Qualitative Study to Understand Adults' Perceptions of Deportation Fears of Latino Students

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Abstract

Latino high school students may be experiencing stress due to the fear of deportation, causing a lack of progress in academic, social, and emotional success. The research filled a gap by providing a collective school voice in understanding how the fears of deportation affect Latino students in a high school on the southside of Chicago, Illinois. Ethical leadership was the theoretical foundation of the study to express the role ethics play in making a productive difference in Latino students' lives. A collective voice of parents, school leaders, teachers, social workers, and counselors discussed how the stressors affect students' academic, social/emotional learning (SEL), and the school's role in mitigating the fears. The purpose of the qualitative narrative analysis study was to understand adults' perceptions on how deportation fears contribute stress to Latino students' academic, social, and emotional success and how school leaders mitigate the fears. Qualitative narrative analysis was chosen to give voice to the parents and school staff serving the students daily. Data were collected through the triangulation of questionnaires, focus groups, and interviews. Purposive sampling began with a questionnaire given to 30 Latino families and 19 professional school staff serving the Latino students. The participants' responses from the study's three instruments revealed students' fear of deportation of family members leads to trauma and loss of learning in school. In the study's focus groups and interviews, school staff shared the fears were mitigated by addressing the students' social, emotional, and academic needs. The recommendation is made to conduct similar research in non-sanctuary cities to include additional parents.

Keywords: Latino students, Fear of Deportation, Mitigation, Sanctuary cities, Social and Emotional, Adults' perceptions.

Dedication

My Dissertation is especially dedicated to my beloved mother, Rosa M. Pritchett. You traveled

from Montgomery, Alabama, to the North in search of a better life for your children. You

instilled the importance of education for the girls and the boys. You said education was the key

to success, and you wanted it for all of your children. I wish you were here today to see how your

belief inspired me to reach my ultimate academic accomplishment.

Thank you, Momma

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Chapter 1: Introduction

The focus of the study is understanding how stressors associated with self or family deportation affect Latino high school students pursuing a high school diploma. Deportation experiences revealed the U.S. born children suffered the most severely due to fear of parental deportation, causing mental health issues (Fleming et al., 2019; Gulbas et al., 2015; Zayas & Heffron, 2016). Latino students fearing deportation questioned whether completing high school was an option under President Trump's administration in the United States (DeMatthews, 2018). Research was intended to understand the extent deportation fears have on Latino high school students to provide a school response to improve the high school graduation rate.

The background of the study is presented first in Chapter 1 to confirm the preexistence of the problem. The chapter continues with introducing the statement of the problem, the purpose of the study, the significance of the study, and the research questions the study answered. The chapter concludes with an introduction to the theoretical framework and critical components related to the proposed qualitative research and a brief introduction to Chapter 2.

Background of the Study/Problem

The dropout rate of Latino high school students has been reported as the highest among various ethnic groups in the United States. Krogstad (2016) contended the Latino high school dropout rate was at 12% in 2014, making it higher than Blacks (7%), Whites (5%), and Asians (1%) during the same year. The literature revealed Latino families living in fear of deportation under Presidents Obama, Trump, and Biden administrations caused families to become more transient, resulting in instability of schools and trauma (Becerra et al., 2015; Langhout et al., 2018).

Fears of deportation manifested in many forms for Latino families. The results include the disruption of the family unity, increasing trauma in the lives of the children, and avoidance of medical treatment and social programs (Fleming et al., 2019; Gulbas et al., 2015; Langhout et al., 2018; Zayas & Heffron, 2016). DeMatthews (2018) asserted Latino students fearing deportation questioned whether completing high school was an option under Trump's administration.

Scholars agree ethical leaders have a moral responsibility to uphold ethical values. Ethical leaders are moral managers encompassing the ethical elements of honesty, trustworthiness, and caring (Brown & Treviño, 2006; Brown et al., 2005; Giessner & van Quaquebeke, 2011). Latino students living in fear of deportation in high school may need a school response to help increase the students' high school completion rates. The literature encapsulates the importance of ethical school leaders leading the staff in honoring and advocating for equity, empathy, and care of students experiencing trauma associated with deportation (Boske et al., 2017; Murillo, 2017; Turner & Figueroa, 2019; Zhu et al., 2017).

Breaking the silence of students experiencing trauma from fear of deportation should be a priority. By providing a safe environment through cultural awareness, counseling, and advocacy, a breakthrough could be made (Carter-Thuillier et al., 2017; Crawford & Arnold, 2016; Jefferies, 2014). Responding to the students' needs depends on the leadership team building the capacity of the other staff members in the school. Ethical leaders are responsible for counselors, social workers, and teachers being trained in trauma-informed practices to support students (Murillo, 2017; Turner & Figueroa, 2019).

Ramirez and De La Cruz (2016) asserted the importance of bringing teachers and parents together to understand and solve problems associated with Latino students. Scholars have given

voice to teachers, students, counselors, or principals in studies about deportation fears (Becerra et al., 2017; Crawford, 2017; Pentón Herrera, 2017; Svendsen et al., 2020). A gap has existed in the literature of giving a collective voice to teachers, counselors, parents, and school leaders in addressing how Chicago Latino students were coping with the fears of deportation and how the schools were responding to the fears to improve academic and social and emotional success.

Statement of the Problem

Latino high school-age students may experience stress due to the fear of deportation causing a lack of progress in academic, social, and emotional success. Latino students attending a Chicago, Illinois high school were the target group for the study. The students were either undocumented or were the children of undocumented parents. Mixed families of undocumented and citizen members continue to demonstrate fears of deportation of self or family members under the 2016 United States President elect (Martínez et al., 2017). Having one deported parent led the children to experience external and internal problems that their peers at school who did not have the experience of a parent being deported did not experience (Allen et al., 2015).

The literature supported the realism of deportation fears among Latino families and the role advocates played in mitigating the fears. Fears of deportation caused high levels of stress and created a separation of family members (Mathema, 2017). Latino families are known for having a strong bond leading to the avoidance of education due to the fear of being discovered as undocumented (Menjívar, 2013). Social workers, as advocates, understand the fears associated with deportation well and can use the knowledge to enhance the cultural competency of local law enforcement to help mitigate fears (Becerra et al., 2017; Messing et al., 2015; Negi et al., 2018).

In addressing the needs of Latino students facing the stress of deportation, the literature

supported the importance of an ethical school leader. Gardiner and Tenuto (2015) asserted school leaders should respond ethically to students' needs by building trust and integrity while being culturally competent. School leaders are responsible for ensuring staff is upholding the values of the school. Boske et al. (2017) contended school leaders should be social justice leaders to ensure all staff is honoring equity. Research was conducted on students' fears of deportation by interviewing students, counselors, principals, and teachers (Becerra et al., 2017; Crawford, 2017; Pentón Herrera, 2017; Svendsen et al., 2020). This study filled gaps in the literature by (a) conducting a qualitative narrative analysis through school leaders, teachers, parents, counselors, and social workers to understand how the fears of deportation contribute to stressors associated with academic and social/emotional learning (SEL) of Latino students; and (b) examining how ethical leaders respond to mitigating the fears of the students in a high school in Chicago, Illinois.

Purpose of the Study

The purpose of this qualitative narrative analysis study was to understand adults' perceptions on how deportation fears contributed stress to Latino students' academic, social, and emotional success and how school leaders mitigated the fears. By conducting a qualitative narrative study, the voices of the teachers, parents, counselors, and social workers associated with the students gave insight into how deportation fears in Latino students affected academic success and matriculation. The use of narratives presented a greater awareness of the chosen topic (Eaton et al., 2019).

The Ombudsman South High School on the southside of Chicago was the chosen location for the study. The population of Ombudsman South High School (2019) has 540 students, with

43.1% identified as Latino, and 8.7% identified Spanish as the primary language in their home. Questionnaires, focus groups, and interviews will be used to gather the data. Data triangulation was used to compare the similarities and differences of the data (Guion, 2002).

Significance of the Study

The study advances the knowledge of school leaders on the various fears of deportation Latino high school students face causing a hindrance to graduation. Equity in education ensures each student has the opportunity to be educated. The various forms of trauma affecting students' social and emotional learning may lead to varying experiences in students' educational outcomes (Becerra et al., 2015; Gulbas et al., 2015; Guo et al., 2019; Rothkopf, 2017). Understanding the stressors leading to the trauma of Latino high school students was the aim of the study. School leaders have an opportunity to associate ethical leadership with solving the fear of deportation problems hindering Latino high school students' academic success.

Treatment and Services Adaptation Center (n.d.) contended trauma-informed schools create communities prepared to recognize and respond to students impacted by traumatic stress from various sources. The findings included elements of trauma resulting from the fears of deportation. The results should be included in a district's quest to becoming a more trauma-informed school district. School leaders may be able to identify and apply social and emotional components as in to address social awareness and self-awareness the negative results stemming from the fears of deportation (The Collaborative for Academic, Social, and Emotional Learning, n.d.).

Research Questions

The goal of the study was to add to the existing literature on the stressors of deportation on high school students. Specifics of the study are grounded in Latino high school students in need of an equitable response to the fears associated with deportation to lead the students to academic success. Parents are witnesses at home of some of the students social, emotional, and academic needs while staff members are witnesses at the school of the similar needs from the school perspective. Once the consents were collected from school staff and parents (see Appendix A), data were collected from questionnaires, focus groups, and individual interviews (see Appendices B, C, & D). Evidence of validity can be obtained when a multidimensional structure is used as opposed to using one element (Bresin et al., 2017).

Boussat et al. (2018) asserted when using open-ended questions, refrain from using too many to avoid a low response. The study consisted of a questionnaire of 10 open-ended questions, a focus group with seven questions, and individual interviews with seven questions. Some questions focused on the stressors students were exhibiting due to deportation fears and the academic, social, and emotional outcome. Other questions focused on the school's role in helping to alleviate the fears. All the questions were aligned to Research Questions 1 and 2.

Research Question 1: How do school staff and parents perceive how the fear of being deported contributes stressors to the academic and social/emotional learning of the Latino high school-age students?

Research Question 2: How do the school leaders and teachers mitigate fears of deportation of their students?

Theoretical Framework

Ethical leadership was the theoretical framework for the study. The framework's origin

was in the social learning theory model developed by Albert Bandura's 1977 belief in modeling

appropriate and ethical behavior for subordinates leads to learned behavior (Bandura, 1977;

Brown et al., 2005; Crossman, 2019). Ethical behavior can consist of many elements. To

understand how stressors the Latino students were experiencing due to the fears of deportation

were affecting the students' academic, and social and emotional learning, leaders should build

relationships with the students. Principals might respond ethically to students' needs by building

trust and integrity while being culturally competent (Gardiner & Tenuto, 2015). Research

Question 1 was addressed through the school leaders' understanding and response to the

stressors.

Mitigating Latino students' fears is aligned with ethical leadership through school

response to the environment and advocacy. Ethical behavior by leadership helps to develop an

environment governed by ethics (Bandura, 1977). The school environment is of great importance

to students' learning. The entire school could engage in ethical leadership by ensuring social

justice for all students through ethical classroom behavior and collaboration with colleagues

(Bradley-Levine, 2018). In improving the students' environment, the importance of increasing

awareness, counseling, and advocacy in the school for the students can prove beneficial

(Jefferies, 2014). Research Question 2 was addressed through understanding how school leaders

and staff are responding to mitigating deportation fears.

Definitions of Terms

The key terms in the study are essential to the study. *Cultural competence* and *Latinos* are

used throughout the study to address the studied population. The term *Option School* may be an

unfamiliar school of choice. *Social and Emotional Learning* and *Trauma-Informed Schools* are a part of a school movement to treat the whole child.

   Cultural Competence. Cultural competence is the process requiring an ongoing self-assessment and continuous growth of diverse cultural knowledge. Gaining cultural competence occurs through interactions with various cultures and becoming a lifelong learner of various cultures. Understanding and responding appropriately to unique situations on diverse cultures is engaging in cultural competency (American Speech-Language-Hearing Association, 2020).

   Latinos. The term Latino(s) is used to describe individuals from Latin America and Spanish-speaking Caribbean islands (i.e., Cuba, Dominican Republic, and Puerto Rico). As an important clarification, because the term Latino refers to geographical location (i.e., Latin America), individuals from Latin American countries who speak a language other than Spanish (e.g., Brazil, Guyana) are called Latinos (Hayes-Bautista & Chapa, 1987).

   Option School. Option schools offer students a different pathway to graduation with additional supports and services for students traditional high schools may not have (Chicago Public Schools, n.d.).

   Social and Emotional Learning. Social and emotional learning (SEL) is a process involving understanding and managing emotions, goal setting and achieving the goals, showing and feeling empathy for others, maintaining and establishing positive relationships, and making responsible decisions (The Collaborative for Academic, Social, and Emotional Learning, n.d.).

   Trauma-Informed School. In a trauma-informed school, school staff are prepared to provide students with communication strategies and clear expectations to guide students through

stressful issues. Trauma-informed schools are sensitive to others' emotions and feelings

(Treatment and Services Adaptation Center, n.d.).

Assumptions

Given the 2020 political climate in the United States about deportation, the assumption

was participants would be in fear of participating. Latino families who are fearful of deportation

refrain from participating in social service programs (Langhout et al., 2018). Purposive sampling

was used to ensure the inclusion criteria was met based on the sensitive topic of deportation

associated fears (Naderifar et al., 2017; Van Wyk, 2019). Unavoidability of the assumption was

in the informed consent by ensuring the safety of family participation of the study and how the

information would be used to inform schools' practice in helping Latino students. Another

assumption was sending 100 questionnaires to parents and 10 questionnaires to school staff

would lead to focus groups totaling 15 to 25 participants. To ensure this necessity assumption,

teachers, counselors, social workers, the school leader, and the families of students who

identified Spanish as a language spoken in the home received the consent form and the

questionnaire.

Scope and Delimitations

The study's focus was on a high school on the southside of Chicago, Illinois, located in

the Englewood community. A narrative analysis study is beneficial in revealing the participants'

personal life-changing decisions on furthering educational goals (Serna-Gutiérrez & Mora-Pablo,

2018). The unique nature of the study was the undocumented Latino students or Latino students

with undocumented parents living in fear of deportation while attending high school. The

outcome of this study may be transferable to other high schools with Latino students experiencing the same fears while attending high school.

Limitations

The limitations of the study were in the sample and data collection. The study was limited to one high school in the city of Chicago. The sensitivity of the topic led to an inclusive criterion, so purposeful sample was limited to teachers, counselors, social workers, school leaders, and parents from the same district (Naderifar et al., 2017). The sample excluded other school personnel and students.

Because of the COVID-19 pandemic, a level of uncertainty existed in whether the school buildings would open for in-person instruction. Without the school buildings open, in-person focus groups and interviews were limited. The focus groups and interviews had to be limited to phone calls or virtual, depending on the comfort level of meeting face-to-face. Dismissal of in-person sessions would have limited the researcher from experiencing the nonverbal cues important to guiding the process. Nonverbal language and cues are considered as a rich and an essential element in the face-to-face interviews (Oltmann, 2016). Virtual focus groups and interviews took place to assist with capturing the nonverbal cues.

The absence of students in the school limited the delivery and availability of the consent forms and questionnaires to the parents. Parents without email or technology posed limitations. The consent forms and questionnaires were emailed to potential participants. Participants contacted the researcher if they were interested in participating. A reputable and professional messenger service could have been hired to pick up the completed forms the participants. Telephone interviews were not ruled out, for face-to-face may not have been convenient for

participants (Oltmann, 2016). The sessions did not take place over the telephone but were not ruled out as an option for participants.

Chapter Summary

Chapter 1 described the need for understanding the stressors associated with the fears of deportation in Latino students pursuing a high school diploma. The fear of deportation affects U.S. born children negatively by causing social and emotional trauma (Fleming et al., 2019; Gulbas et al., 2015; Zayas & Heffron, 2016). The gap in the literature was in how the fears of deportation contribute to stressors associated with academic and SEL of Latino students attending a high school in Chicago, Illinois and how ethical leaders respond to mitigating the fears by including various stakeholders. The significance of the study provides school leaders with additional knowledge on the trauma related to Latino students' deportation fears and the effects the fears have on education.

The research questions satisfied the goal of the study in establishing an understanding of students' stressors associated with the fears of deportation and whether the school had a response plan for alleviating the fears. Students are a vulnerable group, so data to understand the stressors of students were gathered from the school staff who serve the students and the parents of the students. The theoretical framework of ethical leadership was chosen to provide an appropriate school response. For this study, ethical leaders were school principals leading the school by modeling ethical behavior to make a difference in the lives of Latino students (Brown & Treviño, 2006; Brown et al., 2005). An assumption was the number of participants might be low, but the minimum required number of participants was met. There were limitations of having in-person meetings with parents due to the fear of deportation and due to the state of the COVID-19

pandemic. The limitation was overcome with two parents participating virtually. Additional limitations included the delivery and retrieval of consent forms and questionnaires to the families without technology resulting in those with computers participating. Chapter 2 addresses the importance of ethical leadership as the theoretical framework in greater detail and provides a literature review of the fears of deportation and the need for a school response.

Chapter 2: Literature Review

Latinos are experiencing challenges learning in academic environments due to stressors related to (a) the separation of parents, (b) the poverty in the homes, and (c) being caretakers of younger siblings as a result of deportation of family members (Gándara & Jongyeon, 2018). Latinos are reported as having a lower academic engagement level than White students and are low performers in math and reading (Patel et al., 2016). Noe-Bustamate and Flores (2019) reported 59% of all Latinos foreign-born and U.S. born living in the U. S. earned a high school diploma in 2017. Krogstad (2016) contended the Latino high school dropout rate was 12% in 2014, making the Latino dropout rate higher than Blacks (7%), Whites (5%), and Asians (1%) during the same year.

Latino high school students may be experiencing stress due to the fear of deportation causing a lack of progress in academic, social, and emotional success. Undocumented Latino students experience unfavorable consequences associated with fear of uncertainty and lack of safety in schools (Pentón Herrera, & Obregón, 2018). Children born in the United States to undocumented parents share the same deportation fears as undocumented children on parent deportation. Zayas and Heffron (2016) found Latino American children experience more significant stressors than other students in school due to fear of deportation of parents. Gulbas et al. (2015) contended school-age, Latino American children have a higher burden of stressors for Latino parental deportation causing trauma in the children's lives.

The purpose of this qualitative narrative analysis study was to understand adults' perceptions on how deportation fears contribute stress to Latino students' academic, social, and emotional success and how school leaders mitigate the fears. Ethical leadership as the theoretical

framework shapes the importance of the role ethics play in dealing with students exposed to the trauma associated with deportation. The literature review covers (a) the effects of deportation fears, (b) the need for educational advocacy, and (c) the importance of breaking the silence of the students in need of support. Ethical leadership components related to school staffs' ethical conduct enhanced the purpose of the research topic. Counterarguments displaying fears of deportation were not an obstacle for all undocumented Latino students presented.

Literature Search Strategy

American College of Education's (ACE) online library was used to explore and provide peer-reviewed theoretical and empirical articles. ACE's library provided articles from databases such as EBSCO Host, Gale Academic, and Eric. The online library introduced several data sources such as ValpoScholar, Academic Search Complete, and Business Source Complete. Terms related to *deportation, ethics, Latino students, school leadership, school advocacy, at-risk students, ethical leadership theory,* and *trauma* were used as key search terms. Google Scholar was used to search and provide articles on current data, statistics, and policies on Latinos and deportation related to Obama's and Trump's presidential administrations. Articles used for the research study range from 2010 to 2020. This chapter includes references to peer-reviewed articles, book chapters, professional reports, and professional dictionaries.

Theoretical Framework

Ethical leadership is derived from social learning theory (Brown & Treviño, 2006; Brown et al., 2005; Giessner & van Quaquebeke, 2011). Social learning theory originated in 1977 based on Albert Bandura's belief modeling appropriate behavior led to learned behavior (Bandura, 1977; Crossman, 2019). Bandura (1977) asserted new patterns of behavior are formed by

observing the behavior of others. Through modeling, social learning theory associated with ethical leadership suggested leaders impose ethical conduct on subordinates (Brown et al., 2005). Bandura (1977) argued under social leadership theory, the environment is formed by the influence of behavior based on ethical conduct. As an essential and positive source to an organization, leaders should model by virtue as a component of ethics (Brown et al., 2005).

