migrant students suffer and experience as a result of reallocation to a new home due to deportation is difficult since the only life they knew was living in the United States, and for



many, English is their first language, as stated by Hwang (2017), “Migrant students sometimes experience bullying and rejection from their new classmates in their new school in Mexico, they are isolated . . .” .

With many migrant American children returning to and living in Mexico due to choice or deportation, it could be assumed that Mexican education system leaders would have provided a variety of services to assist migrant families, especially academic support for their children. Otherwise, as the literature revealed, if a deported child does not speak Spanish and the school is not equipped with resources to teach him or her in their first language (English), the consequences for that migrant student could be devastating to their educational success as they fall behind in their schooling; therefore, the language barrier becomes one of the most significant issues in migrant children’s education (Hwang, 2017).

In examining Research Question 3, and the three Education sub-themes, it was determined that 25 or 80.6% of the participants indicated that poor quality of education, bullying, and school support were observed as challenges in the education of their children in the schools in Morelos. Regarding the immigration theme, 25 or 80.6% of the participants reported that they returned to Mexico voluntarily, either to avoid separation or deportation; and 12 or 38.7% reported that school documentation (Mexican birth certificate) created educational barriers for their children and delayed enrollment for their children in the schools in Morelos.

## **Discussion**

Teachers play an important role in the adaptation of migrant students to their new schools and communities. Thus, positive school outcomes emerge when the needs, support, and strength

of students are aligned with the assets in their homes, schools, communities or surrounding environments, as pointed out in the research conducted by Sánchez García and Hamann (2016):

Even as social and educational integration are often problematic, schools are key sites for adaptation and resilience that many internationally mobile students develop. And teachers help shape whether these processes are easier or more difficult, brief or extended, viable or fraught. Teachers are also community leaders . . . (p. 221)

Migrant students who travel back and forth across districts lines, from state to state, or across the international border between the United States and Mexico have many needs, and they are the most disenfranchised of all students who are characterized by high mobility. In this regard, Luis Angel Santos Henrique, a migrant student stated

My parents transferred me from one school to another because things changed.

Sometimes they got more expensive, so they wanted to find a school that was cheaper for them. It was really hard for me to find friends, and I used to get bullied every single day.

(Green Card Youth Voices, 2016, p. 7)

The mobility faced by migrant students disturbs the continuity of their education. During the study interviews, migrant parent participants expressed their concerns that their children would drop out of school due to a lack of motivation, language barriers, and challenges experienced in their Mexican schools. Interview participants expressed that the source of support and family strength for their children was in jeopardy, since decisions were made to separate family members either by choice or deportation, to live separate lives in order to have a better future. Hwang (2017) offered in this regard that:

In Mexico, American-citizen children face an education system that isn't fully prepared for the influx of students, especially students who don't speak Spanish. And children who choose to stay in the U.S., separated from their parents who returned to Mexico, are more likely to suffer from early-onset mental illness and behavioral problems. Both groups are likely to drop out of school altogether. (p. 6)

As an educator, the researcher has witnessed that when students experience isolation, they feel disconnected to the school, and that disconnectedness is intensified by achievement issues and retention. Many school aged migrant children whose parents returned to Mexico by choice or deportation navigate an unknown school system in Mexico. This may create stress and contribute to feelings of isolation, and interfere with students' academic performance, (UCLA Center for Labor Research and Education, 2008). The study interviewees pointed out that their migrant children not only experienced an educational gap, but also social and emotional conflicts as they assimilated into the mainstream life of their new community (Morelos).

From the study's participants' responses, it can be concluded that Morelos, Mexico, has not been prepared to receive the children who have returned to Mexico from the United States by choice or deportation. Those Mexican schools may not be prepared to receive additional children who may, someday, return as a result of immigration reform. Therefore, it becomes the responsibility of the education systems in both states (Morelos and Minnesota) to engage in conversations and establish partnerships to provide access to educational information to ensure educational opportunities for migrant children born in Minnesota as they continue their education in Mexico, or perhaps at a later date, when as American citizens, they return to Minnesota.

Twelve or 38.7% of study participants alluded to their lack of knowledge of the Mexican documentation that was required to enroll migrant students in Mexican schools. Through the Mexican Consulate office in St. Paul, Minnesota and the satellite American Embassy office in the state of Morelos, informational sessions could be conducted to assist migrants in obtaining their Mexican documents. For example, in Minnesota, the Mexican Consulate would be encouraged to inform Mexican parents about the availability and benefits of dual citizenship and the requirements to achieve such status. Although, it cannot be assumed that parents will visit the Mexican Consulate, perhaps informational meetings could be held at schools in Minnesota, particularly those that have high enrollments of Mexican students as identified by the Minnesota Department of Education.

Furthermore, as students return to Morelos and migrant parents report to the Migrant Education Office, coordination may be undertaken with the American Embassy satellite office to assist parents in obtaining proper documentation, including an American passport, to prove their children are United States Citizens. In the future it is possible the children will need to possess this document to return to Minnesota.

