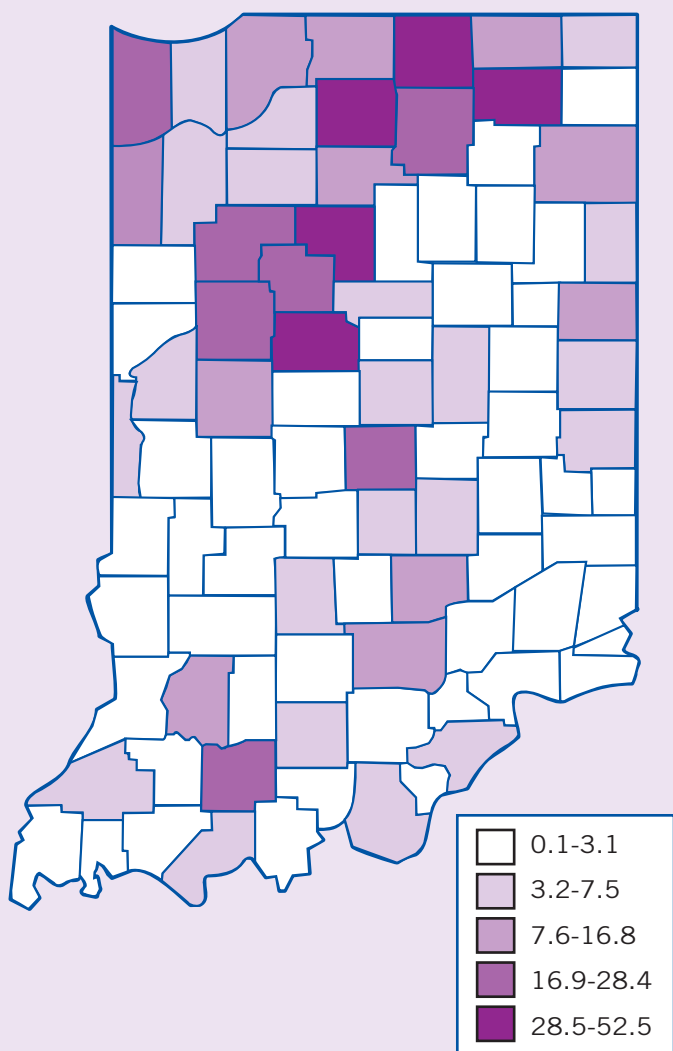


Hispanic Numbers Soar as Indiana Attracts New Wave of Immigrants

Number of Hispanic Immigrants per 1,000 Residents: Indiana, 2000.



Source of data: U.S. Census Bureau, 2000 Census. Summary File 3, Tables P3 and PCT 19. Analysis by the Indiana Youth Institute.

IN BRIEF:

Only 3 percent of Indiana's population is foreign-born, but more than half that number moved here since 1990. The sharp increase in immigration has prompted researchers to designate Indiana as one of 22 "new growth" states.¹ While the number of foreign-born residents is up, diversity within the number is down. Hispanics are predominant, with 42 percent of Indiana's immigrants born in Latin America. Asian-born immigrants are second at 27 percent, followed by Europeans at 23 percent. Diversity also is down within regional groups. Example: Of the 77,457 Hoosier immigrants born in Latin America, 80 percent come from Mexico.²

The doubling of Indiana's total immigrant population—from 94,263 in 1990 to 186,534 in 2000³—has created challenges and provided solutions. Some communities are straining to ensure adequate housing, education, social services, and youth development activities for their new residents. At the same time, the influx of immigrants is easing the demand for workers in certain segments of the economy, enlarging the tax base, and expanding the market for goods and services. New data from national surveys and community programs offer valuable lessons to youth workers, policymakers, and other civic leaders on serving local immigrant populations.

¹ Capps, R., Passel, J.S., Perez-Lopez, D., and Fix, M. "The New Neighbors: A User's Guide to Data on Immigrants in U.S. Communities." The Urban Institute, 2003.

² U.S. Census Bureau. 2000 Census, Summary File 3, PCT 19.

³ U.S. Census Bureau. 2000 Census, Summary File 3, PCT 19 and 1990 Census, Summary File 3, P042.

