

Latinos in the Heartland

Abstracts of the 2009 Cambio de Colores annual conference

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Cambio Center

University of Missouri-Columbia

With the assistance of Andrell Bower



Published by University of Missouri Extension in Cooperation with
the Cambio Center
University of Missouri-Columbia - 2009

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Education

► Multilingual Interpreting Services: A Leadership Program at a Kansas City, MO, School District

Alejandro Cabero, Kansas City, MO, school district

M.I.S. Vision: Positively impact the future of Kansas City, MO school district educative community through cultural sensitivity and diversity for all students and their community.

M.I.S. Mission: Multilingual Interpreting Services is committed to providing Kansas City, MO school district and all the organizations with interpreting services for community meetings. MIS is a youth leadership program for the school district's Department of Language Services developed and coordinated by immigrant bilingual students and their mentors. The program provides translation equipment and uncertified interpreters in Vietnamese, Creole, French, Spanish, and Somali to promote community involvement among the immigrant and low-english proficiency population. The minimum fee our program charges organizations will allow our students to create a scholarship fund for the members. Our students will receive a Certificate of Participation during the meetings they attend for their post-secondary education, scholarships and jobs applications. Our students will also earn community Service credit hours in their high schools.

M.I.S. values:

- Increase community involvement in Kansas City Metro Area
- Encourage each student to be positive community members
- Promote the efforts of the school district's Department of Language Service within the community
- Improve self-esteem and leadership
- Recognize and value all backgrounds and cultures
- Promote an accept attitude toward diverse cultures, religions and worldviews
- Promote the equal rights of all people
- Promote the benefit of a multicultural/multilingual community

M.I.S. Goals:

- Increase attendance by 15 percent each year until we achieve the goal of 95 percent attendance
- Decrease dropout rates 30 percent for our participating students
- Explore the full potential of our enrolled students
- Reduce the risk factors of youth crime in northeast area
- Expand horizons to Low-English Proficiency families by providing a link between those families and the community
- Generate links between the school district and the community.
- Generate habits of discipline, education, health and welfare and social and political participation in our enrolled students and their community.

Social - Educative and Cultural Situation: The dropout rates are increasing epidemically in immigrant segments. For instance, our data and UMKC data shows that a huge percent of Hispanics enrolled in kindergarten did not finish high school. The problem is not just local, but nationwide. Community participation lacks in areas with a high percentage of immigrant populations because of language barriers and lack of integration. Our students realized the necessity of promoting of school district activities and academic improvements within the community. The image and prestige of our

school district is affected and impacts negatively on the post-secondary opportunities of our students.

Our students defined the foundations of this program as: membership, belonging, self-esteem, discipline, multiculturalism and pragmatism.

► SIM, The Game of Education. How to Reduce K-12 Dropouts on Underserved - At Risk Students in Urban Areas

Alejandro Cabero, Kansas City, MO school district

One student drops out of high school every 26 seconds in the United States. Which is 1.2 million per year. The U.S. has more dropouts than undocumented aliens. In Missouri, a ninth-grader attending school in the Kansas City, MO or St. Louis school districts has less than a 40 percent chance of graduating from high school within four years. Kansas City's dropout rate is five times the state average. Thousand of programs worldwide have shown that development tools such as sports in at-risk areas help prevent many social ills and decrease youth crime while at the same time build life-long abilities and work habits in the younger generations. SIM is an after school program for underserved and at-risk students that uses specific development tools to motivate students about learning, change their parents' expectations about education, give realistic components to school curriculums and demonstrate how education could affect students' lives. SIM allows participants to succeed in their education, fully accomplish specific goals along a broad range of themes such as community and personal development and entrepreneurship, and receive periodic monitoring and progress evaluation. It allows families to know their students are safe, educated and physically active. The program also provides nutrition and counseling every day until 6:30 pm. The students learn while playing the game. The students will choose which role they play in this SIM-Society.

The Game: Through a survey in the school, we'll choose an activity that reinforces the cultural roots of the targeted students: sports, dance, art, music, cooking, entrepreneurship or leadership.

For example:

Project name: SIM - SOCCER

Interest: Soccer

Skill-set: teamwork, communication, discipline, physical skills, respect, a focus on results and self-improvement.

Components of skill-set: nutrition, health, academic counseling.

► Embracing el Cambio de Colores: A Teacher Movement for Interethnic Integration

Carla Paciotto, Western Illinois University

Five years ago, a group of mainstream K-5 teachers from a rural Midwestern school district in the United States entered their superintendent's office and demanded to transform the state-mandated Transitional Bilingual Education program into a dual language program. They proposed a drastic change in their school's language policy to fit the needs of a student population that, in a decade, had shifted from English-speaking white students to 50 percent Spanish-speaking students. With no initial support from the community and school administration, these teachers set out to transform their own educational practice in an isolated district by providing equitable learning environments to language minority students. Following the premise that language policy and planning are "the deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes" (Cooper 1989: 43), this presentation illustrates the results of an ethnographic study focusing on the teachers' transformation from mainstream classroom educators into policymakers.

In-depth teacher and administrator interviews and classroom observation investigated:

- Factors that shaped mainstream teachers' conversion into agents of change and policymakers
- Challenges and rewards of a bottom-up language policy in a rural school
- To what extent teacher and student cultural match or mismatch influences an equitable language policy

This paper contributes to the understanding of how local contexts and practitioners can deliberately reshape language behaviors in unique ways to address the needs of their changing communities and provides a reflection on the role of mainstream teachers as language policymakers.

Reference

Cooper, R. L. (1989). *Language Planning and Social Change*. Cambridge: Cambridge University Press.

► Re-examining Citizenship: Best Practices of St. Louis Spanish Immersion Language Schools

Emily Hager, University of Missouri - St. Louis

When introducing the concepts of citizenship in our schools, assumptions are often made and stereotypes presented as to how an “American Citizen” looks, speaks, and thinks. As the demographics of the nation have shifted, these stereotypes sometimes remain the same and the new reality ignored. How can and should we teach our young children about citizenship? How are language immersion schools in particular developing global citizens? According to National Migration information, (Terrazas and Batalova 2008) in 2007, 22.9 percent of school-age children had at least one immigrant parent, 47.5 percent of which reported their background to be Hispanic or Latino. In this paper, we discuss two educational opportunities in the St. Louis area that build on the strengths of the Hispanic community and its primary language of Spanish. Casa de Niños is a preschool program built on the Montessori philosophy that primarily serves children through age 5. The St. Louis Language Immersion Schools, a nonprofit organization (<http://sllis.org>), is dedicated to supporting the development of a network of charter schools in the area. They are set to open a Spanish immersion school for K-1st grade in August 2009 and will be using the Primary Years International Baccalaureate program in order to promote “international-mindedness” in their students (<http://www.ibo.org>). Specifically, SLLIS’ mission is “to position all children for success in local and global economies through holistic, intellectually inspiring language immersion programs.” In essence, to create global citizens. The central vision of these language immersion schools, then, is to provide both the opportunity to learn in another language and about other cultures and languages. This presentation will explain how these educational organizations work to develop language and citizenship capacities. In particular, we will explain in detail the planned service-learning community research project all SLLIS students will complete by the end of fifth grade. We will also provide best practices for addressing issues of culture and language in immersion settings designed for young children. Finally, we will discuss with the group the challenges and opportunities of designing these sorts of programs in areas of new immigration, such as many towns and small cities across the Midwest.

References

Terrazas, A. & Batalova, J. (2008). The most up-to-date frequently requested statistics on immigrants in the United States. Retrieved December 30, 2008 from <http://www.migrationinformation.org/USfocus/display.cfm?id=714#2>

► EPSILEN WEB 2.0 Platform: the Experience of the Kansas City Latino Communities Group

Mario Eraso, Ewing Marion Kauffman Foundation, Kansas City, MO

Designed by and for educators, Epsilen offers limitless opportunities to create ePortfolios, deliver courses, assess institutional and student outcomes and interact and collaborate with colleagues any time, everywhere. The Kauffman Foundation has created the Kansas City Latino Communities Epsilen Group which at present includes the participation at least 25 Kansas City latino leaders. After a first pilot year and four months of active participant engagement, this presentation will highlight the benefits of being a member of the KC Latino Communities Epsilen group within the five-county area that includes Platte, Clay, Jackson, Wyandotte and Johnson. We will present a breakout of the diversity of the group by gender, race, experience and geographic location. Since the beginning, Kansas City latino communities encouraged the participation of different Latino organizations such as the Coalition of Hispanic Organizations and Latinos of Tomorrow.