Twenty-one or 67.7% described how the lack of academic support combined with a poor quality of education affected their children's motivation to attend school. The United States has a long history of receiving migrant students and Minnesota schools have been receiving transnationally mobile youth (who many times are labeled English Learner) for years; English learners are Minnesota's fastest growing student population (Minnesota Department of Education 2016). Through coordination of technology with the Migrant Education Office in Morelos and the Migrant Education office in Minnesota located at the Minnesota Department of

Education, exchanges of ideas and virtual mentoring can take occur with school administrators of the school the students attended in Minnesota, on how to establish academic support programs in the Mexican schools where returning migrant students from Minnesota enroll.

Mexico has been a country where migrant families leave the country to migrate to the United States; however, currently Mexico is also a receiving country for migration and help could be provided to benefit migrant children who are United States Citizens. As articulated in a study completed by Sánchez García and Hamann (2016):

It is only recently that conceptualized Mexico just as a migrant sending country and the United States just as a migrant receiving country has started to be questioned/ complicated . . . the movement between Mexico and the United States is bidirectional and it involves more parts of the United States—both the “traditional” Latino diaspora and the “new” Latino diaspora—and more parts of Mexico than previous eras of binational movement. (p. 203)

Furthermore, as parents arrive to their Mexican destination, they need to contact school in Minnesota to provide their children’s paperwork from Minnesota schools to schools in Morelos in order to support the continuation of their education.

For migrant students to be successful in school, teacher professional development is important whether in Minnesota or Morelos. Educators are the agents of change in their classrooms and schools, and another initiative for collaboration could be a partnership for teacher training among the State of Minnesota and the State of Morelos since both have migrant education programs. This professional development initiative should focus on implementation of best practices in the field of migrant education. The initiative can take place through post-

secondary institutions, or by creating sister schools among districts in Minnesota and those in Morelos with high migrant student enrollment. The best practices could include strategies for teachers working with migrant education programs regarding language acquisition (Spanish/English), background and needs of migrant students, academic enrichment, cultural competency, culturally responsive teaching strategies, project-based learning, and setting up the school for programs to embrace diversity, welcoming, school climate, and bullying. With the right technology, planning, and collaboration, educators in Morelos can have access to strategies that work in Minnesota schools and shape their own teacher development programs to raise the next generation of global learners who need to be provided with the tools for workforce preparation and to succeed in life.

The future education of American migrant children living in Mexico due to deportation or to avoid family separation is unknown, but many of them may return to Minnesota; they are American Citizens and they only know their community in the United States as their home. They can become future leaders, scientist, teachers, historians, artist, mathematicians, researchers, engineers and other equally important professions; they can be part of a future workforce in the United States.

It is unfortunate that the study and research indicated that migrant children are caught in the dilemma of deportation and politics. Therefore, given the respondents' immigration status, extra caution was taken to ensure confidentiality. Several measures were taken to avoid any identifiers that would directly link any responses to specific respondents. Participants provided verbal consent rather than leaving a paper trail with a written consent form.

## Limitations

“Limitations define the factors that affected the research and that were out of the researcher’s control” (St Cloud State University, 2016, p. 38). Limitations during the conduct of the research included the following:

1. The number of participants intended to be interviewed originally was 15 to 20 as established in a letter from the Migrant Education Director in Morelos, Mexico. However, the researcher hoped to interview 50 participants in order to have a larger sample size. On the interview day, the number of participants who arrived for interviews exceeded the researcher expectations with over 130 participants. Nevertheless, only 50 participants were identified to have lived in Minnesota, and of that number, 34 participants volunteered to be interviewed. The researcher concluded that this was a valid number for making conclusions regarding the study.
2. The number of migrant families who asked for the psychologist to be present in the interview sessions in order to seek support for their children’s psychological trauma exceeded the researcher’s expectations. Only one out of the 34 families and DACA adults interviewed did not request the psychologist to be present during the interviews. This unexpected demand of services prompted for longer interviews in order to support participants emotional stage.
3. Because all three of the DACA participants were under the age of four upon arriving in the United States with their migrant parents, they had little to report regarding transition experiences from Morelos, Mexico to Minnesota.

## Recommendations for Practice

Based on study findings and conclusions, the following recommendations are presented for consideration in creating programs to improve social and academic outcomes for migrant students and their families.

1. Participants were concerned with the Mexican school environment and provided information that could be used to develop programs to assist migrant families and their children by improving the educational conditions for them in Mexican schools.
  - a. It is recommended school administrators in Morelos implement anti-bullying student programs through the arts or assemblies for all students in the schools, and display signs of welcoming environment to embrace newcomers to the school.
  - b. It is recommended administrators and teachers in Morelos develop advisor—advisee’s opportunities for positive peer connections in the classrooms.
  - c. It is recommended the City Mayor of Morelos, along with leaders of city departments (social services, health, and others) partner with school administrators in Morelos and structure hubs in the school and community. Hubs in the schools could provide information on types of student involvement available such as club activities, after school extra help, tutoring, sports, and college information. Hubs in the community could also offer information for social services, health, housing, employment, civic engagement, and immigration assistance—like Welcome Centers in the United States.
2. Study participants indicated that they needed teachers who could embrace their children and could support their students socially and academically. The following



activities, professional development, and programs are recommended to support migrant students:

