

**2015 Cambio de Colores Conference**  
**Thematic Group Idea Exchange Notes**  
**June 10, 2015**

**Thematic Group Idea Exchange Instructions:**

- You may participate in one or more topic area discussions.
- Each topic group should discuss and brainstorm around the questions below.
- Identify a facilitator to help keep the group organized and directed.
- Please have one person take notes. Notes should be given to the Registration Table or emailed to [decolores@missouri.edu](mailto:decolores@missouri.edu) so they can be shared among participants.

**Notes from the 2014 Thematic Group Idea Exchange are available in the 2014 Proceedings book on page 74, or here:**

**<http://cambiodecolores.org/2015/Documents/2014%20idea%20exchange%20notes.pdf>**

TOPIC AREA: \_\_\_\_\_

1. *Please review notes from the 2014 idea exchange. Are there any updates or successes to be shared since last year's idea exchange?*
2. *Diagnostic: Are the issues identified in 2014, represented by this theme area still the key issues for your theme?*
  - a. *What changes or additions would you make to the main issues in your theme?*
3. *What are the challenges we face in addressing these issues?*
4. *What kind of support or action agenda would help us begin to overcome these challenges?*

**NOTES**

**COMMUNITY INTEGRATION**

1. What does Community Integration mean to you?
  - Sense of belonging; no community divides
  - Helping in decision making
  - Become part of the community but maintain culture and sense of who you are; including language, costumes, norms, etc.
2. Are the issues identified in 2014, represented by this theme area still the key issues for your theme?
  - Safe
  - Language
  - Resources
  - Networks
  - a. What changes or additions would you make to the main issues in your theme?

Building community education with both the local community and the incoming immigrants. It must be a two way street.

3. What are the challenges?
  - Hard to reach out to the immigrant community
  - A place to come together to talk about the community issues
  - Transportation

- Communication; what is going on locally? How do we get vital information to the community
  - Networks
4. What kind of support or action agenda would help us begin to overcome these challenges?
- Work with churches and schools to be the information centers needed for referrals whether there are cultural centers or not.
  - Reach out to the corporations hiring the immigrant community.
  - Use volunteers to translate resource materials
  - Communication as language barrier but also communication as getting information out
  - Build relationships; connect with people and get to know each other
  - Understand its initiative; awareness; education

### **EDUCATIONAL ATTAINMENT**

The group felt that the information from the 2014 proceedings was still relevant to this theme. Therefore we focused on what else could enhance the list of themes for educational attainment.

1. What changes or additions?
  - a. Create a multi-lingual Pre-K Education initiative to replicate around the nation. Focus on the early years to ensure better changes for educational success.
  - b. Modify early childhood teacher preparation programs at universities to help future teachers be ready for the challenge of multilingualism.
  - c. Focus on building a child's self-esteem and help them see themselves as part of the solution and the future, and not the problem and the past.
2. What are the challenges we face in addressing these issues?
  - a. Lack of state and local government support for multilingual education in the early years.
  - b. Time, accreditation, and resource investments needed to redesign teacher preparation programs.
  - c. The current teacher workforce is predominantly monolingual.
  - d. Lack of sufficient minority role models in leadership positions.
3. What kind of support of action agenda will help us begin to overcome these challenges?
  - a. Prepare and disseminate research-based white papers with clear recommendations for action.
  - b. Use these recommendations to reach out to universities, legislators, funders, and find champions to pilot and implement these.
  - c. Support and expand existing multilingual programs.
  - d. Raise and generate community support and understanding, and influence local decision making and resource allocation to fund these initiatives.
  - e. How to appropriately measure educational attainment and reassess testing practices to incorporate developmentally and culturally appropriate testing; that is when there is a very good reason for testing.
  - f. Financial resources to afford college and address student debt. Look closely at the efforts to make community college (2 years of higher education) free to all.

### **ELL/ ESL TEACHING AND LANGUAGE ACQUISITION**

Updates from 2014: do the term ELL and ESL imply different program goals and beliefs?