Presented data will show the increase in number of users who regularly participate in the group after the first semester. Results of this study include feedback from members to assess their satisfaction with the group's networking capabilities as well as designation of a leader who stimulated discussions in the group. Members frequently used Wikis, drop boxes, forums, chats, announcements and links on the website to discuss educational issues concerning the targeted population. The Web 2.0 platform contributes to the online networking experience in a manner that stimulates continuous dialogue, deep investigation, meaningful sharing of ideas and valuable learning among members.

► Seeds of Change in a Small Town

Debra Cole, Beardstown Dual Language Enrichment Program, Beardstown Ill. school district

This interactive, descriptive presentation will help participants understand that if two-way immersion can work in Beardstown, it can work anywhere. Beardstown is 80 percent low income, 50 percent non-English speaking at home in a rural town of 8,000 people. The elective enrichment program serves all children, including those labeled "remedial". We will show how we provided professional development and undertook an incredible journey together to cure monolingualism in Beardstown, one child at a time. Two-way immersion integrates the best of elementary foreign language immersion with a highly effective, achievement gap-closing, additive bilingual program. We find time for foreign language instruction in the elementary school through content-based instruction. We tap into a precious national resource: children who speak Spanish at home. This enrichment program allows for an early start and long-term, sequential second-language learning program designed to prepare bilingual citizens for a better Beardstown and a better America. This session will share the dream and the reality and provide some nuts-and-bolts answers to how.

► Reading, Writing and Technology: Preliminary Results from a Bilingual Reading and Computer Literacy Program in Lincoln, Neb.

Nicholas J. Woodward, El Centro de las Américas, Lincoln, Neb.

Latino students' academic performance has long been a concern for schools across the nation. In 2008, the Latino high school graduation rate in Lincoln, Neb was 55.7 percent, compared with an Anglo graduation rate of 81.7 percent (Lincoln Public Schools, 2008). Spanish-speaking Latino students in particular are prone to dropping out, experiencing little-to-no academic achievement and scoring

significantly lower on standardized test scores in all subjects than their English speaking counterparts (Lopez, et al, 2007).

Although there exists numerous remedial programs that seek to address this alarming trend among students in high school, educational research indicates that the most effective strategies for addressing poor high school performance and high school incompleteness begin in the preschool and elementary school years (Balfanz, et al, 2007; Lehr, et al, 2004).

Some common antecedents to poor academic performance in high school and high school incompleteness can be traced back to elementary school and include: limited family resources, inadequate early literacy experiences and inconsistent elementary and middle-school attendance (Lopez, et al, 2007). Interestingly, early literacy experiences appear to affect all of the other content areas in school, including math and science (Shaw, et al, 2001; Lopez, et al, 2007).

Recent educational research with low-income, ethnic minority, at-risk students indicates that parental involvement in elementary school and supportive parent and child relationships in middle and high school are strong predictors of unexpected graduation of at-risk students from high school (Englund, et al, 2008). In light of this research, El Centro de las Américas, a non-profit community center serving the needs of Latinos in Lincoln, has piloted a family literacy program that integrates reading and computer literacy. In this age of digitalized education, parents who have no understanding of basic computer skills are at a significant disadvantage when trying to encourage academic involvement and achievement in their children (Duran, et al, 2001). This is due partly to their children's extensive exposure to, and use of, technology in school. By integrating bilingual reading activities with computer instruction, the program enhances literacy levels in Spanish-speaking immigrant families and success among Latino students.

El Centro's literacy program centers not only on the student but also on the entire family. In an attempt to encourage parent participation in the student's education, the program seeks to fuse the cultural importance of family in the Latino community with an increased emphasis on academic achievement. El Centro's program uses a combination of informal discussion groups with the parents, a bilingual reading liaison, and instruction in basic computer skills in the school's computer lab. The reading discussion groups serve to infuse the parents with the concept that their children's education is a family activity that necessitates participation from all, while the computer instruction provides them with an essential tool for enhancing academic success. Students participate in bilingual reading clubs with a bilingual reading specialist to work on oral and written fluency. They also receive a new book to read at home each week. Preliminary results indicate increased literacy behaviors at home and at school.

► Improving Latino School Readiness with Summer English Instruction

Mónica Marcos-Llinàs, University of Missouri - Columbia

The main purpose of the present study was to determine whether an intensive summer ESL program before kindergarten would improve the school success of 5-year-old immigrant Latino children, who were not proficient in English. Thus, the Listo program examines the students' proficiency in English before and after the program. Additionally, the Listo Program studies whether students could ease their integration into U.S. culture through formal instruction of English. This presentation will examine the data, the results, and the pedagogical implications. Suggestions and ideas on how to improve this pilot program would be welcome.

► At the State's and the Nation's Service: the Land Grant University in the Twenty-First Century, Challenges and Possibilities

Adriela Fernández, Purdue University, Ind.

As demographic, cultural and economic changes sweep our nation, the United States embarks on the most profound society-wide transformation since the Great Depression and the New Deal era. An important factor in the success of social transformations, and one that has special relevance today, is the land grant institution. From its creation with the Morrill Acts of 1862, which funded higher education institutions by granting federally controlled land to the states, these universities have been engines of growth and centers of critical and systemic thinking at the service of the states and the nation. The mission of these institutions, as conceived originally, was to teach classical studies, agriculture, military tactics, the mechanic arts and home economics, and ensure that members of the working classes could have access to college education. Moreover, these universities were entrusted with the economic health of the state, they pursued by mandate a rigorous examination of the economic activity in which each of these states had a comparative advantage. After World War II, the G.I. Bill funded the college education of many former soldiers the land grant universities facilitated the process that created a large segment of the American middle class. Land grant universities answered when President Truman called universities to aid the government, in formulating a new, more comprehensive foreign assistance policy in his inaugural address in January 1949.

The emphasis of this program, as it evolved over the ensuing four decades, went from economic aid to technical assistance, especially in the areas of public health, education and agriculture. By 1952, eight universities, all of them members of the system of state universities and land grant colleges, were involved in technical assistance programs under the auspices of federal agencies. These programs were between: the University of Arizona and Iraq, the University of Arkansas and Panama, the University of Illinois and India, Michigan state University and Colombia, Oklahoma State University and Ethiopia, Cornell University and the Philippines, Utah State University and Iran and Purdue University and Brazil. The work of these universities redefined the concepts of assistance, cooperation and development.

The goal of this research is to critically examine the role of the land grant university, within a historical framework, in the ascendancy of the United States in science and technology, in the robustness of its economy after WW II, and in the excellence of its higher education, especially at the graduate level. In addition, this research seeks insights into the type of transformations that must take place in the university so, as an institution, it can stay relevant and respond to the needs of today's society.

► Innovations: Tools for the Classroom

Yolanda Díaz, Harris-Stowe State University, St. Louis

Cambio de Colores always inspires us to reach each of our students, with their own cultures, their traditions, abilities and skills. The proper tools for learning make this possible. We often talk about what happens with our students when they can't learn, or when our own children can't learn or when we, ourselves, can't learn. In my talk, I will analyze the barriers that prevent us from learning and how that impacts our everyday life. I will show how these barriers cause us to ask ourselves: Why am I in school, why do I have to study, why do I often return home more frustrated, sometimes with a stomachache, or feeling tired or totally blank.

► Recent Education Demographics of Hispanics in Higher Education Institutions

Tom R. Marrero, University of Missouri - Columbia

The purpose of this study is to review statistics on the enrollment, retention and completion of BS, MS and PhD degrees at collegiate institutions in the United States. Educational statistics are from National Science Foundation and U.S. Department of Education and cover the last 10 years. The focus is on areas in science, technology, engineering and mathematics, and some other academic areas. The results indicate that there has been a small increase in the number of Hispanics attaining higher degrees in STEM disciplines.

► Oregon 4-H Latino Outreach Successful Programs and Practices

Mario A. Magaña, Oregon State University

4-H is a community of young people across America learning leadership, citizenship and life skills. In Oregon, 4-H is found in every county, where it provides research-based, informal experiential learning programs for K-12 youth. Youth and their adult mentors learn about any subject of their choice. Last year, more than 100,000 youth and 6,000 adult volunteers were involved in 4-H activities in Oregon.

