



Thirteenth Annual Conference

***Latinos in the Heartland:
Growing Together in New
Destination Areas***

**CONFERENCE ABSTRACTS
(DRAFT)**

This draft document is intended for the convenience and exclusive use of conference participants. Abstracts will be published in the book of Proceedings.

Abstracts are listed by the first author's last name.

Economic Integration of Immigrant Populations: The Latino/a Experience in Des Moines, Iowa
Johnny Alcívar Zúñiga, Iowa State University

Iowa has become a new gateway destination for Latinos/as, demonstrated by a five-fold increase in the Latino/a population in the state since the 1990s. The Latino/a population has become the largest minority group in Iowa and the state has benefited from the influx of this population given existing demographic trends that include brain drain, aging populations, and shrinking communities. This growth has led to the development of Latino/a entrepreneurship and businesses, creating commercial niches with high potential for economic development and revitalization in Iowan communities. However, the distribution of Latinos/as in the labor force remains concentrated in low-wage sectors of the economy. The lack of state and federal involvement to facilitate the economic integration of Latinos/as in the receiving communities partially explains this concentration. In order to overcome the public sector non-action status, the efforts to promote economic integration is shifting to nongovernmental organizations (NGOs). Using a context of reception framework, which refers to the existing modes of integration at the receiving locations, my research will specifically study the formal nongovernmental actors that contribute to the integration of Latinos/as in the City of Des Moines.

The Latino/a population continues to grow in the largest city and capital of the State of Iowa, and a few facts remain unclear with regards to the role of NGOs in the economic integration efforts of Latinos/as, including: 1) whether or not there is a network of support created by the local actors involved; and 2) what type of effects this network has on the economic integration of the Latino/a population. I define economic integration efforts as services and opportunities that contribute to the multi-sector mobility of the Latino/a labor force in the host labor market. Within this context, the main objectives of my project are 1) to examine the existence of a potential network of support in Des Moines (i.e., nongovernmental organization, important actors); 2) examine what the actors involved do (i.e. service provision) and how they do it; 3) understand the target clientele and requirements for service; and 4) analyze their performance in assisting the economic integration of Latinos/as. A qualitative approach will be used in order to answer these prerogatives. My ultimate goal is to propose recommendations to minimize obstacles that may exist for the Latino/a population and enhance opportunities for future Latino/a economic integration. I believe that the results of my project will bring awareness to the need for additional support for NGOs, as well as the inclusion of culturally sensible planning efforts, to accomplish the economic integration of immigrant populations in new gateway destinations.

In Their Shoes: Improving Relationships and Communications through Understanding One Another

Debra J. Bolton, Kansas State University Extension

Have you ever heard these statements? 'They're not like us.' 'They don't have our values.' 'We invited them, but they're not interested, so they don't come.' 'They just don't care about doing better.' You may recognize these comparisons as judgment statements. Why are such statements made? Is there a lack of understanding? Do you recognize fear in any of the statements? Perhaps we fear what we do not understand. Do we interact with those we fear or do not understand? How do we break down barriers of fear and misunderstanding? First of all, a genuine desire to learn has to be innate. No one can demand, require, or force you to be interested in interacting with someone from different origins than your own. What if you wanted to reach out to someone from a different culture with educational materials or in a business prospect? With rapid population changes in the United States, as well as around the world, we have seen the importance of breaking down cultural

barriers that impede interpersonal communication and trusting relationships. Yes, it seems easy enough to simply avoid anyone whom you think to be different, but it is not practical in education, service, business arenas, or in any cohesive community setting. Humans do not function in isolation. Isolation is rarely beneficial to healthful or peaceful outcomes.

Since countries grow daily in ethnic and cultural diversity, now may be the time to learn some steps 'cultural pluralism'. Often called integration or multi-culturalism, cultural pluralism is a blending of distinct populations in communities. Research and best practice suggest some preliminary actions for reaching families and individuals not living in mainstream cultures. Primarily, there must be an understanding of one's own cultural patterns and personal bias. This begins the steps toward the comprehension of other cultural customs and paves the way for cross-cultural communication. The purpose of this workshop is to bring participants closer to clearly defining and understanding cultural patterns, learning how cultural patterns can impede the communication process, and introducing ways to improve comfort levels in building cross-cultural relationships.

A Qualitative Exploration of Muslim Women's Perspectives in Access to Health Care in the United States

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In 2013, the American Academy of Pediatrics sponsored community-based outreach, surveys, key informant interviews and focus groups to assess access to medical home, healthy eating, and physical activity among diverse faith communities in Columbia, MO. Preliminary data suggested that the Muslim community, and in particular Muslim women, in Columbia face several barriers in accessing appropriate healthcare services.

Objectives: The purpose of this follow-up research was to gain better understanding of the perceptions and barriers experienced by the immigrant Muslim women in Columbia, Missouri in accessing proper healthcare services.

Methods: A qualitative methodology was used to collect in-depth information from the immigrant Muslim women in Columbia, Missouri. Interview questions about experiences with healthcare related services in the U.S were developed. The topics of these questions included: the availability of healthcare provider, past experiences and future plans for dealing with health issues, communication with the healthcare team and other cultural issues in health faced specifically by Muslim women. Using the snowball sampling technique, 29 Muslim women were interviewed; and demographic information was collected from the women. Qualitative data analysis was guided by grounded theory. After the data was collected, the recurrent themes were identified, and grouped into three major categories so that they could be further analyzed.

Results: Three major themes emerged from all Muslim women's interviews: access to healthcare, cultural competence around delivery of care, and the health literacy. Access to health care was the main problem among most of the participants. It was attributed to lack of information about services like; urgent care clinics, services provided through department of health or family health centers, access to an interpreter, and financial aid. All participants described their need for culturally competent healthcare providers that would make Muslim patients comfortable in all healthcare settings, along with enhancing the delivery of health services, treatment and preventive care. Health literacy was low among most of the participants. Participants were in need for more information about the role of the family physicians, nurse practitioner, and particularly services for

women and children. Moreover, awareness about patients' right to confidentiality, changing providers, seeking second opinion, and refusing treatment or procedure was lacking.

Conclusion: This qualitative research project displays that the immigrant Muslim women in Columbia, Missouri face several barriers in accessing health related services in the USA. Through this exploratory study, we were able to determine a number of key issues that influenced the Muslim women's experiences in dealing with their health problems. Lack of information about the health care system, cultural competence around the care delivery, and health literacy were the major barriers highlighted in this study.

4-H Youth Futures College within Reach

Alison Copeland, 4-H, University of Missouri Extension

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The 4-H Youth Futures College Within Reach Program, developed by the University of Missouri Extension/4-H Center for Youth Development and Lincoln University Cooperative Extension, promotes college as an attainable goal for high school youth who are not typically encouraged to attend college, such as first-generation college students. 4-H Youth Futures is an extensive college orientation program that includes on-going local mentoring and a college orientation conference on the University of Missouri (MU) and Lincoln University (LU) campuses. The goal of the program is to help underserved youth go to college and stay in college. The program has been on-going since 2002 and each year targets 100 high school youth that meet the following criteria: the student must be engaged in an MU or LU Extension/4-H program and they must be a current high school student that has completed at least the 9th grade. In addition, the conference specifically targets youth that: have financial needs, may be a first-generation college student, and/or need assistance in understanding the steps to be successful in college. The MU and LU Extension/4-H Youth Development staff and volunteers plan and implement the program each year. Extension staff members and volunteers market the program by talking individually with youth and parents currently involved in Extension programs in St. Louis, Kansas City, Sikeston and the mid-Missouri area (Columbia and Jefferson City).

Mentoring: LU and MU Extension/4-H staff members and volunteers serve as mentors to youth to provide a continuous support system as they prepare for college. Mentors have contact with youth at least quarterly to discuss college preparation (i.e., grades, study skills, applications and scholarship forms, ACT tests, etc.).

Conference: Each year the Youth Futures Conference helps youth learn about academic programs, student life activities, and college survival skills. Participants also learn about financial assistance and receive resources and information regarding campus life and college attendance. Residing in college dorms, attending workshops, and participating in MU, LU, and community activities provides youths the experiences they need to prepare for and be successful in college. In addition, a practice ACT test is administered to prepare youth for this important step toward college enrollment. If a mentor determines it is warranted and valuable, some youth attend the conference more than one time. Returning youth participate in a specialized track that offers advanced workshops and builds on earlier conference experiences. Once enrolled in the Youth Futures program, participant preparation for college (ACT preparation, completing college and scholarship applications, enrolling in college, etc.) is tracked each year. Yearly progress is tracked from the time youth attend the conference for the first time until they either graduate from college or four

years after high school graduation. This presentation will feature the 4-H Youth Futures Latino club in Columbia and Kansas City, MO and focus on program activities that promote collegiate behaviors of Latino youth.

Promotoras de Salud Health Literacy Program: A Community-Based Approach to Health Literacy in the State of Missouri. Phase 2.