Ethical leadership was used as the theoretical framework for the study. Originating from the Greek word *ethos*, ethics is a philosophical term based on character traits and is grounded in moral behavior (Mihelic et al., 2010). Rosenthal (2010) contended ethics began with Socrates questioning how humankind should live. Ethics prescribes moral and behavior requirements in a community (Brown & Treviño, 2006). Luenendonk (2016) argued ethical leadership as a theory relies on trusting relationships to create a balance between the community as a whole and the leaders' subordinates.

Ethical leadership is defined as leaders leading by communicating and modeling as moral managers (Brown & Treviño, 2006; Giessner & van Quaquebeke, 2011). Moral managers exhibit characteristics of honesty, trustworthiness, and make decisions based on caring for others (Brown & Treviño, 2006; Brown et al., 2005). In the literature pertaining to Latino education, ethical leadership theory was defined as leading and modeling ethical attributes to make a difference in the lives of Latino students attending high school (Brown & Treviño, 2006; Brown et al., 2005). This researcher examined the importance of responding ethically to students' fears of deportation.

Examination of ethical leadership starts with leaders taking an in-depth look at self-leadership to evaluate personal ethics and credibility as moral people and managers (Zhu et al.,

2017). Ethical school leaders have a responsibility to be culturally competent in addressing the social justice needs of students. Boske et al. (2017) argued leaders should promote learning environments embedded in social justice leading to understanding self and others. Leaders should promote a learning environment embedded in social justice by participating in social and emotional learning skills and activities. Social and emotional learning allows staff and students the opportunity to engage in understanding self and managing emotions while showing empathy for others in the environment (The Collaborative for Academic, Social, and Emotional Learning, n.d.). Through the collaborative for academic, social, and emotional learning framework of self-awareness, the ability to accurately assess internal strength and limitations coupled with being grounded in confidence and optimism leads to increased self-awareness.

Cultural value was introduced as an element unifying the Latino family. Emphasis was placed on the importance of ethical leadership by providing for (a) equity in education, (b) the care of the students being served in the school, and (c) empathy in supporting students faced with the ramification of deportation (DeMatthews, 2018; Mathur & Corley, 2014; Zhu et al., 2017). Ethical leadership framework was based on having an understanding of the family and identifying the ethics of equity, care, and empathy as essential values in schools.

Understanding the Family

To help students in fear of family members being deported, school leaders should become more culturally competent about the Latino family. Knowing more about how the family functions may help provide the appropriate ethical leadership response to students. Familism emerged from a need to improve the cultural value for providing Latino youth with a healthy psychological and educational upbringing (Stein et al., 2018). Latino community's culture is

scripted in familism values encompassing (a) behavior, (b) mutual support, (c) family

identification, (d) familial interconnectedness, and (e) family unity (Mendez-Luck et al., 2016;

Stein et al., 2018). Langhout et al. (2018) contended the Latino younger generation serves as the

caregivers of relatives who may be forced to return to a country full of turbulence and danger.

Threats to separate family members lead to topics about human rights and the sanctity of

families. Having strong familism depends on cultural values leading to a positive mental state

and positive educational outcomes (Stein et al., 2018). The separation of families stands a chance

of igniting social, emotional, and academic trauma. Langhout et al. (2018) contended

government policies are moving away from family reunification and are posing harmful threats

to children. Studies show the consequences of separating families have led to emotional and

behavioral problems such as (a) anxiety, (b) anger, and (c) sadness (Langhout et al., 2018). When

faced with the core values of familism being dismantled, school leaders should be ethically ready

to lead.

Equity

Ethical leaders have the responsibility to ensure all students have fair and equitable rights

to academic success. The *Plyler v. Doe* (1982) court ruling advocated for immigrants' rights to

receive free public education, and undocumented students cannot be excluded. The ruling should

encourage ethical school leaders and ethical school staff to continue to advocate for students.

Turner and Figueroa (2019) suggested broader rallying movements of educators are needed to

ensure Latinos are protected under the 14th Amendment and receive an equitable education.

Ethical leaders have the responsibility of building a culturally competent and responsive

school environment. Gardiner and Tenuto (2015) asserted understanding and being aware of

students' backgrounds while incorporating cultural differences in school can enrich education for all students, including the most vulnerable. Boske et al. (2017) suggested school leaders and staff engage in a deeper understanding of social justice to address the needs of a culturally diverse school community. Gardiner and Tenuto (2015) asserted principals might respond ethically to students' needs by building trust and integrity together while being culturally competent.

Care

Care is an essential component of ethical leadership because care sets the tone for a welcoming environment for students and families in schools. Crawford's (2017) study suggested principals demonstrate care for the families and for the students' safety in school to mitigate the fears of deportation. A principal participant in the study involved families in schools to strengthen and protect the education of Latino students with success (Crawford, 2017). Neal et al. (2019) suggested schools with meaningful goals related to caring create an influential culture giving schools a collective voice and leading to students trusting leadership.

The ethics of care in leadership is a values approach leading to successful leadership (Neal et al., 2019). Mathur and Corley (2014) suggested schools should be emotionally safe places for students where caring rules the cultures and students are supported. The care schools give students may lead to students breaking the silence of the condition, making assisting the students easier.

Empathy

Because of cultural differences in humans, empathy requires an understanding and passion for Latinos experiencing stressors. Ethical leaders should ensure the school staff is aligned with the school's vision of providing empathy to the students. Mathur and Corley (2014)

contended teachers are expected to engage in ethical decision making while looking at the issue from others' perspectives such as deportation fears of students. Svendsen et al. (2020) asserted school leaders should speak up about unethical behavior toward persons being affected in a prohibitive voice.

Ethical school leaders hold the responsibility of being knowledgeable on policies and appropriate conduct when helping those students most affected. Ethical issues are complex, and the needs should be considered individually and have a personal resolution or intervention. Turner and Figueroa (2019) asserted schools should understand the impact of policies on students and make information available. Boske et al. (2017) claimed empathetic school leaders would promote social justice and equitable education throughout students' coursework. If school leaders want the school staff to function ethically with students, leaders should model ethical behavior and values (Mihelic et al., 2010; Svendsen et al., 2020).

School leaders should consider the ethical dimensions of leadership for the advancement of learning in educational environments (Gardiner & Tenuto, 2015). Ethical school leaders should be moral role models exhibiting traits as in compassion and kind-heartedness to be credible (Zhu et al., 2017). Providing ethical qualities of care, equity, and empathy can lead to a trusting relationship between the students and the school. Such leadership qualities of ethics are interwoven in the literature review of fears of deportation exposed, the role of advocating, and breaking the silence to initiate a school response.

Research Literature Review

When pursuing a leadership career in public affairs, ethics is a crucial component (Rosenthal, 2010). Respect and dignity are elements demonstrated by ethical school leaders

serving as moral managers of others (Zhu et al., 2017). Ethical leadership attributes were applied to each component to address the stressors of students to avoid the fear of deportation consequences revealed in the literature review. Each value is interwoven into the three major components of the literature review: (a) effects of the fear exposed, (b) schools as advocates, and (c) breaking the silence to initiate a school response.

The literature review revealed the fears of deportation and the ramifications of deportation. Street et al. (2015) contended many Latinos felt deportation policies affected and shaped what happens in the lives of Latino males and females. In the literature review, 10 years from 2010 to 2020 during Obama's and Trump's administrations cover the affects policies have had on deportation fears. Fleming et al. (2019) asserted President Obama's administration focused on deporting severe criminals while President Trump's administration focused on all illegal immigrants. An increase of U.S. Immigration and Customs Enforcement (ICE) officers in Trump's first year in office caused a 40% increase of undocumented immigrants in detention (Fleming et al., 2019). Presidential deportation policies increased fears calling for a need for school response and advocacy for Latinos socially, emotionally, and academically affected.

School leaders may be faced with high school students at risk of graduating because of fears associated with deportation. Trauma contributes to the generation of at-risk students. USLegal (2018) reported students could be classified as at-risk of (a) being a school dropout, (b) having low socioeconomic status, (c) having a low identity among other students, (d) having impulsive behavior, or (e) having truancy problems. The fear of deportation has resulted in families moving from location to location, not allowing Latino students the opportunity of school stability (Becerra et al., 2015).

The term Latinos was adopted in 1997 by the U.S. government to refer to all genders of Latin American descent and to complement the term Hispanics (Pariona, 2018). Respect is given to all Spanish speaking student representatives from various nations by using the word Latino. Gándara (2017) respectfully suggested using the phrase Latino to represent Mexican origin, Puerto Rican, and Cuba, Dominican Republic, Central American, and South American nations. The literature represents the various ethnicities allowing the term Latino to be used.

Effects of the Fear Exposed

Ethical leaders should understand the existing stressors associated with the fear of deportation and the consequences of the fears. For many, deportation fears started under the Obama administration when ICE issued orders to remove over 2 million people from the United States, making this issuance the highest since President George Walker Bush (Street et al., 2015). The fear of repeating the same political order has caused the U.S. born children of undocumented immigrants to switch voting parties due to having connections with undocumented migrants (Street et al., 2015). Trump was elected in 2016 as the President of the United States after Obama's presidency. The United States went from a two-termed democratic president to a sitting republican president. Fleming et al. (2019) contended since Trump took office, Latino participants in the study reported an increase in racist and discriminatory comments along with verbal harassment causing fear and anxiety.

Avoidance of seeking medical health services due to the fears of being discovered and deported are affecting Latino families and students. Deportation experiences revealed the U.S. born children suffered the most severely due to fear of parental deportation, causing mental health issues (Gulbas et al., 2015). Zayas and Heffron (2016) concluded parents avoided going to

the doctor for health care services in fear of being discovered as undocumented. Kerani and Kwakwa (2018) argued immigrants come to the United States with a higher life expectancy than their U.S. born counterparts, but for undocumented persons living in fear, the doctor's office is avoided. The avoidance of doctors has led to declining health for this population of Latinos.

Trauma may be a consequence resulting from the fears of deportation of undocumented families and documented/undocumented mixed families, causing adverse effects. Becerra et al. (2015) argued during the Obama administration, the fear of deportation affected an entire community because of the involvement of family separation and instability, resulting in students moving from school to school and experiencing psychological trauma. Deportation separates families causing more academic barriers for children. Martínez et al. (2017) contended under Trump's administration, mixed families continue to have fears of deportation of self or family members resulting in loss of appetite due to the severity of the fear.

Emotional behavior is a result of Latinos' fear of deportation at an early age. Allen et al. (2015) found children with one deported parent experienced external and internal problems as opposed to peers at school who did not have the experience of a parent being deported. Students' expressions of suffering emotionally and socially may come in different forms. Langhout et al. (2018) asserted children experiencing fear of deportation have increased emotional changes such as crying, anger, and aggression. Rothkopf (2017) argued fear of deportation has students praying in school for Latino parents not to be deported before the school day ends. Guo et al. (2019) found Latino students facing deportation displayed higher levels of depression and anxiety compared to the data on a national level.

A lack of trust in the legal system is a result of deportation fears. Becerra et al. (2017) found fear of deportation has led to families not reporting crimes due to a lack of trust in the criminal justice system. Reporting crimes put the undocumented person and person's family in jeopardy if the undocumented status is exposed. Chapin (2011) concluded Latinos are silent about crimes in the community, leaving criminals on the street. Fear of deportation can lead to an unsafe community for families who decide not to report crimes.

Acculturative stress is a result of trying to adapt to a new way of life with immigration challenges. Arbona et al. (2010) contended challenges stemming from acculturative stress include separation from family and language difficulties. Latinos entering the country for the first time may struggle with language barriers as acculturation into a new society is taking place. Salas-Wright et al. (2015) found acculturative stress levels were elevated in the youngest groups in the study as fears of immigration officers and the idea of deportation increased.

Students are likely to be in schools experiencing fears of deportation, causing academic disruption. Patel et al. (2016) found mental stress associated with acculturation is a contributor to lack of academic success. A connection between acculturative stress and the risk of mental disorders was found to be prevalent in Latinos due to fear of deportation (Salas-Wright et al., 2015). Pentón Herrera (2017) found a young undocumented male's fear of deportation hindered the reporting of sexual abuse resulting in not receiving mental health support and leading to adverse family circumstances which resulted in the young male dropping out of school. Gulbas et al. (2015) contended students experience mental health issues from immigration policies targeting their undocumented parents. The Latino family unit is mighty and what affects one can affect the other mentally.

Hardships disrupting the unity of the family due to the fears associated with deportation come in various forms and have been extensive throughout Obama's and Trump's administrations. Becerra et al. (2015) found participants with more significant hardships had lower use of government services and lower quality of life. Kim (2012) concluded undocumented students suffer from psychosocial and educational problems, such as fear of deportation, depression, and unknown future after graduation, leading to dropping out of high school and becoming engaged in illegal activity. Latino American born children separation from undocumented parents due to deportation can lead to poverty for the children (Salinas et al., 2019; Zayas & Heffron, 2016). Patel et al. (2016) found the inability to attain citizenship and educational rights leads to stressors between ethnicity and school outcomes. Gulbas et al. (2015) found Latinos living in fear shared (a) an inability to communicate with friends, (b) financial struggles, (c) loss of supportive school networks, (d) stress with parents, and (e) violence.

Looking for legal work to take care of families increases the fear of deportation for undocumented Latinos. Orrenius (2013) reported E-Verify programs flag potential workers as unauthorized to work. The flagging of undocumented individuals may lead to the state notifying the federal government. Latinos wanting to work to become taxpaying contributors may steer away from employers asking for citizenship information through E-Verify. Limited opportunities cause challenges for Latinos in obtaining enough finances to support families (Langhout et al., 2018).

Entire families are affected by deportation. Messing et al. (2015) found Hispanic women fear the separation from children if they are discovered as being undocumented by reporting abuse in the home. Fearing a loved one can be deported at any time is a harsh reality for many,

and the idea of what would happen to children is even harder. Martínez et al. (2017) argued the idea of family members being in detention under ICE increases fear and anxiety while leaving family members in financial hardship.

As undocumented immigrants, Latino students appear to have more stressors negatively affecting academic achievement than other immigrants. Patel et al. (2016) found Latino students faced daily stressors about family problems other immigrants did not face in the United States. Stressors have an unfavorable effect on students' academic performances. A comparison in a study revealed Latino newcomers' academic achievement versus immigrant peers was lower in attendance and grades (Patel et al., 2016).

Policymakers and enforcers understand the impossibility of finding and deporting all undocumented immigrants leading to instituting fear. Latino subjects experienced stressors related to (a) racial violence, (b) legal status, (c) barrier pathways to college, (d) low parent involvement, and (e) low income (Patel et al., 2016). Langhout et al. (2018) argued when raids and deportations occur in communities, members of the communities become fearful and refrain from participating in social programs, including schools. Menjívar (2013) found the Latino family community has been bound together to avoid educational services in fear of being detected. Ethical school leaders' challenges in helping Latino families navigate through deportation fears are significant but should be embraced with advocacy.

Schools As Advocates

To ensure the mitigation of fears, students' stressors should be identified and ethically acknowledged through school advocacy. The process of supporting a cause for fair, equal, and equitable treatment is advocacy (Crawford & Arnold, 2016). School leaders hold the

responsibility for modeling appropriate and expected behavior. Svendsen et al. (2020) argued if school leaders want the school staff to function ethically with students, leaders should model ethical behavior and values. Bradley-Levine (2018) contended the entire school could engage in ethical leadership by ensuring social justice for all students, by first practicing ethical behavior in the classrooms, and by collaborating on best practices with colleagues. Gardiner and Tenuto (2015) argued principals should respond ethically to the needs of the students by building trust and integrity together while being culturally competent.

Instilling trusting, caring, and compassionate values in the school's vision to make a positive difference with undocumented students and families is essential to school advocacy. Rothkopf (2017) found a West coast school staff offering compassion to Latino undocumented families while providing trauma counseling and legal advice. Neal et al. (2019) found a culture of caring by all staff based on a shared vision and mission for all to adopt. The goal of the school administrators is to have academic success for all students and close the achievement gap for Latinos can help accomplish the task. Neal et al. (2019) found values-based decisions providing mentoring programs for students improved student retention from 70% to 90%. Neal et al. (2019) stated, "Decision-making in a value-based school requires heart led by values" (p. 102).

Education on policies affecting undocumented students and families should be fully understood by teachers serving in the schools charged with providing equity in the classroom. Boske et al. (2017) argued school leaders should be social justice leaders to ensure all staff is honoring equity in the classroom. Ethical school leaders are responsible for providing the necessary training and education to ensure staff members are equipped to serve as advocates for students through professional development sessions. Hoge and Rubinstein-Avila (2014) asserted

school staff could become frustrated with leaderships' lack of follow up, lack of communication, and lack of professional development in increasing staff capacity. School leaders should be transparent with staff members about student advocacy initiatives based on policy as part of ongoing training (Mathur & Corley, 2014).

Schools led by ethical leaders adopt a mission to provide a safe, caring environment for Latino students to learn and have academic success. Crawford (2018) argued undocumented students' trust is not easily won, and most do not see school leadership in a positive light due to the associated authority position. Zhu et al. (2017) concluded principals demonstrated care for the families and students' safety in school to mitigate the fears of ICE with success. Murillo (2017) found the care from adults in the school for the undocumented students' well-being is the reason students revealed individual legal status. Educators and school leaders should display care for undocumented students to begin to trust them. Crawford (2018) examined a school's late response to the handling of deportation fears of Latino students and families by witnessing school administrators create a policy during a crisis.

All schools are not reporting the same success in providing care to students. Some schools are struggling with how to institute care in the classroom. Ethical leaders hold the responsibility for ensuring educators are armed with the resources to increase Latino students' confidence and outcomes. Turner and Figueroa (2019) asserted educators are faced with how to educate and care for students living with fear, anxiety, and difficulty concentrating. The challenges in accomplishing how to educate and to care can cause educators to retreat, putting more responsibility on the students. Students found teachers and counselors to be uncaring of the students' academic and social-emotional needs (Edeburn & Knotts, 2019). Edeburn and Knotts

(2019) argued school administrators felt Latino students should advocate for themselves if the students are to receive help. Crawford (2018) suggested teachers take the extra time needed to show care to students. Care can help mitigate students' fears for a more open dialogue and trusting relationship when initiated by staff.

As a whole school initiative led by an ethical leader, the entire school staff is expected to take an advocacy role in the schools. Jefferies (2014) argued the importance of increasing school awareness, counseling, and undocumented students' advocacy. Murillo (2017) suggested counselors having discussions with students about college and career is how schools have been able to find out about students' legal status. Perhaps starting the discussions before senior year may help in identifying immigration issues earlier. Jefferies (2014) found counselors had difficulties having conversations with undocumented students and parents. Schools staff may lose out on advocating for student success during high school and after high school if essential discussions are not taking place. Gándara (2017) argued college and career access should be made available and higher value should be placed on counselors.

Ethical leaders faced with Latino students' social and emotional needs experiencing trauma due to fears of deportation can benefit from a school cultural response through empathy. Turner and Figueroa (2019) found importance in counselors and teachers being trained in trauma-informed practices to respond to the students' reactions. As the school administrators respond to trauma, understanding the legal aspect of the condition should be addressed to mitigate fears. Jefferies (2014) shared once undocumented students were detected, school administrators arranged a meeting with an immigration specialist who visited the school once a

month to counsel families legally. Gándara (2017) suggested the response from the school administrator becomes a part of the leadership action plan and cultural practices.

Obstacles such as the lack of confidence and security may play a role in undocumented people not receiving needed help. Adkins et al. (2017) asserted undocumented persons lacking confidence do not have access to information due to fear of sharing sensitive information about legal status. Undocumented Latinos can benefit from building relationships with staff in schools, libraries, and churches charged with helping to acculturate in society through self-advocacy (Adkins et al., 2017). Undocumented persons have taken a different stance by not self-advocating in building relationships with agencies. Fleming et al. (2019) contended Latino families have unenrolled from government programs, including schools, since Trump's 2016 election posing an additional consequence.