The core goals of the Oregon 4-H are focused in youth and adult leadership, natural resources, science, technology, college and workforce preparation and life skills, and outreach to underserved audiences. 4-H programs are delivered in clubs, after-school programs, camps and state-level activities.

Oregon State University administrators and 4-H county faculty members provide leadership for county and state 4-H programs. They provide educational programs to assist youth in developing appropriate life and technical skills for adulthood and provide volunteer training to assist families and communities in developing sound and culturally responsive educational programs.

This workshop describes some of the challenges and barriers in recruiting Latino youth to participate in the 4-H Latino Outreach Program in Oregon and strategies to overcome these barriers. Its focus is on the process we have used to create diverse cultural responsive projects, programs and activities that meet the needs and interests of our families.

Programming includes creating resident summer camps and in which we offer hands-on workshops related to science, engineering, technology, natural resources, culture, expressive arts. Tech Wizards, a nationally recognized program from Washington County, will be duplicated in several counties in Oregon. In the program, high school youth teach other youth or adults to learn new technologies. The soccer clubs in Oregon have brought into 4-H several thousands of youth, who learn a positive sporting attitude, responsibility, teamwork, the importance of education and healthy lifestyles. One of the most popular clubs is the "Mexican Folkloric Dance" in which children learn and perform dances that are hundreds or thousands of years old. To preserve their ancestors' culture, adult volunteers are working to pass their culture, history and language to their next generation and empower it and make it proud. The Natural Resources clubs also are attracting Latino youth in great numbers to learn about forests and wildlife.

Participants will learn about programs in Oregon that have enjoyed great success in engaging Latino students in K-12 grades. The participants also learn how to engage high school youth, college students and professionals in our programs and how to partner with different private business, public schools and community-based programs.

The 4-H latino outreach program is designed to help youth develop the skills, knowledge and attitudes needed to pursue a postsecondary education and succeed in life. A key component of our program is to help Latino students understand the importance of education, encourage them to finish high school and

plan for postsecondary education. Youth also meet students with a positive vision, professional people who could be a resource person in the future and Latino role models from their own culture.

Change and Integration

► **Welcoming Initiatives: Changing the Atmosphere for Immigrants**

Jennifer Rafanan, Missouri Immigrant & Refugee Advocates

The Welcoming Missouri Initiative is a collaboration of concerned Missourians from all walks of life, business, community, labor and faith groups as well as individuals, who are committed to creating a positive and welcoming environment in the state of Missouri and upholding the proud traditions of friendliness, empathy and hospitality that are a part of daily life in America's heartland. We believe in the value of treating all people with dignity and respect and work to increase understanding of how new Missourians share our values, contribute to our economy, enhance our cultural diversity and strengthen our communities.

Principles of WMI:

- We believe that Missourians are hospitable and empathetic people with a shared responsibility to treat all neighbors with respect and decency
- We believe that Missourians remember, honor, and value our immigrant roots, and embrace the immigrant values of family, faith, and hard work
- We are committed to raising the level of public discourse concerning immigrants and immigration so public policies are designed in an environment of mutual respect
- We are committed to better understanding the contributions that immigrants make to our state and the effects of immigration on our communities and to challenging common myths and stereotypes

The Welcoming Initiative Workshop would provide a forum to discuss a much-needed campaign to make our communities and states more welcoming for immigrants. Missouri Immigrant & Refugee Advocates is working to bring this positive, values-based campaign to Missouri and looks forward to introducing the concept to Cambio de Colores participants from Missouri and neighboring states. In the workshop we will discuss the phases of building this initiative and how an individual, organization or business can participate in Missouri or start a welcoming initiative in its own state.

► **Integration of Immigrants in Small Midwestern Communities**

Maria Galarza-Heras, University of Illinois at Urbana-Champaign

Illinois has experienced recent growth in its immigrant and Latino populations. According to Census data, in 2000, 12.3 percent of the state's population was foreign-born, versus 11.1 percent nationally, and 19.2 percent spoke a language other than English at home, versus 17.9 percent. The Latino population increased 69 percent between 1990 and 2000 with high levels of migration occurring to rural areas that have historically been predominately European American. For example, the Latino population in Champaign County nearly doubled from 1990 to 2000.

Research in other Midwestern states has documented that rural immigrant families face multiple risk factors. For example, rural communities typically have little infrastructure for formal services to help immigrant families, and immigrants might be isolated and face discrimination from long-term residents. This paper focuses on personal, social and community resources that contribute to community

integration, for example access to education, services and transportation. This presentation draws on an ongoing study designed to identify challenges and strengths of Latino immigrant parents in six largely rural counties in central Illinois.

The larger study was designed as a broad-based needs assessment, with a primary focus on issues related to child care and factors that facilitate or hinder community integration. Immigrant parents are being recruited to participate in face-to-face interviews with a bilingual interviewer; recruitment strategies include directly soliciting at Latino-related events, posting information about the project in businesses and public locations, encouraging service agency referrals and referring participants. The goal is to interview 120 respondents; to date, 50 interviews have been completed. Ninety-five percent of respondents interviewed to date have been mothers, so our presentation will emphasize women's experiences and the challenges they face during their integration. Eighty-eight percent of respondents interviewed to date were born in Mexico. Forty-three percent had eight or fewer years of formal education, and the average age was 34 years. Average time in the U.S. varied considerably. For example, 30 percent had been in the U.S. less than six years whereas 25 percent had been in the U.S. for more than 10 years. Half of the mothers have fewer than three children, and 18 percent have four or more children.

One factor that is critical for the integration of immigrants is the ability to find meaningful employment. More than half of the respondents are employed, but one-third report that finding a job is "very difficult," and 60 percent of the families earn \$2,000 or less per month. Almost two-thirds of respondents report speaking only Spanish. The proportion reporting that accessing different services is "very difficult" was 28 percent for ESL classes, 33 percent for Spanish language services and 45 percent for transportation. These findings show that respondents struggle to merge into the communities.

Additional analyzes will examine how experiences differ by context, for by example community size; family factors, for example by the age of children; and individual factors, for example employment situation. Recommendations will emerge from the findings to support the integration of immigrants in small Midwestern communities, for their benefit and for that of the community's.

► Enriching Public Discourse on Latino Immigration: Report on a Collaborative Extension Services Initiative at Purdue University

Carmen E. DeRusha, Purdue University, Ind.

Since the mid-1990s, the state of Indiana has seen an unprecedented increase in the size of its Latino immigrant population. Because this settlement is such a recent phenomenon, many native-born Indiana residents lack basic information about this population and the reasons behind this demographic change. What factors prompt migration? Why have so many Latinos chosen to settle in Indiana? Why do some immigrants lack residency papers, and what are the main challenges facing lawmakers as they attempt to reform immigration policies? As in many parts of the Midwest, this lack of information can breed anger or fear. In this paper, we report on a first initiative at Purdue University to engage community members on the subject of Latino immigration via county extension offices, using IP video technology. This initiative was designed to disseminate research-based information about the growing immigrant community across the state, with the aim of enriching public discourse at this pivotal time. Our assessment integrates both quantitative survey findings and qualitative impressions from focus groups.

► A Workshop on the 2010 Census

William "Memo" Lona, U.S. Census Bureau Regional Office, Kansas City

The 2010 Census is a snapshot of America and its needs. The Census will occur in 2010 on a nationwide basis. The Census is important at all levels of government. Money and power are invariably infused in the Census. More than \$300 billion are distributed based on the Census, and Congressional representatives are apportioned based on the Census. Planning efforts for schools, hospitals, highways and other programs and projects are all somehow linked back to Census data.