- In south Missouri, we don't have any resources to teach English for adults so they can get a variety of jobs
- Focus on terminology and implications ESL v ELL v LEP

- ESL misnomer in some cases because some Spanish speakers speak an indigenous language as their first language.
- Do language issues divide people or bring them together?
- “Knowing English” conversational language vs academic or career specific conversation
- Parents of ESL/ELL learners – many do not have literacy competencies so may not have abilities to help their child to develop literacy skills in new language.
- ESL learners are diverse with diverse needs. It may take educators valuable time to discover what the students bring and what they need. We need educators to have cultural competencies. Complex process. How do we achieve this?
- For many ESL Students, the language is not the only issue... for some it’s a lack of education or schooling in their native country.
- Authentic assessments – ESL Students may be faced with prompts, questions which are foreign concepts (e.g. math prompts about allowances)
- Lack of national curriculum in ESL and school curriculum in general
- You have many variables with ESL students:
  - Parents education level
  - Student education level
  - Length of time in US
  - Conversational vs academic English

## **ENTREPRENEURSHIP**

Community climate for small businesses is difficult – creating the connections – incubate; once the businesses are ready, and then connect. Linking universities’ expertise.... Incubators that have access to investors. Some need additional training & CSU – How to get the financing – what approaches to start up. Do entrepreneurs know about the services available at small business development offices?

Extension in US:

1. Resources:
  - a. Partnership SET (Stronger Economies Together)
  - b. How to get the right people at the table is key
  - c. We need...
2. USDA Rural Development – Targeted to 20% needs – Ozarks.
3. Attracting graduates back to communities
4. Building from the business owners to build the trust to engage

Welcome – entrepreneurial climate (Johnson et al, Himar)

Human Capital value chain

Finding the local champion, the models are there, finding willing investors to invest in rural entrepreneurship

Emerging resource are community foundations, like Community Foundation of the Ozarks. They do training and provide resources, and at the same time network in the greater area of MO.

Cognizant of SE states, race, gender, ethnicity, another MO Rural development partners.

Telecom is a barrier for education attainment. Another barrier is getting from the large smokestack industrial attraction, rather than growing many small businesses.

On the consumer side, people buying local has significant implications (education). Why support local entrepreneurs: because it is good for the local economy. Continuing educational aspects are still a barrier to start and continue the business in the main.

Build in the cultural values, build in pluralism.

## **HEALTH CARE ACCESS:**

1. *Please review notes from the 2014 idea exchange. Are there any updates or successes to be shared since last year's idea exchange?*

Lack of "safety net" funding for undocumented persons

2. *Diagnostic: Are the issues identified in 2014, represented by this theme area still the key issues for your theme?*

Yes – especially with regards to language/cultural barriers and lack of access

- a. *What changes or additions would you make to the main issues in your theme?*

Inability to access specialty services. Follow up with patients

3. *What are the challenges we face in addressing these issues?*

Lack of trust in community, need for preventative medicine education and providers, off hours access to health care.

4. *What kind of support or action agenda would help us begin to overcome these challenges?*

Action plan: reduce stigma of undocumented status,

Increase the pool of culturally and linguistically competent health and mental health providers, and the number of *promotoras* in community

## **LEADERSHIP DEVELOPMENT**

Integration of clubs is key! Kids are integrated in schools, so their clubs should be integrated.

1. *Please review notes from the 2014 idea exchange. Are there any updates or successes to be shared since last year's idea exchange?*

A leader models the correct behavior; showing through your actions

2. *Diagnostic: Are the issues identified in 2014, represented by this theme area still the key issues for your theme?*

Make leadership as it's seen in Latino culture: Define leadership for a group-oriented society. Find meaning in the word "leadership" in a Latino society.

- a. *What changes or additions would you make to the main issues in your theme?*

3. *What are the challenges we face in addressing these issues?*

Find leaders as examples, who have distinguished themselves, i.e. Cesar Chavez and Dolores Huerta – we have to think of some more contemporary examples

4. *What kind of support or action agenda would help us begin to overcome these challenges?*

UC Berkeley – Adventure Risk Challenge

Ogallala Commons – Leadership and environmental awareness embedded in an intern program for Latinos and First Nations

Target Demographic Groups with Leadership opportunities

Age ranges

Gender

High schools

FFA (boys and girls)

Parents

Scouts (boys and girls)

4-H (boys and girls)

Church (event planning)

Event planning volunteers (funerals, quinces, weddings)

Safety (walking kids to schools)  
Cooking classes (teaching)  
Sharing childcare  
Neighborhood volunteers  
Charity activities

For dads: sharing their hobbies, sports, fishing, helping adults realize that their interests and skills can be shared with others.