Social workers are experts in understanding students' social and emotional needs and may need to understand policies in the best interest of undocumented students in the schools to provide for equity. Becerra et al. (2015) found social workers and community leaders understand the fears associated with deportation well and can use the knowledge to enhance local law enforcement's cultural competency to help mitigate fears. Negi et al. (2018) found social workers can share information on federal, state, and local policies negatively affecting undocumented people living in the United States. Becerra et al. (2015) argued, "social service providers should continue to advocate for the elimination of policies that have negative impacts on Latinos in the United States" (p. 726). Messing et al. (2015) asserted social workers could act as case managers to improve Latino women's trust in the law and equip Latino women with resources to empower them.

Transparency with Latino students is a part of providing equity in schools through trust and cultural advocacy. Pentón Herrera and Obregón (2018) argued teaching the reality of Trump's ideology and policies to students is a healthy approach in strengthening mindsets to stay in school. Negi et al. (2018) contended schools should be responsive to immigrants by building trusting environments as advocates. Ethical school leaders should develop a diverse staff to include Latino staff members to help improve cultural advocacy. Schools can benefit from intentionally hiring bilingual/bicultural professional social workers (Negi et al., 2018).

Teachers across the country joined forces in protest of deportation to support deferred action for childhood arrivals (DACA) as empathetic advocates. Victims of deportation could proclaim unity and comfort among Americans in this supportive effort by teachers. Crawford and Arnold (2016) contended the answer to making a long-term difference in educating undocumented students is to organize side by side with immigrants against policies hindering citizenship. This advocacy type is needed to seek social justice for Latinos living in fear and jeopardy of unfairness and inequity (Crawford & Arnold, 2016). Some may say the best way to help with the fears undocumented individuals face is to empower people of color to become agents of change (Will, 2018). To further support change, roughly 9,000 DACA protected teachers work in U.S. schools, and Teach for America supports the hiring efforts by employing nearly 200 undocumented professionals (Will, 2018).

Cultural competency allows for empathy and could make a difference in the success of Latino students. Jefferies (2014) contended schools need to create an environment where students are motivated and schools become an activist center for immigration. Motivation is promoted through (a) curriculum and extracurricular activities, (b) providing a safe place, and (c)

providing additional mentoring and counseling (Jefferies, 2014). Ramirez and De La Cruz (2016) examined the growing number of Latino students and the minimum professional development sessions for staff to be equipped to serve the students' needs. Boske et al. (2017) argued teachers needed to engage in a deeper understanding of social justice to address the needs of a culturally diverse school community. The educational system may be revamped by ensuring school staff understand the struggles immigrant students face and use this information as a source of knowledge to educate the immigrant students (Ramirez & De La Cruz, 2016).

Latino students struggling in a land appearing nonaccepting may experience a change in negative outlooks to more promising outlooks through the integration of sports. The literature recommends incorporating activities allowing for cultural diversity and acceptance. Carter-Thuillier et al. (2017) found cultural diversity in schools through sports plays a factor in academic achievement for Latinos and other immigrants. Ethical leaders can employ the concept of sports integration as an answer to equity in sports through diversity. Guo et al. (2019) argued culturally sensitive school environments could provide the needed prevention and intervention to offset depression and anxiety for Latino students living in fear. School leadership response to diversity in schools for staff and students may lead to a trusting, safe community where Latino students can thrive.

Natural mentoring as a form of advocacy allows for empathy of a student's plight in completing high school and can prove beneficial in preventing increased dropout rates in Latinos. Anderson et al. (2019) argued natural mentors are those familiar with the students who can naturally insert themselves as mentors encouraging high school education completion with optimism. A warm and close relationship with natural mentors mitigates any negative association

with education (Anderson et al., 2019). Making a personal connection and empathizing with students is essential to making a difference as ethical school leaders work to break the unrevealing silence.

Breaking the Silence to Initiate a School Response

To initiate a response to deportation fears, ethical leaders may need to break the silence of students and Latino parents in some instances. High school students may struggle with revealing undocumented status to school personnel (Murillo, 2017). Abused Latino women choose to remain silent to protect their children from separation and the loss of academic advantages. Messing et al. (2015) found the empowerment of Latino women can lead to the women breaking the silence of domestic abuse in the home.

Julian Jefferies (2014) suggested through awareness, counseling, and advocacy, schools can become a safe space to dismantle the fears of deportation. Latino students who choose not to talk about deportation fears miss out on postsecondary education opportunities and may not press schools for more offerings (Gándara, 2017). Crawford and Arnold (2016) asserted undocumented students are likely to attend larger schools to be unnoticed resulting in falling in the lower graduation rate based on ethnicity. Teachers and administrators would first have to notice and identify undocumented students attending schools to be able to put together a sustainable plan for mentoring and counseling students and parents (Jefferies, 2014).

As ethical school leaders are developing strategies to close the achievement gap, students' cooperation is needed. DeMatthews (2018) argued the importance of closing the achievement gap includes (a) multicultural schools, (b) inclusion for all, and (c) improving parent/community engagement. Camera (2016) found Latino students data in reading skills trend

upper over a 10 year span, but in some states, Latino students are three grade levels behind peers. DeMatthews (2018) found school leaders reported students questioned whether completing high school was worth the effort during the Trump administration or if hiding was a better option. The need to get students and parents on board with plans to succeed is prevalent in academic school success.

Showing care can lead to students opening up more and trusting the school. Zhu et al. (2017) found principals demonstrating care for the families and students' safety in school mitigated the fears of ICE, resulting in strengthening and protecting education for Latino students. Jefferies (2014) found once the school personnel knew the immigration status of students, misinformation was dispelled, and college options were received better by the Latino families. To help account for equity, caring schools can make Latino students aware of timelines associated with filling out college applications, scholarships, DACA policies, and summer jobs. Turner and Figueroa (2019) argued schools should understand the impact of policies on students and make information available in hopes of students disclosing legal status to receive assistance.

A gesture of caring can go a long way in causing students to share pertinent information. Mathur and Corley (2014) contended, "Schools need to create environments conducive to developing values of caring and justice" (p. 145). Kim (2012) found undocumented students are known for being overlooked by school social workers due to underuse of student services calling for the social workers to be more proactive in reaching out to the students. Social workers should be able to self-identify as social justice agents in schools to provoke a change. Anneliese et al. (2010) suggested using a social justice checklist for social workers to address educational

inequities as advocates of students in the schools. Having an empathetic approach to connecting with others can prove to be an excellent start for ethical school staff.

Providing equity is about meeting students and families where the students are and providing extra services and resources to bring both groups up to counterparts' levels. Crawford et al. (2018) found school leaders refused to accept the fact undocumented students and families fear deportation. Leaders may help the community by creating ways to meet both students' and families' needs by including English as a second language classes for parents, childcare services, and monthly meetings (Crawford et al., 2018). Mathur and Corley (2014) contended teachers are expected to engage in ethical decision making while looking at the issue from others' perspectives, as in deportation fears of students.

Ethical school leaders should initiate opportunities for school social workers to build trusting relationships with Latino families. The trusting relationships may lead to the Latino families sharing pertinent information with the law enforcement. Becerra et al. (2015) suggested social workers serve as a bridge between the community and law enforcement agencies to improve a trusting relationship. Social workers can use knowledge to enhance local law enforcement's cultural competence to help mitigate Latino students' fears (Becerra et al., 2015).

Sports give students a place to be accepted in schools by providing acceptance, diversity, and respect. Carter-Thuillier et al. (2017) suggested promoting the educational system's inclusiveness can use sports as a positive context for the immigrant population. Carter-Thuillier et al. (2018) suggested using an ethnocentric approach to blend cultures together through an assimilation process for each culture to dominate a common cultural practice. Universal characteristics exist in sports enabling sports to transcend socially and break undocumented

students' silence (Carter-Thuillier et al., 2017). Schools should ensure the safeguards are in place to promote continuous participation by Latino students. Carter-Thuillier et al. (2017) analyzed immigrant students in school sports and revealed the fear was lessened because the students used learned skills in sports to contribute to the school's success and were granted inclusion.

Schools should make a conscious effort to be culturally competent and responsive to the needs of the school. Ethical leaders should ensure schools provide an environment supporting the self-understanding and development of undocumented identity (Salinas et al., 2019). Latino professionals willing to work in the school system can ensure Latino students receive equitable education through first-hand cultural knowledge. Will (2018) interviewed two Latino teachers serving as change agents by teaching and inspiring Latino students with an emphasis on male Latinos. The teachers provided equity for the Latino population through knowledge and empathy and overcoming obstacles related to fear (Will, 2018). Latino educator Magana brought attention to the importance of being culturally competent by saying:

> I thought it was very odd that the students were part of one culture, and they were getting all of their education, which they would be using for the rest of their life, from someone who, on some occasions, couldn't relate. (Will, 2018, p. 4)

Ethical school staff should be trained and reminded to offer empathy, care, and equity to undocumented students to help break the silence. Pentón Herrera (2017) found a young undocumented female receiving empathy and care from religious organizations by way of shelter from immigration officers was able to finish high school. Turner and Figueroa (2019) argued schools are responsible for demonstrating care for the families and students being harmed.

The sooner the status of undocumented students is discovered in school, the sooner the help can start. Kam et al. (2018) found as the academic year pressed on, high school students became more anxious to tell the counselor of the student's legal status but did not know how. The study revealed young Latinos struggled with confiding in counselors and resorting to giving hints on their undocumented status (Kam et al., 2018). Counselors can benefit from recognizing clues as indirect disclosures to address the needs of undocumented students. How to identify the hints remains a gap in the literature.

Counterarguments

The counterargument suggested not all undocumented Latinos or children of undocumented Latinos view fear of deportation as a disruption to academic success. Krogstad (2016) contended the Latino high school dropout rate has declined despite deportation concerns. Literature suggested a surge in Latino students graduating from high school, attending college, and serving openly as self-advocates despite deportation fears. During the Obama administration, Krogstad (2016) asserted the dropout percentage rate of high school students aged 18 to 24 decreased from 32% in 2000 to 12% in 2014. Crawford and Arnold (2016) found undocumented students have become more visible in advocating for more educational access in the past decade, and similar groups are risking attention to their undocumented status by advocating for changed policy.

The *Plyler v. Doe* (1982) ruling stated undocumented students could not be excluded from public K-12 education. Resilience and acceptance of the verdict have allowed undocumented Latinos to complete education endeavors. Ramirez and De La Cruz (2016) were Latino educators sharing personal narratives of truth and encouragement. Ramirez and De La

Cruz (2016) demonstrated great resilience in overcoming deportation fears by using (a) high positive expectations, (b) a sense of purpose, and (c) problem-solving skills. Pentón Herrera and Obregón (2018) argued the importance of being resilient in self-development and pursuing educational endeavors by remaining in school during the most challenging times.

Latino students demonstrating academic success in high school stand greater chances of attending college despite the political climate. Hsin (2018) suggested the higher undocumented students' high school grade point averages are, the stronger the possibility of the students graduating from high school and attending college. Under Trump's presidency, Craven et al. (2017) contended Latinos are motivated to fight for educational equity instead of dropping out. Craven et al. (2017) argued in Tennessee, undocumented students advocated for educational rights in the state where the undocumented students reside. After reviewing undocumented students' data entering community college, Hsin (2018) found undocumented high school students' scores showed more academic achievement than documented peers leaving the argument fear might not affect academic success. The undocumented students' advocacy extended to postsecondary education in Tennessee, demonstrating how the youth act as agents of change (Craven et al., 2017) instead of dropping out due to fear of deportation.

Students defy the odds by self-advocating for equality and equity. Murillo (2017) found growing frustration with living in the U.S. society's shadows has caused undocumented students to speak out courageously in public through self-advocacy. Craven et al. (2017) found young undocumented groups are forming networks and developing various tactics to advocate for themselves and peers to ensure the Dream Act is not just a dream. The Dream Act is the light at the end of the tunnel for high school Latino students living in fear of deportation. Kerani and

Kwakwa (2018) found in 2013, immigrants were more likely to earn a bachelor's degree over U.S. citizens and had proven to be contributors to the communities and local economy. Having perseverance and grit helped some Latino college graduates overcome fear.

    For some, the fear of deportation did not override the value of education. Salinas et al. (2019) shared the narrative of two Latino males' decision to assimilate in high school and trust some teachers and close friends with personal undocumented stories in hopes of advocacy. Strong family values in education helped young men overcome the obstacles of fear (Salinas et al., 2019). Undocumented Latinos have a better chance of persevering when the family stays together to encourage education and through strong external advocates.

Williams (2016) shared the narrative of Latino Manuel growing up as an American speaking English effortlessly and experiencing exclusion and stress. Williams (2016) stated, "When he was 2 years, Manuel's parents crossed the border into the U.S. from Mexico, fleeing rural poverty and seeking a better life" (p. 168). Not overtaken by obstacles, Manuel graduated from high school and was given hope through Obama's DACA, causing the fear of deportation to be dismantled for Manuel. Manuel's dream is the dream of many seeking a better life and has proven obtaining a better life is possible despite deportation fears. Literature reveals (a) the existence of fears of deportation, (b) the repercussions of the fears are real, and (c) the role schools should play in mitigating the fears may need to improve through ethical leadership.

The Gap in Literature

The literature review brings clarity to the existence of deportation fears for the Latino community and the influence of ethical response. Mathema (2017) stated, "The threat of deportation alone is enough to break apart communities and cause high levels of stress in

families. Deportation often leaves children in the foster care system" (p. 8). Svendsen et al.

(2020) argued school staff should function ethically with students, and leaders should model

ethical behavior and values.

The literature gap is in how the fears contribute to stressors associated with academic and

SEL of Latino students attending a high school in Chicago, Illinois and how ethical leaders

respond to mitigating the fears by including various stakeholders. The study filled the gap by

giving voice collectively to school leaders, social workers, counselors, teachers, and parents of

the students by identifying how the fear of deportation affects students in school and how

schools mitigate the fears. Ethical leaders concerned with building trust for change should be

willing to give voice to staff and other stakeholders such as students and family members

(Svendsen et al., 2020). Literature has given voice to staff members, students, counselors, or

principals, but no study has not given voice to the stakeholders collectively (Becerra et al., 2017;

Crawford, 2017; Pentón Herrera, 2017; Svendsen et al., 2020). The objective is for Latino high

school students to graduate from 12th grade. Providing a voice to stakeholders closest to the

students can render a rational response for ethical school leaders.

Chapter Summary

The literature supported the attributes for providing ethical leadership in a school setting

with the intent of school staff mitigating fears of deportation (Svendsen et al., 2020). Brown et

al. (2005) contended trust, honesty, and fairness are behavior considerations for ethical

leadership. Bandura's social learning theory sets the groundwork for ethical leadership by

arguing the need for leaders to model ethical behavior in leading staff members (Bandura, 1977;

Brown et al., 2005; Crossman, 2019).

Ethical leadership has various dimensions and elements, leading to an underdeveloped distinct theory (Brown & Treviño, 2006; Mihelic et al., 2010). Elements as in trust and service grounded in servant leadership and transformational leadership are synthesized in ethical leadership (Giessner & van Quaquebeke, 2011; Luenendonk, 2016). Ethical leaders are moral managers encompassing the ethical elements such as honesty, trustworthiness, and caring (Brown & Treviño, 2006; Brown et al., 2005; Giessner & van Quaquebeke, 2011).

The Latino family is scripted in familism values supported by family unity, identity, support, and connectedness (Mendez-Luck et al., 2016; Stein et al., 2018). Disruption of family connectedness can aid in trauma in children (Langhout et al., 2018). Latino families' experiences with deportation have called children to suffer from mental health and other health issues (Fleming et al., 2019; Gulbas et al., 2015; Zayas & Heffron, 2016;).

Trump and Obama's leadership have both increased the fears of Latinos through deportation policies (Fleming et al., 2019; Street et al., 2015). DeMatthews (2018) asserted Latino students fearing deportation questioned whether completing high school is an option under Trump's administration. The rate of Latinos earning a high school diploma in 2017 was 59% (Noe-Bustamate & Flores, 2019), leading to more work needing to be done to help the students obtain additional academic success.

Ethical leadership response to the fears of deportation is in social justice (Boske et al., 2017). Ensuring school staff is honoring and advocating for equity, empathy, and care of students experiencing trauma associated with deportation is the responsibility of ethical school leaders (Boske et al., 2017; Murillo, 2017; Turner & Figueroa, 2019; Zhu et al., 2017). Ethical leaders are responsible for counselors, social workers, and teachers being trained in trauma-

informed practices to support students (Murillo, 2017; Turner & Figueroa, 2019). Breaking the silence of Latino students living in fear of undocumented status can allow schools to provide the counseling, advocacy, and postsecondary response needed for academic success (Gándara, 2017; Jefferies, 2014).

Despite the fears of deportation Latinos face, the Latino dropout rate declined from 2000 to 2014, and undocumented students are successfully advocating for educational rights (Crawford & Arnold, 2016; Krogstad, 2016). Through resilience, self-development, and perseverance, Latinos are encouraged to stay in school in pursuit of academic success (Craven et al., 2017; Pentón Herrera & Obregón, 2018; Ramirez & De La Cruz, 2016). The courageous voices of Latino students through the formation of networks have led to self-advocacy for educational rights (Craven et al., 2017; Murillo, 2017). The combination of literature clarified ethical leadership is essential to building a school environment to support Latino students living in fear of deportation, and the strength of self-advocacy can lead to educational success.

This study applied a qualitative design and incorporated a narrative analysis approach in Chapter 3. Qualitative research seeks to engage participants in small group discussions and interviews to receive a personal perspective (Hammarberg et al., 2016). Vanassche and Kelchtermans (2016) asserted the narrative analysis approach gave voice to participants in the exploration of how stressors are associated with the fear of deportation. Research questions answered how the stressors are affected the academic, social, and emotional learning of Latino students and how school leaders can lead staff in mitigating fears of deportation.

Population and selection can be achieved through purposive sampling to introduce an inclusive criterion (Iddrisu et al., 2019; Naderifar et al., 2017). Families, teachers, social

workers, or counselors of the identified students were introduced to the study. Instruments for the study included online questionnaires (Sincero, n.d.), focus groups, and interviews (Bresin et al., 2017). The questionnaire, focus groups, and interview questions are discussed in Chapter 3 (see Appendices B, C, & D).

Data were collected at times convenient for participants (Oltmann, 2016). Data analysis identified emerging themes from participants' responses (Guion et al., 2011). The credibility of the research was explained through methodological triangulation and data triangulation (Creswell & Poth, 2018). The conclusion of Chapter 3 outlines the ethical procedures for protecting participants and the written consent form in Appendix B to support the protection.

Chapter 3: Methodology

Krogstad (2016) contended the Latino high school dropout rate was at 12% in 2014, making it higher than Blacks (7%), Whites (5%), and Asians (1%) during the same year. Since 1980, the United States Latino school-age population has tripled from 8.1% to 25%, and by 2023, the National Center for Education Statistics contended one third of students would be Latino in the United States (Gándara, 2017). Latino students may face a potential problem if the parents are not granted citizenship or permits to remain in the United States and are deported back to Mexico (Gándara, 2017).

The purpose of this qualitative narrative analysis study is to understand adults' perceptions on how deportation fears contribute stress to Latino students' academic, social, and emotional success and how school leaders mitigate the fears. Giving voice to parents and school staff to share vulnerable high school Latino students' reactions about deportation is the study's intent. Students of concern in the study are undocumented or are the children of undocumented parents affected academically by the fear of deportation while attending a high school in Chicago, Illinois. The consent forms completed by the participants in the study are in Appendix A. The following research questions assisted in constructing a final study intended to help provide professional learning and suggestions to affected families and school leaders.

> **Research Question 1:** How do school staff and parents perceive how the fear of being deported contribute stressors to the academic and social/emotional learning of the Latino high school students?
>
> **Research Question 2:** How do the school leaders and teachers mitigate fears of deportation of their students?

Details of the research design and rationale for the qualitative narrative analysis study are justified in the rest of Chapter 3. Further explained in this chapter is the role of the researcher, procedures, data analysis, credibility, and ethical procedures. The methodology chapter concluded with a detailed summary and a preview of the following section.