► Pride and Prejudice on the Prairie: The Role of Community Pride in the Acculturation Strategies of Recent Immigrants and Long-term Residents of a Rural Nebraska Community

Amy E. Boren, University of Nebraska - Lincoln

Scores of rural communities across America have seen a surge of immigrants flooding their arcadian enclaves, changing the color, creed and culture of these historically homogeneous towns (Saenz & Torres, 2003). Nowhere have these changes been more evident than in Nebraska, where the number of Hispanic residents burgeoned from 36,969 to 94,425 between 1990 and 2000 (U.S. Census Bureau, 2001). Between 2000 and 2007, the government estimated that the Hispanic population in Nebraska grew at a rate of about 6,000 persons per year, which brings the projected total of Hispanic residents in the state to 124,425 (U.S. Census Bureau, 2008). The increase in the number of Hispanic immigrants who settled in rural Nebraska is largely due to the availability of work in food-processing plants located in these areas (Dalla, Villarruel, Cramer, Gonzalez-Kruger, 2004; Dalla & Christensen, 2005). These newcomers to rural towns often receive a bittersweet welcome from the local residents (Baker & Hotek, 2003; Salamon, 2003; Saenz & Torres, 2003). Many rural towns need these immigrants to breathe life into their stagnant economies and fill jobs that locals choose not to do (Grey, 1999; Baker & Hotek, 2003; Dalla, et al, 2004); at the same time locals struggle with the challenges presented by the language and cultural differences the immigrants injected into their communities (Broadway, 2000; Dalla, et al, 2004; Dalla, Ellis, & Cramer, 2005). Immigrants also struggle to adjust to their new environs. Learning to speak English is frequently a daunting task, especially for those with little formal education (Dale, Andreatta, & Freeman, 2001), and adjusting to new cultural norms could be highly stressful (Hovey, 2000). Culture clashes are common, and the tension between ethnic groups often charges the atmosphere of these rapidly changing rural towns.

Using a grounded theory approach of qualitative inquiry, this study explored the processes of cultural adaptation of immigrants and local residents of a rural community in Nebraska. A model of cultural adaptation in a rural community was constructed from the data. The central phenomenon described by the participants in this study was the nature of their intercultural interactions. Immigrants and local residents who experienced negative interactions tended to adopt less inclusive acculturation strategies. The data suggested that the participants' language ability, prior experiences with diversity and community pride were the causal conditions of their interactions. Immigrant participants who were bilingual and who had previous experiences with diversity had more positive interactions. Local residents who were bilingual, had previous experiences with diversity and did not have strong feelings of community pride tended to have more positive interactions.

Contextual factors that were evident in the data were the participants' level of openness and the strength of their fear of the unknown. In addition, the intervening conditions of personal relationships, children 18 or under in the home, goals for being in the community and initiative of immigrant participants appeared to mediate the type of interactions they had. Local residents' interactions appeared

to be mediated by personal relationships and key people in the community.

► Networks and Context of Reception in Accumulation Strategies of Latinos in Rural Communities of the Midwest: a Quantitative Analysis

Corinne Valdivia, University of Missouri - Columbia

Migration patterns of Hispanics changed dramatically in the 1990s from large metropolis to rural towns (Lazos and Jeanetta 2002). Migration patterns have also changed, from temporary and male to permanent male and female settlement, in rural areas of the south and the Midwest (Hernandez 2005). The heartland of rural America is experiencing demographic changes that are unprecedented in both their fast pace and diversity they bring to otherwise uniform areas. According to the 2000 Census, Hispanic's earnings are low, and Hispanics live in homes in which multiple adults work full time and have low skills and limited English proficiency (Hernandez 2005; NCLR 2004; Gibbs, Kusmin and Cromartie 2005).

For change to be beneficial and sustainable for every community today and for future generations, the integration process must be based on sound research. Although the challenges faced by education, health care and other service delivery systems are well-documented (Gozdzia & Martin 2005), our attention turns to the assets or capital Latinos bring with them as they settle. Recent developments in the cultural identity literature view culture as a resource from which individuals draw to create strategies to function in various domains of society (Berry 2003). This new orientation shifts us away from a deficit model for thinking about how individuals of different cultures gain and lose in the process of integration to recognizing the multiple ways individuals can adapt in new and ever-changing environments without suffering loss of identity in the process. We focus on what the newcomers offer and how we can engage them in the future development and prosperity of the new settlement communities.

A model of capital, capabilities and strategies is developed informed by the sustainable livelihoods framework. The sustainable livelihood strategies model incorporates social and cultural capital into an examination of strategies newcomers employ to accumulate assets, minimize their vulnerability to risk exposure and become part of their new communities. The model accounts for the community climate as a proxy for context of reception in new settlement regions and identifies how it impacts strategies' outcome. Output from focus groups of men and women and photovoice, our qualitative research techniques, informs social and cultural capital constructs in three distinct regions of a Midwestern state. Income impacts of acculturation strategies, social capital, cultural capital and human capital are measured through their regression on income earnings of native and foreign born Latinos. Results provide lessons for policy.

► The Importance of Social Networks on Latino Immigrants' Well-being in Rural Missouri

Pedro V. Dozi, University of Missouri - Columbia

Latino immigrants have been changing their settlement and migration patterns. Recent immigration has seen a different breed of immigrants headed to rural areas, composed of both genders and settled longer in receiving communities. This recent wave of immigration into the rural areas has been raising concerns about resource distribution and use.

Recently, monumental efforts have been put into research on Latinos' economic well-being because of its potential to disperse widespread fears of opportunism by Latino immigrant and point out alternative avenues of economic integration into the community. Recent research has shown that immigrant

workforce is vital to the economic development of the communities receiving them. Besides contributing positively to the generation of income in the community, immigrants infuse these towns with diversity, which is vital to the socioeconomic survival of communities.

On the opposite side, some researchers claim that immigrants have been changing most of the small cities they have located in by draining city resources and altering the quality of life. However, the claim that Latino immigrants overwhelm social welfare services to sustain their wellbeing seems a little bit confusing because current law does not provide for it. A pertinent question is: in light of all these changes, how are immigrants sustaining or improving their well-being.

One avenue pointed out by the literature is that Latinos use their social networks for survival in these communities. This approach suggests that besides cost-benefit analysis, individuals factor into their decisions the ability to obtain help from social resources in order to make a living in these communities. Therefore, this study adopts the stance that social networks are really important, and our objective is to assess the impact of these social networks on immigrants' wellbeing in both Latino and selected Missouri rural communities. Using Sustainable Livelihoods framework as a starting point, this research intends to assess Latinos' well-being in these communities. In this study, a self-defined well-being measure, subjective well-being, is used as the dependent variable. For the independent variables, besides demographic variables, social capital is used as a proxy for social networks. Additionally, better measures of ethnicity and context of reception variables are introduced to help assess both the impact of Latinos in the community as well as the perception that Latinos have of their receiving communities. The study uses ordered probit regression methods to assess the impact of social network use on wellbeing of Latinos and comparatively assess the differential impact of social networks on Latino immigrants' wellbeing due to the type of work that they have, irrespective of the areas in which they live.

► Developing Social Capital: Latino Immigrants in Three Rural Communities in the Midwest

Stephen Jeanetta, University of Missouri - Columbia

The current study employs the sustainable livelihoods strategies model to examine the integration process in three rural communities in Missouri. Community development specialists and rural economists have widely used SLSM, which has evolved since original development in the 1980s. The framework represents the relations among several variables (e.g., human capital, social capital, economic capital) to explain people's livelihoods. This presentation will focus on the development of social capitals among Latino newcomers. Participants were Latino adults, 24 men and 26 women, who resided in one of three rural communities in different areas of the state. Focus groups interviews in Spanish were conducted with males and females separately in each community.

The presentation will describe the categories that emerged from the analyses related to the process by which Latino newcomers build relationships within the community. Specifically, we highlight the common venues for developing relationships and accessing resources within the community. Implication of the findings for community building will be discussed.

► Using Technology to Build Survival Skills Among Latino Migrants

Rubén Martínez, Julian Samora Research Institute, Michigan State University

Latino agricultural migrant workers are marginally incorporated into U.S. society and are in need of assistance in various areas of life. Despite their resilience, this population is characterized by low educational attainment, limited English proficiency and limited knowledge of U.S. institutions. This

project pilot tests the effectiveness of using DVD technology to educate Latino migrants in southwest Michigan about key institutional functions and processes in order to facilitate their integration within U.S. institutions. The following seven videos Experience Education produced in cooperation with University Extension at Iowa State University for this population were used: taxes, employment, healthcare, education, finances, housing and the legal system. The project used a mixed methods approach that includes a 2 x 3 quasi-experimental design and qualitative interviews with participants. Two groups of 35 adults participating in the Summer Migrant Programs at Van Buren Intermediate School District participated in the project in the summer of 2008. The specific aims were to:

- Develop assessment instruments for each of the videos used
- Assess knowledge enhancement among participants
- Compare the level of knowledge increases between native and immigrant migrant workers

Participants significantly increased their knowledge of the topic areas. Results of the project inform ways by which to use television and broadcast technologies to educate Latino migrant workers.