The Big Picture

Indiana's experience reflects what's happening throughout the Midwest and across the country. Immigration is no longer an "urban issue" or an East/West coast phenomenon. To our north, Michigan experienced a 49 percent increase in foreign-born immigrants during the '90s. To our south, Kentucky reported a jump of 145 percent for the same period. Nationally the U.S. immigrant population grew by 11.3 million during the '90s—faster than any time in history—with nearly half the states doubling their immigrant populations.⁴

Although the U.S. remains a melting pot of cultures and ethnicities, the proportion of the mix is becoming less diverse. Indiana's trend is similar to the national trend: Since 1990, Latin Americans have accounted for two-thirds of the growth in foreign-born residents. However, 52 percent of Indiana's growth is due to immigration from Mexico alone, compared with 43 percent for the U.S. as a whole.⁵

What We Know

It's wrong to make assumptions and generalizations about Indiana's immigrant population. Even immigrants who share a common language often vary in attitudes and values depending on country of origin, age, gender, and length of residency in America. Bearing in mind that "Hispanic" describes a rich mix of men, women, and children from at least 22 countries, here are seven facts that research tells us about Indiana's dominant immigrant population:

- 62 percent are male.
- 14 percent are under the age of 18.
- Nearly a quarter are U.S. citizens.
- 21 percent have incomes at or below the poverty level.
- One in 12 lives in a household without a telephone, a rate two and a half times higher than the native-born population.
- Two-thirds have less than a high school education; 19 percent have at least a high school diploma; 8 percent have some college; 7 percent are college graduates.
- More than half (51 percent) speak no English or have limited fluency.⁶

National studies have yielded findings even more complete than Indiana-specific data. A glimpse at some national statistics offers insights into characteristics of the Hispanic population in general. For instance:

- 76 percent of Hispanics who relocate to the U.S. are Roman Catholic and believe the church helps solve community problems.
- The majority of foreign-born Hispanics maintain a strong attachment to their native countries and tend to return for visits every year or two.
- 4 percent of foreign-born Hispanics speak primarily English, 72 percent speak primarily Spanish, and 24 percent are bilingual.⁷

⁴ Camarota, S.A., and McArdle, N. "Where Immigrants Live: An Examination of State Residency of the Foreign Born by Country of Origin in 1990 and 2000." Center for Immigration Studies, September 2003.

⁵ Ibid.

⁶ U.S. Census Bureau. 2000 Census, 5 Percent Public Use Microdata Sample, Indiana. Analysis by the Population Reference Bureau.

⁷ Brodie, M., Steffenson, A., Valdez, J., Levin, R. & Suro, R. "2002 National Survey of Latinos." Pew Hispanic Center and Kaiser Family Foundation, December 2002.

Recommendations

How can Indiana predict and prepare for shifts and growth within its immigrant population? The Urban Institute suggests several questions that policymakers and civic leaders might consider.⁸ The following questions can easily be adapted to address the needs in specific communities.

How many immigrants live in our area? Where do they come from and when did they arrive?

Counties with high percentages of recent immigrants—Montgomery, Shelby, and Clinton—may have more demand for job training and English as a Second Language classes. Immigrants in counties such as Porter and LaPorte, where the majority has lived in the U.S. for more than two decades, may be more interested in cultural exchange and civics instruction.

Are there small groups of immigrants whose numbers are growing rapidly and likely to continue to expand in the future?

This information helps identify immigrant groups that might need increased services in the future. For example, the number of immigrants from Korea, Vietnam, and the former USSR has more than doubled in Indiana since 1990.⁹ Half of Vanderburgh County's immigrants come from Asian countries.

Where are the new residents choosing to live—inner city, suburbs, or rural areas?

The majority of Hispanic immigrants come to Indiana for two reasons: to join relatives and friends or to access work and educational opportunities. Communities near public universities or with industries such as meatpacking, poultry processing, light manufacturing, construction, printing, and hospitality typically attract higher concentrations of Latino immigrants. In addition, around 50 percent of all Indiana counties employ migrant farm workers during the growing season.¹⁰

Do we have adequate market-rate rental housing available?