Eduardo Crespi, Centro Latino de Salud, Columbia, Missouri

Promotoras de Salud, which translates as 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 and non-Latino community. The Promotoras de Salud primarily serve working class, low-income immigrants, they are bilingual, trusted members of the target community with access to those who need the services. They work through Centro Latino de Salud, a trusted resource in the community, and collaborate with a range of healthcare providers and community educators to develop health literacy resources, provide a framework for accessing resources and a link to health services. The expansion of the Promotoras de Salud program is focused on developing a statewide network of communities and organizations with an interest in utilizing their capacity to address health literacy using the Promotoras model. The program was adapted to work with the African American community in the Columbia neighborhood where the Promotoras de Salud program is located. The program will expand its capacity to do outreach in the community by testing some additional methods for addressing health literacy using the Promotoras Model. All of these strategies build on the original 10 themes and educational modules developed by Promotoras de Salud: diabetes, obesity, HIV prevention, family planning, dental health, AskMe3, stress reduction, Parent Link, Medline Plus, and cholesterol. The Promotoras de Salud Health Literacy project Phase 2 is comprised of three main components: 1. Adapt and outreach to African Americans. 2. Establish the Kids in the Kitchen and Conversation and Food programs as a strategy to prevent obesity and diabetes. 3. Expand and replicate the program to other Counties in the State of Missouri.

Chronological development of the PDS program

2008 Promotoras de Salud curriculum design:

2009-2011 Implementation of the Promotoras de Salud Health Literacy program:

Phase 1. Partners: Curators of the University of Missouri Columbia, through the Cambio Center, Health Literacy of Missouri, MU Extension and Missouri Foundation for Health.

2012-2014 Expansion of the Promotoras de Salud Health Literacy program.

Phase 2. Partners: Boone County Health Department in Columbia, ACCESS Family Care with clinics in Joplin, Neosho, Anderson and Cassville, located in Newton and Jasper counties and the Cole County Health Department in Jefferson City. The barriers to Health Literacy are present within the communities and they need to be addressed at the community level. Centro Latino developed a model of Promotoras de Salud that does address Health Literacy at the community level serving the most vulnerable population and empowering the general public to access reliable health information to make informed decisions about their health needs.

St. Louis Mosaic Project: Best Practice Approach to Welcoming and Integrating Immigrants

Anna Crosslin, International Institute of St. Louis

Betsy Cohen, St. Louis Mosaic Project

Attracting and retaining immigrants has become a key strategy in St. Louis' mission to remain prosperous. In fact, the Greater St. Louis region wants to become the fastest growing U.S. metropolitan area for immigration by 2020. 'Immigrants bring work skills, add to our neighborhoods, pay taxes and buy goods in our region. And, we need new residents to add to our own multicultural perspectives, so our regional enterprises can compete effectively in the widening global market,' said Mayor Francis Slay (National Welcoming Week). To realize its vision for St. Louis' future prosperity, the city looked for strong initiatives that could both attract immigrants to St. Louis and retain those who are already here. To ensure its success, first steps included engaging a powerful cross-section of city leaders and local stakeholders to help put good ideas into practice. Under the leadership of the Mayor's Office, the St. Louis County Executive and the St. Louis Regional Chamber, steered by the International Institute of St. Louis, this enterprising coalition would work together to build a broad consensus across the whole community. Enter the St. Louis Mosaic Project. On June 19, 2012, the St. Louis Regional Immigration and Innovation Steering Committee launched its 18-member steering committee representing a diverse mix of regional business, civic, economic development and academic leaders. A year later, vision and action came together as the St. Louis Mosaic Project, under the slogan 'regional prosperity through immigration & innovation.'

Getting the local population on board is equally important. The project that has done most to generate enthusiasm among the local population is the Mosaic Ambassadors. The Mosaic Ambassadors Program is a low key but high impact strategy for better educating and connecting immigrants with native-born St. Louisians. Ambassadors are citizens who make a simple commitment to share information, visit at least three immigrant restaurants or businesses in the area and make an important message of welcome by inviting a new immigrant home with them for dinner. Other Ambassadors operate 'pop-up' sites at local corporations with large numbers of immigrant employees where they promote St. Louis' welcoming and integration services and distribute helpful information. Insight from local experts was available from the beginning, but learning from other cities was an essential part of their plan for success. Strauss was commissioned to identify immigration welcoming and integration best practices elsewhere and to offer recommendations for St. Louis immigrant population growth. The St. Louis City Mayor and St. Louis County Executive have also signed on to the Welcoming Cities and Counties network run by Welcoming America. Mosaic's early successes include the support of the Mayor's office and city executive, recruitment of top public and private leaders, blending of business and social justice priorities without one being sacrificed for the other, financial commitment of seed funds from St. Louis County to hire project staff with other project funding from other regional sources, and major, substantial, and sustained local and national media coverage.

The Influence of Community Perception and Acculturation on Latina/o Immigrants' Support Seeking

Guadalupe Cruz, Marjory Vázquez, Denise León, and Lisa Y. Flores, University of Missouri-Columbia

Due to the positive health outcomes associated with social support and cohesion within highly dense Mexican-American communities (Eschbach, 2004), it is particularly important to understand the support seeking behaviors among Latina/os living in predominantly White, heterogeneous, rural areas. Past studies have found that physical health is negatively associated with acculturation stressors (discrimination, legal status, and language conflict; (Finch & Vega, 2003). Immigration

reform and the call for the legalization of undocumented immigrants has been a predominant topic discussed since an estimated 400,000 unauthorized immigrants have been deported annually since 2009 under Obama's administration (Lopez, Gonzalez-Barrera and Motel, 2011). These types of anti-immigrant policies and negative attitudes have been found to create a hostile environment for immigrants, especially for Latina/o immigrants settling in rural communities (Yakushko, 2008; Flores et al., under review). For this reason, this study will examine the influences that community perception, Anglo acculturation, and Latina/o acculturation on Latina/o immigrants seeking support.

Participants were 253 Latina/o immigrants (58.5% female; 41.5% male) living in three rural communities in the Midwest. Participants completed measures of acculturation, community perceptions, and support. Specifically, the Bidimensional Acculturation Scale for Hispanics (Marin & Gamba, 1996) was used to measure behavioral adaptations to both Latina/o and Anglo cultures. The Perceptions of the Community Scale was a 17 item measure that assessed participants' perceptions of the community environment. An exploratory factor analysis indicated the following four factors: experiences with discrimination ($\alpha = .92$), community climate ($\alpha = .68$), community acceptance ($\alpha = .77$) and language pressures ($\alpha = .81$) (Flores, Aguayo, & Harvath, 2012). The Perceived Support measure assessed one's likelihood of seeking support regarding financial matters (i.e. finding a job, finding housing) across 5 different sources. The measure includes five subscales representing different sources of support (i.e., friends, family, church, co-worker, and employer) and each subscale contained 7 items that measured support. A multivariate multiple regression will be conducted for this research study, with community perceptions, Anglo acculturation, and Latina/o acculturation as the independent variables and the six sources of support as the dependent variables.

The implications of the study will identify sources of support seeking along six different types of support and highlight ways in which Latina/o immigrants acquire sources of support in their respective communities. The results of the study will provide insight on the type of community resources that Latina/o immigrants use while settling in rural communities to gain knowledge on the type of resources that are needed to accommodate to this population. This study will prompt awareness about the importance of creating and establishing resources that reflect the values and the culture of the Latina/o community. Lastly, the implications of the study will create more visibility of the emerging Latina/o population in the Midwest as well as stimulate further research on the quality of services and support provided to this community.

Explaining the Relations between Acculturative Stress and Prosocial Behaviors in Latino Youth from the Midwest

Alexandra N. Davis – University of Missouri-Columbia

Lisa J. Crockett – University of Nebraska-Lincoln

Gustavo Carlo and Cara Streit– University of Missouri-Columbia

Stressful experiences may weaken coping mechanisms, lead to maladjustment in adolescents (Lazarus & Folkman, 1984), and may also influence adolescents' relationships with their peers. Latino adolescents face unique forms of stress associated with their cultural orientation. One form of cultural stress that is salient to many Latino adolescents is acculturative stress. Acculturative stress is defined as stress that results from adapting to a new culture (Alegria & Woo, 2009). One specific behavioral outcome of acculturative stress is prosocial behaviors (i.e., actions intended to benefit another; Carlo & Randall, 2002). Acculturative stress may influence psychological processes that in turn influence the adolescents' social relationships. Specifically, adolescents who are

experiencing acculturative stress may begin to feel more depressive symptoms and may gravitate towards more deviant peers. In previous research, acculturative stress has been positively linked with depressive symptoms in Latino adolescents (Crockett et al., 2007). Research has also shown that Latino adolescents become more at risk for deviant peer affiliation as they become more acculturated (Samaniego & Gonzales, 1999). This may be in part due to the increased pressure adolescents experience to engage in mainstream culture and distance themselves from their traditional cultures. There is also supportive evidence for the notion that deviant peer affiliation may have detrimental consequences for adolescents' social behaviors (see Carlo et al., 1999).