Research Design and Rationale

The qualitative method was used by the research worker to delve into the feelings and emotions associated with human beings who are being affected by deportation and the associated outcomes. Qualitative methodology affords participants the opportunity for freedom of expression during focus groups and interviews. Hammarberg et al. (2016) declared qualitative research seeks views from a personal perspective while engaging in small group discussions and in-depth interviews.

Narrative analysis is the chosen design for capturing the voices of Latino parents, school leaders, teachers, counselors, and social workers of the students and the experiences of the effects of deportation fears on student learners. Eaton et al. (2019) contended the use of personal narratives presents a greater awareness of the intended topic. The narrative analysis research design assisted in answering the research questions as this design allowed for the exploration of the effects of deportation fears on high school students. A narrative analysis study focusing on critical incidents affecting transnational student-teachers was informative in revealing the participants' personal life-changing decisions about furthering educational goals (Serna-Gutiérrez & Mora-Pablo, 2018).

Experiences of the families were captured more explicitly by gathering personal stories. Vanassche and Kelchtermans (2016) contended the analysis of peoples' stories led to a narrative

form leading to the context for understanding. Personal experiences of individual accounts with the Latino students may advance readers' understanding of how the fear of deportation contributes to the stressors of the students. Kennelly et al. (2017) revealed personal encounters contained reflections of participants' views and experiences in the workplace on supervision.

Narrative design was chosen to gather personal accounts on the stressors of deportation and students. Eaton et al. (2019) contended narrative analysis design might be used to present a current issue with the intent of revealing something new through the actual voices of the ones close to the students. Sahito and Vaisanen (2017) used narrative analysis in a study on time management and job satisfaction giving the team first-hand information on participants' viewpoints of stressors related to hurdles impeding performance of which the organization was unaware.

An essential asset of using a qualitative narrative analysis research design is the researcher's capacity to analyze through data triangulation and methodology triangulation (Fleming et al., 2019). Data was collected from stakeholders such as school leaders, teachers, counselors, and social workers to better understand the students' experiences. Fleming et al. (2019) conducted interviews with frontline staff of federal agencies serving immigrant families to understand stressors associated with the 2016 election and discovered an increase in fears about community and healthcare. Understanding how students are affected academically, socially, and emotionally by interviewing people who are closest to the students on these subjects may strengthen the narrative analysis. In-depth interviews and focus groups rendered invaluable information, which proves beneficial to school officials who are responsible for student learning (Fleming et al., 2019).

Role of the Researcher

Expectations of the qualitative study were to (a) ask probing questions of participants to lead to honest conversations, (b) observe the participants' mannerisms while responding to the questions during the focus group sessions, (c) record responses accurately without bias, and (d) ensure confidentiality of information. Oltmann (2016) asserted nonverbal language and cues could be considered as a rich and an essential element in face-to-face interviews. Opportunities to enhance the inquiry were achieved by asking clarifying questions or extending questions based on participants' responses.

Relationships between the interviewer and parents were nonexistent for neither had met prior to the study. School policy on positive communication with families and the use of professional language with families was respected and adhered to (Ombudsman Policy, 2014). A current relationship of trust and respect existed with all school personnel due to shared professional development sessions. An established trusting relationship with the staff helped to render honest responses through a diversity of thought. The sharing of ideas to reach an understanding of an objective was achieved by stakeholders embracing the diversity of thought through collaboration (Steiner, 2018).

There was no communication with school leaders, teachers, counselors, and social workers on the topic of the dissertation. An unbiased system for identifying participants for the study was implemented. Purposive sampling was used to identify students of Latino heritage at the school since the study focused on similar characteristics (Iddrisu et al., 2019). Parents and staff members of the students received a letter introducing the study and offering the chance to

participate. No awareness existed of individual students who were affected by deportation before the research began.

Research Procedures

Described in this section are the measures used to conduct the qualitative narrative analysis study. The instrumentation of the study is presented in detail to fit the three stages of exploration. The questionnaire was the first stage and lasted three weeks. The second stage of focus groups lasted four weeks. Third, the final stage was the interviews and lasted four weeks. How data were collected and prepared for analysis are shared in the next chapter.

Population and Sample Selection

The chosen school for the study was an option school (school of choice) on the southside of Chicago, Illinois with 540 students, 43.1% of whom were Latino and 8.7% of these students had identified Spanish as the primary language spoken in the home (Ombudsman South High School, 2019; see Appendix E). Students who were affected by the events of deportation were the targeted group. Some members of the population were a part of 5.9 million children in the United States living with at least one unauthorized family member (Mathema, 2017).

Purposive sampling began with a questionnaire given to 30 Latino families and 19 professional school staff serving Latino students (Van Wyk, 2019). Purposive sampling was used to ensure the inclusion criteria is met based on the sensitive topic of deportation associated fears (Naderifar et al., 2017). The Latino group was chosen because there still may be a fear of removal from the homes even if English is declared the primary spoken language. The questionnaire was emailed to families initially to determine participatory interest. Chosen school staff took advantage of online questionnaires making gathering information easy to connect

quickly with others while handling the data safely (Sincero, n.d.). The deadline of 2 weeks was explicit on the questionnaires to ensure the remaining time was for analyzing and formulating.

Before taking part in the study, potential participants were contacted via email to review the confidentiality of the process, the purpose of the study, and the signature voluntary consent form (see Appendix A). Consent forms and instruments were written in English. Van Wyk (2019) suggested having participants return email copies the same way received to ensure safeguards. Documents of consent had a two-week return due date but were received in a four-week time period. Based on the returned responses, a decision was made to contact individuals to participate in the next phase focus group. This stage rendered four groups of two to five staff and parent participants representing the students' four grade levels in the high school to diversify and enhance the discussion.

Individual interview sessions concluded the inquiry. Participants' comfortability with sharing experiences in the focus group determined participants for the individual sessions. Sahito and Vaisanen (2017) asserted a one-on-one process could lead to capturing a deeper understanding of students' experiences in dealing with stressors associated with the fear of deportation and how the school had been able to minimize these fears.

Instrumentation

Multiple sources of evidence were used to collect data in the form of a structured questionnaire, semi-structured focused groups, and semi-structured interviews. Bresin et al. (2017) contended when a multidimensional structure is used to collect data, evidence of validity is obtained mainly because of the involvement of more than one element. Dudgeon et al. (2018) used questionnaires in a sensitive study on the quality of life of a person(s) living with

bronchiectasis and found administering questionnaires 24 hours before the interview familiarized participants with the content. The structured questionnaire was used to determine interest and relatable experiences on undocumented status by providing useful information to the research questions and forming the focus group guide (Fleming et al., 2019).

Urada et al. (2014) agreed questionnaires were excellent choices at the beginning of research to help develop focus groups and interviews based on commonalities revealed through the responses. The questionnaire in this study consisted of 10 open-ended questions to narrow down the sample population through Survey Monkey (see Appendix B). Boussat et al. (2018) maintained questionnaires with closed-ended and open-ended questions might render a lower return in the open-ended section, making it wise to limit the amount of open-ended questions. Participants usually do not feel anonymity exists in the comment sections of questionnaires; thus, yielding a lower response but still proving to be rich enough to produce a better understanding of the topic (Boussat et al., 2018).

Field testing began by emailing the questions to be used in the study to three subject-matter experts holding doctorate degrees and to a teacher working in schools serving the Latino population (see Appendix F). Subject matter experts were asked to review the research questions, the questions for Latino families and staff, and to provide feedback and suggest revisions to questions on each instrument (see Appendices B, C, & D). Reh (2020) maintained subject matter experts consist of experts who have a deep understanding of a process or concept and are sought after for knowledge on a problem bringing value to the study.

The research began with a questionnaire consisting of 10 open-ended questions given to the participants (see Appendix B). Questionnaire links were emailed to Latino families.

Construction of the questionnaire addressed the needs of the study and led to more in-depth discussions during the focus group phase. Questions 1-10 allowed participants the freedom of expression and freedom to elaborate on the problem. Boussat et al. (2018) warned against too many open comments due to association with low responses but contended freedom of expression is attainable. Questions 1 through 8 focused on the adults' perceptions of the students' behavior and attitudes exhibited in response to the fear of deportation and the academic, social, and emotional aspect in alignment with Research Question 1. Questions 9 and 10 focused on Research Question 2 about the school's role or lack thereof in alleviating identifiable fears of deportation along with other resources. Caution was taken to solicit short responses to not cause discouragement.

The second stage of the study consisted of semi-structured focus groups, and the final stage of the study was one on one interviews. Combined approaches used fewer people allowing for a more in-depth and detailed study of the participants (Kiral & Kepenekci, 2017). Phase 2 focus group was developed based on the commonality of responses relating to fears, family, behavior, and academics from the previous open-ended questionnaire. Out of the seven focus group questions, five focused on Research Question 1, and two focused on Research Question 2. The final phase of the process was one-on-one interview sessions to explore deeper and private feelings associated with the topic. For the individual in-depth interview, seven questions were formed with four supporting Research Question 1 and three supporting Research Question 2. Guest et al. (2017) contended focus groups ranging in size from six–12 and individual interviews serve the same purpose in eliciting opinions and beliefs from participants for stimulating discussions. During the last two phases, the questions allowed for a more in-depth sharing of

stressors associated with the fear of deportation in the schools for Latino students and how the schools can mitigate the fears.

An audio recorder in the virtual meeting platform was used to capture the participants' intended messages. The critical advantage of audio recording is the ability to access the information later for review (Oltmann, 2016). Telephone interviews were considered as an alternative to face-to-face if necessary. Telephone interviews should not be ruled out if face-to-face is not convenient for participants (Oltmann, 2016).

Data Collection

The school edifice was an option for hosting the focus groups and interviews with the participants to make traveling more accessible and to provide a familiar setting prior to COVID-19 pandemic-imposed school closure. Sessions would have taken place when nonparticipants were in the building either after 4:40 p.m. during the evenings or on Saturdays. Oltmann (2016) suggested allowing participants the opportunity to agree or recommend time and location for the interview to avoid social pressure. Sessions would have been in an office space with a lock on the door to ensure anonymity. No one would have been allowed to enter the building once the session had started.

Due to the COVID-19 pandemic-imposed school closure, participants participated in the study through virtual sessions. Participants controlled screen names used for virtual focus groups to ensure anonymity. Oltmann (2016) contended telephone interviews were an option for participating in the focus group since physical identity can be hidden, and the meeting may not be convenient for travel. All participants chose virtual sessions over the telephone.

Baatard (2012) argued web-based questionnaires might render a higher return than mail-based questionnaires. Survey Monkey was the tool used for participants to record initial responses to the questionnaire. After receiving Institutional Review Board approval, the potential participants received the consent form letter via email introducing the doctoral candidate, the study, and the purpose. After signed consent forms were returned, participants received a link to take the questionnaire.

The questionnaire served as the open-ended questions for the semi-structured focus group and the one-on-one interviews. Focus groups and interview sessions did not exceed one hour. Jamshed (2014) recommended 30 minutes to one hour for interview sessions and up to 90 minutes for focus group sessions. Notes were taken and an audio recorder was used to capture the words and themes of the participants. Face-to-face techniques render large amounts of qualitative data and significant transcriptions and analytical work (Fleming et al., 2019; Varga-Atkins et al., 2017). Due to the COVID-19 pandemic-imposed school closure, virtual sessions were the chosen recommendation by the participants and recorded through the virtual platform.

Debriefing was done with each participant to disclose findings of the study and how the results were to be used (McMahon & Winch, 2018). Participants were debriefed after the data had been analyzed and organized in narrative form. Debriefing gave insight into the content of the data to determine needed corrections or changes (McMahon & Winch, 2018). Pseudonyms were used on all reports to protect participants' confidentiality, and nondisclosure of information shared during the study was a common practice throughout the process. All collected data were kept in a secured locked desk cabinet in the researcher's home office and on a password-encrypted laptop.

Data Analysis

The initial questionnaire was completed through a web-based program. Data categorization was used for the mixed groups of participants since it was difficult to group them by roles such as parent group, teacher/school leadership group, and social worker/counselor group. Guion et al. (2011) suggested identifying emerging themes in the responses of participants by organizing the themes by topics and questions for analyzing. Common themes, responses, and participants' availability to participate virtually were the factors in developing the focus groups. Focus groups and interviews were participant-driven to understand perspectives relating to the research topic (Dudgeon et al., 2018). Participants' responses were hand and audio recorded and grouped according to the research objectives. MAXQDA is a software designed for analyzing qualitative data to be used for the importing of text documents and transcripts, and the ability to transcribe media files and audio (Kuckartz & Rädiker, 2019). Salmona and Kaczynski (2016) encouraged the use of software for the convenience of minimizing human error and exploring the complexity of meanings more easily. Themes were the primary focus for establishing connections and relationships.

Credibility

Golafshani (2003) maintained reliability is associated with being credible as reliability measures consistency and accuracy, and validity is associated with being believable in measuring what is intended. Creswell and Poth (2018) suggested qualitative researchers use multiple strategies for documenting validation of the study. All precautions were taken to avoid bias by (a) using an independent researcher to verify agreeing statements and themes, (b) taking detailed

notes on all decisions being made throughout the process, and (c) recording and transcribing with accuracy (Roberts et al., 2006).

The generation of credible qualitative findings is based on the integrity and trustworthiness of the researcher for the participants and the data (Golafshani, 2003; Patton, 2014). Encouraging participants to be honest in responses to collect accurate data was implemented throughout the study. The sample population of families and school staff represented a broader population with similar situations. Family members have an account of the students' feelings outside of the school on fears of deportation and school. Teachers, school leaders, social workers, and counselors shared accounts of the students' attitudes in the school and attested to the academic, social, and emotional learning of the students.

Validity is positioned in qualitative research by establishing credibility through triangulation (Creswell & Poth, 2018; Golafshani, 2003). The voice of peer review participants were valued by incorporating suggestions into the final study. Creswell and Poth (2018) suggested asking for participant feedback in examining rough drafts of the work and in having a peer review the data and process.

Data triangulation involves the use of various informational sources from different stakeholders to increase the credibility of the study (Guion, 2002; Patton, 2014). Data triangulation was used by gathering shared information in the focus groups and interviews from school leaders, parents, teachers, and counselors or social workers of the school. Data triangulation was used to compare similarities and differences of the data based on participants with the most interest in the students (Guion, 2002). Methodological triangulation is another

method used to establish credibility. Urada et al. (2014) contended the comparison of questionnaire findings and interview findings could render credible responses.

Ethical Procedures

Institutional Review Board guidelines were followed to keep participants safe and respected before conducting the study. All participants signed an informed consent (see Appendix A) before taking part in the questionnaire process of the study (Office of Human Research Protections, 2018). Consent forms introducing the study and explaining the purpose were sent to participants. Consent forms were sent blind copied on email. Participants who proceed through the consent form process were informed, understood the complete process, and chose voluntarily to participate or withdraw at any time.

Stofer (2019) suggested remaining vigilant throughout the interviews to ensure participants are at ease and trust the process. Participants had the option to participate face-to-face, virtually, or by phone for focus groups and interviews. The school environment is a safe haven for undocumented citizens in a sanctuary city but was not an option due to COVID-19 pandemic-imposed school closure. The researcher held to the obligation of reducing participants' risk (Office of Human Research Protections, 2018). Due to the school building closure, reducing risks in the building was not necessary. An environment change to virtual sessions for the focus groups and interviews ensured participants' safety and reduce risks.

Participants were treated with integrity throughout the study and informed about the study's purpose and the duration of each stage before agreeing (Office of Human Research Protections, 2018). Fictitious names were used on all reports to protect participants' confidentiality and nondisclosure of information was shared throughout the process. The last

four numbers of the participants' phone numbers were used with the fictitious names to ensure alignment of the narrative. Every effort was made to secure participants' well-being during the study (The Belmont Report, 1979). All collected data are kept in a secured locker and password-encrypted laptop owned and used only by the researcher for three years after completing the work.

Although knowledge was gathered on high school-aged students, children are a vulnerable group and were not considered as participants in the study. The school social workers are clinicians and were used as a resource for participants who may exhibit stress, anxiety, or other trauma-related symptoms from participating in the study. The school social workers serve the students, the families, and the community. Personal connection with the participants was nonexistent. There were no conversations in the workplace on deportation relating to humans or politics. The study was strictly to help meet students' needs, so the learning continues to take place.

Chapter Summary

The researcher applied a qualitative design and incorporated a narrative analysis approach. Vanassche and Kelchtermans (2016) asserted the narrative analysis approach gives voice to participants in the exploration of how stressors are associated with the fear of deportation. Research questions provided information on how the stressors affect learning and the current role schools are taking in the matter. Purposive sampling of families, teachers, social workers, or counselors was used to determine the participants.

Field testing determined the questionnaire to be used throughout the study. Focus groups and interviews were used to generate a narrative perspective. Data were being gathered by hand

and audio and transcribed for themes associated with the research questions. Methodological triangulation and data triangulation established credibility. Detailed written consent forms were used to protect participants and to bring awareness to participants' rights.

      The results of the study are discussed in Chapter 4 and further details are provided into the researcher's data collection, analysis, and credibility. Quotes from participants are included to support personal accounts. The participants' lived experiences with the affected children are shared in a narrative form.

Chapter 4: Research Findings and Data Analysis Results

The study's background is grounded in the existing literature on Latino families living in fear of deportation under presidential administrations, causing instability and trauma in children and parents (Becerra et al., 2015; Langhout et al., 2018). The fear of deportation affects U.S. born Latino children negatively (Fleming et al., 2019; Gulbas et al., 2015; Zayas & Heffron, 2016). Latino students fearing deportation questioned whether completing high school was an option (DeMatthews, 2018). An ethical response from the school leadership and staff can be the answer to increasing the Latino students' high school completion rates for those living in fear of deportation. Ethical leaders are moral managers encompassing the elements of honesty, trustworthiness, and caring (Brown & Treviño, 2006; Brown et al., 2005; Giessner & van Quaquebeke, 2011).

Latino high school students experience stress due to the fear of deportation, causing a lack of progress in academic, social, and emotional skills. Undocumented Latino students and children of undocumented parents attending a Chicago, Illinois high school were the study's target group. Martínez et al. (2017) asserted mixed families of undocumented and citizen members demonstrate fears of deportation of self or family members. The idea of having one deported parent leads to children experiencing external and internal problems (Allen et al., 2015). The results of deportation fear include (a) the disruption of the family unity, (b) increasing trauma in the lives of the children, and (c) avoidance of medical treatment and social programs (Fleming et al., 2019; Gulbas et al., 2015; Langhout et al., 2018; Zayas & Heffron, 2016).

The purpose of this qualitative narrative analysis study was to understand adults'

perceptions of how deportation fears contribute stress to Latino students' academic, social, and

emotional success and how school leaders mitigate the fears. By conducting a qualitative

narrative study, the voices of the teachers, parents, counselors, and social workers associated

with the students gave insight into how deportation fears in Latino students affect academic

success. The use of narratives presented a greater awareness for the researcher of the chosen

topic (Eaton et al., 2019). The research questions, which were designed to guide the focus of the

study, were:

Research Question 1: How do school staff and parents perceive how the fear of being

deported contributes stressors to the academic and social/emotional learning of the Latino

high school-age students?

Research Question 2: How do the school leaders and teachers mitigate fears of

deportation of their students?

The collection of the data from the participants aligned with the instruments is presented

in this chapter. Next, the collected data for each instrument are analyzed, and the results are

presented in response to the research questions. Participants quotations taken directly from each

instrument offer a narrative result as each instrument builds upon the other. Reliability and

validity strategies are justified, followed by a chapter summary.

Data Collection

Once the Institutional Review Board gave the approval to start collecting data, a

discussion between the Ombudsman school leadership and the researcher took place about

contacting the families. Due to the COVID-19 pandemic-imposed school closure in Chicago,

Illinois, the school administrator contacted the 30 families to introduce them to the researcher. The original plan was to reach 100 parents, but due to COVID-19 school restrictions, the school wanted to take more precautions by being the first contact. All communication with parents and staff was done through email and Microsoft Teams meeting. The informed consent forms (see Appendix B) were sent on September 30, 2020 to 30 families and 19 staff members. By October 27, 2020, three parents and 17 school staff members returned the consent forms via email.

