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### **Latina Mothers of young children and their first experiences with the American educational system**

In the context of the United States, the Latino population constitutes the largest minority group. Every fall, low-income Latina mothers begin their connection with the American educational system and research indicates that due to racism, sexism, and classism, these mothers are considered by school personnel as uneducated, passive, and powerless (Gulman, Reiss, and Zudkawich, 2007; Monzó, 2013). This study aims to understand how these immigrant Latina mothers interact with the education of their children in a cultural context that is new for them, navigating a system they are not familiar with, counting with scarce economic resources, and using a language in which they are not proficient.

Using a multiple case study design, semi-structured interviews and the analysis of them were conducted in Spanish. This was important to preserve the meaning and interpretation of the perspectives of participants and researchers in their native language. This study contributes to research that emphasises the need for a new conceptualisation of the family engagement of Latino families (Delgado-Gaitan, 2005), to avoid the deficit view of Latino communities, and to promote their engagement in their children's education.