In an effort to extend previous research, the current study will examine how acculturative stress influences Latino adolescents' prosocial behaviors directly and indirectly via depressive symptoms and deviant peer affiliation. The current study uses data from the larger NSF funded Latino Youth Care Project. Participants include 42 Latino adolescents from Nebraska (mean age = 15.53 years; range = 14-17 years; 65.8% male). Participants completed measures of their acculturative stress (Multidimensional Acculturative Stress Inventory; Rodriguez et al., 2002), depressive symptoms (CES-D; Radloff, 1977), deviant peer affiliation (Dishion et al., 1991), and their tendencies to engage in three common types of prosocial behaviors (Prosocial Tendencies Measure-Revised; Carlo et al., 2003). Preliminary bivariate correlations demonstrated that pressure to acculturate was positively associated with depressive symptoms and deviant peer affiliation. Pressure to acculturate was also marginally negatively associated with emotional prosocial behaviors. Deviant peer affiliation was negatively associated with compliant prosocial behaviors and marginally negatively associated with emotional and dire prosocial behaviors. Data collection for this project is ongoing, and the sample will be substantially larger by the conference date. Structural equation modeling will be conducted to examine the direct and indirect associations between the variables of interest. The discussion will focus on the influence of acculturative stress on prosocial behaviors via depressive symptoms and deviant peer affiliation and the impact of these results on future research and practice.

The Making of Multilingual Schools in Monolingual Spaces

Lisa Dorner, University of Missouri-Columbia

While much research has demonstrated that English-only rhetoric negatively affects bilingual education for the children of U.S. immigrants, few studies have examined the local negotiations and discourses that shape the development of multilingual programming for English-speaking students. Across the U.S., educational leaders and policymakers today struggle to develop language programs and explain the benefits of multilingualism. To examine these challenges at the local level, this study analyzed data from an 18-month ethnography documenting the development of an elementary (K-5) language immersion school in a predominantly monolingual city. Framed by neo-institutional theory, analyses focused on leaders' and parents' cultural scripts, or the discourses they employed during bottom-up planning processes. Findings demonstrate that the majority of leaders and diverse parents valued multilingualism as a right and resource for all students. However, parents' discourses also stressed the importance of language as a marker of identity, as well as the importance of having quality academics and safe, secure schooling. In other words, cultural scripts beyond those about multilingualism shaped the implementation of and parents' choices for language schools. The presentation will conclude with a discussion about the implications of these results for how school leaders establish, and sell, multilingual programming.

Initial Development of a Scale on Immigrants' Perceptions of the Community

Lisa Y. Flores, David Aguayo, Jessica Harvarth, Corinne Valdivia, Stephen Jeanetta, and Domingo Martínez, University of Missouri-Columbia

The participants of the study were 460 immigrants living in three rural communities in the Midwest. Participants completed the 27-item measure as part of a larger household study of immigrant integration, which was administered by a trained interviewer in Spanish. Scale items assessed perceived stereotypes, feelings of discrimination, social relations, and pressures to learn English, and participants responded to these items using a 7-point scale (1 = strongly disagree; 7 = strongly agree). This study presents a preliminary examination of the psychometric properties of the scale scores with this sample. Specifically, internal consistency reliability, exploratory factor analysis, and convergent and divergent validity will be presented. Directions for future validation of the scale scores will be discussed, along with implications of the availability of the scale for future research in Latino/a and immigration psychology.

Broadening Mothers' Knowledge, Skills and Social Networks to Improve Latino Family Health

Kimberly Greder and Flor Romero de Slowing, Iowa State University

Ethnicity, culture and place affect a person's health (Bonder, Martin, & Miracle, 2001), and social ties among immigrants play a central role in preservation of health (Romero de Slowing, 2012). Thus, interventions that are aimed to improve the health status of Latino immigrant populations need to consider barriers to health (e.g., place, acculturation, knowledge, skills) as well as Latino cultural values in order to be effective (Cristancho et. al 2008). Commonly, the concept of health among Latinos refers to the balance of social, physical, spiritual, and psychological aspects of an individual (Spector, 1991), and 'good health' is associated with absence of illness (Reina, Greder, and Lee, 2013). Based on data gathered 2011-2013 from 98 individual interviews and a focus group interview with Latina immigrant mothers in rural Iowa, Iowa State University Extension is piloting a series of health focused workshops for Latina immigrant mothers. The workshops are designed to offer mothers a space where they can learn and share information about health, wellness and nutrition, and at the same time strengthen social networks with each other. We will share a summary of the data related to mothers' health concerns, how they want to engage in education to improve their health and the health of their families, workshop details including recruitment, topics, learning activities, and preliminary data. Workshop objectives include: reduce feelings of loneliness and isolation among mothers, broaden mothers' knowledge and skills related to preparing traditional cultural food dishes with less fat or 'healthy fat', less salt and less sugar. Mothers identify strategies to maintain cultural foods in their family's diet despite new demands on family time and changing child food preferences broaden mothers' knowledge related to how to incorporate inexpensive, enjoyable family activities that involve physical activity into routines at home and or in the community broaden mothers' knowledge and skills related to growing food and herbs in Iowa. Brief summary of interview findings that shape the workshop series: Mothers want to interactively participate in educational programs, and share knowledge and skills with each other. Mothers expressed feelings of isolation, and strongly desired to meet as a group on a regular basis to share, discuss, and broaden their knowledge and skills to improve their health. Specifically, mothers expressed interest in learning how to grow food and herbs in their new community, cook with less oil, help their children desire and eat traditional foods at home versus wanting 'American food'. Mothers also expressed concern with canned, pre-packaged, and frozen foods served at school and didn't know what they could do about it. Mothers stated that they are not as physically active as they would like to be. In their home country, physical activity was built into their daily activities. Mothers also shared concerns about accessing healthcare in the community. They do not

feel comfortable going to the health clinic in the community. Mothers want to learn more about where and who they can go to in the community for information and resources to help their families.

Exploring Beginning Latino Farmers and Ranchers' Willingness to Become Involved in Community Activities in Rural Missouri

Eleazar U. González, Stephen C. Jeanetta, and David J. O'Brien, University of Missouri-Columbia

A series of workshops consisting of 10 sessions each lasting 2.5 hours were developed and implemented to improve capacity and access to financial and community resources among beginning Latino farmers and ranchers in Missouri. The workshops focused on how to improve agribusiness financial capacity and gain access to community resources that can support farming activities. The program was conducted twice with a total of 18 Latino farmers and ranchers in Southwest Missouri who had mostly immigrated from Mexico. At the end of each session, a survey instrument was used to collect data among those producers to analyze their disposition towards becoming involved in community activities over the next 6 months. The willingness of Latino farmers and ranchers to become involved in community activities was explored across five indicators: a; 'to be more engaged in community leadership roles,' b; 'to form new connections in their community,' c; 'to display more tolerance when working with others, d; 'to develop a community action plan,' and e; 'to implement a community project.' A total of 140 answers to each indicator were randomly collected and were analyzed using symmetric responses; where 1 was coded as 'not willing;' 2, was coded as 'reluctant;' 3, as 'neutral;' 4 was coded as 'moderate willing;' and 5 as 'very willing.' Participants' responses to each of those 5 indicators showed that many (46%, 43%, 51%, 53% and 48%) beginning farmers and ranchers were 'very willing' to involve themselves with community projects and activities during the next six months. These results counter the argument that Latino immigrants have trouble assimilating into the mainstream US culture (Huntington S. 2004), and those who do assimilate belong to a cluster with the following characteristics: high incomes, fluent English speakers, and who are highly embedded within Anglo-social contexts (South S. et al. 2005). These results are more consistent with what was observed by Waters M. and Jimenez T. (2005) who argued that US communities have evolved in absorbing new immigrants and continual immigrant replenishment makes assimilation less visible. Other factors influencing positive assimilation may be attributed to the population size of that immigrant group in the community and the population size of the rural community where they immigrate.

Lessons from 'Walk One Hour in My Shoes': A Cultural Competence/Multicultural Training Program on Working with Latino Communities

Martha Hubert and Teresa Curtis, University of Wisconsin Extension

Fred Garcia, Waukesha County Department of Health and Human Services

University of Wisconsin-Extension's Walk One Hour in My Shoes is a sought-after research-based cultural competency training program for professionals working with Latino communities. The half-day workshop is interactive and designed to guide participants to learn about Latino values and culture; understand how their own culture influences beliefs, values and attitudes; and work more effectively with Wisconsin's Latino population. The program was initially developed in 2007 by two Latina colleagues as a response to repeated requests by community partners for information about improving their ability to work with Latino employees. The workshop was revised and updated in 2011 using a collaborative process including original facilitators, new facilitators, and colleagues specializing in multiculturalism. This session will discuss the initial

program and revision phase, the resulting program, the most recent evaluation results from 2013, and plans for a long-term impact evaluation. Session participants will explore the importance of understanding the needs of the audience when developing a multicultural training program and the benefits of continually reviewing and applying feedback. Lessons about transparency, communication, and honoring individual life experiences within a cultural community will be addressed. Using small group discussion and individual reflections, participants will identify strategies and possible barriers to developing similar programs.

Latino Parents' Perspectives on Culture and Out-of-School Programs

Maria Iturbide, Vanessa Gutiérrez, Marcela Raffaell, and Lorraine Muñoz, University of Illinois at Urbana-Champaign

Immigrant families encounter opportunities and challenges as they negotiate life in their new environments. Schools have traditionally served as mechanisms for integrating immigrant youth, but other contexts may be equally influential. We focus here on out-of-school programs, which provide opportunities to explore interests and develop skills while contributing to their well-being. Participation in out-of-school programs may be particularly important for young people from immigrant families, given economic disparities in school and neighborhood settings in the U.S. and parental unfamiliarity with the U.S. context. However, Latino youth are less likely to participate in out-of-school programs than youth from other ethnic groups. Contextual and cultural factors are known to affect program participation (e.g., unfamiliarity with youth programs, language barriers). Many of these factors operate at the family level and parents are therefore likely to play a key role in Latino youth's program participation. Accordingly, we explore Latino parents' perceptions of the role of culture within their children's out-of-school programs and their expectations in regards to how culture is expressed in the program goals and activities.