- a. It is recommended the Migrant Education Office administrators in Morelos, in collaboration with school administrators, offer teacher training on the history of Migrant Education to increase understanding, empathy, and promote positive educational practices to serve migrant students.
  - b. It is recommended that school principals in Morelos, through professional learning communities, implement school programs to insure the accountability of staff members for the education of their migrant students, including such activities as group meetings to share classroom experiences, student's academic and social needs, family backgrounds, and best practices to help migrant children and parents navigate the Mexican school system.
  - c. It is recommended that school administrators in Morelos provide workshops for teacher to create awareness of social and emotional learning supports needed by newcomers to their school system.
  - d. It is recommended Morelos' school leaders provide workshops for teachers on strategies for teaching students with special needs.
3. The research participants indicated their concern regarding the lack of school support in Mexican schools. To further enhance educational academic programs and strategies to achieve positive outcomes, the following is recommended:
- a. It is recommended, through technology, the development of mentoring programs provided by the Minnesota Department of Education for school administrators in

Morelos (schools with high migrant student enrollment) on best practices and low-cost programs for academic success. Some examples can be individual academic plans, daily schedules to provide support to migrant students, after school academic support programs, and tips on parent engagement.

- b. It is recommended school administrators in Morelos offer Spanish as a Second Language curriculum for migrant students who speak English and do not speak Spanish.
- c. It is recommended that Morelos Department of Education facilitate teacher training on WIDA (Consortium in Madison Wisconsin) through the Morelos Teacher Center (*Capacitación Al Magisterio* [CAM] program) with a focus on the integration of transnational children/adolescents who arrive in Mexico and their academic needs. The training curriculum could include (a) Spanish language development standards embedded in academic subject established by the World-Class instructional Design and Assessment Consortium (WIDA), and (b) exposure and understanding of Transnational Student Culture including the “bullying” phenomenon.

Overall, conversations structured by school personnel in Morelos, Mexico, with migrant students and their parents are needed to acquire insights on those strategies that will assist parents and students at home that lead to academic, career, and life success. Migrant families and their students return to Mexico with multiple needs; empowering them in conversations to assist in the structure of programing will lead to trust and school partnerships.

## **Recommendations for Further Research**

While the study is an important step regarding the educational impact on migrant students born to undocumented parents in the United States and are now living in Mexico due to deportation or by choice, more research needs to be conducted to understand the effects that deportation and migration have on the lives of migrant children. The following recommendations for further research can build upon the findings of the study and assist the reader in understanding the challenges of migrant American children.

1. It is recommended a future qualitative and quantitative study be undertaken to examine the psychological, social, and emotional impacts on migrant children who returned with their families to Morelos by choice or due to deportation. Interviews with migrant families and students could provide additional insights for school and district administrators' consideration. Such a study will aid in supporting the mental and emotional health of migrant children and provide the in school supports needed. Migrant parents could complete a survey that identifies the specific recommendations they believe are most needed to increase the likelihood of a smooth transition for their children.
2. It is recommended a study be conducted to examine outcomes and implementation strategies of Spanish Immersion Schools for migrant students deported to Mexico. Most migrant children deported to Mexico do not speak Spanish and the 80/20 model (80% Spanish and 20% English) will benefit students to progress in their academics along with learning the Spanish language. Spanish immersion classrooms must have 50% native Spanish speaker students so that migrant students may be paired with

these peers. The purpose of the study would be to develop diagnostic assessments of the immersion program to assess the transnational child's and adolescent's linguistic, cultural, academic, and social skills. Spanish immersion schools for migrant students in Mexico are needed in order to keep students from segregation, frustration, and isolation.

## **Conclusions**

Migrant families faced barriers and challenges as they migrated from Mexico to the United States seeking employment and a better life for their families. The children of migrant families who left the United States either by choice or deportation also faced challenges in their transition from Minnesota, United States to Morelos, Mexico. Whether living in Morelos or in Minnesota, the literature indicated that children of migrant families are confronted with many challenges such as reported by Baier (2009) regarding Celia, a 17-year-old student from Minneapolis who was born in Minnesota to undocumented migrant parents, and who later in life took care of her siblings:

Mom and Dad entered the country illegally, while Celia and her younger brother and sister are U.S. born citizens. Those circumstances were bound to throw Celia into a situation way beyond her control. Celia remembers the last conversation she had with her dad while he was in jail, waiting to be deported . . . “He just said my name and he was crying, and he just said, “to take care of my brother and my sister.”” In Celia's case, the story began nearly 20 years ago, when her parents embarked on a journey north in search for a better life. They left Axochiapan, a city in the Mexican state of Morelos, where they both worked as school teachers. (pp. 4-5)

The study was designed to provide information about the challenges and impacts on migrant children attending Mexican schools in Morelos; these migrant students were born and raised in the State of Minnesota to undocumented parents who left the United States and returned to Mexico either by choice or deportation. Findings from the study suggest that migrant students besides facing academic and communication issues with the Spanish language, they also faced challenges with family support and economic disparities, likewise, Sánchez García and Hamann (2016) in their research, *Educator Responses to Migrant Children in Mexican Schools* quoted a teacher from the state of Morelos who asserted:

It is important to determine how the transition to Mexico, from one school to another, is affecting a student. But also, to determine if there is a psychological problem, because, in my experience, remembering the challenges of one girl, her problems were more than language, she felt that she wasn't getting enough attention from her mother. There were also very low [economic] resources. (p. 221)

The case study was guided by three research questions:

1. What did Mexican adults report as reasons for migration to Minnesota, United States from Morelos, Mexico?
2. What did young DACA (Deferred Action for Childhood Arrivals) adults report were the primary obstacles in their transition from Morelos, Mexico to schools in Minnesota?
3. What did Mexican migrant families observe as challenges their children faced when returning to the Mexican education system in the state of Morelos, Mexico?