Only about 25 percent of recent immigrants own homes. National studies show they are less likely to live in public housing because of eligibility restrictions and tend to live in lower-cost rental houses. For these reasons, recent immigrants concentrate in areas with adequate supplies of low-cost rental property.¹¹

⁸ Capps, R., Passel, J.S., Perez-Lopez, D., and Fix, M. "The New Neighbors: A User's Guide to Data on Immigrants in U.S. Communities." The Urban Institute, 2003.

⁹ Camarota, S.A., and McArdle, N. "Where Immigrants Live: An Examination of State Residency of the Foreign Born by Country of Origin in 1990 and 2000." Center for Immigration Studies, September 2003.

¹⁰ Levinson, B.A.U. et al. "New Immigrants in Indiana: Challenges for Education Policy and Research." Indiana Education Policy Center, Spring 2000.

¹¹ Capps, R., Passel, J.S., Perez-Lopez, D., and Fix, M. "The New Neighbors: A User's Guide to Data on Immigrants in U.S. Communities." The Urban Institute, 2003.

How are the children distributed across school districts and grade levels?

Currently, lower grades have larger numbers of immigrant students than higher grades in Indiana. This could change as the immigrant population continues to grow and schools are successful in curbing the dropout rate among older students. Keeping track of grade-level distribution is important in predicting the need for bilingual or ESL instruction.

What kinds of translation, interpreter, and tutoring services are in place within the education, religious, and healthcare communities? What specific services do immigrants say they need?

Evaluating the availability of existing programs helps communities identify gaps in local services. In addition to language assistance, many immigrants say they need help in understanding how various systems work (government, education, healthcare, housing).¹²

As community agencies design plans to reach out to their expanding immigrant populations, they should consider the following suggestions:

- **Build partnerships.** Because many Latinos indicate their Roman Catholic faith is extremely important to them, local parishes are excellent partners in outreach efforts.
- **Invite the family.** The Hispanic culture puts strong emphasis on families, and almost half of Indiana's Latino immigrants live in households of five or more persons.¹³ Programs that offer opportunities for family participation may be well-received.
- **Speak up.** Two-thirds of Indiana's Hispanic immigrants have less than a high school diploma and may have difficulty reading and writing English as well as their native language. Oral, rather than written, communication may be more effective in reaching an area's newest immigrants.¹⁴
- **Stay positive.** No matter where a child comes from, he or she needs positive relationships with caring adults. Research shows that young people who experience high levels of these supports, also known as developmental assets, engage in many fewer high-risk behaviors and many more thriving behaviors than those young people with few assets, regardless of race, ethnicity, and socioeconomic status.¹⁵

¹² DeRusha, Carmen. "The Changing Face of Indiana." Marion County Volunteer Management Committee. Presentation to the Indiana Youth Institute, October 17, 2003.

¹³ U.S. Census Bureau. 2000 Census, 5 Percent Public Use Microdata Sample, Indiana. Analysis by the Population Reference Bureau.

¹⁴ DeRusha, Carmen. "The Changing Face of Indiana." Marion County Volunteer Management Committee. Presentation to the Indiana Youth Institute, October 17, 2003.

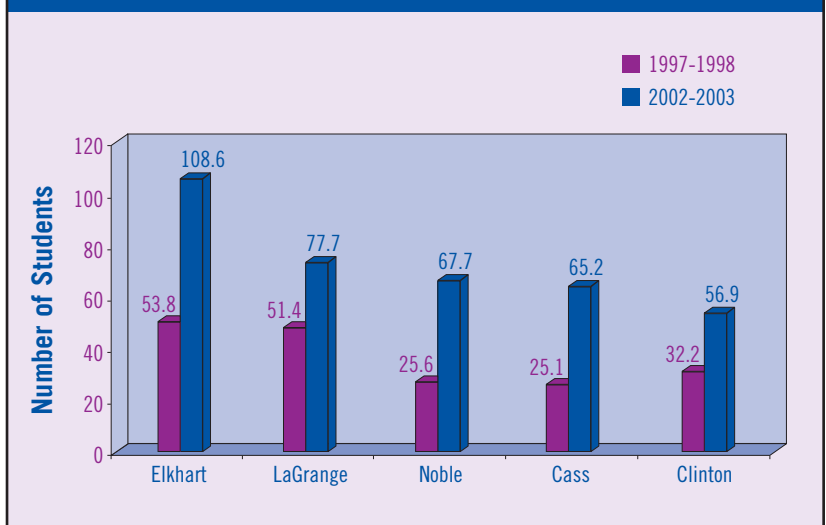
¹⁵ Geraghty, L., ed. "Unique Strengths, Shared Strengths: Developmental Assets Among Youth of Color." Search Institute, November 2003.