As part of a longitudinal mixed-method study on adolescent development in the context of youth programs, repeated open-ended interviews were conducted with parents and caregivers. Questions focused on multiple topics, including: interactions with program leaders, parents' engagement with the program, and the fit between parenting beliefs/practices and the program. Interviews were audio taped, transcribed, and coded for emergent themes. Latino parents from the first year of data collection provided preliminary data for this abstract; additional interviews from Latino parents from the second (final) year will provide additional data for the presentation. In the first year, 15 parent/caregivers were interviewed (age 21-54, M age = 40.46; 86% female).

Preliminary analyses revealed that culture is a salient dimension of parents' views of the program. One important theme was exposure: parents felt that program participation exposed their child to culture in myriad ways. For example, parents described how program participation allows youth to learn more about other racial/ethnic groups by providing a space where youth from different groups can socialize and engage in cultural activities. Furthermore, parents felt that the programs helped youth maintain/preserve their native language and cultural identity (cultural maintenance). Language also emerged as a salient theme. For some families, the program provided a vehicle for youth's language development and maintenance. In addition, some parents described a language barrier, which affected their ability to engage with the program. These analyses indicate that culturally-relevant themes are a salient aspect of Latino parents' perceptions and expectations of out-of-school programs. Analyses will be extended, and variations due to individual (e.g., gender), family (e.g., immigrant background), and program (e.g., participating youth demographics) examined. Findings will contribute to understanding parental influences on adolescent participation in youth programs. It is important to identify ways to increase Latino youth's

involvement in out-of-school programs so that they can take advantage of these benefits, in the near term (e.g., social integration) and in the long term (e.g., leadership skills).

Development of the Missouri Hispanic Health Survey Instrument

Stephen Jeanetta, Ioana Staiculescu, and Shannon Canfield, University of Missouri-Columbia

Scope of the presentation: To better understand factors related to how and why people make choices about accessing healthcare, qualitative research methods and a review of the literature were employed to inform the creation of a statewide Hispanic Health Survey. This presentation will describe how qualitative research analysis and review of existing scales and survey questions led to the creation of the instrument.

Methods: Qualitative data were collected using in-person, semi-structured interviews. Thirty-six newcomer immigrants and refugees were interviewed. Patients were from the following countries of origin: Iraq, Sudan, Somalia, Kenya, Mexico, Cuba, Colombia, Ecuador and Guatemala. Interviews were audio-recorded and verbatim transcriptions were coded using NVivo software and themes were identified using a grounded theory methodological approach. A review of the literature was conducted to determine existing scales and questions that related to primary qualitative themes determined in the analysis. Questions and scales were considered for inclusion if they would contribute to an understanding of how social determinants of health impact accessing health care services for the target population.

Findings: Qualitative analysis revealed several thematic areas to be represented in the survey: ability to pay for services; system navigation; health literacy; relationship with provider(s); availability of interpretive services; transportation; and individual cultural norms. Findings from this analysis and from the literature review led to inclusion of questions that should reveal how the intersection of demographic and household variables, a person's acculturation status, one's social capital, and current health status affect a person's experience accessing healthcare services.

Conclusion: The development of this instrument should allow researchers across Missouri to collect data to better understand the extent to which barriers and facilitators affecting access to healthcare services reach across the Hispanic population.

Provider Perspectives on Patients' Culture and How Culture Impacts Communication

Stephen Jeanetta, University of Missouri-Columbia

Ioana Staiculescu, Shannon Canfield, Karen Edison, and Stanton Hudson, Center for Health Policy, University of Missouri-Columbia

This presentation describes the experiences of health care providers giving care to newcomer refugees and immigrants patients in Missouri and how culture impacts patient-provider communication.

Methods: Qualitative research methods were employed. Data were collected using in-person, semi-structured interviews. Thirty-five health care providers were interviewed in St. Louis, Columbia, Cassville, Kennett, Senath, Bernie and Kansas City. Interviews were audio-recorded and verbatim transcriptions were coded using NVivo software and themes were identified using a grounded theory methodological approach. We interviewed a variety of providers, including physicians,

nurses, social workers, medical assistants, financial counselors, patient access representatives and behavioral health assistants.

Findings: Patient's culture was identified as one of the main factors impacting the patient-provider communication. The main sub themes related to culture were presence of a cultural gap between providers and their patients, difficulty bridging that gap and importance of cultural competency trainings in health professions schools and throughout. Providers seemed aware of the fact that patients' culture influences their behaviors and beliefs about accessing health care services in the United States and acceptance of treatment plans. Cultural difference sometimes resulted in providers' lack of awareness of sensitive topics that patients do not wish to discuss, such as superstitions about treatments and use of traditional medicine practices. Providers also mentioned cultural norms that they are not aware of, especially when it comes to understanding the role of the family, traditional dress and physical gestures, as well as the fact that patients are private about health care even with providers. The time the immigrant patient spent in the US played a role in how large the cultural gap was perceived by providers. When asked about training and education about the culture of their patients, the main themes that emerged were the need to integrate culture into medical curriculum, the importance of involving the community you serve into medical education, the importance of ongoing trainings and reinforcement of cultural awareness trainings in practice. Resident rotations were mentioned as limiting factors for the effectiveness of cultural competence training.

Conclusion: Patients' attitudes about health care, their ability and willingness to understand, and make appropriate medical decisions are influenced by variety of factors, with culture being one of them. Patients and their families bring cultural values and norms that will influence their understanding of health, symptoms, concerns about treatment and their expectations about health care. Understanding the culture of patients can create better communication, which will improve patient understanding.

School Structure, Social Capital, and Ninth Graders' Mathematics Achievement among Latino/a and Non-Latino White Students

Jean Kayitsinga and Rubén Martínez, Julián Samora Research Institute, Michigan State University

Policy makers are concerned about low achievement among Latino students, particularly among Latino males who are lagging behind other students in terms of academic achievement. Using Hierarchical Linear Models (HLM) and drawing on the baseline data from the High School Longitudinal Study of 2009, this study shows that Latino male and Latina students scored significantly lower on math achievement than their non-Latino white student counterparts. The Latino male-white gap in math achievement was estimated at -4.40 points and the Latina-White gap at -4.62 points, respectively. School structural characteristics (size, poverty, and location) were significantly associated with math achievement and reduced the Latino/a-White gaps in math achievement. School city location and school size were positively associated while school poverty was negatively associated with math achievement. Although significantly attenuated, the relationship between school structural factors and math achievement remained significant even after controlling for individual, family, and school confounders. Family and school social capital measures, including parent-child discussion, parent educational expectations, parent help with homework, parent contact with school, school engagement, and teachers' expectations were also significantly associated with students' math achievement and in the expected directions. We found that social capital measures mediated the effects of school structural factors on math achievement. Policy implications from this study suggest intervention programs aimed at enhancing math

achievement among Latino students, particularly Latino male students by improving school economic resources but also investing in family and school social capital.

You and Medicare: Why It Matters

Judy Keseman and Jim Day, Primaris's CLAIM Program, Columbia, Missouri

'What is Medicare and how will it help me?'; 'Do I have to enroll in Medicare?'; 'I can't pay for my prescriptions, what should I do?'; 'I received a 'bill' from Medicare but I don't understand the information or what I'm supposed to do'; 'If Medicare doesn't pay for all my health care needs, what options do I have?'. As Missouri's State Health Insurance Assistance Program, CLAIM (Community Leaders Assisting the Insured of Missouri) staff, partners and volunteers encounter these questions and varied problematic scenarios on a daily basis from beneficiaries residing in all geographic regions of Missouri. The CLAIM Program has 20 years of experience in providing Medicare education and personalized one-on-one counseling assistance to all Missouri beneficiaries, inclusive of the immigrant populations throughout the state. We provide free, unbiased advocacy, education and assistance for people with Medicare and those who help them to make informed decisions about Medicare and related health insurance needs. As a result of our presentation, participants will gain a working knowledge of the following: Medicare coverage to include parts A, B, C, and available extra help programs and how to qualify drug plan comparisons during annual open enrollment period. Medicare offers year round services provided by the CLAIM Program, CMS website as source for Medicare information, take away material associated with each area of the presentation will be available for attendees.