The purpose of the study was to gather data from migrant families and DACA adults, in order to assess the educational impact of deportation on migrant children's educational progress, as they returned to the Mexican education system after attending Minnesota schools. The qualitative study results add to the body of knowledge about the challenges faced by migrant families and the education of their children.

Furthermore, the study revealed that the numerous and complex barriers migrant students encounter in the Morelos, Mexican school system might hinder their academic performance and progress beyond their education. Therefore, it is imperative that collaboration regarding K-12 education occurs between the migrant education agencies in Morelos and Minnesota particularly since many migrant students in Mexico are citizens of the United States, and someday, they may return to their home state of Minnesota.

## References

- Achievement Gap in the United States. (n.d.). In *Wikipedia*. Retrieved from [https://en.wikipedia.org/wiki/Achievement\\_gap\\_in\\_the\\_United\\_States](https://en.wikipedia.org/wiki/Achievement_gap_in_the_United_States).
- Agren, D. (2018, November 13). Migrant caravan: First Central Americans arrive at the US-Mexico border. *USA Today*, p. 1.
- Arias, B. M., & Morill-Campbell, M. (2008). *Promoting ELL parent involvement: Challenges in contested times*. Tempe, AZ: Arizona State University. Great Lakes Center for Education Research & Practice.
- Axochiapan. (n.d.). In *Wikipedia*. Retrieved from <https://en.wikipedia.org/wiki/Axochiapan>.
- Baier, E. (2009). *Children of the deported*. St. Paul, MN: MPR News.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-599.
- Bracero Program. (n.d.). In *Wikipedia*. Retrieved from [https://en.wikipedia.org/wiki/Bracero\\_program](https://en.wikipedia.org/wiki/Bracero_program).
- Breiseth, L. (2016). Getting to know ELLs' Families. *Educational Leadership*, 73(5), 46-50.
- Consulate of Mexico, St. Paul, MN. (n.d.). *Welcome to the Consulate of Mexico in Saint Paul, Minnesota*. Retrieved from <https://consulmex.sre.gob.mx/saintpaul/index.php/info-english/infoeng>.
- Contreras, S. R. (2008). *Pensando desde el otro lado* (translation: Thinking from the Other Side), Educación Básica sin Fronteras, p. 21.
- Garcia, E., Jensen, B. T., & Scribner, K. P. (2009). The Demographic imperative; Supporting English learners. *Educational Leadership*, 66(7), 8-13.

- Garcia, H. (2017). Lecture fear driving irrational DACA decisions. *Clarion Ledger*. Retrieved from <https://www.clarionledger.com/story/opinion/columnists/2017/10/12/fear-driving-irrational-daca-decisions/757995001/>.
- González, E. Jr. (2015). *Migrant farm workers: Our nation's invisible population*. Retrieved from [http://kmhill.com/yahoo\\_site\\_admin/assets/docs/Aow\\_5\\_Migrant\\_Workers.48141850.pdf](http://kmhill.com/yahoo_site_admin/assets/docs/Aow_5_Migrant_Workers.48141850.pdf).
- GradNation. (2017). *I came here to learn*. Retrieved from <https://gradnation.americaspromise.org/report/i-came-here-to-learn>.
- Green Card Youth Voices. (2016). *Immigrant stories from a Minneapolis high school*, Minneapolis, MN: Wise Ink Creative Publishing.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement* (pp. 72-83). Baco Raton, FL: Routledge
- Hirsi, I. (2017). New deportation orders have immigrant advocates in Minnesota scrambling. *MINNPOST*, pp. 2-4.
- Holpuch, A. (2017). *Raised in America, now back in Mexico: The country I loved kicked me out*. Retrieved from <https://www.theguardian.com/us-news/2017/sep/06/undocumented-mexicans-raised-in-america-daca-dreamers>.
- Hwang, K. (2017), September 5). *As American kids pour across the border, Mexican schools struggle to keep up*. USA Today, p. 6.
- Impact. (n.d.). *Tips and tools #18: Coding qualitative data*. Retrieved from [https://tobaccoeval.ucdavis.edu/documents/Tips\\_Tools\\_18\\_2012.pdf](https://tobaccoeval.ucdavis.edu/documents/Tips_Tools_18_2012.pdf).