► Empowerment of Latino Immigrants through Farming: A Community Capitals Approach

Diego Thompson, Iowa State University

This paper discusses a beginning local farmer food systems program in Marshalltown, Iowa. Marshalltown Community College has transitioned a 140-acre farm to organic, and as part of its Entrepreneurial and Diversified Agriculture program, offered a course on vegetable and livestock production, farm planning and marketing to a group of Latinos and non-Latinos from January to March 2008. Some will rent plots to grow vegetables and fruits for sale in the summer.

Through in-depth interviews with participants, this paper will assess the extent to which the class, in particular, is contributing to empowerment of the immigrant farmers and the degree to which the program strengthens different capitals at the family and community level.

► Is It a Jungle Out There? Meat Packing, Immigrants and Rural Communities

Georgianne Artz, University of Missouri - Columbia

Over the past 35 years, meat packing plants have moved from urban to rural areas. These plants can represent a significant share of a rural community's employment. As a traditional employer of immigrants, these plants could also alter significantly the demographic composition of a rural community. These changes have led to numerous controversies regarding whether meat packing plants impose social or economic costs on their host communities. This study uses comments culled from various media to identify where there exist sharp differences of opinion on how a local meat packing presence affects language problems, social service expenses, special-needs schooling and the mix of foreign- and native-born citizens. These opinions are used to formulate testable hypotheses regarding the true impact of packing plants on these indicators. The study shows that although meat packing has had some large impacts on the demographic composition of rural communities, the industry has not imposed large costs in the form of increased provision of social services or special-needs schooling.

Youth, Families and Community

► **Latinos of Tomorrow: Reaching Out to Latino Youth in Kansas City Urban Core**

Mario Eraso and LOT members, Kansas City Hispanic Collaborative and Hispanic Chamber of Commerce of Greater Kansas City

The Latinos of Tomorrow is the year-round youth initiative program of the Greater Kansas City Hispanic Collaborative, a 501c3 not-for-profit organization, and sponsored by the Hispanic Chamber of Commerce of Kansas City. Crystal Perez, a Wyandotte High School student, developed the Latinos of Tomorrow as her BizFest Workshop project in 2004.

The mission of the Latinos of Tomorrow is to provide leadership learning opportunities in education advancement, career development and civic involvement through programs or projects. Latinos of Tomorrow is free and open to any high school or college student from the Kansas City metro area. Two major learning objectives of the group are peer-to-peer and adult-to-student mentoring and advising. The learning opportunities are created under one of the five committees of the organization.

The Kansas City community and the Hispanic Chamber of Commerce provide support for Latinos of Tomorrow's students, including mentors, programmers, financial supporters and advisors. The Latinos of Tomorrow's leadership team is made up of a senior adult advisor and two student officers who oversee and coordinate its committees. Each committee is co-chaired by an adult mentor and a student who recruit members and set their objectives. All members of the leadership council must serve on the leadership council; be an active organizational participant; pledge to the organizational code of conduct; attend 75 percent of leadership council meetings; must be able to attend and participate at scheduled LOTS events, programs, and seminars; and volunteer, participate and attend activities sponsored or hosted by the Greater Kansas City Hispanic collaborative and the Hispanic Chamber of Commerce.

The current committees are: BizFest Workshops, Fiesta, Fundraising and Scholarships, Education Programming and "El Congreso" Committee. Meetings are held twice a month on the first and third Saturdays at the Hispanic Chamber of Commerce offices. Latinos of Tomorrow's office is located at the Hispanic Chamber of Commerce of greater Kansas City and is staffed on Fridays. In our presentation, we will overview our programs and discuss a particular event organized by the students under the scholarship committee.

► **Latino Immigrant Preferences for Child Care in Central Illinois**

Diana Rodríguez, University of Illinois at Urbana-Champaign

Like other Midwestern states, Illinois has been experiencing an increase in its immigrant and Latino populations. In 2000, 19.2 percent of the state's population spoke a language other than English at home, versus 17.9 percent nationwide. In 2006, nearly 15 percent of Illinois residents were Latino, and the Latino population increased 69 percent between 1990 and 2000. Much of this growth occurred in the Chicago area, but migration is also occurring into rural areas that have historically been predominately European American.

Research in other Midwestern states has documented that rural immigrant families face multiple challenges. For example, rural communities typically have little infrastructure or formal services to

help immigrant families. Child care services are critical supports to employment stability and economic viability. This presentation will examine child care preferences, use and barriers in a sample of rural Latino immigrants. The presentation draws on data from an ongoing study designed to identify challenges and strengths of Latino immigrant parents in six largely rural counties in Central Illinois. The larger study was designed as a broad-based needs assessment, with a primary focus on issues related to child care and factors that facilitate or hinder community integration.

Respondents are being recruited to participate in face-to-face interviews with a bilingual interviewer; recruitment strategies include directly soliciting at Latino-related events, posting information about the project in businesses and public locations, encouraging service agency referrals and referring participants. The goal is to interview 120 respondents; to date, 50 interviews have been completed. Ninety-five percent of respondents interviewed to date have been mothers. Eighty-eight percent were born in Mexico, and 63 percent report speaking only Spanish. Half of the mothers have fewer than three children; 18 percent have four or more children. Fifty-eight of mothers are employed outside the home.

Respondents were asked about child care preferences and actual use. Mothers provided data for all children, but preliminary analyses focus on the child who was closest to age 5. The top preference for child care was the respondent's spouse at 40.6 percent, although 25.8 percent reported that their child was actually cared for by the spouse. Relatively few respondents, 10 percent, listed a child care center, and 16 percent listed a group home child care as their top preference; in fact, more than one-fifth ranked these arrangements as their least preferred, 21 percent for child care center and 24 percent for group home care, and few indicated that their child was in group care. Eight percent listed a child care center and 6.4 percent listed home care.

Additional analyses will examine whether child care preferences and use differ by community context such as size, parent characteristics such as education or employment and family structure such as number and ages of children. The reasons for various preferences will also be explored. Data from this project will provide information that can be used to improve child care programming for Latino families. The ultimate goal is to create or enhance programs to support the ability of immigrant families to access high-quality child care services.

► Mexican Consulate: Programs and Initiatives for Youth, Families and Communities

Jacob Prado, Mexican Consulate, Kansas City

The Consulate of Mexico in Kansas City has jurisdiction of a region that includes the states of Kansas, Missouri and the western part of Oklahoma. Mobile Consulate teams, Binational Health Week events and the implementation of “Ventanillas de Salud” are some of the initiatives you will learn about in this session. This presentation aims to inform participants of the services offered in this region, such as consular protection for Mexican citizens, official documents issuance and visas as well as educational, cultural and health programs for youth, students, families and communities. Consul Prado will also focus on the Institute for Mexicans Abroad (IME) and its current services. The IME is the institution responsible for promoting the relations between Mexico and its diaspora. The Ministry of Foreign Affairs supports IME initiatives that operate throughout Mexican embassies and consulates. In the United States and Canada, IME has personnel in charge of promoting and implementing programs designed to increase the standards of living and understanding of Mexicans abroad. Community representatives, leaders and other interested in learning more about the services and programs offered by the Mexican Consulate should attend this workshop.

► **Familias En Accion: Violence Prevention Project**

Maithe Enriquez, University of Missouri - Kansas City

Violence is an important health and societal problem for the Hispanic population. This presentation outlines the development, feasibility and outcomes of a violence prevention intervention program entitled Familias En Accion. Nurse researchers formed a partnership with a group of faculty at a charter high school representative of the population that the intervention was intended to reach using methods derived from participatory action research. The intervention program is based in the Jovenes Noble curriculum: a character-building program with emphasis on Hispanic culture. Students received the program once weekly for 45 minutes during school hours. Support and feedback for the program from faculty, parents and students has been extremely positive. Pre- and post-program evaluation indicated that ethnic pride and cultural values were associated with higher levels of motivation and self-esteem. Attitudes about violence changed from pre- to post-intervention in the clinically desirable direction. Results indicated that intervention delivery was feasible in the high school setting. This intervention has promise as strategy to prevent violence in the Hispanic community, but a controlled study is indicated to further examine intervention efficacy.