Building Understanding: New Courses Seek to Educate Ozarks-area College Students

Lincoln Lambeth, College of the Ozarks, Missouri

The focus of this presentation is to share my experiences as a professor of Spanish in creating and teaching two new courses at my institution (College of the Ozarks). Both courses seek to increase the understanding of Latino culture and Latinos among certain (typically anglo) members of Ozarks-area host communities. The source or base for at least 90% of the College of the Ozark's students are Ozarks-area (Arkansas and Missouri, mostly) families of modest income, whose sons or daughters are academically qualified but financially unable to afford a college education. This demographic segment frequently lacks substantial appreciation of Latinos and their language(s) and culture(s). The first course, for juniors and seniors who are Spanish majors or minors, is titled, 'Latinos in the United States.' When I came to my institution in 1999, there was no such course in the curriculum, only courses on the civilizations of Spain and Latin America. Organized around several key themes, the course surveys the history of Latinos in the United States, discusses Latino experiences in various sectors of society, and gives special attention to present trends and conditions. We de-bunk a fair number of myths and stereotypes, and have some fun doing so. As the course is for majors and minors, I teach it in Spanish, although readings come from diverse sources, some in Spanish and some in English. This fall of 2014 will mark the 10-year anniversary of the course at our institution. The second is a freshman-level course titled, 'Spanish for Agriculture.' In 2007, conversations with colleagues in our Agriculture Department led to the creation of the course (first offered in the spring of 2008), which seeks to give Agriculture majors a basic understanding of Spanish and of the cultures of Latino immigrants. Some of our students of agriculture have already worked alongside Spanish-speakers on farms or elsewhere, and those who have not will likely do so at some point. Although our students are fine young people, typically their pre-college background has not helped them understand Latinos, and many hold prejudices of

various kinds. My hope is that the course serves as a sort of bridge between the students and the Latinos with whom they will live and work in the future. In my presentation (supported by a Powerpoint) I would plan to explain briefly my institutional context, and then describe in rather more detail the two courses and their content, sharing my goals, challenges and also some great 'teachable moments' that have happened. I like to think that in a small way, the courses contribute to improving the understanding and attitudes of our students, who will form part of many different host communities in the Ozarks region and elsewhere.

Education Reform, Civil Rights, and Immigrant Children

Sylvia Lazos, William S. Boyd School of Law, University of Nevada, Las Vegas

First generation immigrant children are typically entering public school system that is underfunded, and classrooms where teachers are not well trained to help children become English language proficient. Federal law classifies immigrant children as "English Language Learners" because they speak Spanish at home. ELLs, nationally, have the worst academic achievement outcomes of any demographic. With Latino immigrant children being the fastest growing demographic, continued lack of attention to supports that will allow ELL children to succeed is a short term folly that will have serious work force implications for the country. How can we reverse this trend?

Relations of Support Seeking and Life Satisfaction among Latina/o Immigrants in the Midwest

Denise León, Marjory Vázquez, Guadalupe Cruz, and Lisa Y. Flores, University of Missouri-Columbia

As the Latina/o immigrant population continues to emerge in communities across the Midwest, it is important to understand how and with whom members of this community are establishing networks of support and forming relationships with. Specifically, it is essential to examine in what ways social networks and supports within the community positively affect the lives of Latina/o immigrants. This study will examine how varied sources of social support affect Latina/o immigrants' satisfaction with life.

The participants of this study were 253 Latina/o immigrants (58.5% female; 41.5% male) who live in three rural communities in the Midwest. Participants completed measures of life satisfaction and social support. Specifically, the Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985; Pavot & Diener, 1993) is a five item measure that assessed whether participants agreed or disagreed about conditions in their lives. Using a 7-point Likert scale, participants' indicated their agreement with each item. The Perceived Support measure assessed the likelihood of participants seeking support in situations of their family's well-being (i.e. transportation, to learn English, to acquire a driver's license) across 5 different sources of support. There were five subscales representing each source of support (i.e. friends, family, church, co-worker, employer) and each contained 7 items. A multiple regression will be performed to examine how different sources of support affect the participants' life satisfaction. Specifically, the five sources of support will serve as the independent variables and life satisfaction will be the dependent variable.

The implications of the study will provide insight on what specific sources of support positively affect Latina/o immigrants' satisfaction with life. The Implications of the findings will be discussed regarding interventions aimed at improving the life satisfaction of immigrant adults and suggestions for future research with Latina/o immigrants will be provided.

Determinants of Community Resource Utilization among Immigrants in Noel, Missouri
Kathryn Macomber and Lydia Kaume, University of Missouri Extension

Immigration has the potential to reshape societies, create new demands, priorities and socio-demographics (P. Carrasco-Garrido, 2006). Noel Missouri is a 2.08 square mile city that has experienced a sharp increase in immigrants rising to over 50% of the city's population. Ethnicities of the immigrants in Noel include Hispanic/Latino, Somalians, Sudanese, Micronesians, and Burmese working for the Tyson Foods plant. Studies suggest that immigrants may experience language barriers and cultural challenges resulting poor integration and isolation. Consequently, immigrants are reported to have reduced or no utilization of pertinent community resources (Sergio Cristancho, 2008), Resources such as farmers markets, food pantries, education workshops, and volunteer services provided by non-profit organizations provide essential and supportive information with potential impacts to integration of immigrants. The goal of this study is to determine strengths, challenges and barriers to accessing educational resources and in particular educational programs offered by University of Missouri Extension in Noel, Missouri.

The study will survey community resource and service providers as well as ethnic community leaders with the aim of understanding how immigrants access and utilize various community resources including educational services and resources. These findings will contribute new understanding of how the various ethnicities connect with community resources and provide a framework for how the University of Missouri Extension can connect their educational programs to immigrants in Noel to avoid ethnic disparities.

As immigrants arrive in Noel, multiple factors impact their ability to fully capitalize on the resources available to improve their lives, and the community at large. Among the variables that affect a successful integration into a new community, education has consistently arisen as important. Education may be the intervention that can greatly improve the lives of immigrants (Potocky-Tripodi, 2003). University of Missouri Extension programs provide research-based practical education to improve the lives of Missourians. Educators and local leaders can evaluate the expectations and needs of the immigrants and provide effective communication on accessible local resources. This communication may be improved by increasing cultural competency of those educators and leaders. (Perry, 2012). Through education immigrant and refugee families may improve their problem-solving abilities, and ability to retain heritage while adapting to new lives (Segal, 2005). Understanding how immigrants identify, select, access, and utilize community and educational resources may help educators and community leaders effectively communicate to this population. Immigrants may need specific cultural information and communications channels in order to effectively identify the needed resources.

Non-Identified Vision Conditions: How Does This Affect Hispanic/Latino Immigrants?
Bertha Mendoza, Kansas State University Research and Extension

Non-identified vision issues or conditions in children and adults limit the individual's potential to achieve excellence. How does this affect Hispanic/Latino immigrants? What is the role of educators in this area? Since good vision is important for learning in any environment, it is important that every person has a comprehensive eye exam periodically. However, there are several eye conditions that are not obvious to those who are not experts in the field, and therefore, the person may disregard the idea of having a comprehensive eye exam. In the case of children of Hispanic/Latino parents, many of them relay in the annual screenings performed at schools, as the periodic vision exam. The result of this overlooked need creates many problems such as low school

achievement, low self-esteem, incorrect placement, and unnecessary accidents resulting in injuries or even death. All of these can be prevented by making awareness and providing resources to families whom otherwise may not have the opportunity to learn about the issue. Teachers and Extension Agents can make the difference by bringing awareness in the area of non-identified vision issues and conditions to families and communities. They have access to people in their communities and specially children in their classrooms and youth development programs, and they can be instrumental in helping families identify possible vision issues in children and adults.

This session provides useful information about the most common vision conditions that are often misdiagnosed and prevent children and adults from achieving to their maximum potential in the classroom, in daily life, or in their professional careers. In the case of Hispanic/Latino children and adults, the impact can be even more detrimental, in many cases they are misdiagnosed as having a learning disability totally unrelated to the vision condition, or they can be labeled as lazy and/or not being interested in school. Furthermore, Hispanic/Latino gifted children with vision conditions are often prevented from pursuing their dream career for not making the adequate grade point average necessary to participate in advanced classes, and other opportunities that will allow them to perform at their maximum potential. This presentation provides information to help you identify vision issues and conditions that affect Hispanic/Latino immigrants and people from other cultures. In this session, I will also share my son's story and the stories of many individuals (both children and adults) whose lives have been impacted in a positive way by becoming aware and correcting a vision issue that was preventing them from achieving to their maximum potential.

Exploring the Career Aspirations of Latino English Language Learners in a Rural Midwest High School

Melissa Muñoz, University of Missouri-Columbia

Alejandro Morales, California State Polytechnic University, Pomona

Latina/o foreign-born adolescents are significantly increasing in the United States, consequently populating schools, and diversifying student bodies (U.S. Bureau of the Census, 2011). Specifically, families of immigrant students relocate due to better job security to rural Midwest areas. Unlike their urban counterparts, the lack of established ethnic enclaves and social capital make it difficult for immigrants to transition. The result of this cultural context affects Latina/o English Language Learners (LELL) adolescents in the high school system, where students encounter further academic and social challenges (Yakushko et al., 2008). A lack of resources in rural areas and language acquisition further contribute to this predicament. Although these students invest extensive time learning English, teachers and administrators often overlook LELL students' personal goals and career aspirations due to the misinterpretation of the cultural complexity of the students' social system (Hill, Ramirez, & Dumka, 2003). LELL students in the rural Midwest may have limited career opportunities as a product of their influencing social systems, compared to their non-LELL counterparts.