After receiving the consent forms, the Survey Monkey questionnaire links were emailed to study participants. 15 participants completed the questionnaire from October 28, 2020 to November 16, 2020. There were 13 school staff and two parents. The focus groups and interviews were conducted using the Ombudsman school's Microsoft Teams meeting platform at the school administrator's request. There were four focus group sessions, and 13 out of 17 participants agreed to be a part of the groups. The sessions lasted from 30 minutes to one hour from November 19, 2020 to November 22, 2020. The individual interviews were completed with 13 staff and two parent participants from November 29, 2020 to December 9, 2020, for 30 minutes to one hour. Each participant had a pseudonym, and the name followed them throughout the study. Data were being stored on the researcher's encrypted computer file.

Participation in the study includes four school administrators in various leadership roles in the school, two social workers who deal with the social, emotional, and behavioral aspects of the students, four counselors who work with the students on post-secondary plans and socialization, three teachers from the math, history, and science departments, and two parents. The 17 initial participants had an opportunity to participate in all three instruments. Fifteen participants returned the initial questionnaire. Thirteen continued to the focus groups in the

second stage. Some participants were uncomfortable discussing the topic with others but agreed

to participate in the one-on-one interview. Fifteen participants completed the final stage of the

individual interviews. Full details of participants and completed instruments are shown in Table

1.

Table 1

Description of Participants for Each Instrument

Pseudonym	Role	Consent form	Questionnaire	Focus group A, B, C, or D	Interview
Besty	School administrator	✓	✓	A	✓
Drake	Social worker	✓	✓	A	✓
Wihema	Counselor	✓	✓	B	✓
Oliver	School administrator	✓	✓	B	✓
Mike	Teacher	✓	✓	B	✓
Sandy	School administrator	✓	✓	B	✓
Kristy	Social worker	✓	✓	B	✓
Mandy	Counselor	✓	✓	C	✓
Candaria	Counselor	✓	✓	C	✓
Inez	Counselor	✓	✓	C	✓
Barbara	Teacher	✓	✓	D	✓
Trevanne	Parent	✓	✓	D	✓
Reesy	School administrator	✓	✓	D	✓
Lenzie	Parent	✓	✓		✓
Orlando	Teacher	✓	✓		✓
Tian	Teacher	✓			
Dianne	Parent	✓			

Data Analysis and Results

In deconstructing the data from the questionnaires and establishing the codes for

understanding, the goal was to determine common themes aligned with the existence and result

of deportation fears and the theoretical framework's ethical leadership response to the fears. The

process began with conducting the thematic analysis while engaging in prior coding. The

thematic analysis allowed the researcher to engage in the data by reading and rereading the

participants' responses to ensure familiarity with the data before identifying the themes (Miller,

2020). Onwuegbuzie et al. (2016) asserted prior coding allows the researcher to develop codes

by reading the collected data and identifying words and phrases associated with the study. The

process began with the reading of the questionnaire responses several times to ensure a clear

understanding of the study results. Next, coding began by identifying words and phrases from the

questionnaire responses critical to the student's fears of deportation and the theoretical

framework's ethical leadership response. The responses were grouped based on commonalities.

After the coding, the researcher reviewed the groups and began applying themes from

participants' responses to the study (Guion et al., 2011).

      To minimize human error and ensure the strongest themes were represented in the study,

the questionnaires were exported from Survey Monkey and imported to MAXQDA by each

question in the same manner as prior coding. Each question consisted of 15 participants'

responses. The use of the software was an excellent choice for minimizing human error and

exploring the complexity of meanings easier (Salmona & Kaczynski, 2016). The researcher's

identified codes from prior coding were placed in the code system of MAXQDA and color-coded

for identification purposes. Kuckartz and Rädiker (2019) acknowledged MAXQDA is an

acceptable software for analyzing qualitative data to be used for importing text documents. Each

code was scanned throughout the participants' responses for each question to determine the

number of times the codes were repeated in the study. The scanning process confirmed the

existence and strength of the codes by discovering the number of times the codes were referenced in the questionnaires. Onwuegbuzie et al. (2016) agreed a software program should be used to determine the frequency of codes in the instrument's transcript.
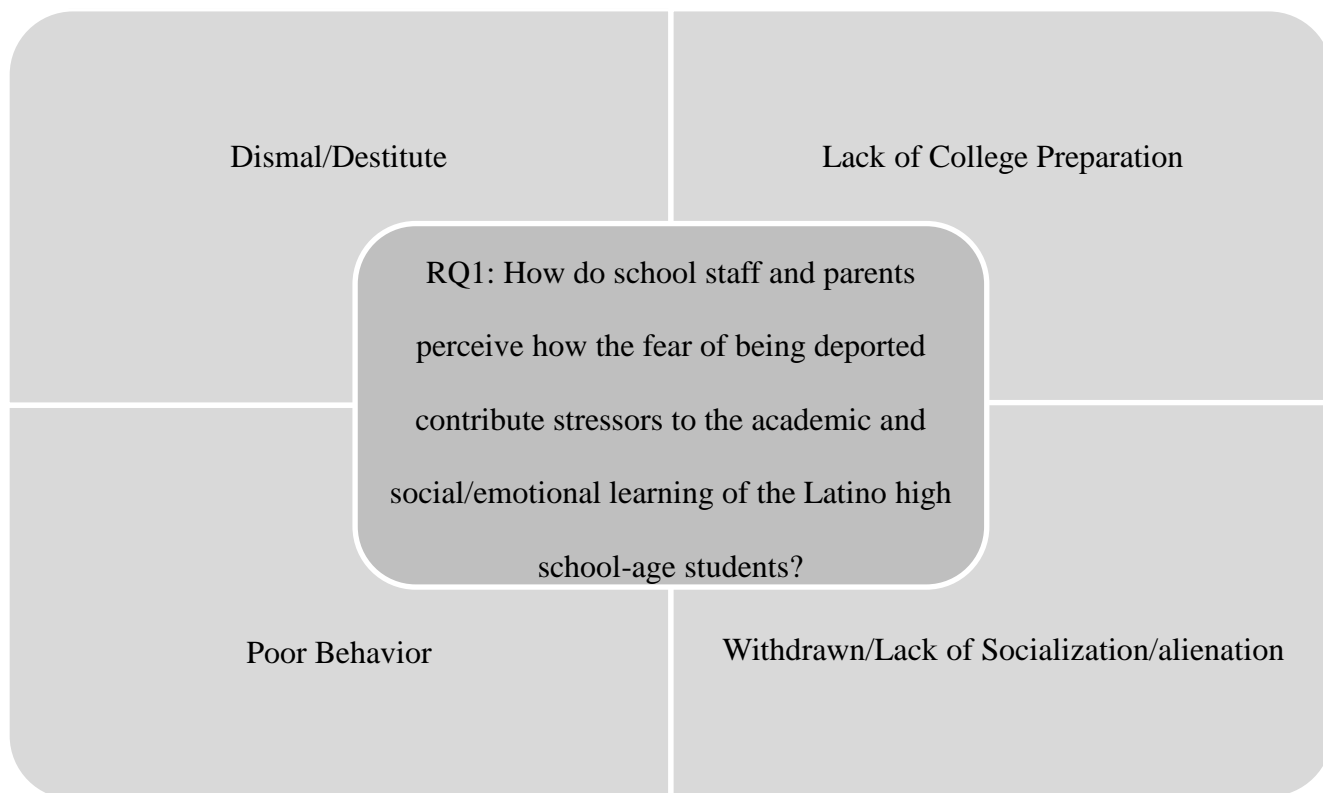
Questionnaire Findings

Questionnaire questions 1 through 8 focused on Research Question 1 based on the adults' perceptions of the students' behavior and attitudes toward deportation fear. The first eight questions demonstrated an alignment of the academic, social, and emotional aspects of the students' fears with Research Question 1. Questionnaire questions 9 and 10 focused on Research Question 2 and the school's role or lack thereof in alleviating identifiable deportation fears and other resources. Questionnaire question 10 references school leaders' next steps in mitigating students' fears of deportation. Question 10 responses were added to responses of the same question from the focus group and individual interviews in Appendix G. A thematic analysis on Question 10 with the next steps for school leaders is presented in Chapter 5.

Figures 1 and 2 align the themes to the research questions. For Research Question 1, participants perceived the fear of family members being deported leads to negativity related to academics, social, and emotional success. One participant stated, "our Latino students have expressed fear for family members." Another participant shared, "Anger, sadness, or fear of uncertainty keeps the students up at night, causing them to lose a desire for more in life." The feeling of being alone in the deportation struggle leads to sadness, withdrawal, and poor behavior in school, thus resulting in the need for academic, social, and emotional support (see Figure 1).

Figure 1

Questionnaire: Research Question 1 and Themes Alignment

Dismal/Destitute	Lack of College Preparation
RQ1: How do school staff and parents perceive how the fear of being deported contribute stressors to the academic and social/emotional learning of the Latino high school-age students?	
Poor Behavior	Withdrawn/Lack of Socialization/alienation

For Research Question 2, participants agreed the strength of the school is in providing social and emotional learning skills and providing a safe school environment. The school culture promoted SEL practices, with the social worker department leading the efforts. Participants said, "Social workers are ready to talk to students who have a fear of deportation and to help them overcome the issues and stay strong." The school building has signage to visibly indicate its stance in providing a safe place for students who fear deportation and community partners assist in engaging students in SEL support (see Figure 2). A counselor participant said, "We have 'Dreamers Welcomed' posters all around our building."

Figure 2

Questionnaire: Research Question 2 and Themes Alignment
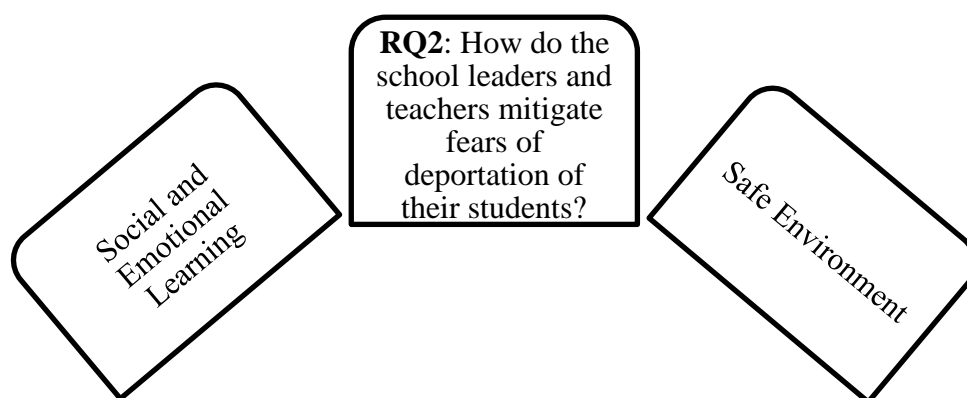
Focus Groups Findings

The second stage of the collection of data was the focus groups. Four focus group sessions were held from November 19, 2020 to November 22, 2020. Participants could choose the date and time for the virtual session. Fifteen participants were scheduled to be part of the

focus sessions, but 13 participants logged into the sessions. The two remaining participants

decided at the last minute to skip the focus sessions and participate in the individual sessions.

The focus groups turned out to be mixed groups except for Group C, which consisted of

all three counselors. Group A had two participants, Group B had five participants, and Group D

had three participants. During the focus groups, some participants talked more than others. The

researcher began paying close attention to the participants' facial expressions to ensure each one

had a chance to speak. Once the more vocal speakers responded with confidence, the other

participants became more silent. The researcher began using the screen names to mitigate others

overtaking the question-and-answer session during the focus group. Out of the seven focus group

questions, five focused on Research Question 1 and two focused on Research Question 2. Full

responses to Question 7 are in Appendix G. The data were compiled with responses from

Question 10 from the questionnaire and Questions 6 and 7 from the individual interviews (see

Appendix F). The combined thematic analysis is presented in Chapter 5.

The focus groups yielded common themes in response to deportation fears in Research

Question 1: family member, dismal, education is and is not an option, and self-management and

self-awareness. Some students are motivated to do well in school despite the fear of deportation

of family members, while others feel defeated. Students fear being in school while parents are

being taken away. The idea of undocumented parents being deported while the students are in

school leads to a feeling of hopelessness and loneliness. Students' moods in school and at home

can be gloomy. This mood sometimes leads to an outpouring of anger, tears, sadness, and

resorting to illegal actions. Some students are motivated to complete high school and work hard

to overcome the obstacles associated with fear. Education as an option mindset is reported as

being mostly associated with Latino girls. An undocumented status limits college financial assistance making college unaffordable and leading to the mindset of education not being an option, as reported in some Latino males.

An ethical response in building trust and providing SEL support are common themes in response to how the school responds to mitigating the fears, as in Research Question 2. When schools take the time and effort to build trusting relationships with the students, the students respond positively to the school staff to receive needed support. The school has many departments supporting the mitigation of Latino students' fear of deportation. The school social workers support the emotional learning of the students. The teachers support the students' academic learning with an extra focus on Tier 2 (small group) support and Tier 3 (individual) support. The counselors support the secondary preparation of the students and provide cultural awareness resources for the students. School leaders help ensure the building is a safe place for the students, and all staff adhere to school appointed roles. The study found students struggle with SEL components aligned with self-management and self-awareness. The lack of SEL skills of self-awareness and self-management leads to behavior problems and anxiety. Participants agreed schools should teach students the effects of self-advocacy, which can be achieved through SEL self-awareness. Table 2 includes an alignment of the research question, themes, and the focus group's direct quote responses to confirm the findings.

Table 2

Focus Groups: Themes With Direct Quotes Aligned With Research Questions

Research questions	Themes	Group A School administrator and social worker	Group B Counselor, two school administrator, teacher, and social worker	Group C Three counselors	Group D Teacher, parent, and school administrator
RQ1	Dismal Education is and is not an option Self-management and self-awareness	Besty shared, "Students have been seen crying, withdrawn, and defiant. A young man expressed he feared going home from school to find his parents deported, causing his attendance to decline.	Wilhema said, "No options here for going to college. Some families see children as the "ticket" because the students were born in the United States."	Mandy said, "Students struggle with dealing with anxiety and emotions."	Barbara insisted, "Motivation to succeed so the students can help the family."
RQ2	Trust SEL	Drake said, "School Social Worker was able to get one of the young men to open up, leading to the student receiving the help needed to graduate. Students also started helping other students once the students felt comfortable in the school."	Oliver shared, "Students who trust the teacher and staff do well in class. Sharing college scholarship information."	Candaria said, "Counselor connected culturally with the student, so the student was more transparent and willing to share family immigration information."	Trevanne said, "Social Workers gave them resources. Counselors were able to help support the students emotionally and help advocate. The school has signs up in the building to say the school is a safe place."

Individual Interview Findings

The individual sessions allowed each participant the opportunity to share a detailed story about a particular student living in fear of deportation. The narratives are the stories of students told through the lens of school staff and parents. The narratives confirmed the fear of deportation could interrupt students' academic, social, and emotional skill success unless schools intervene with an ethical response rooted in care, equity, and advocacy. Parents were also in need of more support from the schools.

School staff's ethical responses Questions 1 through 5 from the individual interviews (see Appendix D) answered Research Questions 1 and 2. As stated earlier, Questions 6 and 7 addressed school leaders' next action steps and are presented collectively from each instrument in Chapter 5. At the beginning of each narrative, the storyteller and the students' names were fictitious, but the stories were real. The narrative analysis, in response to the research question, is presented before each narrative for personalization. The stories demonstrate the school staff and parents' perception of the students' fears in response to Research Question 1 and the school leader's response to mitigating the fears in response to Research Question 2. Five of the 18 narratives are presented next and the remaining 13 narratives are found in Appendix H.

Sandra's Story

School Administrator Betsy (personal communication, November 29, 2020) shared an account of a 19-year-old high school senior, Sandra. Sandra's fear caused her attendance to decline and for her to become withdrawn while in school. After the school assistant principal, counselor, and social worker became involved, Sandra's performance improved. Besty stated:

Sandra always demonstrated an interest in school and academics, so I knew something

was going on when her attendance began to drop. I also noticed while in school, she was

withdrawn and was not very social. After a few conversations with Sandra, she began to

open up about her grandmother being deported. Sandra's grandmother was the babysitter

of Sandra's baby. The deportation of her grandmother would put her academic career on

hold indefinitely. The school provided additional academic support helping Sandra get on

the honor roll and a college acceptance letter from Saint Xavier University. The school's

counselors and social workers placed Sandra in a mentor group for high school mothers. I

am proud to say Sandra graduated from high school.

Jane's Story

Social Worker Drake (personal communication, November 29, 2020) shared an account

of a 17-year-old senior, Jane. Jane was excelling academically and socially despite the fear of

deportation. She was self-motivated by her mother's situation. The school provided an SEL

support group for her to be a part of to help keep her encouraged and supported.

Drake stated:

Jane is a student who is very driven in school. Drake stated:

She is coping academically and socially and is inspired to complete school because of her

mom. She feels her mother is being taken advantage of as a cleaning lady because she is

undocumented. She wants to choose a career to help undocumented people know

immigration rights. The school gives Jane a safe place to discuss these concerns in an

SEL group called the Superstars. Jane has been accepted to several colleges. I am very

proud of Jane. I am encouraging her to start a school club to provide information and support to undocumented families. She is on track to graduate this school year.

Jazzy's Story

Teacher Orlando (personal communication, December 1, 2010) shared an account of 18-year-old junior, Jazzy. Jazzy was withdrawn and concerned about deportation laws, but she was still very motivated to graduate from high school. She found comfort in speaking with empathetic bilingual teacher Orlando. According to Orlando, as soon as Hillary Clinton lost the 2016 presidential election, Jazzy began asking the Hispanic teachers questions about DACA. Orlando stated:

> I was one of those teachers she chose to ask. I already knew it was a huge concern for the students because I would walk around the computer lab and hear them talking about it in Spanish. Jazzy was concerned about herself being deported. She was not cheerful in school and remained isolated and quiet for some time. Despite her feelings, she was highly motivated to graduate from high school. I tried to encourage Jazzy and other students to graduate from high school despite the deportation fear. I also told her and others Trump could not knock on everyone's door, and besides, Chicago is a sanctuary city.

Lenzie's Story

Parent Lenzie (personal communication, December 6, 2020) shared her child and other students' observation. Kids worry despite the parents' encouragement to go to school for a better life. School leadership had not reached out to the families to share the school's efforts in mitigating deportation fears.

Lenzie stated:

>Kids are afraid to leave home to go to school because undocumented parents and grandparents may not be there when students come home. My family is very close, and we value education. But our home, like many others, has at least one person who can be affected by deportation. No matter how we tell the kids not to worry, the kids still do worry. Many times, the kids insist on working to take care of the family instead of going to school. The school has not provided my family and me with resources or help in understanding how to become citizens.

Trevanne's Story

Parent Trevanne (personal communication, December 6, 2020) shared how her 15-year-old son Shawn feels. Shawn is withdrawn and does not open up to the staff in the school. Trevanne does not feel the school has not provided support to her son or of her family. Trevanne stated:

>Shawn is quiet and withdrawn. We are a very close and loving home, and he fears family members being deported and having no place to go. He is not a problem at school, but he is afraid of going to school and coming home to an empty house. I wish the school can help him and help us learn more about our rights and how to become citizens. We are too afraid to trust just anyone.

Reliability and Credibility

Credibility can be established through triangulation which increases the trustworthiness and dependability of qualitative research (Creswell & Poth, 2018; Fleming et al., 2019; Golafshani, 2003). Data triangulation and methodological triangulation were used in the study to

establish credibility (Creswell & Poth, 2018). Data triangulation involved gathering various informational sources from school leaders, teachers, counselors, and social workers to increase the study's credibility (Guion, 2002; Patton, 2014). By using multiple school stakeholders, several perspectives of ethical solutions for mitigating the fear of deportation of high school students were collected for school leaders to follow. Chapter 2 presented ethical leadership as the theoretical framework of the study grounded in understanding the Latino family and providing care, equity, and empathy to the Latino students experiencing trauma. Data analysis identified emerging themes from participants' responses (Guion et al., 2011). The themes guided the researcher in finding an appropriate ethical response for current and future leaders to follow.