Speaking of Language...

In the past decade the number of Indiana students who claim English as their second language (ESL) has climbed to 42,600—an increase of 133 percent. In the same period, the number of students with limited English proficiency has increased to 22,584—an increase of almost 400 percent. Of the 214 native languages represented in Hoosier public schools, Spanish is by far the most common, with 68.8 percent of ESL students identifying it as their native tongue. Of students with limited English proficiency, almost 80 percent speak Spanish.¹⁶

Meeting the needs of students with limited English proficiency is becoming a challenge for many school systems and social service providers in Indiana and around the nation. In response, organizations are implementing programs to help remove language barriers and ease immigrants' transition into their new home communities.

Limited English Proficient Students per 1,000 Students



Source of data: *Indiana Department of Education, Division of Language Minority and Migrant Programs.*

Programs that Work

Communities that report success in reaching out to immigrant populations share certain characteristics. They do their homework, identify specific needs, create programs to address the needs, and remove obstacles that might prevent participation in the programs. To illustrate:

1. Elkhart County recognized that persons within its growing Hispanic community were struggling to secure adequate low-income housing. LaCasa of Goshen was created to offer “financial-fitness” classes and assist clients with problems related to documentation and credit. A vital component of LaCasa’s success: Those who interact with Hispanic clients are bilingual and speak Spanish fluently.
2. A Marion County partnership between Urban Mission YMCA and Harshman Middle School provides tutoring, after-school mentoring, and evening activities to Hispanic students and their families. A contributing factor in Urban Mission’s success: Other programs that serve Hispanic youth are invited to participate as a way of stretching resources and adding caring adult leaders who speak Spanish and relate well to youth.
3. Leadville, Colorado experienced a self-described “Latino Boom” when the ski resorts of neighboring communities became the primary source of employment. The Center/Pitts Elementary adapted to the needs of immigrant families by becoming the hub of the community, offering a full range of services for community members of all ages. A key to The Center’s success: In addition to an elementary school, The Center houses the community college, community-based organizations, social services, before- and after-school child care, Even Start, family literacy programs, and parenting education.

¹⁶ Indiana Department of Education, Division of Language Minority and Migrant Programs.

Latino Immigrant Resources

- Institute of Latino Studies: www.nd.edu/~latino
- Indiana Latino Institute: www.indianalatinoinstitute.com
- Pew Hispanic Center: www.pewhispanic.org

Coming to Terms with Immigration

- Don't know the difference between a "green card" and an "immigrant visa?" Wondering if there is a difference between "Latino" and "Hispanic?" Check out www.iyi.org for a glossary containing frequently used immigration terms.

Immigrant Resources

- Indiana Immigration Network: www.indiana.edu/~iuirc/iin
- Center for Immigration Studies: www.cis.org
- International Center of Indianapolis: www.icenterindy.org
- Indiana Department of Education, Division of Language Minority and Migrant Programs: www.doe.state.in.us/lmmp/welcome.html

OTHER INDIANA YOUTH INSTITUTE RESOURCES

IYI'S WEB SITE - WWW.IYI.ORG

- A growing source of reliable information to youth workers, including new reports, county data on Indiana youth, and IYI's entire catalog of library materials that can be borrowed online.
- IYI's Kids Count database contains indicators such as child population, school enrollment, and child poverty.
- IYI's Web site also features summaries of recent information culled from journal articles, newspapers, books, and government sources. Links to the full-text reports are provided.
- Can't find the data you need on our Web site? An IYI staff member is available to answer data-related questions and provide custom research.

VIRGINIA BEALL BALL LIBRARY

- An outstanding 6,000-title collection of materials on healthy youth development, youth service delivery, nonprofit management, and fund raising. All materials can be borrowed free through IYI's Web site or through our toll-free main number. IYI's librarian is available to answer reference questions.

IYI WEEKLY UPDATE

- A quick, no-cost source of relevant reports, policy updates, grant tips, and other easy-to-read, useful information received by over 8,000 youth workers each week.

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