Brofenbrenner's Ecological Model (1977) has been helpful in understanding the individual, contextual, and interactional factors of career development for people of color. More specifically, the model further explains the complex interplay of a person's social system and their influence on career choices. Although the Ecological Model has been implemented for low income Latina/o students, few studies have applied it to different geographical locations within the US. In an effort to better understand LELL students' career development, the purpose of the current study were to apply the ecological model to better understand the personal, educational, and career aspirations of

LELL students while living in the rural Midwest. This study will highlight the intricacy environmental factors and how they influence students' career aspirations.

Method: Participants were 16 LELL students from a rural Midwest high school and ranged in ages from 16-19 years. Interviews were semi-structured and lasted 30 minutes. All LELL students were first generation immigrants, primarily from Mexico, with Spanish as their first language. Participants were asked 22 semi-structured questions based upon the ecological model which explored: relationships, school experiences, challenges and resources in high school, coping, and cultural diversity experience. Example questions included: "What is it like to be Latina/o at your school?" The data was transcribed verbatim and is currently being analyzed using thematic analysis (Braun & Clarke, 2006). The research team is generating initial codes, searching, reviewing, and defining the themes and subthemes.

Preliminary findings revealed 5 salient themes across the participants which include adjustment process (mesosystem), oppression (macrosystem), coping (mesosystem), sources of social support (mesosystem and individual), and expectations for the future of the ecological model (individual). The ongoing analyses and final results will highlight relevant LELL career development themes which will facilitate in better understanding the challenges that pertain to this population. Furthermore, findings will provide insights regarding the application of interventions and resources aiding LELL students with career development.

Welcoming Schools: The Integration Process at Ritenour Public Schools

David Nehrt-Flores, Missouri Immigrant and Refugee Advocates

Mike LaChance, Ritenour Public Schools

Connie Dee - St. Louis County Library, Rock Road Branch

This workshop will review and examine the promising practice of developing a 'welcoming school' within Ritenour School district. Missouri Immigrant and Refugee Advocates (MIRA) through the Welcoming Missouri project have developed a working partnership with the Ritenour Public School District in St. Louis County. This partnership grew out of organizational outreach and the school districts desire to create stronger integration of immigrant parents and students into the school's activities and culture. The workshop will highlight the process that Ritenour and MIRA have taken a part in to foster a welcoming school. This process includes hosting 'welcoming events', advancing conversations around school policies and practices that increase student and parent involvement, and the encouragement of building a wider community lens toward inclusion. Furthermore, the workshop will aim to show that the process can be used as tools for other school districts and points of contact to repeat and utilize.

The Changing Face of the United States: the Provision of Public Services to Immigrant Populations

Kate Olson, University of Missouri-Columbia

By 2043, the United States is predicted to become a majority-minority country where the non-Hispanic, single-race white population will no longer be the majority. This change can currently be seen in the U.S. population growth trend where population growth from 2000 to 2010 was due to the increase of the Latino population (Passel, Cohn & Hugo Lopez, 2011). With these demographic changes taking place, public institutions and employees have to adapt to and at times mediate the integration process and mixed responses from the local community (Singer, 2013; Fennelly, 2008).

Those providing public assistance have noticed that varying skills and approaches are needed to reach and serve those who need support. One such public assistance program is SNAP, the Supplemental Nutrition Assistance Program. SNAP is a federal entitlement program with the aim to increase access to nutritional food for people in need (FRAC, 2011) and is one of the country's most important public assistance programs (Haskins, 2012). This specific research focused on SNAP outreach to immigrant populations. During the summer of 2013, we interviewed SNAP outreach workers who were employed at food banks across the United States. These interviews took place over the phone or in-person. We interviewed a total of 48 food bank employees from nine different food banks located in four different states. The purpose of the interviews was to hear what SNAP outreach workers identified as barriers to access SNAP. Results from these interviews conclude that language is a main obstacle to accessing SNAP assistance. Additional barriers identified include: working with the local government office; the immigrant's or family's legal or mixed status (specifically in working with seasonal workers); and the stigma of participating in government programs. This research discusses these barriers more in depth from interview results.

Strengthening and Developing Effective Latino Students Life Skills for Career Success

Sonia G. Morales Osegueda, Washington State University Extension

Hispanic student's enrollment in higher education has grown in the last decade. Hispanic students value a college education and there is no doubt that Latino families are willing to invest in their children's education. As a student's academic achievements increase, behavior and attitudes toward school improve and when parents understand the education system and participate in their children's education process. Nevertheless, increasing convergence is required to attend college. This can include algebra, statistics, strong oral and written communication skills, and research skills will help students to successfully complete college-level work and meet the needs of today's work world. To achieve this certain approaches have been proven effective in a variety of situations and can easily to help maximize benefits for Latino students. For example, Latino youth need to be supported to achieve through the creation of tutoring, mentorship programs, college related activities, lesson plans and supporting documented and undocumented Latino minorities with scholarships & fundraisers in order to assist in the closing the achievement gap across the nation.

Providing financial, social and academic support assistance is one of the most important factors for the non-traditional students. Therefore, colleges should develop strategies to improve their recruitment of low-income Hispanic students. College preparation programs for minority youth living in low-income neighborhoods help them develop the skills, knowledge, confidence, and aspirations they need to enroll in higher education. Over time, the strategies for expanding the college access, attendance, and graduation rates of these youth have grown in complexity, as have the funding sources, which are now a mesh of support from the Federal and state governments, organizations, and colleges and universities. Much of what accounts for the gap between enrollment and graduation is a lack of support systems that are available to other students.

Incorporating these strategies by using a faculty or staff person to serve as an active and vocal advocate of the students, who consistently meets with key administrators in an effort to find solutions to barriers, will result in a greater respect for the students' academic preparation and a program reputation of being innovative and progressive. This presentation will provide successful strategies in supporting and promoting college awareness and skills development that will enable students to succeed in college and then being able to compete as professionals in their future life.

Economic Integration of International Students for Upward Mobility and Regional Growth

Christina Pope, University of Missouri-St. Louis

Betsy Cohen, St. Louis Mosaic Project

Josemir Carolaine Peroza Laguna, University of Missouri-St. Louis

International students represent a critical segment of the foreign-born workforce and entrepreneurial population in St. Louis, but F-1 students are often ignored in scholarly discussions surrounding immigrant entrepreneurship. International students come to St. Louis in significant numbers, with many hoping to find a job or start a business post-graduation. Despite high participation in the STEM fields and a desire to gain long-term employment or become entrepreneurs, many international students struggle to find economic opportunities in St. Louis after graduation. This panel explores the reasons behind this phenomenon and presents best practices to support students given current barriers. Foreign-born students fill a critical niche nationwide in the STEM fields; 40 - 50% of new Ph.Ds. and masters in several STEM fields are awarded to foreign-born students. In St. Louis, the foreign-born are 44% more likely than the native-born to have at least a college degree and 130% more likely to have an advanced degree (Strauss, 2012). In addition to graduating with marketable degrees in the STEM fields, international students have exceptionally high rates of entrepreneurship. A recent study showed that immigrants in the St. Louis metropolitan region are 60% more likely than the native-born to start a business (Strauss, 2012). Yet immigrants comprise only 4.5% of the region's population, and the proportion of international students who remain in St. Louis post-graduation is low relative to our urban comparators (Strauss, 2012).

Studies show that to remain competitive and stimulate economic growth, the region must attract and retain more immigrant talent. If students desire to stay in the US, their degrees complement the St. Louis job market, and the region wants to retain immigrant talent, why don't we see more international students entering the labor force in St. Louis? This panel will outline the legal and cultural barriers students face when seeking employment and entrepreneurial opportunities post-graduation. We will discuss how F-1 immigration regulations limit students' ability to work off-campus during and after their studies, and explore how these limitations affect the amount of agency students have when charting their course for upward mobility in the U.S. Then we will present best practices; in the absence of comprehensive immigration reform, how can universities and economic development agencies better support students as they seek long-term employment or develop a small business? Learn about programs in the St. Louis region to empower students with knowledge of existing pathways to smoothly transition from F-1 status to an employment-based immigration status, and to equip students with the necessary skills to excel in the American job market. Also review the results of an initiative to integrate international students into an existing career pathing and mentorship project in St. Louis through a partnership between the St. Louis Mosaic Project and the Regional Business Council. Finally, listen in and provide feedback on plans to celebrate international students' successful job outcomes and to incorporate international students into St. Louis' business incubators and growing start-up culture.

Dreams Deferred? The Educational and Financial Implications of In-State-Resident Tuition Policies for Undocumented Immigrants

Stephanie Potochnick and Rajeev Darolia, University of Missouri-Columbia

Many states are evaluating how to best develop the productive resources in their communities by adopting immigration and education related policies. A policy area that resides at the nexus between these policy areas is the provision of in-state resident tuition (IRT) benefits to

undocumented immigrants. Since 2001, 13 states have adopted IRT policy that allows undocumented immigrants to pay the relatively low tuition and fees available to state residents at public colleges and five states have reduced costs even further by allowing undocumented immigrants access to state financial aid and/or private scholarships. While prior research finds that IRT policies have positive effects on college enrollment and associate degree completion among undocumented young adults, no study has examined the financial implications of these changes in depth. Financial and legal constraints are likely to affect where and when undocumented students go to college and how they pay. We provide some of the first evidence for these behaviors.