Methodological triangulation uses three methods of collecting data to establish credibility. Urada et al. (2014) contended the comparison of questionnaire findings and interview findings could render credible responses. Questionnaires, focus groups, and interviews were used to gather data for the study. Items on each instrument engaged both staff and parent participants in developing a comprehensive response to both research questions. The responses led to cohesiveness in the narrative analysis study on the effects of the fear of deportation on high school students and the response or lack thereof from schools.

Bias was mitigated and reduced by using subject matter experts (SMEs; see Appendix F), an independent researcher (see Appendix I), and peer review participants. SMEs' suggestions for changes in the instrument questions led to structure improvements of the questions. An independent researcher was used to review the transcripts and the narrative analysis to reduce bias (see Appendix I). After the narratives were written, each participant received the story via email and offered feedback and changes to the stories. This qualitative study valued the voice of

peer review participants by incorporating suggestions into the final study. Creswell and Poth (2018) suggested asking for participant feedback to examine rough drafts of the work and have a peer review of the data and process. The findings of this research can be transferable to other high schools with Latino students experiencing deportation fears of family members while attending high school.

Chapter Summary

The questionnaire, focus groups, and the one-on-one interviews delivered extensive and cohesive responses to the research questions. High school students' most profound fear is the deportation of parents while the students are in school, which leads to the students not wanting to come to school, causing a decrease in attendance. While in school, the students exhibit various emotions leading to outrage, tears, sadness, illegal activity, uncertainty, and isolation. Students express a lack of value in education, leading to a refusal to perform academically. Other students are motivated by the fear of deportation to graduate from high school and pursue opportunities to support the family.

The school in the study addresses fear of deportation in students by using all staff to support students in social and emotional learning, academics, and postsecondary preparation. The support in these areas is provided through Tier 2 (small group) and Tier 3 (individual) interventions. Participants shared additional strategies schools can use to mitigate the identified fears shared in the next chapter. The theoretical framework's alignment with the participants' responses is shared in Chapter 5 with the findings, limitations, recommendations, and implications for the study.

Chapter 5: Discussion and Conclusion

Latino high school students may be experiencing stress due to the fear of deportation, causing a lack of academic, social, and emotional success. The purpose of this qualitative narrative analysis study was to understand adults' perceptions on how deportation fears contribute stress to Latino students' academic, social, and emotional success and how school leaders mitigate the fears. A gap was filled by giving a collective voice to school leaders, social workers, counselors, teachers, and parents of the students by identifying how the fear of deportation affects Latino school-age students and how schools mitigate the fears. The findings, interpretations, conclusions, limitations, recommendations, and implications for leadership draw from the data presented in Chapter 4 and discussed in Chapter 5.

Findings, Interpretations, and Conclusions

The qualitative narrative analysis study began with an in depth analysis of peer reviewed articles, books, and journals to better understand the literature's topic and gaps. After an intense review and analysis of the questionnaire, focus group, and interview responses, school leaders play an instrumental role in mitigating students' fears dealing with trauma. The study identified leaders' need to lead by providing care, empathy, and equity to the students fearing deportation fears, as found in the literature review. Neal et al. (2019) confirmed leaders can gain students' trust in school by addressing the students' needs with caring and ethical qualities. The researcher's findings are aligned with the literature review in the importance of school leadership taking an ethical response in leading the school staff to mitigate students' fears of deportation (Boske et al., 2017).

Social workers' voices in providing social and emotional services to the students were evident in both the study and the literature review. Negi et al. (2018) asserted social workers can provide information on federal, state, and local policies negatively affecting undocumented people to help ease social and emotional concerns. Ombudsman High School social workers have successfully served as advocates by helping the students overcome deportation fears through education, resources, and emotional support as suggested by Anneliese et al. (2010) in response to inequities in services. Participants shared providing additional social sessions to address the social and emotional competency of self-management improved the negative emotional state of students. Boske et al. (2017) argued learning environments embedded in social justice has led to understanding self and others. Social worker participants acknowledged there are times students are misinformed about deportation laws causing more fear than necessary in some cases. Messing et al. (2015) advised social workers to educate students on local law enforcement policies about deportation to help mitigate fears.

Knowledge of students' deportation concerns was extended by giving voice to various school departments and parents to share perceptions on how to mitigate students' fears. Svendsen et al. (2020) contended giving staff members the ability to voice genuine concerns for change is effective in building trust. The collective voice presented in the study did not exist in the literature review allowing this research to fill a gap in the literature. Chapter 2 literature gave voice to school staff members, students, counselors, or principals about deportation fears (Becerra et al., 2017; Crawford, 2017; Pentón Herrera, 2017; Svendsen et al., 2020). The collective voice rendered individual accounts of 15 participants' stories about Latino high school students fearing deportation (see Appendix I), leading to a narrative form to understand the

topic's context (Vanassche & Kelchtermans, 2016). A reader might find the stories heartfelt and may be driven to advocate for change in policies.

Both the researcher and the literature review identified stressors associated with the separation of parents (Allen et al., 2015; Gándara & Jongyeon, 2018; Mathema, 2017). The literature confirmed the strong family connection and deportation of parents ignites students' emotions leading to the students becoming at-risk of graduating from high school (Becerra et al., 2015; DeMatthews, 2018; Menjívar, 2013). The study found students feared parents would be deported during school hours, resulting in low attendance and lack of concentration in school (Langhout et al., 2018; Patel et al., 2016; Rothkopf, 2017). Participants in the study shared some of the students required more Tier 2 and Tier 3 academic and emotional interventions to achieve academically. The interventions included more group support with school mentors and community partners for Tier 2 and individual counseling and tutoring sessions for Tier 3 as shared in the literature review (Anderson et al., 2019; Jefferies, 2014; Neal et al., 2019; Sahito & Vaisanen, 2017).

The counterargument in the literature review suggested some Latino students succeed despite the fear of deportation of self or parents (Craven et al., 2017; Hsin, 2018; Krogstad, 2016). The study suggested some students see the fear of deportation as a motivator to complete school as the literature review revealed truth and encouragement stories (Ramirez & De La Cruz, 2016). Participants shared some students were encouraged to pursue a career in law in hopes of helping other immigrants who live in fear. Craven et al. (2017) asserted Latino students are choosing advocacy for educational rights over dropping out of school.

Research Question 1

To answer Research Question 1, staff and parents' perceptions about the effects of the fear of deportation on Latino students in high school were explored. According to the study and the literature review, students' fear of deportation is primarily focused on the separation of parents (Gándara & Jongyeon, 2018; Mathema, 2017). Although students are concerned with self-deportation, the participants conveyed parent deportation took precedential concern. Gulbas et al. (2015) contended Latino parental deportation is a high burden for students.

The reality of deportation fears and the effects the fears have on high school students were presented in the Chapter 2 literature review and found in this study. The effects included students being withdrawn, sad, angry, and having poor behavior (Langhout et al., 2018). Participants acknowledged the need for students to feel safe while in school and the importance of students having postsecondary plans to remove their future uncertainty. Undocumented Latino students experience unfavorable consequences associated with fear of uncertainty and lack of safety in schools (Pentón Herrera, & Obregón, 2018). The study's participants shared some students are more transient, resulting in the students being withdrawn and leading to poor academics. The fear of deportation has resulted in families moving from location to location, not allowing Latino students the opportunity of school stability (Becerra et al., 2015).

Research Question 2

The school in the study plays a significant role in mitigating the fears of deportation of high school Latino students by engaging in trauma-informed strategies through school staff and community partners. In the literature review, Treatment and Services Adaptation Center (n.d.) contended trauma-informed schools create communities prepared to recognize and respond to

students impacted by traumatic stress from various sources. Participants' responses align with Chapter 2 literature in the school being trauma-informed through the preparedness to deal with students' stressful situations and apply the appropriate resource or intervention (Boske et al., 2017; Murillo, 2017; Turner & Figueroa, 2019; Zhu et al., 2017). Some resources provided by the social worker participants included homelessness documentation for students to receive local and state resources and community partners immigration law informational sessions held in the school. Turner and Figueroa (2019) found importance in school staff being trained in trauma-informed practices and gathering resources to respond to the students' reactions.

Gardiner and Tenuto (2015) confirmed schools are more effective in helping students once trust has been established. The study aligns with Gardiner and Tenuto (2015) through the participants' narratives of being more successful when taking the first step in building student-to-staff trust by validating the students' feelings. Participants reported the school leaders and staff strategies for building trust with the students led to more academic success for students; whereas, the lack of student-to-staff trust led to high school students withdrawing from the school. Researchers in the literature review shared the importance of using strategies in building cultural diversity in schools to build trust and lead to academic achievement (Carter-Thuillier et al., 2017; Guo et al., 2019; Ramirez & De La Cruz, 2016).

Participant teachers and postsecondary counselors in the study reported the academic and postsecondary support provided to students led to high school graduation. Gándara (2017) and Murillo (2017) agreed counselors hold an intricate role in having academic and college discussions with students early in their high school career to help remove graduation barriers. The teachers in the study offered extra support to students when the students self-advocated for

the help leading to improved grade point averages (Adkins et al., 2017). When another staff person advocated on behalf of the student, a collective approach was taken to help ensure student academic and postsecondary success (Negi et al., 2018). Counselors in the study provided support in locating scholarships for college and applications for jobs once the students' situations were known.

Research Question 2: Theoretical Framework

The theoretical framework focused on school leadership modeling the expected behavior for helping to mitigate deportation fears. Ethical leadership theory is defined as leading and modeling ethical attributes to make a difference in Latino students' lives while attending high school (Brown & Treviño, 2006; Brown et al., 2005). To address the effects of deportation fears, school leaders should take an ethical role in leading staff on the path of mitigating the students' fears so academic, social, and emotional success can be achieved. School leader participants reported having more success with the students after demonstrating care, equity, and empathy toward the students, as found in the theoretical framework.

Care sets the tone for a welcoming environment for students and families in schools and is an essential attribute to ethical leadership. Crawford (2017) asserted the importance of principals demonstrating care for the families and the students' safety in school to mitigate deportation fears. Participants believed students can feel safe in school with friendly, culturally relevant signs such as *Dreamers are Welcome* and cultural awareness school lessons promoting Latinos' contributions in the United States as shared in the literature review (Carter-Thuillier et al., 2017; Crawford & Arnold, 2016; Jefferies, 2014).

The school leadership in the study provided equity in academics and behavior through extra support and services for the students. The researcher's findings align with the Boske et al. (2017) assertion empathetic school leaders are social justice leaders ensuring all staff honors equitable education throughout students' coursework and school services. The study aligns with the literature review to provide additional knowledge of undocumented people's policies (Pentón Herrera & Obregón, 2018). Participants acknowledged the need for schools to intentionally hire bilingual professional staff to increase equity provisions (Negi et al., 2018).

Participants believed knowing more about the family's cultural values may help schools provide an appropriate ethical response. Familism emerged from a need to improve the cultural value for providing the Latino youth with a healthy psychological and educational upbringing (Stein et al., 2018). Participants agreed once students break the silence by sharing undocumented concerns, the students are relieved and ready to move forward receiving school support.

According to participants, school leadership embraced ethical leadership by implementing strategies related to the themes, but improvement and consistency are still needed in every area. The school's administrators demonstrated care by providing culturally relevant signs and academic projects, resources, and services for students to feel emotionally safe (Mathur & Corley, 2014). School leadership accepted the responsibility of knowing federal and local policies based on immigration to provide support for the students, as emphasized by Turner and Figueroa (2019). Throughout each instrument used in the study, a list of required school implementation strategies was developed based on the participants' responses (see Appendix G). School leaders in strategic planning may use the list to mitigate deportation fears of high school students.

Findings included what school leaders should consider in mitigating deportation fears of high school students. The data interpretation met the scope of the study by ensuring the participants' responses are not altered (Guion, 2002; Patton, 2014). The participants confirmed the narratives and the themes (Creswell & Poth, 2018).

The conclusion of the study is strongly related to the school's response to students fearing deportation based on participants' gathered data. School leaders could ensure a school is safe by following up with students on specific conditions, using SEL skills to build relationships, and inviting immigration lawyers in the school. School leaders should provide support, be transparent about students' protection, provide culturally relevant professional development for staff, and allow students to have a self-directed support group to demonstrate empathy. School leaders should provide equity by giving students a needs assessment at the beginning of the school year, locate scholarships for undocumented students, teach students immigration rights, and provide students with credible resources addressing the condition. Schools should learn to better understand the Latino family by increasing school outreach to families, educating students on helping undocumented family members, increasing community partners for resources, and providing culturally relevant lessons.

Limitations

The qualitative narrative study limitations included not having enough parent participants and focusing on mitigating deportation fears in a sanctuary city. The COVID-19 pandemic restricted the ability to connect with parents of Latino high school students. More parent responses could have rendered a more vital insight into the family's perspective on how Latino high school students respond to deportation fear. Additional parent responses could strengthen

the credibility of the data triangulation.

The study was conducted in a sanctuary city where more support for undocumented families exists. Sanctuary cities work to reduce the fear of deportation locally instead of escalating the fear. All cities in the United States are not sanctuary cities. The school in the study was able to ensure students' safety and security were the first priorities in school. Findings in non-sanctuary cities may differ for schools if safety cannot be guaranteed, hindering a school's transferability from a sanctuary city to a non-sanctuary city. Transferability of the study's data is to be applied to schools with the same population of students and the same local laws aligned with undocumented families' protection.

Recommendations

The study received a great deal of participation from various school departments but lacked parent participation. More parents should be consulted on the subject to fully understand Latino high school students' fear of deportation. In the literature review, Gándara and Jongyeon (2018) asserted parents have first-hand knowledge of the challenges associated with learning in an academic environment while faced with the possible separation of parents. Future researchers should consider interviewing parents and guardians of Latino high school students to understand the students' fear of deportation. Further exploration could enlighten school leaders about the family's needs to help mitigate the students' fears to increase academic, social, and emotional student success.

During President Donald Trump's administration, Chicago, Illinois, a sanctuary city, was the focused city for the study. Fleming et al. (2019) asserted President Trump's immigration policies increased the number of ICE officers during the first year. Participants in the study

reported President Trump's 2016 election win and policy led to an influx of Latino student trauma. Students began expressing concerns around deportation fears more prevalently.

On July 10, 2012, Chicago Mayor Emanuel signed the "Welcoming City" ordinance building upon efforts to make Chicago an immigrant-friendly city by protecting immigrants from being arrested who have not committed a serious crime or have a warrant (Office of the Mayor, 2012). In 2019, Mayor Lori Lightfoot honored the ordinance with an amendment to include Chicago Police Department are prohibited from cooperating with ICE for those who have not committed a serious crime or have a warrant, and the city will provide legal assistance to immigrants (Office of the Mayor, 2019). Participants in the study shared with the students Chicago is a sanctuary city to help minimize fear, but more effort should be made to explain the new Mayor's ordinance.

Some of the study's results may not be transferable globally, where policies do not support undocumented families. For the findings to be transferable, policies in non-sanctuary cities will have to be like Chicago for students to have an extra layer of feeling safe in school. Further research is needed in non-sanctuary cities to learn of the effects of deportation fears and how school administrators are mitigating the fears. The recommended list of suggestions for school leaders in Appendix G would likely increase. Conducting further research in non-sanctuary cities using the various stakeholders as this study did with more parents should provide a clearer understanding of deportation fears and how school leaders can mitigate the fears for a more global response.

Implications for Leadership

The qualitative narrative analysis results showed Latino high school students fear

deportation, and the fear hinders academic, social, and emotional success in school. The implication for leadership is grounded in responding ethically to the students by understanding the family's culture and providing care, equity, and empathy. The findings can be used by leaders of any school serving undocumented students and students with undocumented parents of both private and public schools. Based on the literature review, significant findings, and conclusion, schools led by ethical leadership can positively impact the school's culture leading to Latino high school student success. Brown et al. (2005) associated leading and modeling by virtue with an essential and positive organization.

According to participants, leadership at the school engaged in conversations with various departments to discuss students' needs in fear of deportation. The leadership assisted in action plans and laid the department's foundation to work collaboratively to develop students' success plans (Bradley-Levine, 2018). The school participants felt strongly about the school's collective effort to mitigate the students' fear of deportation. Mathur and Corley (2014) asserted transparency in working together to advocate for students is ongoing training for both school leaders and staff.

There were several emerging themes school leaders would want to ensure staff is prepared to address, such as (a) lack of socialization, (b) alienation, (c) withdrawal, and (d) lack of college interest. School leaders may be faced with educating and caring for students living with fear, anxiety, and difficulty (Turner & Figueroa, 2019). Participants suggested resources in the form of (a) community partners, (b) immigration attorneys, (c) social workers, (d) counselors, (e) teachers, and (f) literature. Social workers and community leaders understand the effects of deportation fears and can use the knowledge to enhance local, state, and federal law

enforcement's cultural competency (Becerra et al., 2015; Negi et al., 2018). The type and use of resources will make a significant difference in making a positive change for the students while rendering an ethical response.

Understanding the Family

School leaders should become more familiar with Latino families and culture. Familism values are the Latino culture and encompass family identification, familial interconnectedness, and family unity (Mendez-Luck et al., 2016; Stein et al., 2018). The research findings further supported the literature review through the participants' responses. Participants shared students fear the separation of the parents due to the parents being deported. The students' thoughts of losing unity and interconnectedness led to various trauma observed in the school setting.

Equity

The importance of providing equity in the schools is detailed in the Chapter 2 literature review. Participants insisted schools close an academic gap in school by developing all school projects culturally relevant to the Latino population allowing staff and students to be better informed. School leaders should enrich education for the most vulnerable by understanding and gaining an awareness of students' backgrounds while incorporating cultural differences (Gardiner & Tenuto, 2015). Participants shared the school has partnered with community services and immigration attorneys to provide sessions for the school staff and families. Providing a service specifically for the students' needs fills a much-needed gap for students and school improvement. The literature review revealed teaching the reality of presidential policies to students is a healthy approach in strengthening students' mindsets to remain in school (Pentón Herrera & Obregón, 2018).

Improving cultural value by providing the Latino youth with a healthy educational and psychological upbringing is important (Stein et al., 2018). Participants believed the school has a societal responsibility for helping to cultivate cultural values. Participants expressed providing a tier system of academic, social, and emotional support by assigning social workers and counselors to each student will positively assist in the educational and psychological cultivation equitably. School leaders may apply social and emotional learning skills, social awareness, and self-awareness to address the students' negative conduct resulting from the fears of deportation (The Collaborative for Academic, Social, and Emotional Learning, n.d.). Participants shared the process has been well-received by the students in the school.

Care

Previous research suggested showing students care rules the school culture and supports the students (Neal et al., 2019). Participants agreed students thrive in safe, trusting environments, and the environment is dictated by the care every staff member demonstrates. Leaders dictate and model caring actions for staff and the students. Zhu et al. (2017) found principals demonstrating caring for students' safety in schools to mitigate deportation fears led to strengthening and protecting Latino students' education. Participants echoed the same sentiment. The more students felt cared for by the school staff, the easier the students' silence was broken, resulting in the school staff providing the necessary resources for student success.

Empathy

Previous research revealed the impact empathy plays in student success. Empathetic school leaders promote social justice and equitable education in schools (Boske et al., 2017). Participants shared some school staff may not be able to relate to the fear of deportation, but staff

should take time to understand what students are going through as a moral obligation and as an advocate. The participants' responses are aligned with previous researchers in the assertion the entire school is to engage in ethical leadership practices by ensuring social justice for all students through collaborative practices (Bradley-Levine, 2018). Narrative analysis responses revealed the school staff had incorporated ethical literature implications.

Conclusion

The method of understanding adults' perceptions of students' deportation fears through a questionnaire, focus groups, and interviews produced themes and a narrative analysis for present and future leaders to follow. Researchers can build upon the study by conducting a study in non-sanctuary cities and including more parental participation. The participant stories and experiences reinforced the existing research and confirmed the problem's relevance in present-day schools.

Latino high school students' fears of deportation exist. The students' biggest fear is of the deportation of parents leading to disunification of the family. The fear negatively impacts some students academically, socially, and emotionally. School leaders and staff play a pivotal role in mitigating deportation fears through cultural awareness of the family, care, empathy, and equity. By addressing the students' needs with ethical practices, students will feel safe and trust staff in the schools. Results can lead to students breaking the silence by sharing the fears obstructing learning and peace of mind and staff working to advocate for the students through various resources. The qualitative narrative analysis speaks to the power of collective ethical efforts in mitigating the fears of deportation of Latino high school students to foster academic success.