► **Perceptions of Community Climate Among Latino Immigrants in Three Rural Communities in the Midwest**

Lisa Flores, University of Missouri - Columbia

The current study is part of a large-scale project that is examining the strategies that newcomers use to accumulate assets, minimize vulnerabilities, and to integrate into their communities. Using focus group data, this presentation will focus on the context of reception experienced by these newcomers in the communities where they settled. Participants were Latino adults (n = 50; 24 men, 26 women) who resided in one of three rural communities in different areas of the state. Focus groups interviews in Spanish were conducted with males and females separately in each community. The presentation will describe the following themes: perceptions of the community climate and experiences with racism. The appeal of the host community and the community reception will be described, and participants' experiences with overt and covert racism will be highlighted. Implication of the findings for interventions and improving the context of reception for newcomers will be discussed.

► **Stop the Cycle of Domestic Violence**

Elena Morales, Mujeres Unidas Saliendo Adelante (MUSA), El Centro Inc., Kansas City, Kan.

Through the eyes and lives of Mujeres Unidas Saliendo Adelante, domestic violence survivors, you will experience the effects and the journey that lead to breaking the cycle of violence and abuse that was destroying their families. The MUSA group formed in 2002 as part of El Centro, Inc. Si, Se Puede! This program is for battered Latina immigrant victims and survivors. It provides participants the opportunity to heal from the effects of violence and to experience mutual support in a culturally and linguistically acceptable setting.

► **Finding and Supporting Waldo: Report on a Demonstrative Project**

Alejandra Gudiño, University of Missouri- Extension

This presentation report on the outcome of an ongoing pilot project the U.S. Department of Health and Human Services' Healthy Marriage Initiative sponsored. The program goal is to serve the low-income

Hispanic population in 8 mid-Missouri counties. The Connecting for Children program provides marriage and relationship education to English- and Spanish-speaking families in Mid-Missouri through couples and singles weekend retreats and Saturday sessions. This presentation will focus on the Spanish-speaking population served by the program. Within a six month period Hispanics families were recruited and participated in a weekend retreat. Our Hispanic recruitment efforts accounted for 40 percent of all couples, both English and Spanish-speaking, recruited for the first year of the project. The two main goals are to present the strategies used to overcome the difficulties associated with recruiting immigrant Latino couples and to emphasize the need for formal and informal social support networks as viable options to overcome isolation for these Latino families.

► Connecting for Families: Healthy Relationship Programming for Low-Resource Latino Families

Kim Allen, University of Missouri - Extension

Latino families face significant barriers that make lasting relationships difficult to sustain. Stressors such as finding and maintaining employment with high enough pay to make ends meet and dealing with language barriers could make it difficult for families to maintain healthy communication and problem solving. It can also be difficult for service providers to create and deliver programs to Latino populations because of the differences in language and culture. University of Missouri Extension's Connecting for Families program has identified a number of effective recruitment strategies and innovative learning opportunities for Latino families. Working with Latino families presents many barriers. The primary barrier in relationship education is in understanding the unique implications of the culture surrounding the experience of acculturation. Although many curricula exist to provide families with healthy relationship and healthy marriage education, often the teaching materials, the format and the facilitators need adaptation to successfully work with a Latino audience. This workshop will focus on one program and set of materials for use with Latino families with small children. Participants will begin with an overview of the CFF program. Workshop participants will gain knowledge of the hidden rules of recruitment and learn how to adapt the work they are currently doing to better serve Latino audiences.

Objectives

- Participants will be given an overview of the Connecting for Families program
- Participants will gain knowledge of providing relationship education to Latino families
- Participants will learn how to better recruit and train Latino families

► Coping Across Cultural Context

Hung Chiao, University of Missouri - Columbia

Acculturation has been identified as an important construct to describe the psychological experiences of immigrants when they transition from their country of origin to a new environment (Berry, 1991; Heine, & Lehman, 2004; Kosic, & Kruglanski, 2004). In addition, the literature documented the various strategies first- and second-generation immigrants employ to cope with acculturative stresses such as language barriers, cultural adjustments and identities (Berger, 2004; Colomba, Santiago, & Rosselo, 1999; Marlin, 1993; Mathews, 1994). However, psychologists rarely assess and consider the immigrants' coping skills and efficacy acquired from their home culture and primarily focus on the deficits of immigrants such as their lack of culturally appropriate coping in the new context.

Hsieh, Chiao, Heppner, and Zhao (2008) proposed the Coping across Cultural Context model with the aim to better understand people's coping approaches in the context of cross-cultural transitions. The model provides a new conceptualization of immigrants' experiences by highlighting the importance to investigate immigrants' previously learned coping skills, newly acquired coping skills and the match of coping strategies and cultural contexts. The model offers service providers an in-depth and strength-based understanding of the experiences of immigrants. This presentation will demonstrate the model and its implications for mental health professionals and service providers when working with immigrant populations.

► The Role of Culture in Raising Children

Carol Mertensmeyer, University of Missouri - Columbia

One in five U.S. children has immigrant parents, and children of immigrant parents are the fastest growing section of the youth population. The circumstances and experiences of the immigrant population have varied, but studies have shown that parents share the same ideals for their children. They want them to be healthy and to possess the positive values respected by their own culture.

We understand culture is a dynamic, multi-faceted construct that is not just ethnicity or race. The concept of culture has grown in a direction that can support our quest to better understand a child's life and parenting and help us build a bridge between Latino families and services providers. Understanding the role culture plays in shaping these goals will help services providers and practitioners relate and communicate with the families they work with.

Increased globalization and migration intensifies the need to understand cultural variations in family dynamics and their impact on parenting. Everyone has culturally-based experiences, and parenting, family dynamics and children's development within all families are shaped by culturally-based beliefs and practices. However, few theories account for these experiences.

The parent-child relationship is at the heart of the ecological contextual view. We can no longer assume that developmental theories are culture-free. The role of ecological influences on family dynamics and children's development has become clear. Process must be viewed and understood in the context of economic, cultural, community and historical factors. This paper summarizes key findings in the literature review and offers resources for practitioners and services providers to address the needs of a growing and diverse population.

Health

► Ozark Regional Alliance Informational Video Series Pilot Project

Wayne Dietrich & Jinny Hopp, University of Missouri Extension

Goal: To provide information on the importance of nutritious food choices, good hygiene and physical activity as important parts of a family's healthy lifestyle.

Target audience: Spanish-speaking mothers living in southwest Missouri.

Method: Information will be presented in a 6-10 minute DVD using Latino actors in a scenario in which a Spanish-speaking mother and her adult sister are fixing a meal for her family. They converse about healthy food choices and how to keep the kitchen clean. Dad and the child enter the home and wash their hands before eating. The meal is shared and enjoyed by all. Dad and child exit the home to go play soccer outside together.

Need:

- More children are becoming overweight, and those who are becoming overweight are becoming increasingly heavy (CDC, Youth Risk Behavior Surveillance System, 2003)
- Black and Hispanic children are more likely to be overweight than white children (CDC, Youth Risk Behavior Surveillance System, 2003)
- A 2003 national study of high school students showed that 16.8 percent of Hispanics were overweight, compared to 12.2 percent of whites (CDC, Youth Risk Behavior Surveillance System, 2003)
- Data on the percentage of overweight Hispanic youth shows Missouri in the 21.1 – 30.0 percent range, one of the two highest states in the 30-state study (CDC, Youth Risk Behavior Surveillance System, 2003)
- Among the nation's school-age population, African American and Hispanic children and adolescents are specifically at risk for obesity (The Journal of School Nursing, Vol 21, No 2, 86-93, 2005)
- African American and Hispanic children are most likely to be overweight (Missouri Department of Health and Senior Services, Obesity State)
- Overweight children are more likely to be obese adults (Missouri Department of Health and Senior Services, Obesity State)
- Less than 20 percent of Missouri adults and fewer than 25 percent of Missouri high school students eat the recommended servings of fruits and vegetables (Missouri Department of Health and Senior Services, Obesity State)
- A national sample of 3-year-olds from urban, low-income families revealed that 35 percent of the children were overweight or obese, and Hispanic children were twice as likely as either African American or white children to be overweight or obese (American Journal of Public Health, Racial and ethnic differentials in overweight and obesity among 3-year old children,97:298-305, 2007)
- Hispanic children and those with obese mothers are especially at risk (American Journal of Public Health, Racial and ethnic differentials in overweight and obesity among 3-year old children,97:298-305, 2007)

► A Community-based Participatory Approach to Tobacco Cessation Research with Rural Minnesota Latino Communities

Alyssa Banks, Hispanic Advocacy and Community Empowerment through Research, Minneapolis

This tobacco cessation research project will be a case example for a discussion on the costs and benefits, capacity building and engagement in health-related community-based participatory research.