Using the Current Population Survey (CPS), the National Postsecondary Student Aid Study (NPSAS), and a difference-in-difference design with state, year, and state-year linear fixed effects, we examine how IRT policies affect Latino FBNCs' (a proxy for undocumented status) decision to enroll in college and how they decide to attend, the financial implications of that investment, and degree completion. Specifically, we examine how the adoption of IRT policies affects the choices of the type of institution attended (e.g., 2-year vs. 4-year; public vs. private vs. for-profit) and intensity (part-time vs. full-time). Further, we examine how students finance their college education by examining measures of student borrowing and work behavior. Lastly, we expand on prior research on IRT policies and degree completion by examining additional degree types and a longer post-policy time frame.

We find that IRT policies not only positively affect decisions of whether to attend, but also reduce the financial burden of undocumented immigrants by decreasing the number of hours worked while attending school and the amount of private loans taken. We also find that IRT policies shift students from the for-profit to public sector, but do not find evidence of an effect on enrollment intensity or on attendance at 2-year versus 4-year institutions. Lastly, we find that IRT policies increase associate degree attainment but have minimal effect on Bachelor degree attainment. By providing a more comprehensive understanding of how undocumented students respond to financial constraints our paper can help policymakers appreciate the consequences of IRT policies, allow them to develop future policy design, and evaluate other supports or mechanisms that can enhance the well-being of residents and the state economy.

Migrant Farmworker Health: Findings and Recommendations for Integration from Nebraska

Athena Ramos, Center for Reducing Health Disparities, University of Nebraska Medical Center

Ricardo Ariza, Creighton University Office of Multicultural Affairs, Omaha, Nebraska

Antonia Correa, Center for Reducing Health Disparities, University of Nebraska Medical Center

According to the World Health Organization, mental health is 'a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.' Due to a number of factors within the agricultural industry, many migrant workers are not able to attain optimal mental health. Farmworkers may experience high levels of stress and inherent job uncertainty, which significantly impacts daily living for themselves and the communities in which they live. This workshop will focus on a recent study of migrant farmworker health in Nebraska. The purpose of the Migrant Farmworker Health Survey was to: (1) Develop baseline data on the health of Latino migrant farmworkers in Nebraska especially mental health, stress, and substance use, (2) Understand the migratory pattern of Latino migrant farmworkers who come to Nebraska to work, and to (3) Develop recommendations to improve working and living conditions for migrant farmworkers .

This multidisciplinary study included both quantitative and qualitative measures both from migrant farmworkers themselves and organizations that serve this population. Participants were recruited between May and September 2013 from five central Nebraska counties. Potential participants were informed of the study by the research team during a community meeting held at each farmworker camp. Participants were administered the Migrant Farmworker Health Survey which consisted of 103 questions encompassing five general areas: demographics, current health status, stress measured by the Migrant Farmworker Stress Inventory (MFWSI), depression measured by the Center for Epidemiologic Studies Depression (CES-D) scale, and substance use including tobacco and alcohol through the Rapid Alcohol Problems Screen-Quantity Frequency (RAPS4-QF). The final sample included 200 participants, of which 185 were male and 14 were female. Ages ranged from 19 to 70, with an average of 33 years of age. Over 70% were born outside of the United States and over 90% were Mexican or of Mexican descent. Latino migrant farmworkers experience high levels of stress and depression as measured by the Migrant Farmworker Stress Inventory (MFWSI) and the Center for Epidemiologic Studies Depression (CES-D) scale.

Of the 200 participants in the sample, 61 (30.5%) were identified to have stress levels of over 80 as indicated by the MFWSI and 98 (51.6%) were identified as depressed as indicated by a score of over 16 on the CES-D scale. Health promotion and community engagement strategies are needed to address this major health disparity in the agricultural workforce. Addressing these health issues is a significant factor for worker health and safety and well-being of rural, agricultural communities. Our discussion will focus on the process for participatory action research, findings from the Migrant Farmworker Healthy Study, and recommendations to integrate migrant farmworkers and create healthier, more welcoming communities.

Eating From the Garden

Larry Roberts, Eating From the Garden State Coordinator

Rebecca Mott, Family Nutrition Education Programs, University of Missouri Extension

Candance Gabel and Jo Britt-Rankin, University of Missouri Extension

The Eating from the Garden program provides evidence-based information to youth in schools and community programs. The program hopes to increase consumption of fruits and vegetables by youth through nutrition and gardening activities. Eating from the Garden helps kids improve their diet and food choices by helping them develop the skills to grow, harvest and prepare produce. With assistance from area partners and volunteers, the program promotes healthier food choices, gardening skills and physical activity. Many of these gardens are located at elementary schools, and a number of students enjoy having the opportunity to eat fresh fruits and vegetables they produced as a part of their school lunches. Currently, more than 50 gardens are being cultivated in 17 counties across the state of Missouri.

Spatial Segregation in Latino Majority Communities

J.S. Onésimo Sandoval, Saint Louis University

According to the 2010 U.S. Census, there were 50,477,594 Latinos. The Latino population represented 16.4% of the total U.S. population. The growing Latino population is impacting many regions across the U.S. This impact can be seen with the growth in new Latino communities in the South and Midwest. The 2010 Census also revealed that there were 960 Latino majority towns in the U.S. with at least a total population of 500. This project conceptualizes two types of Latino

towns: (1) The Pueblo (50% to 74% Latino) and (2) The Hyper-Pueblo (75% to 100%). There were 518 pueblos and 442 hyper-pueblos. This talk explores the spatial segregation patterns in these two types of pueblos. This talk will build on my talk from May.

What Happens When A Migrant Student Enrolls in School?

Becky Marrujo Smith, Central Regional Professional Development Center, University of Central Missouri, Warrensburg

Many times a student enrolls in school and parents and school officials are not familiar with common practices that need to be used for migrant and ELL students. This workshop will identify what school procedures need to take place in order to properly enroll and identify migrant and ELL students. The audience will also become aware of services which should be provided to these students in order to give them equal opportunity for an education.

Adult Learners' Spanish Language Proficiency and Their English Language Outcomes

Maria Tineo, Purdue University

Melinda Grismer, Purdue Extension's Learning Network of Clinton County

Purdue Extension's Learning Network of Clinton County has the unique opportunity in Frankfort, Indiana, to take a holistic approach to helping Spanish-speaking immigrants and their children to acculturate, as well as helping majority population (mostly monolingual residents) within the local community to better understand the dynamics of Latino culture. This presentation is part of a panel that showcases studies conducted with participants who attend educational programs within the same community--focusing on students, teachers, and parents and their knowledge and attitudes toward change and integration.

Maria Tineo, Ph.D. candidate at Purdue University and intake/testing coordinator for the Latino Community Learning Center's ESL program, will present a correlated study based on her research of adult learners' Spanish language proficiency and their English language outcomes. She investigated links between level of education, language proficiency in their first language, and how it's associated with their second-language (English) outcomes. These findings have relevance for second language acquisition policies and procedures at the local and state level within an adult learning context. Melinda Grismer, coordinator of Purdue Extension's Learning Network of Clinton County and the director of the Latino Community Learning Center, has conducted a comparative study examining civics knowledge among Spanish-speaking immigrants, benchmarking their results on the 100-question U.S. citizenship test/attitudinal survey against an ESL program that does not provide civics instruction. These findings can provide us with new insights regarding integration of immigrants, especially in an immigration reform climate.

Teachers' Knowledge of Latino Culture and its Effect on Their Attitudes and Instruction

Esmeralda Cruz, Community Schools of Frankfort

Purdue Extension's Learning Network of Clinton County has the unique opportunity in Frankfort, Indiana, to take a holistic approach to helping Spanish-speaking immigrants and their children to acculturate, as well as helping majority population (mostly monolingual residents) within the local community to better understand the dynamics of Latino culture. This presentation is part of a panel that showcases studies conducted with participants who attend educational programs within the

same community--focusing on students, teachers, and parents and their knowledge and attitudes toward change and integration.

Esmeralda Cruz, graduate student at Purdue University, has studied teachers' knowledge of Latino culture and its effect on their attitudes and instruction, with some findings that translate to best practices in school settings. Specifically, she presented two workshops, one data-driven and one attitudinal, with teachers, using pre- and post-tests to evaluate the extent to which knowledge impacts attitudes about Latino students.

“Comer en Comunidad: Non-Traditional Factors Driving Dietary Transition and Food Insecurity among Latinas”

Pablo Torres-Aguilar and Angela Wiley, University of Illinois at Urbana-Champaign

Latino immigrants moving to the U.S. face conditions which over time negatively impact their nutritional behaviors and health outcomes. Changes in dietary patterns partially contribute to development of diet related diseases. Furthermore, socio demographic circumstances, including gender and locality, increase the likelihood of developing obesogenic behaviors which exacerbates the pandemic of non-communicable diseases in the US. Our objective was to evaluate life circumstances, environmental influences or language acculturation; and its relations with respect to healthy or harmful dietary patterns in a sample of Latino immigrant in Central Illinois. Healthy dietary patterns included intake of fruits and vegetables, fruit juices, vegetarian products and whole grains whereas harmful dietary patterns included consumption of salty snacks, non-diet beverages, fast foods and wheat tortillas. The resilience perspective and the Sustainable Livelihoods model were used as frameworks to determine independent variables. These models allow the evaluation of potential promotive or risk factors associated with dietary patterns at an individual, family and community level.