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Appendix A: Informed Consent Cover Letter

Prospective Research Participant

Read this consent form carefully and ask as many questions as you like before you decide

whether you want to participate in this research study. You are free to ask questions at any time

before, during, or after your participation in this research.

Project Title:

Qualitative Study to Understand Deportation Fears of Latino High School Students

Lead Researcher: Audry Blinstrup, M.A., M.Ed.

Organization: American College of Education

Email: apeden-blinstrup@ombudsman.com Telephone: 773-707-3166

Committee Chair: Dr. Luis Javier Pentón Herrera

Organization and Position: American College of Education and Dissertation Core Faculty

 Email:

Introduction

I am Audry Blinstrup, and I am a student at American College of Education. I am researching

under the guidance and supervision of my Chair Dr. Luis Javier Pentón Herrera. I will give you

some information about the project and invite you to be part of this research. This consent form

will contain words you do not understand. Before you decide, you can talk to anyone you feel comfortable with about the study. If you have questions later, you can ask then.

Purpose of the Research

The purpose of this qualitative narrative analysis study is to understand adults' perceptions on how deportation fears contribute stress to Latino students' academic, social, and emotional success and how school leaders mitigate the fears. The basis of this exploration was the experiences of Latino students attending a high school on the southside of Chicago, Illinois through the voices of parents, school leaders, counselors, social workers, and teachers. The researcher's aim is to offer appropriate solutions leading to equitable student solutions for school leaders.

Methodology

The study will use a qualitative methodology and narrative analysis research design. A questionnaire will be given to the Latino families of the students at Ombudsman Chicago South and the teachers, school leaders, social workers, and counselors who service the students. The questionnaire will be emailed or mailed to your home and retrieved by a professional messenger service. After the questionnaire results are completed, the study will involve focus groups and interviews on a voluntary basis at the school's site or a site convenient for all. In the event schools are closed due to mitigating the spread of the Coronavirus, focus groups and interviews will be held through Microsoft Teams, the acceptable school platform, or by telephone. After the completion of the study, a debrief session will occur with participants.

Participant Selection

You are being invited to take part in this research because you are associated with Latino students attending Ombudsman Chicago South meeting the criteria of the study. You can contribute to the understanding of the stressors associated with students who fear deportation of family members, and how schools can help to decrease the fears, so students can have academic, social, and emotional success.

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate. The decision you make will have no impact on your job. If you select to participate in this study, you can change your mind later and stop participating even if you agreed earlier.

Procedures

We are inviting you to participate in this research study. If you agree, you will be asked to complete a questionnaire. There are 10 open-ended questions you will respond to with a few sentences. Depending on the commonalities of responses, you will be asked on a voluntary basis to participate in Stage 2 focus groups then in Stage 3 interviews. You can say no at any time. Contact for focus groups and interviews will be made by the phone number or email you provided as a means of contact.

Duration

The questionnaire could take up to 20 minutes. If you are selected to participate in the next stages, the focus groups and interviews will last for 60 minutes face-to-face based at a location and time convenient for the participants. The school edifice will be the first option for the focus groups and the interviews. In the event the school is closed due to the Coronavirus Pandemic, focus groups and interviews will take place virtually through Microsoft Teams or telephone. At

the conclusion of the three stages of the process (questionnaire, focus groups, and interviews), a

follow up debriefing session will take up to 60 minutes if you choose to attend.

Risks

The researcher will ask you to share personal information. If you feel uncomfortable talking

about some of the subjects, you do not have to answer any question or take part in the interview

if you do not want to do so. You do not have to give any reason for not responding to any

question. All information obtained will remain confidential and fictitious names will be used.

School social worker services will be made available to you during the study and after the study

if you desire.

Benefits

While there will be no direct financial benefit to you, your participation will assist in providing

information about stressors associated with the fear of deportation of high school students. The

findings will help schools service the students better to improve academic, social and emotional

learning.

Reimbursements

There will be no reimbursements for participants because of participation in the study.

Confidentiality

I will not share information about you or anything you say to anyone outside of the

research. During the defense of the doctoral dissertation, data collected will be presented to the

dissertation committee. All collected data will be kept in a secured locker and password-

encrypted laptop owned and used only by the researcher for 3 years after completion of the work.

Any information about you will be coded and will not have a direct correlation which directly

identifies you as the participant. Only I will know what your number is, and I will secure your information.

Sharing the Results

At the end of the research study, the results will be available for each participant. I anticipate publishing the results so other interested people learn from the research.

Right to Refuse or Withdraw

Participation is voluntary and includes your right to withdraw at any time.

Who to Contact With Questions About the Study

If you have any questions, you can ask your questions now or later. If you wish to ask questions later, you can contact Audry Blinstrup, M.A., M.Ed. at apeden-blinstrup@ombudsman.com. This research plan has been reviewed and approved by the Institutional Review Board of American College of Education. This is a committee whose role is to make sure research participants are protected from harm. If you wish to ask questions of this group, email IRB@ace.edu.

Certificate of Consent

I have read the information about this study, or it has been read to me. I have had the opportunity to ask questions about the study, and any questions have been answered to my satisfaction. I certify I am at least 28 years of age. I consent voluntarily to be a participant in this study by signing this consent form. I agree to completing the questionnaire via a survey link or a paper copy of the questionnaire. If chosen for the focus group or interview, by signing this consent form, I agree to being audio recorded during the sessions.

Print or Type Name of Participant: _____

Signature of Participant: _____

Phone number _____ Email _____

Date: _____

I confirm the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered to the best of my ability. I confirm the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Print or type name of lead researcher: _____

Signature of lead researcher: _____

Date: _____

I have accurately read or witnessed the accurate reading of the assent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm the individual has freely given assent.

Print or type name of lead researcher: _____

Signature of lead researcher: _____

Date: _____

KEEP THIS INFORMED CONSENT COVER LETTER FOR YOUR RECORDS

Appendix B: Parents and School Staff of Latino School-aged Students Questionnaires

Open-Ended Questions

Q-1 – In two to three sentences, does your Latino high school student fear deportation of himself/herself or of a family member?

Q-2 – In two to three sentences, explain how deportation affects your student in your home or in the school.

Q-3 – In two to three sentences, explain some of the actions associated with the student's expression of fear of deportation.

Q-4 – In two to three sentences, share a few of the family members the student is afraid would be deported. Do not share their names. Only share their role in the student's life (ex. uncle, grandmother).

Q-5 – In two or three sentences, explain the feelings associated with the student when he or she thinks about a family member being deported.

Q-6 – In two or three sentences, explain the difficulty associated with the student concentrating on their education.

Q-7 – In two to three sentences, explain the difficulty the student has in participating in social events with their peers.

Q-8 – In two or three sentences, share the emotions being displayed by the students.

Q-9 – In two to three sentences, how are schools helping affected students deal with their fears of deportation?

Q–10 – In two or three sentences, what would you want schools to do to help lessen the fears of the student to help he or she obtain academic, social, and emotional success?

Appendix C: Participants Focus Group Open-Ended Questions

Q-1- How many people in the students' lives are the students fearful of being deported?

Q-2 – What do you think the students fear the most about deportation? Why?

Q-3 – Describe some of the behavior the students exhibit emotionally as a result of deportation fears?

Q-4 - What are some attitudes toward education you are seeing in the Latino students at home and school as a result of deportation fears?

Q-5 – Explain how stress due to the fear of deportation causes a hindrance in the students' academic, social, and emotional success.

Q-6 – How has the school been supportive and active in mitigating the students' fears of deportation?

Q-7 – What will you like to see from the school community to help students who are experiencing fears of deportation graduate from high school?

Appendix D: Participants Individual Open-Ended In-depth Interview Questions

Q-1 – Can you describe how Latino female and male students have been affected academically, socially, and emotionally by the fear of deportation?

Q-2 – Share when you first discovered the student was feeling fear around deportation.

Q-3 – Share some of the things your student says about the importance of finishing school or the lack of importance of finishing school.

Q-4 – Does the fear of deportation place emphasis on finishing high school or no emphasis on finishing high school?

Q-5 – How does the school deal with the issues in terms of resources, counseling, tutoring, mentoring, etc. to help mitigate the fears and address the academic, social, and emotional needs of the student?

Q-6 – What do you think your student needs from the school to obtain equitable academic, emotional, and social support?

Q-7 – Are there any additional things you want to see in schools to ensure the fear of deportation does not interfere with a high school-age Latino student completing their education?

Appendix E: Site Approval for Research

Dear Ms. Peden-Blinstrup,

The ChanceLight Behavioral Health, Therapy, and Education has reviewed your application to conduct research related to the academic impact that deportation stress place on Latino students. Your application has been reviewed and our IRB has approved your request to study students and families at the Ombudsman South location.

We wish you all the best in your research project.

Warm Regards,

Emily Langfeldt | EVP & Chief Administrative Officer

ChanceLight™ Behavioral Health, Therapy & Education

Changing the Direction of Children's Lives

1585 North Milwaukee Avenue | Libertyville, IL 60048

W: (847) 247-6621 | F: (847) 367-0367 | www.chancelight.com

IRB Approval

Emily Langfeldt
To: Audry Peden-Blinstrup
Cc: Sue Leuser

You forwarded this message on 8/5/2020 5:59 PM.

Reply | Reply All | Forward | ...

Wed 8/5/2020 5:50 PM

Dear Ms. Peden-Blinstrup,

The ChanceLight Behavioral Health, Therapy, and Education has reviewed your application to conduct research related to the academic impact that deportation stress place on Latino students. Your application has been reviewed and our IRB has approved your request to study students and families at the Ombudsman South location.

We wish you all the best in your research project.

Warm Regards,

Emily Langfeldt | EVP & Chief Administrative Officer
ChanceLight™ Behavioral Health, Therapy & Education
Changing the Direction of Children's Lives
1585 North Milwaukee Avenue | Libertyville, IL 60048
W: (847) 247-6621 | F: (847) 367-0367 | www.chancelight.com

Appendix F: Subject Matter Expert Email for Field Testing
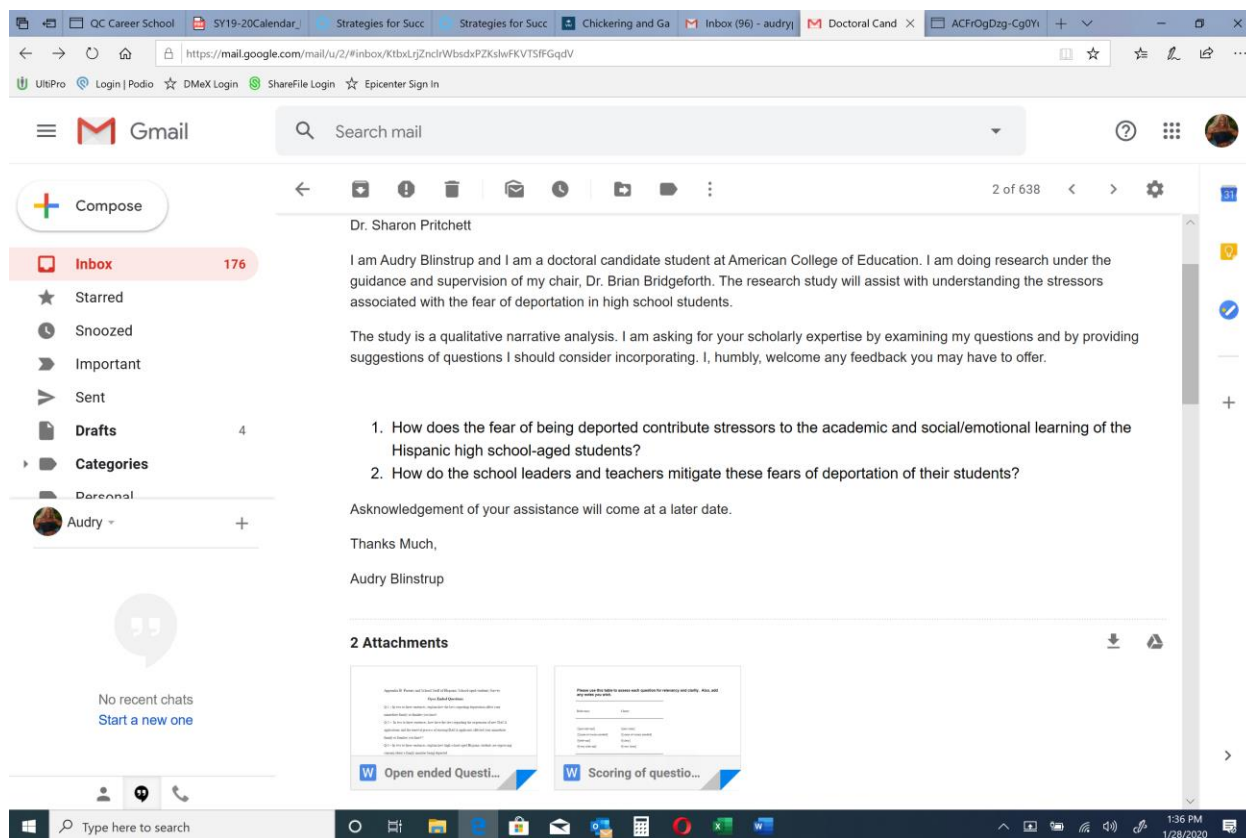
Please use this table to assess each question for relevancy and clarity. Also, add any notes you wish.

Relevancy Clarity 1[not relevant] 2[some revisions needed] 3[relevant] 4[very relevant] 1[not clear] 2[some revisions needed] 3[clear] 4[very clear]

1. Relevancy ____2__ Clarity ____1___ Notes: Does this question pertain to deportation laws specific to DACA or Other? There are other deportation laws not specific to DACA that may affect a student's parent or guardian1 .

2. Relevancy ___3___ Clarity ___3____ Notes: Does your study specifically deal with DACA Only?

3. Relevancy ____3__ Clarity ___3____ Notes: _____

4. Relevancy ___2___ Clarity _____2__ Notes: The question assumes that students are unhappy. Consider rephrasing based on the response to #3?

5. Relevancy ___2___ Clarity ____2___ The question assumes that students are experiencing difficulties concentrating in school. Consider rephrasing the question.

6. Relevancy __3____ Clarity __3_____ Notes: _____

7. Relevancy ___3___ Clarity ____2___ Notes: The phrase "deal with their fears" assumes students are fearful. Although it is safe to say they are fearful, the study should bring this to light. Consider rewording like question #6 which states "who fear."

8. Relevancy __3____ Clarity __3_____ Notes: _____

9. Relevancy ___1___ Clarity ____1___ Notes: Is an Individual's opinion on what they think will happen, important to this study?

 10. Relevancy ____2__ Clarity ____2___ Notes: Could some students express their fears in positive ways? Note1: The study deals with deportation laws which may affect a Stud ent's loved ones and DACA laws which may affect the student. Considering grouping each question under the specific law.

Good Luck on your research and let me know if there is anything I can do to help. Dr. Sharon Pritchett, DBA, MBA Sharonpritchett9@gmail.com

RE: Doctoral Candidate

Traci Wynne
To Audry Peden-Blinstrup

Reply | Reply All | Forward | ...

Tue 1/21/2020 9:38 AM

(i) You replied to this message on 1/21/2020 11:06 AM.

Hello Doctoral Candidate Blinstrup, 😊

It gives me great pleasure to assist in any compacity that I can. Your topic is robust and relevant to the time. As school personnel we often do not understand what it means to be undocumented and the fear surrounding the being deployed. So a question to ponder and possibly incorporate.

How do students ascertain what it means to be undocumented?

When do you need the this completed?

From: Audry Peden-Blinstrup <apeden-blinstrup@ombudsman.com>
Sent: Monday, January 20, 2020 4:54 PM
To: Traci Wynne <twynne@ombudsman.com>
Subject: Doctoral Candidate

Dr. Traci Wynne,

I am Audry Blinstrup and I am a doctoral candidate student at American College of Education. I am doing research under the guidance and supervision of my chair, Dr. Brian Bridgeforth. The research study will assist with understanding the stressors associated with the fear of deportation in high school students.

The study is a qualitative narrative analysis. I am asking for your scholarly expertise by examining my questions and by providing suggestions of questions I should consider incorporating. I, humbly, welcome any feedback you may have to offer.

1. How does the fear of being deported contribute stressors to the academic and social/emotional learning of the Hispanic high school-aged students?
2. How do the school leaders and teachers mitigate these fears of deportation of their students?

Acknowledgment of your assistance will come at a later date.

Thanks Much,

Audry Blinstrup

One United Effort,

From:	Audry Peden-Blinstrup
Sent:	Tuesday, January 21, 2020 11:06 AM
To:	Traci Wynne
Subject:	RE: Doctoral Candidate

Dr. Wynne,

Thank you very much for the additional question. A deadline to complete the review and to submit additional questions will be by the close of this week. Thanks Much!

One United Effort,

Mrs. Audry Blinstrup
Ombudsman Chicago Regional Administrator & Ombudsman South Building Principal
6057 South Western
Chicago, Illinois, 60636
School Number 773-498-5085
Cell Number 773-707-3166
apeden-blinstrup@ombudsman.com

"THE PURPOSE OF MY PATH IS ROOTED IN PROMOTING A SCHOOL CULTURE THAT SUPPORTS STUDENTS' ACADEMIC, SOCIAL AND EMOTIONAL LEARNING NEEDS" MRS. B.

From: Traci Wynne <twynne@ombudsman.com>
Sent: Tuesday, January 21, 2020 9:38 AM
To: Audry Peden-Blinstrup <apeden-blinstrup@ombudsman.com>
Subject: RE: Doctoral Candidate

Hello Doctoral Candidate Blinstrup, 😊

It gives me great pleasure to assist in any compacity that I can. Your topic is robust and relevant to the time. As school personnel we often do not understand what it means to be undocumented and the fear surrounding the being deployed. So a question to ponder and possibly incorporate.

How do students ascertain what it means to be undocumented?

When do you need the this completed?

From: Audry Peden-Blinstrup <apeden-blinstrup@ombudsman.com>
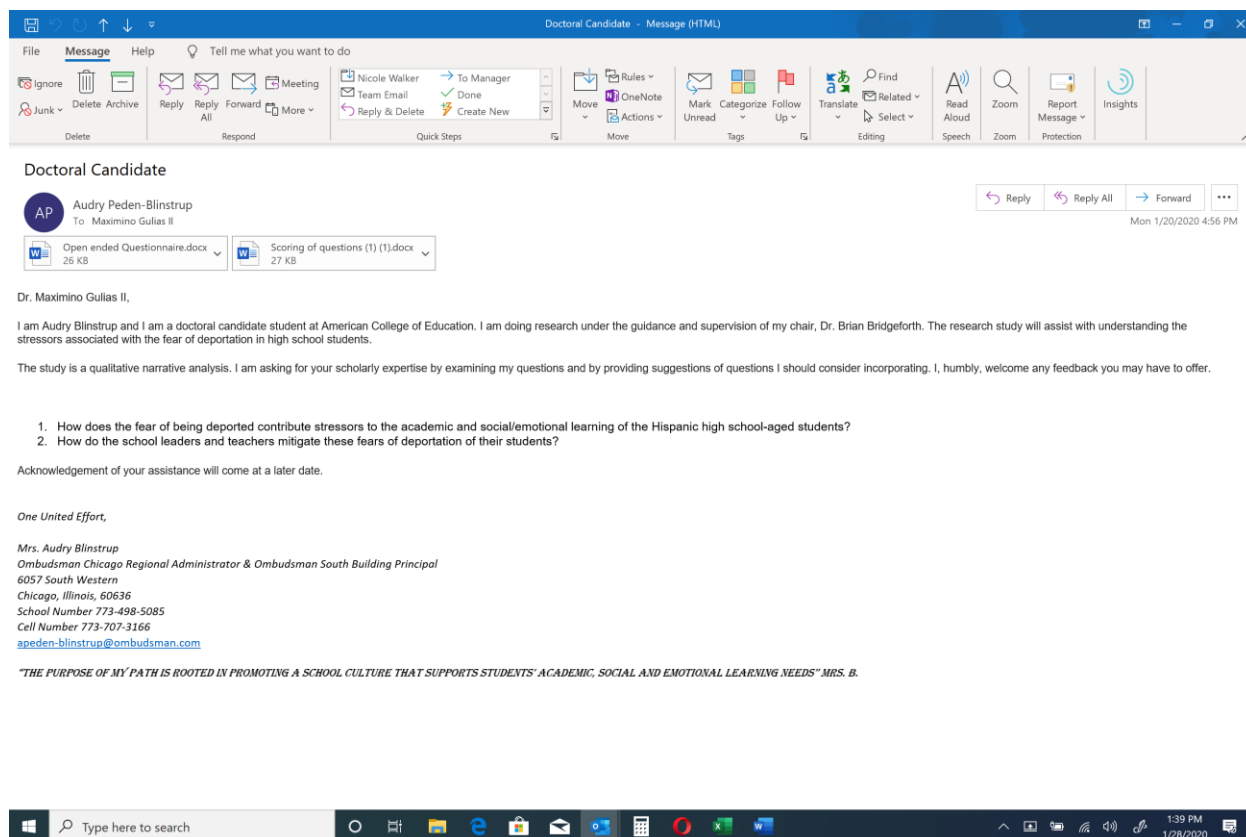
Audry Peden-Blinstrup

From:	Maximino Gulias II
Sent:	Sunday, February 2, 2020 7:57 PM
To:	Audry Peden-Blinstrup
Subject:	Re: Doctoral Candidate

Dear Ms. Peden-Blinstrup:

Thank you very much, once again, for inviting me to participate in your dissertation. I'm honored you would ask me. It looks like a fascinating and important project. I hope my response is helpful. Please let me know, and please continue to consider me a resource as you move forward. I apologize, again, for the delay in response.