- Kavilanz, P. (2017, September 15). DACA students are worried. The clock is ticking. *CNN Money*. Retrieved from <http://money.cnn.com/2017/09/15/news/economy/daca-students/Index.html>.
- Koumpilova, M. (2017, September 11). Time, clemency running out for longtime Minnesota immigrant. *Star Tribune*, p. 2.
- Koumpilova, M., & Brooks, J. (2017, September 11). DACA's demise kick-starts intense push to help Minnesota's Dreamers, shape new law. *Star Tribune*, p. 1.
- Lakhani, N. (2015, March 9). U.S.-born students in Mexico risk becoming 'lost generation'. *Los Angeles Times*.
- Lampe, P. E. (2015). *Bracero program: Immigration to the United States*. Retrieved from [www.immigrationtounitedstates.org/389-bracero-program.html](http://www.immigrationtounitedstates.org/389-bracero-program.html).
- Linthicum, K. (2017, July 3). Months after deportation they do what the Mexican government will not. *Los Angeles Times*.
- López, G., & Krogstad, J. M. (2017). *Key facts about unauthorized immigrants enrolled in DACA: Top countries of origin for DACA recipients*. Washington, D.C.: Pew Research Center.
- Meza, J. (2015). Latino education gap: Some ideas for closing it—and thereby improving Minnesota's future. *MINNPOST*, p. 4-5.
- Migrant education. (n.d.) In *Wikipedia*. Retrieved from [https://en.wikipedia.org/wiki/Migrant\\_education](https://en.wikipedia.org/wiki/Migrant_education).
- Migrant worker. (n.d.) In *Wikipedia*. Retrieved from [https://en.wikipedia.org/wiki/Migrant\\_worker#Migrant\\_education](https://en.wikipedia.org/wiki/Migrant_worker#Migrant_education).

- Migration Policy Institute. (2015). *Deportation of a parent can have significant and long-lasting harmful effects on child well-being, As a pair of reports from MPI and the Urban Institute Detail*. Washington, DC: Author.
- Minnesota Council on Latino Affairs. (2010). *Country of origin for Hispanics and Latinos regardless of country of birth*. Retrieved from <https://www.MCLA.State.mn.us/state-demographics>.
- Minnesota Department of Education. (1999). *Minnesota migrant education program*. Brochure. St. Paul, MN: Minnesota Department of Education, Department of Children, Families, and Learning.
- Minnesota Department of Education. (2016). *English learner education in Minnesota: Fall 2016 report*. Retrieved from <https://www.leg.state.mn.us/docs/2017/other/170511.pdf>.
- Minnesota Public Radio News. (2016). *Minnesota's graduation gap: By the numbers*. St. Paul, MN: Author.
- MNopedia. (2016). Minnesotanos: How Latinos have shaped the State. *Latino journeys in Minnesota*. Retrieved from <http://www.mnopedia.org/minnesotanos-latino-journeys-minnesota>.
- MPR News. (2016). *Minnesota's graduation gap: By the numbers*. St. Paul, MN: Author.
- NVivo 11. (n.d.). *QSR International, Software*. Australia, New Zealand. Retrieved from <http://www.qsrinternational.com/nvivo/what-is-nvivoo>.
- Porter, E., & Malkin, E. (2005, September 30). Way north of the border. *The New York Times*, pp. 2-6.
- Roethke, L. (2007). *Latino Minnesota*. Afton, MN: Afton Historical Society Press.

- Rosa, C. M. (2017). *MnEEP stands firmly with DACA recipients*. Retrieved from <https://mneep.org/mneep-stands-firmly-daca-recipients>.
- Rural Migration News. (2006). *Braceros: History, compensation*. Retrieved from <https://migration.ucdavis.edu/rmn/more.php?id=1112>.
- Sánchez Garcia, J., & Hamann, E. T. (2016). Educator responses to migrant children in Mexican schools. *Instituto de Investigación, Innovación, y Estudios de Posgrado para la Educación. Mexican Studies/Estudios Mexicanos*, 32(2), 199-225.
- Sanchez Garcia, J., Hamann, E. T., & Zuniga, V. (2012). *What the youngest transnational students have to say about their transition from U.S. schools to Mexican ones*. San Francisco, CA: Taylor. *Diaspora, Indigenous, and Minority Education: Studies of Migration, Integration, Equity, and Cultural Survival*.
- Soy, K. S. (1997). *The case study as a research method*. Austin, TX: University of Texas at Austin.
- St. Cloud State University. (2016). *Dissertation manual*. Educational Administration and Leadership, St. Cloud State University, St. Cloud, MN
- UCLA Center for Labor Research and Education. (2008). *Underground undergrads: UCLA undocumented immigrant students speak out* (p. 55). Los Angeles, CA: Author.
- Williams, C. P., & Ebinger, C. G. (2014). *The learning for English academic proficiency and success act: Ensuring faithful and timely implementation*. Minneapolis, MN: The McKnight Foundation.
- Wong, K., & Guarneros, N. (Ed.). (2015). *Dreams deported: Immigrant youth and families resist deportation*. Los Angeles, CA: UCLA.

Yin, R. K. (1994). *Case study research: Design and methods* (2<sup>nd</sup> ed.). Thousand Oaks, CA:

Sage Publications.

Yin, R. K. (2009). *Case study research: Design and methods* (4<sup>th</sup> ed.). Thousand Oaks, CA:

Sage Publications.

Zainal, Z. (2007). Case study as a research method. *Jurnal Kemanusiaan*, 5(1), 1-6.

## Appendix A: Brochure: Children Without a Country in English

<h3>Children without a Country</h3> <h4>Methodology</h4> <ul style="list-style-type: none"> <li>• Qualitative and exploratory case study</li> <li>• Semi-structured interviews</li> <li>• Implied consent</li> <li>• All information is kept confidential. Your name will not be stored with your responses.</li> </ul>	 <p>It is imperative that collaboration regarding K-12 education takes place between the migrant education agencies in Morelos, Mexico and Minnesota, USA since many returning Mexican-American students to Mexico are citizens of the United States.</p>	<h3>A Case Study</h3> <h2>"Children without a Country"</h2> <p>Elia Dimayuga-Bruggeman St. Cloud State University</p>
--	--	---



## A Migration Educational Study of Mexicans in Minnesota

**Purpose of Study:** to gather data to assess the educational impact of deportation on migrant families' children's educational progress as they returned to the Mexican education system after attending Minnesota schools. Findings from the study may result in suggestions for collaboration between the education agencies of Morelos, Mexico and Minnesota Department of Education and Minnesota schools in order to support the education of K-12 students who have migrated from one country to another.