Topics for discussion will include developing an asset-oriented framework, defining subgroup populations and examining challenges and lessons learned when conducting CBPR with rural Latino communities.

Much of the research on tobacco cessation in Minnesota treats the Latino population as broad, homogenous groups. The rates of current tobacco use differ significantly between certain subgroups in the Latino population, but because these subgroups are so broadly defined, understanding true prevalence is difficult. Although efforts have been made to tailor tobacco cessation interventions to Latinos, little has been done to identify how targeting specific Latino subgroups could improve the success of these interventions in Minnesota.

This research project is particularly important because of its CBPR methodology and approach and strong alignment with OMMH values and mission to work with communities to build capacity and identify and support the assets that serve as protective factors against tobacco use. Our findings indicate

that tobacco consumption and use differs among the four different Latino populations, and further research must be done to understand the extent and depth of these subgroup differences. Additionally, we will discuss some of the principal challenges and lessons learned through community and academic partnerships, the facilitators and barriers to capacity building with community and academic partners and development of partnership and areas for future research.

► Building Capacity in Rural Latino Communities to Address Health Disparities

Benjamin Mueller, National Center for Rural Health Professions, University of Illinois College of Medicine at Rockford, Ill.

The NCRHP has been engaged in community health action research projects over the past five years. Initially supported by a four-year, \$6.4 million grant from the National Institutes of Health and currently by the Centers for Disease Control and Prevention, the NCRHP has used a community-based participatory action research approach to address health disparities among Hispanic residents in 10 Illinois communities.

The current CDC project at NCRHP addresses the issues of mental health, physical health and chronic disease as it relates to acculturation among Hispanic immigrants in five rural Illinois communities. We will describe the stages of the CBPR approach and give data and results from the NIH project. Preliminary results from the assessment stage and a description of the mini-grant projects of the implementation stage of the current CDC project will be shared. We will describe examples of capacity building and community dissemination that are embedded throughout the partnership formation, assessment, implementation and evaluation stages of CBPAR. Although data collection is limited in scope, discussion will focus on how communities use this research model to develop strategies to address health disparities among their underserved, primarily Latino populations.

► The Half-empty Glass: Exploring the Value of State-Level Data on Hispanic Health Disparities

Ryan Barker, Missouri Foundation for Health, St. Louis

In 2005, the Missouri Foundation for Health engaged the Bureau of Health Informatics at the Department of Health and Senior Services to assemble data in an effort to document health disparities among the state's Hispanic population. This publication presented the first health indicator data for Missouri's Hispanic residents and compared data to both whites and African-Americans in the state. In early 2009, the Foundation released an update to the 2005 baseline report. This presentation will explore the updated data as well as the trends in health indicators since the original report. The discussion will illustrate where progress has been made in reducing disparities and which challenges lie ahead.

Furthermore, this session will examine the strengths and limitations of state-level data in working to eliminate Hispanic health disparities. How much can statewide data tell us about this diverse population? Who is left out of the data? What are the uses of data from this perspective?

State-level data offers us a partial glimpse of where Hispanic health indicators stand in Missouri. How can this data encourage continued and expanded collection and analysis of health status data for this population? Can this data provide a jumping-off point for programs seeking to reduce Hispanic health disparities? The answers to these questions will be explored and discussed during this session, which will delve into the value of state-level disparities data.

► La Clínica: Tu hogar médico

Mary Ann Cook, La Clínica, St. Louis

La Clinica is a not-for-profit health care organization serving Latinos and other immigrants in St. Louis. The clinic was designed around the medical model with a focus on treating disease. The clinic is being restructured as a health home that focuses less on disease and more on supporting clients in managing their own and their families' health and well-being. The current emphasis is on health literacy and self-management. The health home model is effective with Latino clients because it acknowledges the importance of family and relationship for healthy communities. This paper will report on the process of changing from a disease-centered model to a health home, including staffing and supplies needed, client and provider satisfaction and client health outcomes, including cost of care and return on investment.

► Promotoras de Salud: A Community-based Approach to Health Literacy in Boone County, Mo.

Sandra Zapata, Gabriela Rentería and Eduardo Crespi, Centro Latino, Columbia
Stephen Jeanetta, University of Missouri - Columbia

Newcomers to the United States undergo many changes in habits and customs when they arrive that make them more vulnerable to different problems such as obesity, diabetes, STDs and HIV, medication errors and a host of others. This is due to limited English proficiency and lack of access to quality information that they can understand and use in ways that improve their lifestyles. In addition, effectively navigating the health care system is a challenge for many Latinos, not only because of language barriers but also because of socioeconomic factors. Although Latinos make up 14 percent of the population, more than twice as many are uninsured compared to the general population. Latinos are nearly three times less likely to have a consistent source of medical care and are one and one-half times more likely to use the hospital emergency room as a primary source of care compared to the general population.

Promotoras de Salud, community health workers, is a social intervention model that promotes health literacy based on the development of partnerships between providers of health care services and community members. The Promotoras de Salud program provides a bridge between the providers of health care services and the targeted Latino community. The Promotoras de Salud program primarily serve working class, low-income immigrants from Mexico and Central America. They are bilingual, trusted members of the target community with access to those who need the services. They work through Centro Latino, a trusted resource in the Latino community, and collaborate with a range of healthcare providers and community educators to develop health literacy resources, provide a framework for accessing resources and link to health services.

The program includes resource development and training in 10 key areas, which creates linkages between the target community and community resources through the Promotoras. Training modules developed around the key program areas will not only create a support system for the Promotoras so they can construct an effective bridge between Latinos and community resources but will also be available for the entire community to use.

The Promotoras de Salud project is comprised of three main components:

- Developing resources and training
- Linking to community resources
- Developing a support system

Ten program areas are health literacy and medical interpreting, HIV education and prevention, healthy lifestyles and obesity prevention, family planning, diabetes testing and education, Medline Plus, Latino

Link, Parent Link, social work and mental health and public speaking and outreach planning.

► Sexual Health in Latino Adolescents

Kim Allen, Center on Adolescent Sexuality, Pregnancy and Parenting, University of Missouri- Extension

The need to address the issues of sexual health for adolescents is growing. Currently, teens account for 34 percent of new HIV cases and in the Latino population, the rate of teen pregnancy is on the rise. To ameliorate the negative effects of adolescent sexuality, parents, educators and community agencies must collaborate to reach youth where they are. Collaboration not only promotes shared knowledge but also aids in offering a consistent message to youth and improves efficiency and effectiveness. This presentation will review the trends of sexual health and provide information on proven techniques and evidence-based practices in the Latino population. Since it takes a village to raise a child, this presentation will provide participants a time to share information about collaborative efforts underway in their communities as well as time to brainstorm on what more we can do to help our youth improve their sexual health.

Objectives

- Increase understanding of the research on sexual decision-making among Latino youth
- Increase knowledge of evidence-based prevention and intervention strategies that work for Latino youth
- Increased knowledge on collaboration

► Missouri Telehealth Interpretation Project (MOTIP)

Nikki Lopresti, Language Access Metro Project (LAMP), St. Louis

Nick Butler, Center for Health Policy, University of Missouri - Columbia

A consistent body of research points to the extent of language barriers in health care settings and its implications for health. These barriers have led to decreased access to health care, diminished patient comprehension and decreased patient satisfaction for limited English proficient patients. These barriers have also compromised the quality of care due to misdiagnosing and have increased costs and inefficiencies in the health care system due to unnecessary testing because of a lack of a proper medical history.

The number of resources for professionally trained medical interpreters in the state of Missouri is limited, especially in the rural areas. The availability, scheduling and quality of interpreters are major issues for many primary care clinics, especially those sites without staff interpreters. Few hospitals and clinics have their own interpreters, so most health care providers look to outside agencies that have a pool of interpreters available for multiple locations. LAMP and Language Links are two such agencies in St. Louis, and JVS is another in Kansas City. However, professionally-trained interpreters available in Missouri's smaller towns are lacking.