I think your questionnaire to teachers and the scoring rubric you provide are very well presented, cogent, and well planned. I can think of nothing to change—but I can see, perhaps, a few questions to add, which I highlight below. My response will also focus on some theoretical or applied areas research that I hope might help you as you move forward.

1). Given the conditions and the demographic description your project clearly identifies, I would hypothesize that the specific social-emotional response in school might be different than is typical for a student feeling PTSD or anxiety: depression, sullenness, distraction, or overt silence/withdrawal from participating in any way at all. Instead of the social-emotional response coming out in anger, I think it might not express itself at all in any overtly disruptive manner-much like the Middle Eastern community, which is also a refugee/immigrant community with whom l have some personal and professional experience. I know these students feel very frightened—not only for themselves, but for their families, and, so, will not join or participate in social-educational opportunities (rather than do so in a manner that will come across as noticeably disruptive). Hostility might be expressed when they feel pushed to participate or express themselves, which means that a well-intentioned, but naïve, instructor might be asking something of a student or group of students that the students see as an overt threat to their freedom or their family's freedom. Related to question 2, therefore, it might be interesting to see if this holds up in Math and Science classes—areas of study, of course, where personal expression isn't at all overt or expected. Student participation from such a population might be much higher in these classes--and, so, the stories might be more hopeful or optimistic—and the educational results. Such a finding will only add strength to your claims, I would imagine.

2). One way to find new qualitative narratives on a topic like this might be to look to parallel moments and crisis, from different populations, times and regions, but which have similar characteristics as refugee populations in the US. I've known several people who have done research with similar populations, especially in relation to women's rights, war refugees, and human rights. In all of these areas of research, the subjects interviewed would provide whatever answers they believed their interviewer wanted them to provide. It took nonverbal expressions (such as body image portrayals) to identify themselves and express how they feel. (Stories can be dangerous in all sorts of ways for such a population). It might be very interesting, then, to look to parallel lines of inquiry to discover any unique theoretical explanations for the narratives you will receive. In my experience, the Hispanic community—and the Middle Eastern community—largely keep quiet about their citizenship status, or their status as undocumented workers. It would be interesting, in this age of sanctuary cities, if this has changed (one way to do this might be to look to the years of the stories you evaluate and analyze, for example). It might also be helpful to add to your questionnaire a line of inquiry that includes visual representation of status, feelings, or identity.

3). You might also find interesting theoretical avenues by looking to parallel-comparative models. I know that this is often done in Human Rights research, such as human rights work on genocide. It might be fruitful to look to Cambodian refugees, Cuban refugees, or other such comparative examples. Vietnamese and Cambodian refugees, for example, came to be known for providing answers to American human rights or UN inspectors along the lines that they believed was expected of them by US imperial forces in Southeast Asia at that time. As a result, UN inspectors and human rights

workers received a lot of conflicting information, among other problems. It took some time for them to realize that these victims were giving the answers they believed US government officials really wanted them to provide — they didn't want any trouble, so they gave them the answers that they believed the CIA or US Army intelligence really wanted them to provide. Of course, UN inspectors, Red Cross officials, and human rights workers were opposed to CIA or Army Intelligence, but this doesn't matter to a terrified refugee running from crazed Maoist bandits and US bombs and who learned full well to understand US policy at the point of a gun or pay load of bombs from a B-52. (Objectively speaking, In time, this population of refugees also learned to reshape their stories—a few of which weren't as tragic—to curry favor, in one way or another)

4). Human Rights lawyers and Immigration lawyers are also on the front lines, and may provide some interesting data/responses.

Please let me know if any of this was helpful! Thank you, again! Please, please keep me in the loop. I am happy to help and support you in anyway you see fit!

S i n c e r e l y ,

M a x

Blinstrup's Dissertation Questions   Inbox ×

Audry Peden-Blinstrup <fitaudry@gmail.com>   Tue, May 14, 2019, 7:44 PM
to rachael.s.rosen

I am Audry Blinstrup and I am a doctoral candidate student at American College of Education. I am doing research under the guidance and supervision of my chair, Dr. Bridgeforth. The research study will assist with understanding the stressors associated with the fear of deportation in high school students.

As a teacher, I consider you an expert on stressors students may go through because of trauma in their lives. Please review the questions I plan to answer in my qualitative narrative analysis study. I welcome any feedback you may have to offer.

1. How does the fear of being deported contribute stressors to the academic and social/emotional learning of the Hispanic high school-aged students?
2. How do the school leaders and teachers mitigate these fears of deportation of their students?

Thanks Much,

Audry Blinstrup

Appendix G: Triangulation Collective Responses to Mitigating Fears

School can do a better job in the following:

1. Explain Federal financial assistance and scholarships with students starting their Junior year.
2. Make schools supportive institutions and safe places.
3. Follow up with students in need after learning of the need.
4. Build closer relationships between students and the counselors and social workers.
5. All school staff must be more informed of what colleges are offering.
6. School must put posters up of "Know Your Rights."
7. Schools must give students credible resources regarding immigration laws because the students are using the internet and most cites are not repudiable.
8. Counselor and advocate (person the student trust first) work together in the best interest of students.
9. Needs assessment in the beginning of the school year to find out who is undocumented to ensure services are provided immediately.
10. Post information regarding Sanctuary in the city.
11. Webinars on how to address the needs of undocumented students for school staff.
12. Educate the students on how to help their family.
13. More transparency about student protection.
14. Bring in Immigration Attorneys to speak with families.
15. Create pamphlets to help students and families.
16. School projects for students to conduct scholarly research on immigration laws to be well-informed.
17. Student self-directed focus group to provide a safe space for collaboration and sharing.
18. School wide plan to include culturally relevant lesson plans and activities.
19. Educate all Staff of the services and scholarship for undocumented students and children of undocumented parents.
20. Schools must speak to their mission of serving all students and involve students in the process of the mission.
21. Core subjects need to incorporate more history to show immigrants contributions to the country.
22. Need Community partners and district resources to support the students and families.
23. More culturally relevant staff members in the schools.
24. More direct social work services for the students.

Appendix H: Additional Participants' Narratives

Social Worker Drake (personal communication, November 29, 2020) shared an account of 17-year-old sophomore John. John is an undocumented student who experienced separation from his parents, causing him to be displaced. He was unable to concentrate in school due to his status and uncertainty. The social worker's intervention with resources for the homeless helped to put John's mind a little more at ease to improve his academic concentration.

Drake stated:

> John was brought to my attention due to his lack of concentration in class. During my first session with John, I found out he had been separated from his parents due to too many people in one house. He had become displaced since he was the older sibling. John cried as he told this story to me and shared he struggles with concentrating in school due to his status. He had nowhere to go, so he began living with his girlfriend. I had him complete the paperwork for homelessness so that we could get him some resources. This was the beginning of an academic change for John. He began doing more school work despite his low self-esteem. He is trying hard to finish high school. He still has a long way to go, but I will be with him through it all.

Counselor Wilhema (personal communication, November 30, 2020) shared an account of 18-year-old sophomore Sally. Sally is experiencing anxiety while in school, but school is important to her. She has a dream of becoming a lawyer. The school counselor is helping Sally establish plans to reach her goal.

Wihema said:

Sally is a female student who has demonstrated anxiety due to the deportation laws affecting her family. During a meeting regarding her postsecondary plans with me, she shared her future goal is to become a lawyer. Completing school is important to Sally because she feels it is the only answer to helping her family understand deportation laws. Although I was able to find this out and help Sally get on the right academic path, all school counselors must build relationships with their students to provide the same level of service. I still have work to do in this area also. But I feel, if the schools have more resources and if the school social workers and counselors are on the same page, more students facing the fear of deportation can be helped

Social Worker Kristy (personal communication, November 30, 2020) shared an account of 19-year-old junior J. Major. J. Major displays hostility and anger toward the adults in the building as she deals with her deportation fears. The social worker was able to build a trusting relationship with J. Major by embracing the Latino culture. This entryway into the culture led J. Major to break more of her silence with the social worker.

Kristy stated:

I was first introduced to J. Major after she cursed a teacher out. As I spoke with the student to get to the root cause of her behavior, I learned her anger is rooted in her fear of being deported. Additionally, her mother is undocumented and out of work. J. Major displayed a great deal of hostility towards the adults in the building as if she was blaming them for her condition. As I tried to learn more about J. Major's feelings, she recommended I watch the series "Living Undocumented." I did. During our next session, I shared what I had learned from the series. The student respected me for watching it and

began to open up to me. J. Major did not know if she would be able to stay in the United States, so she did not get the point of coming to school. But, there is another part of her who wants to earn a diploma to go into teaching. But even with that, she is mentally planning what her options are if she is deported back to Mexico. She feels her life would be in jeopardy because the police do not respond to crimes in Mexico. She feels the police department is a part of the corruption. At the same time, she feels being bilingual in Mexico is a big deal and can land her several jobs. In order for the school to support students like J. Major, we need to know more about the process of becoming a citizen, and we must provide these students with more support. I felt helpless in addressing the legal matter. I was able to help address the hostility towards the adults and help her process to change the negative behavior.

School Administrator Sandy (personal communication, December 1, 2020) shared an account of 20-year-old senior Nyeli. Nyeli had an attendance issue and did not value education. The school's leadership and counselors intervened, causing Nyeli's academic mindset to change. Sandy shared:

We were having an attendance issue with Nyeli. After reviewing her grades, we noticed she had several Fs. Her senior team encouraged her to complete assignments, so she can graduate. Nyeli did not see the need to graduate because she and her parents are undocumented, so she would not be able to receive financial assistance. The counselors shared there were scholarships she can qualify for based on grades. The hope of being able to go to college was the change Nyeli needed to do better in school. I met Nyeli after she was seen yelling at a teacher about her grades. Because her attendance went up, she

was able to get Bs in her classes, but she needed As to have the necessary grade point average to apply for the scholarships. She was brought to my office because she was arguing with a teacher. When she explained she was trying to get a scholarship, I explain there are other scholarships also. Her response was, 'not when you don't have papers.' Although the counselors and leadership provided support for Nyeli, it was too late for her to qualify for the scholarships for undocumented students.

Teacher Orlando (personal communication, December 1, 2010) shared an account of 16-year-old sophomore Steve. Steve's situation resulted in him being academically unmotivated. The teacher offered Steve empathy to encourage him to share more of his condition.

Orlando said:

Steve was undocumented and unmotivated academically. Because I speak Spanish, Steve and other Spanish-speaking students often came to me to discuss their fears and concerns. They felt I could relate to what they are going through. The truth of the matter is I was born in the United States, so I could not directly relate to their trauma, but I understood it and showed them empathy. One day when I was trying to encourage Steve to complete assignments, so he could graduate from high school, he said, 'I don't have a social security card, so why should I even try to finish. I'm not going to college!' This is when I felt the most helpless.

Teacher Orlando (personal communication, December 1, 2020) shared an account of 19-year-old senior Julie. Julie's condition resulted in low attendance and poor grades in high school. She opened up to bilingual teacher Orlando at the school.

Orland shared:

Julie was a highly motivated student who experienced both parents being deported, leaving the siblings in the United States. She began missing days in school resulting in poor attendance and poor grades. Julie was capable of doing the work academically. She had to take on jobs to take care of the siblings who were left in her care. Through all of this, Julie was still trying to finish school. She missed deadlines to apply for scholarships through the Dreamers Act. Many of these students do not trust the school to protect them. This is why they refused to apply for any funding to help them go to college.

Counselor Candaria (personal communication, December 2, 2020) shared an account of two sisters, 21-year-old senior Patra, and 18-year-old senior Cynthia. Patra was quiet and withdrawn. Cynthia was outgoing in school. Patra was motivated and encouraged to complete high school by her sister Cynthia. Counselor Candaria understood what both students needed and supported the students through their high school graduation year.

Candaria stated:

Patra was living in fear of two things: aging out of high school and her undocumented husband being deported. Cynthia lived in fear of her father being deported because that is who she lived with. Cynthia encouraged Patra to go to school so she can receive her high school diploma. Time was not on Patra's side because, at 22, she would age out of the public school system and would not receive a high school diploma. While in school, both girls responded to the fear very differently. Patra sat close to the wall and remained quiet every day. Cynthia wanted to participate in everything the school offered and planned to go into cosmetology after high school.

The school was able to help support Patra academically by offering her math tutoring sessions after school. Both girls became high school graduates, but neither girl apply for financial aid assistance to go to college. Patra did not want to put her husband in jeopardy, and Cynthia did not want to put her father in jeopardy by exposing too much financial information required on the document. The school does a good job letting the students know they are protected, but students do not feel protected once they leave the school building.

Teacher Barbara (personal communication, December 2, 2020) shared an account of 19-year-old senior Maria. Maria was emotionally withdrawn in school. Teacher Barbara was able to help mitigate Maria's fears by working more closely with her and building mutual trust. Barbara said:

Maria became very distant toward staff and students when her grandmother was deported back to Mexico. When I noticed it, I started asking her more questions about why she was distant. She was a part of my mentor group referred to as "Champions," so I knew I had to reach her. The closeness I have with Maria revealed her fears about President Trump and how his initiative through ICE caused her grandmother to be deported. Since her grandmother's departure, Maria has had to step up to help her siblings. I had to find it in myself to help her with the emotions she was feeling and help her process the emotions so I can get her to focus on herself. I told her, 'help me, help you.' Maria is motivated to finish school in a hurry. I have been working with the counselors to find scholarships for her, and I am committed to helping her graduate this year. The school can do a better job

of mitigating these students' fears by building relationships with the students, so the students feel comfortable enough to trust them.

Teacher Inez (personal communication, December 3, 2020) shared an account of 20-year-old senior Sergio. Sergio dealt with his fears by exhibiting poor conduct in and out of school, causing his academics to suffer. Inez, the school leadership and teacher, worked closely with Sergio by offering SEL support and hope for a future.

Inez said:

> Sergio's fear was about his mom being deported. Mom did not go out of the house, but she wanted a better life for her children. She sent them to school and to run errands. Sergio had a tough time processing this. He began using drugs and displayed anger issues causing the dean, school social workers, and school leaders to have to step in to help deal with him. We were able to get Sergio to minimize his anger, and he became a better student. Then the time came to do the financial aid paperwork for college. Because of the trust we built with Sergio, he confessed he could not complete the forms because he didn't 'have papers.' When I spoke with him about it, he explained, 'we don't go to college. That is not what we do. We just make money. I need my high school diploma to become a manager at Little Ceasar.' I accepted that and worked with him and the rest of the senior team to ensure he walked across the stage with his diploma. And that he did.

Counselor Mandy (personal communication, December 3, 2020) shared an account of 20-year-old senior Melissa. Melissa demonstrated anger throughout the school. The counselor Mandy was able to connect culturally with Melissa, which led Melissa to receive the SEL support she needed.

Mandy said:

>When I met Melissa, she was a very angry, scared, and frustrated young lady. She was brought to my office because she refused to accept her promotion to the Senior Academy, where she would work on her graduation requirements. When I began speaking Spanish to her and sharing some relatable information with her, she began opening up to me about everything. She feared her dad would be deported based on President Trump's expected mandates to send ICE to the homes. She kept saying, 'I don't know what I will do if anything happens to him. My dad is everything to me.' She feared being in school and finding out that her dad has been deported via a phone call or social media message. I was able to get the social worker to offer her social and emotional counseling while I conducted a daily check-in session with her. Melissa began smiling more in school and became less angry and frustrated. Additionally, she became a high school graduate.

Teacher Mike (personal communication, December 9, 2020) shared an account of 19-year-old senior Alma. Alma was scared daily, causing her to struggle academically. The teacher shared his story about living undocumented in the United States. Alma began trusting the teacher more.

Mike stated:

>Alma was referred to me for academic support in math. As I began working with her, she began sharing information I was not equipped to handle as a math teacher. Alma shared her mother was undocumented, and she was scared her mother might be deported. Alma was brought here when she was 5 years old, and this is the only place she knows as home. I also shared my situation with Alma because I came from Africa and understood what

she was talking about. Alma said she needed to get an A so she can apply for scholarships. I offered her Tier 2 and Tier 3 academic supports to help her raise her grade from 88% to the 90s so she could get an A. I was very impressed with Alma's dedication and devotion to completing the math assignments. Alma graduated from and became a first-generation college student in her family. I arrived at the graduation ceremony with flowers in my hand for Alma. This day was indeed a happy one for us both.

School Administrator Reesy (personal communication, December 9, 2020) shared an account of 15-year-old sophomore Lisa. Lisa displayed poor behavior in school with anger. The staff worked to build a relationship with Lisa. Lisa gained trust in the staff, leading her to share more and receive the support she needed.

Reesy said:

Lisa's situation became a concern of mine when it was brought to my attention how disruptive her behavior was in the computer lab. She had been yelling and screaming with anger at staff and students. Staff members from every department refused to give up on her, so we worked extremely hard with Lisa to help her learn to control her anger. Once she learned to trust us, she shared where her anger was coming from. Lisa is undocumented and did not have a good living situation. Sometimes she lived with her uncle, and sometimes she lived with her boyfriend. Her living situation kept changing. She began disappearing on us, causing her attendance to decrease. We kept calling her until we got her back in the school. The social workers provided Lisa with social and emotional support. The teachers provided her with tutoring, and the leadership provided her more support by letting her come into their offices just to talk and receive

encouragement. Lisa's attitude and behavior changed. Lisa had a strong personality and realized she needed to graduate from high school so she would have a better chance of not depending on other people. The support Lisa received from the school helped her to graduate from high school.

School administrator Oliver (personal communication, December 6, 2020) shared an account of 20-year-old Jessie. Jesse spent time supporting his family causing him to be behind with obtaining his credits to graduate. School administrator Oliver intervenes when he found out by getting other departments involved.

Oliver stated:

> Jessie had 21 credits and only needed three more to graduate, so he was one I was pushing for a lot. One day, Jessie came to my office and said, 'I want to tell you something, but I don't know how.' After much encouragement, he revealed he did not have a father in the home, so he had to help support the family, and no one, including himself, was documented. He was so afraid of ICE that he got permission to leave the school early each day in case ICE was planning to show up at dismissal time. The school tried everything with Jessie, including SEL support and tutoring. Nothing we did worked to keep Jessie in school consistently and concentrating on his work. He did not graduate.

Appendix I: Individual Researcher Review

To the American College of Education Dissertation Team

As an independent researcher, I have read the notes and transcripts of Audry Blinstrup's collection of data and verified the statements and themes.

Dr. Sharon Pritchett

December 28, 2020