### Resources for Help

Participation in this study is completely voluntary and you can withdraw at any time without penalty, even after you start. We believe that there are *no* risks to you.

If you feel discomfort, you may see the psychologist we have on site during the entire study period. If at any time you need to talk or help, please ask for Lic. Celestina Salazar Hurtado, Psychologist. Phone: (735) 106-1756

For further assistance please contact the office of Desarrollo Social.  
Phone: (777) 31-00-640  
[Migrantes.sedeso@morelos.gob.mx](mailto:Migrantes.sedeso@morelos.gob.mx)

If you need to contact the researcher, please email her at:  
[elia.bruggeman@yahoo.com](mailto:elia.bruggeman@yahoo.com)





## Appendix B: Brochure: Children Without a Country in Spanish

### Niños sin un País, un Estudio Educativo

#### Metodología

##### Estudio cualitativo y exploratorio

- Entrevistas semi-estructuradas
- Consentimiento tácito
- Toda la información se mantiene confidencial. Su nombre no será dicho con sus respuestas.



Es imperativo que la colaboración con respecto a la educación Kínder a 12 grado se lleve a cabo entre las agencias de educación migrante en Morelos, México y Minnesota, USA ya que muchos estudiantes mexicanos-americanos que regresan a México son ciudadanos de los Estados Unidos.



### "Niños sin un País"

#### Un Estudio Educativo

Elia Dimayuga-Bruggeman  
St. Cloud State University



## Un Estudio Migratorio Educativo de Mexicanos en Minnesota

Propósito del estudio: recopilar datos para evaluar el impacto educativo de la deportación en el progreso educativo de los niños migrantes a medida que regresan al sistema educativo mexicano después de asistir a las escuelas de Minnesota. Los hallazgos del estudio pueden dar lugar a sugerencias de colaboración entre las agencias de educación de Morelos, México y el Departamento de Educación de Minnesota y las escuelas de Minnesota, con el fin de apoyar la educación de los estudiantes de K-12 que han migrado de un país a otro.



### Recursos para Ayuda

La participación en este estudio es completamente voluntaria y puede retirarse en cualquier momento sin penalización, incluso después de comenzar. Creemos que no hay riesgos para usted.

Si se siente incómodo después de la entrevista, puede ver al psicólogo que tenemos en el sitio durante todo el período de la entrevista para que se le ayude. Pregunte por la Lic. Celestina Salazar Hurtado, Psicóloga.  
Teléfono: (735) 106-1756

Para obtener más ayuda, comuníquese con la oficina de Desarrollo Social.  
Teléfono: (777) 31-00-640  
[Migrantes.sedeso@morelos.gob.mx](mailto:Migrantes.sedeso@morelos.gob.mx)

Si necesita contactarse con la persona del estudio, puede hacerlo por email: [elia.bruggeman@yahoo.com](mailto:elia.bruggeman@yahoo.com)



## **Appendix C: Implied Consent in English**

### **Children without a Country: A Migration Educational Study of Mexicans to Minnesota**

#### **Implied Adult Informed Consent to Participate**

**You are invited** to participate in a research case study about migration of Mexican Families to Minnesota from the state of Morelos, Mexico. You were selected as a participant in the study because of your experience with migration to the United States and return to Mexico. This case study is being conducted by Elia Dimayuga-Bruggeman, a graduate student in the doctoral program at St Cloud State University, St Cloud, Minnesota, USA.

#### **Background information and Purpose:**

The title of the case study is *Children without a Country: A Migration Educational Study of Mexicans to Minnesota*. The purpose of the study is to gather data to assess the educational impact of deportation on migrant families' children's educational progress, as they returned to the Mexican education system after attending Minnesota schools.

#### **Procedures:**

If you agree to be part of the research study, you will be asked to participate in an individual interview. The interview will be audio recorded, and I will take some notes as you talk. The recording will be transcribed and after the interviews are transcribed, all identifying information will be deleted to protect your confidentiality once the Doctoral Degree is completed. Breakfast and lunch will be provided to families volunteering for research of the study by the researcher.

#### **Risks:**

The foreseeable risk of being involved in this study could be anticipated feelings of discomfort regarding the inequalities towards migrant education.

#### **Benefits:**

The purpose of the study will be to improve the education of migrant children. Findings from the study will result in suggestions for collaboration between the education agencies of Morelos, Mexico and the Minnesota Department of Education and schools in order to support the education of students who have migrated from one country to another, state-to-state or school district-to-school district.

#### **Confidentiality:**

The information collected will be confidential and no answers that could identify a specific individual will be used.