## **MIGRANT/IMMIGRANT WORKERS**

1. *Please review notes from the 2014 idea exchange. Are there any updates or successes to be shared since last year's idea exchange?*

- Immigrant still fearful to complain about working conditions
- Continued lack of enforcement of policies
- Unresolved H-2A/B issues: lack of protection of H-2A/B workers
- Moved forward but challenges: ACA impact/no change production line speeds
- Success: some states drivers licenses for “dreamers” and more community health centers (access)

2. *Diagnostic: Are the issues identified in 2014, represented by this theme area still the key issues for your theme?*

Similar, yes

a. *What changes or additions would you make to the main issues in your theme?*

- Last year, we looked more at agriculture – this year we talked about animal production/meat processing. The whole food production process. We need to include domestic and construction workers (immigrant workers)
- Workers compensation form completion. Workers hurt on site forced to see company doctors (bias)
- Add: Human Trafficking

3. *What are the challenges we face in addressing these issues?*

- Retaliation to employees. Funding for community organizers to organize employees.
- Law enforcement policies; reduced state/federal budgets to employee inspectors
- Poor laws.
- Pay day loans increased interest (in Alabama some are 400%)
- Corporate power in few hands.

4. *What kind of support or action agenda would help us begin to overcome these challenges?*

- Increased advocacy by legislators to worker immigrant issues
- Connect to La Paza
- Cambio de Colores create briefing to All area legislators on federal/state
- Hispanic Coalitions = send information, engage, collaborate
- Media exposure, engage media advocacy
- Create purchasing policies for fair practices in labor
- Educating consumers on how products are made/process
- Educate how to form political coalitions.

## **PROJECTS-BASED COMMUNITY INTEGRATION**

#### Existing/remaining issues & challenges:

- How to communicate and inspire both receiving and incoming communities that integration can be beneficial to both communities.
- Economic situations impacting social interaction (for example, workforce shifts towards Latino employees and businesses that are leaving the area have less interest in programming or integration efforts and the primary actor in integration efforts became a Catholic Church).
- Divergent interests (ex: Baptists upset that other denomination is "stealing" congregants or Baptists provide services but participants attend another church).
- Small #s of immigrants sometimes mean that people aren't interested in investing resources
- How do we encourage planning (rather than reactions after the fact)?

#### Recommendations:

- Enlist more support from faith communities by drawing on existing orgs like ministerial alliances to provide for both spiritual and social needs in the community.
- Choosing narratives that emphasize humanity and voice rather than statistical or numeric significance - 1 person is enough to "do something", framing efforts and investments as basic essentials that must be budgeted for rather than an "extra".
- Using existing resources in whatever ways are possible (ex: by hiring diverse paraprofessionals or ancillary staff like secretaries, cooks, janitors, etc. at a school because those people will be available sooner because their training trajectories are shorter.)
  - Caveat, it's important that as they become professionalized/employed with valuable skills that they be compensated for those skills rather than continuing to be paid the same as employees without those skills.
- Programs like *Juntos*, *Al Exito* (in IA), *Welcoming America/Welcoming Schools*
- Looking for people in industrial workplaces (or elsewhere) that are already informally doing the work of integration and socializing across cultural/linguistic boundaries who can be advocates (like combatting myths or stereotypes and demonstrating what *can* be done).
- Community meals
- Extension offices can do economic analysis locally to demonstrate the advantages of welcoming newcomers. For example, what would be the economic impact if all the Latinos left the community?
- Culturally relevant invitations to participate in events (ex: individual, in-person invitations)
- Projects combining craft-making from a particular home culture of newcomers with English instruction (so learners can produce something valuable to sell while learning English and developing opportunities to interact in English)
- Awareness of different definitions of "involvement" cross-culturally between providers and receivers of services.