By using the Missouri Telehealth Network that is already in place throughout the state, LAMP will implement the Missouri Telehealth Interpretation Project to provide interpreters to patients who do not speak English, in a confidential manner, who might not otherwise have access to an on-site interpreter. Not only will LAMP be able to provide trained medical interpretation for each appointment, but we will also confirm each appointment with the LEP patients and the health care facilities to reduce the amount of needless charges and fees associated with patient no-shows and late cancellations.

We hope to show the telehealth providers the advantages of having professionally-trained medical interpreters for their LEP patients, and that specifically we will be improving their communication levels by eliminating the language and cultural barriers. In addition, by using trained medical interpreters, providers will decrease their overall costs by eliminating unnecessary testing. More importantly, the

medical interpreters will help to improve the health literacy rates of the LEP patients by facilitating their communication and understanding of the English-speaking providers.

By having interpreters at their disposal, free of charge for two years, the health care providers will be able to give linguistically and culturally competent care to their LEP patients. This will allow the providers to follow not only the National Standards for Culturally and Linguistically Appropriate Services in Health Care, but also Title VI, the federal regulation regarding the provision of interpreters for LEP persons. And as word spreads, more and more LEP patients will gain access to health care as well. After the initial two-year, grant-funded period ends, continued use of medically trained interpreters will help sustain the telehealth network as well as increase future revenue streams for LAMP.

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Civil Rights

► U.S. Race Politics: Learning from the African American Experience

Kenneth M. Burke, Washington University, St. Louis

This research details three markers in the history of race and ethnic relations through a theoretical lens that addresses them from an African American perspective to illustrate what Latin Americans can learn from the experiences of blacks in American politics. The three markers include Chief Justice Taney's decision in Dred Scott (1857), the Supreme Court's decision in Regents of the University of California v. Bakke (1978) and Harold Washington's Chicago Mayoral Campaign in 1983. These events offer a critique and praxis of pluralism in traditional political theory and do shape the political landscape for race and ethnicity. Where they offer perspectives for racial and ethnic minorities in the United States to learn from, Latin Americans in particular, given controversies surrounding recent immigration patterns, can gain from knowledge and the analysis of the events. Likewise, the African American community can gain from Latin American perspectives. Through shared, periphery frames of reference, the brief history, and the environment surrounding the markers, in advancing a common ground from a critique of traditional political theory, the research thus provides direction for theory development that respects the value of pluralism despite its failures from theory into practice.

► National Origin Discrimination Prevention

Alisa Warren, Adolfo Castillo, Missouri Commission on Human Rights

The workshop will include a description of how to file a complaint of discrimination with the Missouri Commission on Human Rights.

Participants will:

- Learn what is legal immigration
- Learn what is illegal immigration
- Learn what national origin or ancestry discrimination is under the Missouri Human Rights Act and get guidance regarding the many issues involving national origin or ancestry discrimination

► HB1549 - Missouri's New Immigration Law

Jennifer Rafanan, Missouri Immigrant & Refugee Advocates (MIRA)

Missouri Immigrant & Refugee Advocates and the Human Rights Task Force of the Missouri Association for Social Welfare co-authored an analysis of Missouri's new immigration law HB1549. The law deals with many topics including employer sanctions, sanctuary cities, public benefits and law enforcement. MIRA and MASW wanted to create a useful tool for organizations, individuals and service providers as they try to navigate the new law. In addition, this workshop will provide background information on the policy considerations and political situation that led to this new law as well as how the new law is affecting the immigrant community in Missouri and what measures are being taken to preserve the human and civil rights of immigrants.

► Representation of Immigrants and Other Social Actors in a Missouri Newspaper: A Linguistic Analysis

Kathleen Tacelosky, William Jewell College, Liberty, Mo.

Each summer hundreds of migrants, the majority of whom were born in Spanish-speaking countries, arrive in Lafayette County (Missouri) to work on the apple orchards in the towns of Lexington, Waverly, Dover and Wellington. Their contact with local townspersons is minimal, but their presence is known. How might local townspersons views of immigrants be formed when contact and communication is limited? One possible answer is the local newspaper.

This study examines the “representation of the social practice of immigration” (Leeuwen 2008: 28) as conveyed by The Lexington News, a newspaper with 2,000 subscribers, according to personal phone contact with the Lexington News Jan. 23, 2008, in a town with a population of 4,536 persons (City-data.com). Because the media not only report but also shape discourse in large part by linguistic means, examining word choice, word order, grammatical roles and other linguistics elements can reveal ideologies not evident in a more perfunctory reading.

A few months before the migrants arrived in the summer of 2008 for the fall apple season, the Lexington News published an article that reported on a “raid of a residence,” which resulted in the deportation of six men. Subsequently, seven articles or editorials related to the incident were published. How social actors are represented in the newspaper articles and the influence that might have on public perception is the topic of this study.

Although all of the people involved in the event are social actors, this analysis revealed that the way they are represented in the discourse varies. For example, people in positions of power, e.g. the police chief and the city administrator are given primacy by being called by name, given the grammatical role of agent, etc. Van Leeuwen calls this process “activation” (2008: 33). Note the actor in this following example: No charges in the case have been filed by the U.S. District attorney.

By contrast the immigrants are “passivated” (van Leeuwen 2008: 33) by a variety of strategies, including when they are the grammatical subject. Note the following example: Six Hispanic males were taken into custody by the ICE. The grammatical assignment of the “six Hispanic males” serves to put them in a marginal place of being acted upon. Of further interest is the adjectival use of “Hispanic” to describe the men taken into custody while no reference is made to the ethnicity of the ICE officers.

The results of the analysis consequences of the representation of social actors are presented. In spite of claims to the contrary, newspapers and other media do not present neutral versions of reality or even influence only individual readers but shape public discourse in sometimes subtle, but powerful, ways. Consequently, how individuals and groups perceive and treat one another might be affected, which in

turn could influence how well immigrants are able to integrate into communities. The result could be detrimental to both immigrants and native residents of Missouri.

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► Putting ICE on Ice: Immigration and Customs Enforcement Raids in Marshalltown and Postville, Iowa — Impacts and Disaster Preparedness

*Jan L. Flora, Cornelia B. Flora, and Claudia Prado-Meza, Iowa State University
A representative from the Raids Preparedness Committee, Marshalltown, Iowa*

The purpose of this research is to assess the effects on the community of Marshalltown of the December 12, 2006, Immigration and Customs enforcement raid on Swift and Company packing plant. We used the community capitals framework to examine the effects on social, human, cultural, political and financial capital. We collected data through structured key informant interviews, a focus group with families of persons detained or deported in the raid and secondary sources such as local newspapers, government agencies, U.S. Census Bureau and administrative data. Results indicate that bridging social capital between Latinos and non-Latinos was dealt a serious blow because of the raid, but Latinos increased their bonding social capital and strengthened political capital by stopping the police chief's proposal to empower local law enforcement authorities to turn persons suspected of being undocumented to ICE.

Short-term negative effects on financial capital occurred as Latino businesses lost customers, houses were foreclosed on and people lost jobs. The turnover rate at the packing plant tripled, and six months after the raid still was substantially higher than before. The effect on cultural capital was negative as discrimination and prejudice rose because the raid gave license to persons with strong anti-immigrant, anti-Latino feelings, at least for a time. We will contrast the Marshalltown and Postville raids.

► Patria Grande: The Case for an Open-Door Homeland in Argentina

Domingo Martínez, University of Missouri - Columbia

The migration of peoples across borders or to nearby countries is a common phenomenon in the history of all continents and ages, and it has always offered opportunities for growth. Alternatively, it has also posted challenges to newcomers, residents and government of the host society. Migration today is happening at a global scale and apparently faster than at any other time in history.

Countries and societies react differently to the migratory phenomenon, and that is especially true in the Americas, where intense flows of people happen across most borders. This presentation will describe the regional immigration situation in modern Argentina and examine the philosophy and policy conceptualization behind the Patria Grande law and program, which is designed to expedite the regularization of all unauthorized immigrants to Argentina. It also facilitates the settlement of new immigrants from other countries in South America.

The Argentinean conception and solution to the presence of unauthorized immigrants contrast diametrically with the most recent approach of both the European Union and the United States, for which enforcement and deportation are the main official and, by most accounts, ineffective, policies.