#### **Research Results and Contact Information:**

If you have questions after the interview, you may contact Elia Dimayuga-Bruggeman anytime at [edimayugabruggerman@stcloudstate.edu](mailto:edimayugabruggerman@stcloudstate.edu); (612) 275-5853 or Dr. Kay Worner at [ktworner@stcloudstate.edu](mailto:ktworner@stcloudstate.edu). Results of the study can be requested from the researcher, or from published results at the St. Cloud State University Repository at <http://repository.stcloudstate.edu/>

#### **Voluntary Participation/Withdrawal:**

Participating in this study is completely voluntary. Your decision whether or not to participate will not affect current or future relations with St. Cloud State University, or the researcher. If you decide to participate, you are free to withdraw at any time without penalty.

#### **Acceptance to Participate:**

I will be reading the implied consent form and you can verbally indicate your participation. By agreeing to participate will indicate that you are at least 18 years of age and, your consent to participate.

## Appendix D Implied Consent in Spanish

### Niños sin un país: un estudio educativo sobre la migración de mexicanos a Minnesota

#### Consentimiento informado de adulto implícito para participar

**Está invitado** a participar en un estudio de caso de investigación sobre la migración de familias mexicanas a Minnesota desde el estado de Morelos, México. Usted fue seleccionado como participante en el estudio debido a su experiencia con la migración a los Estados Unidos y su regreso a México. Este estudio está siendo dirigido por Elia Dimayuga-Bruggeman, estudiante graduada en el programa de doctorado de la Universidad Estatal de St. Cloud, St. Cloud, Minnesota, EE. UU.

#### Información general y propósito:

El título del estudio es Niños sin un país: un estudio educativo sobre la migración de mexicanos a Minnesota. El propósito del estudio es recopilar datos para evaluar el impacto educativo de la deportación en el progreso educativo de los niños migrantes, ya que regresaron al sistema educativo mexicano después de asistir a las escuelas de Minnesota

#### Procedimientos:

Si acepta formar parte del estudio de investigación, se le pedirá que participe en una entrevista individual. La entrevista será grabada en audio, y se tomarán algunas notas mientras habla. La grabación se transcribirá y, una vez transcritas las entrevistas, se eliminará toda la información de identificación para proteger su confidencialidad una vez que se haya completado el Doctorado. Se proporcionará desayuno y almuerzo a las familias voluntarias para la investigación del estudio por parte del investigador.

#### Riesgos:

El riesgo previsible de participar en este estudio podría ser un sentimiento de incomodidad ante las desigualdades con respecto a la educación de los estudiantes migrantes.

#### Beneficios:

El propósito del estudio será para mejorar la educación de los niños migrantes. Los hallazgos del estudio resultarán en sugerencias de colaboración entre las agencias educativas de Morelos, México y el Departamento de Educación del estado de Minnesota, y las escuelas para apoyar la educación de los estudiantes que han migrado de un país a otro, de estado a estado, o distrito escolar a distrito escolar.

#### Confidencialidad

La información recopilada será confidencial y no se usarán respuestas que puedan identificar a un individuo en específico.

#### Resultados de la investigación e información de contacto:

Si tiene preguntas después de la entrevista, puede comunicarse con Elia Dimayuga-Bruggeman en cualquier momento a [edimayugabruggerman@stcloudstate.edu](mailto:edimayugabruggerman@stcloudstate.edu), (612) 275-5853; o con la Dra. Kay Worner en [ktworner@stcloudstate.edu](mailto:ktworner@stcloudstate.edu). Los resultados del estudio se pueden solicitar al investigador o partir de los resultados publicados en el Repositorio de St. Cloud State University en <http://repository.stcloudstate.edu/>

#### Participación Voluntaria / Retiro:

La participación en este estudio es completamente voluntaria. Su decisión de participar o no participar no afectará las relaciones actuales o futuras con St. Cloud State University o el investigador. Si decide participar y después cambia de opinión, puede retirarse en cualquier momento de la entrevista.

#### Aceptación para participar:

Leeré el formulario de consentimiento implícito y podrá indicar verbalmente su participación. Al aceptar participar indicará que tiene al menos 18 años de edad y da su consentimiento para participar.

## Appendix E: Letter of Support from Mexico in English



Secretaría  
de Desarrollo Social

Dependencia: SECRETARÍA DE DESARROLLO SOCIAL  
Sección:  
Oficio Núm. SDS/DGISAAI/43/2018

Cuernavaca, Mor., a 02 de abril del 2018

TO WHOM IT MAY CONCERN.

I, Lic. Miguel Ángel Rivera Nájera, **Director General de Infraestructura Social y Atención De Asuntos Indígenas, Migrantes Y Grupos Vulnerables**, will assist Ms. Elia Dimayuga-Bruggeman in her research for the case study, *Children without a Country: A Migration Study of Mexicans in Minnesota*.

The following items will be completed to help Ms. Bruggeman and accompany colleagues conduct interviews with migrant families and other adults:

- Identify and contact 15 to 20 migrant families who returned to the state of Morelos by choice or deportation within the last two years. Among these families there will be either single or both parents as well as returned Deferred Action for Childhood Arrivals (DACA) students.
- When families are identified, they will be told the purpose and procedures for the study. However, consent forms will be provided to families by Mrs. Bruggeman at the time of the interview for signature.
- Families will be from the City of Axochiapan, Morelos, Mexico.
- Will identify a community room for the gathering of families.
- Will arrange for the lunch provided to the families.