Promotive factors, including human and economic capital, access to food and information and low language acculturation, are conditions which foster positive adaptation whereas risk factors, including family and community challenges or food insecurity, are conditions which increase the odds of poor outcomes in Latina immigrants. Data from a larger study, The Latino Needs Assessment, evaluating immigrants' well-being was used. Participants were recruited through solicitations at community service offices and events however only 105 met the inclusion criteria. Inclusion criteria included non-US nationality, maternal status and rural location. Principal component analysis was used to create composite variables for each construct and Spearman rank correlations were conducted to determine associations. Food and information ($r = 0.23$) and language usage ($r = 0.22$), were positively associated with mothers' healthy dietary patterns whereas family challenges was negatively associated with mother's healthy dietary patterns ($r = -0.29$). Food security was negatively associated with mother's harmful dietary patterns ($r = -0.21$). The elaboration comprehensive constructs allows us to explore underlying factors driving dietary change in Latino immigrant mothers. Thus, increasing our understanding about socio-ecological variables and its correlation to dietary patterns. Furthermore, it opens the door to determine how life circumstances, environmental influences or language acculturation and mother's dietary patterns may exacerbate the dietary transition of other family members, especially children. Finally, our study points out the need to include these socio-ecological variables in the design and implementation of programs addressing food insecurity among immigrants.

Afraid to Say It? Examining Ambivalence in Public Support for Localized Immigration Control
Adriano Udani, University of Missouri-St. Louis

According to the 2012 American National Election Study (ANES), 52% of Americans support policies that allow local police to determine the immigration status of a person if there is a reasonable suspicion he or she is an undocumented immigrant. Given the lack of comprehensive immigration reform in the U.S., political scientists are not surprised that a majority of Americans support localized immigration control tactics. However, the 21% of Americans who are ambivalent toward the policy (i.e. who select a 'neither support or oppose' category) is rather curious, particularly in light of empirical studies that show racial resentment of foreign-born groups such as Latinos, Asians, and Muslims has increased over time (Kinder & Kam 2010). Many political scientists would expect that ideological differences polarize immigration policy attitudes, decreasing any apparent ambivalence (Abramowitz 2010). Others suggest that people may choose a 'neutral' survey response category to conceal their racial prejudice (Berinsky 1999). Using the 2012 ANES to test these dominant hypotheses, I show that ambivalent Americans have higher anti-Latino attitudes than those who oppose localized immigration control. I also find that Americans who support localized immigration control are more likely to think that Latinos are unintelligent and lazy. The results raise important concerns for social justice. As supporters of localized immigration control continue to perceive Latinos as socially dysfunctional, and as ambivalent Americans mask their underlying racial animosity, the U.S. immigration policy system will foment a false narrative that America has moved beyond race.

How Do We Measure Social Integration? Qualitative Data from a National Service Perspective
Dawnya Underwood, Jessica Ranweiler and Fabio Lomelino, Lutheran Immigration and Refugee Service, Baltimore
Lauren Wichterman, Independent Contractor, New York

The Lutheran Immigration and Refugee Service (LIRS) is committed to intentional and ongoing dialogue with our networks to deepen the connections that make our work more effective. One topic we are currently exploring is the long-term integration of migrant youth into their communities, and how healthy social connections are fundamental to their success into adulthood. With our partners, LIRS works to expand the social connections that help refugees and migrants integrate into their communities. From a recent focus group with eight partners, we have found is that forming one positive bond that establishes trust can have the most lasting effects for successful integration. Trust is key to linking but may also disconnect, especially for families within our service population. When we can strengthen these bonds, formal and informal relationships are believed to be more sustainable over time. LIRS partners report connections within a faith community are of specific significance to families, as those relationships can lead to a huge increase in positive social bonds youth experience. Conversely, challenges related to school enrollment and supportive services have been identified by direct service partners. School is the main social system for youth and when families cannot adequately access this entry into the community, further isolation becomes an issue. Youth also receive services beyond education via the public school system, to include: free or reduced meals, special education, mental and medical health, and educational or vocational counseling and guidance. Furthermore, education staff from the DC metropolitan area, including all of Maryland and Virginia where a large majority of LIRS' post release services cases are located, express the need for more information on the migrant youth population in order to better serve them. LIRS has begun to pursue work with these professionals in order to create more holistic services for our children and families. In November and December 2013, as well as February 2014, LIRS convened over 40 partners from the national network to

define issues facing migrants and refugees across the United States. The collective body of knowledge and scope of programming has provided a unique opportunity for LIRS to gather a baseline of qualitative information. This data will allow LIRS to reshape how the partner network understands and provides services to migrants and refugees. This presentation will represent the findings of not only these convenings, but also from other service partners outside of the LIRS affiliate network (e.g., school systems, community service providers).

The Nature of Latino-Owned Businesses in Relation to Acculturation Paths and the Context of Reception in Three Regions of Missouri

Corinne Valdivia, Katherine Higgins, Rachel Schmidt, Lisa Y. Flores, and Stephen Jeanetta, University of Missouri-Columbia

This research explores the nature of businesses Latino newcomers engage in as part of their livelihood strategies, and the effect of context and acculturation paths. Two data sets have been gathered in three regions of Missouri that ask about the livelihoods of Latinos, and include specific questions about the businesses that have been established. We use statistical analysis to establish if there are significant relationships between the acculturation path of Latino newcomers, the networks they develop, and the nature of the business; and between context of reception (community climate), the nature of networks, and the establishment of businesses. Literature on entrepreneurship mentions ethnic enclaves as places where Latinos and other ethnic groups have traditionally developed businesses. The nature of recent migration to areas where there is not a large concentration (enclaves) of Latinos, poses the question of the nature of businesses or the characteristics of the entrepreneur that contributes to including this as a livelihood strategy.

Implementing Legalization: The Roles and Responsibilities of States and Localities

Michele Waslin, Immigration and States Project, Pew Charitable Trusts, Washington, D.C.

This paper focuses on the roles and responsibilities of states and localities during the implementation of a legalization program. We examine the Immigration Reform and Control Act (IRCA) of 1986 and the Deferred Action for Childhood Arrivals (DACA) program, initiated in 2012 and highlight lessons learned from past experiences to better understand the roles and responsibilities states may encounter in the case of a new legalization program. The magnitude of a new legalization may be significantly different given the number of unauthorized immigrants in the U.S. today and their dispersion across all 50 states. When IRCA passed, immigrants were largely concentrated in a few states. In fact, over half (53%) of those who legalized under IRCA were from one state California. Eighty-three percent of those who legalized resided in five states California, Texas, New York, Illinois, and Florida. Today, there are approximately 11.7 million unauthorized immigrants residing in the US, and large numbers of potential beneficiaries of a legalization program are found in nearly all 50 states.

In contrast to the IRCA experience, the more recent DACA program application rates show that the five states with the highest foreign born populations have generated approximately 62% of all applications, more than 20 percentage points less than those who legalized under IRCA in the same five states. This signals that many more states will likely be involved in various aspects of implementing any broad new legalization program. The experiences of IRCA and DACA show that states and localities are either required, or have chosen, to take on various roles and responsibilities during implementation that include providing: 1) outreach and public education about the legalization program and providing potential applicants with information about the

application process; 2) certain documentation necessary for applicants to prove eligibility; 3) the education necessary for applicants to meet eligibility requirements; and protecting immigrants from fraudulent or predatory immigration legal service providers.

The level of engagement and magnitude of states' and localities' roles is, of course, dependent on the type of legalization program that is enacted and to some extent, on their desire to engage in this policy. The specific eligibility requirements of the legalization program and the amount of time applicants have to fulfill those requirements are important to determining what states and localities may need to do and how much time they will have to prepare for and respond to applicants' needs. Of course, once the initial implementation of a legalization program is complete, all levels of government, but particularly states and localities, have a role in integrating the newly legalized population into their communities. Future research will delve into what these responsibilities are and what the fiscal and economic impacts may be.

There's an Application for That: Assisting Latino Businesses in Navigating the Permit Process
Jon Wolseth, Iowa State University Extension and Outreach

The majority of Hispanic-owned businesses in the US are classified as 'nonemployer,' meaning that they are firms without paid employees, generally run by sole proprietors and partners. Emblematic of 'nonemployer' businesses are family-owned and operated retail establishments, auto repair shops, restaurants, and cleaning businesses. Such retail and service industries require special permits to operate (such as health department permits and liquor licenses) or require building permits to expand or renovate business spaces. Building codes, health codes, and other forms of regulation are difficult to access, navigate and understand for many Latino business owners because of lack of English fluency, knowledge of existing regulation, or access to technology. Personal investment and assumption of risk is exceptionally high in immigrant-owned businesses. The cost of business failure, then, is also extremely high on individual families and on the community as a whole. Failure to file the necessary paperwork or receive adequate permission for operation can be financially disastrous and force business closure. This presentation will present several best practices in addressing the knowledge gap about business regulation among Latino entrepreneurs. Special focus will be placed on the pros and cons of using personal networks with organized workshops to address the knowledge gap.