The projected dates for Ms. Bruggeman to meet with migrant families and other adults are from June 18 to June 2018 – 30 to June 2019. If you have any questions about the State of Morelos Migrant Education program or the arrangements being made for the interviews to conduct the research, please do not hesitate to contact me at [miguel.rivera@morelos.gob.mx](mailto:miguel.rivera@morelos.gob.mx), cell. 011 52 1 (777) 267-4354.

Sincerely,



**LIC. MIGUEL ÁNGEL RIVERA NÁJERA**  
**DIRECTOR GENERAL DE INFRAESTRUCTURA SOCIAL Y ATENCIÓN DE ASUNTOS**  
**INDÍGENAS, MIGRANTES Y GRUPOS VULNERABLES**



UNIDOS POR  
MORELOS  
#UNIDOSFORMORELOS

## Appendix F

### Letter of Support from Mexico in Spanish



**Secretaría  
de Desarrollo Social**

Dependencia: SECRETARÍA DE DESARROLLO SOCIAL  
Sección:  
Oficio Núm. SDS/DGISAII/43/2018

Cuernavaca, Mor., a 02 de abril del 2018.

#### A QUIEN CORRESPONDA:

Yo, Lic. Miguel Ángel Rivera Nájera, **Director General de Infraestructura Social y Atención De Asuntos Indígenas, Migrantes Y Grupos Vulnerables**, brindaré apoyo a la Sra. Elia Dimayuga-Bruggeman en su investigación al proyecto de Children without a Country: A Migration Study of Mexican in Minnesota.

El procedimiento para la investigación que se llevará a cabo para ayudar a la Sra. Elia Bruggeman y personas que la acompañen a conducir las entrevistas con las familias migrantes y otros adultos presentes será el siguiente:

- Identificar y contactar de 15 a 20 familias migrantes quienes han regresado al estado de Morelos en los últimos dos años por gusto o por ser deportados. Dentro de las familias identificadas habrá uno padres solteros o matrimonios, y personas adultas de DACA.
- Cuando se les identifique y contacte a las familias, se les explicará el propósito y procedimiento de la investigación al cual se les invita. La forma donde las familias dan su consentimiento de participar en la investigación se las proveerá la Sra. Elia Bruggeman al momento de la entrevista.
- Las familias participantes serán de la ciudad de Axochiapan, Morelos, México.
- Se identificará un lugar de la comunidad para la entrevista con las familias.
- Se proveeré comida a las familias participantes.

Las fechas proyectadas para la reunión y entrevista de la familias migrantes y otras personas con la Sra. Bruggeman será entre el 18 de junio del 2018 al 30 de junio de 2019. Si hay alguna pregunta sobre la Oficina de Programas de Educación al Migrante o del apoyo sobre las entrevistas con familias migrantes y otros adultos para esta investigación, favor de contactarme por correo electrónico a miguel.rivera@morelos.gob.mx, cell: 011 52 1 (777) 267 4354.

Sin otro particular por el momento reciba un cordial saludo.

ATENTAMENTE



**LIC. MIGUEL ÁNGEL RIVERA NÁJERA**  
**DIRECTOR GENERAL DE INFRAESTRUCTURA SOCIAL Y ATENCIÓN DE ASUNTOS**  
**INDÍGENAS, MIGRANTES Y GRUPOS VULNERABLES**

C.c.p. Archivo



**UNIDOS POR  
MORELOS**  
#UNIDOSFORMORELOS

## Appendix G: IRB Approval



### Institutional Review Board (IRB)

720 4th Avenue South AS 210, St. Cloud, MN 56301-4498

**Name:** Elia Dimayuga-Bruggeman  
**Email:** edimayugabruggerman@stcloudstate.edu

### IRB PROTOCOL DETERMINATION: Full Board Review

**Project Title:** Children without a Country: A Migration Educational Study of Mexicans in Minnesota

**Advisor:** Kay Worner

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects. Your project has been: **APPROVED**

Please note the following important information concerning IRB projects:

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes, significant withdrawal of subject population, etc.).

- For expedited or full board review, the principal investigator must submit a Continuing Review/Final Report form in advance of the expiration date indicated on this letter to report conclusion of the research or request an extension.

- Exempt review only requires the submission of a Continuing Review/Final Report form in advance of the expiration date indicated in this letter if an extension of time is needed.

- Approved consent forms display the official IRB stamp which documents approval and expiration dates. If a renewal is requested and approved, new consent forms will be officially stamped and reflect the new approval and expiration dates.

- The principal investigator must seek approval for any changes to the study (ex. research design, consent process, survey/interview instruments, funding source, etc.). The IRB reserves the right to review the research at any time.

If we can be of further assistance, feel free to contact the IRB at 320-308-4932 or email ResearchNow@stcloudstate.edu and please reference the SCSU IRB number when corresponding.

**IRB Chair:**

Dr. Benjamin Witts  
Associate Professor- Applied Behavior Analysis  
Department of Community Psychology, Counseling, and Family Therapy

**IRB Institutional Official:**

Dr. Latha Ramakrishnan  
Interim Associate Provost for Research  
Dean of Graduate Studies

#### OFFICE USE ONLY

SCSU IRB# 1821 - 2329

1st Year Approval Date: 7/6/2018

1st Year Expiration Date: 7/5/2019

Type: Full Board Review

2nd Year Approval Date:

2nd Year Expiration Date:

Today's Date: 7/6/2018

3rd Year Approval Date:

3rd Year Expiration Date: