Sixteenth Annual Conference

Todos Juntos: Collaboration and Unity
in Uncertain Times

CONFERENCE ABSTRACTS
(DRAFT)

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

The Role of Social Media for Rural Midwestern Latinos
Denice Adkins and Heather Moulaison Sandy – University of Missouri-Columbia

Immigrants and Latinos' information needs and information practices have been studied in multiple environments (c.f., Fisher, Durrance, & Hinton, 2004; Rodriguez-Mori, 2009). The Pew Hispanic Center compiles regular assessments of Latinos' media and information technology adoption (e.g., Latinos & Digital Technology 2010). Almost three-quarters of Latinos say they like to learn new things, but foreign-born Latinos anticipate more difficulty finding information than U.S.-born Latinos (Brown & Lopez, 2015). Over three-quarters of young Latino Internet users (aged 18-29) use social media to share information (Lopez, Gonzalez-Barrera, & Patton, 2013). Several information providers are using social media to interact with Spanish-speaking clientele, including WebMD, MedLine, and the U.S. Government. Yet, however, few studies have investigated the role of social media for information sharing and relationship-building for Latinos in the rural Midwest.

Our study used semi-structured qualitative interviews with Latinos in the rural Midwest to discover how and why they use social media, and which social networks they use. We asked our informants to tell us what social networks they use, how often they use it, and what their goals are for using social media, in addition to having conversations about how they keep in touch with family and friends and how they learn new information. To date, we've conducted four sets of interviews in rural Midwest locations. We went to four sites; one was a Mexican goods store, one was a local home, one was an alternative high school, and one was a university extension office. Our interviewees ranged from 13 years old to the late 50s/early 60s, and have included native-born U.S. citizens, people who immigrated both legally and 'sin papeles,' and in some cases, both at various points in their lives, people who received citizenship during the 1980s Amnesty program, and two people who were born in a Latin American country, brought to the US as toddlers, and despite not being citizens, this is the only country they've ever known. Our interviewees have had Mexican, Guatemalan, and Salvadoran heritage, and two interviewees spoke of cross-national marriages that came about as a result of coming to the U.S.: a Guatemalan woman married to a Salvadoran man she met in Texas, and a teenager whose Mexican father and Salvadoran mother met in California. Results indicate that rural Midwestern Latinos primarily use social media for staying in touch with family and friends. Other uses included economic support (e.g., buying and selling things), informational support (e.g., finding information for family and friends), and to a lesser degree, news sharing. Privacy was not a strong concern, but our older respondents generally limited their audiences to family. Social media use was generally limited to Facebook and WhatsApp, though younger respondents reported using other social networks as well.

References
Brown, A., & Lopez, M. H. (2015). Public libraries and Hispanics. Retrieved from http://www.pewhispanic.org/2015/03/17/public-libraries-and-hispanics/.
Fisher, K. E., Durrance, J. C., & Hinton, M. B. (2004). Information grounds and the use of need-based services by immigrants in Queens, New York: A context-based, outcome evaluation approach. *Journal of the American Society for Information Science & Technology*, 55(8): 754-766.
Lopez, M. H., Gonzalez-Barrera, A., & Patton, E. (2013). Closing the digital divide: Latinos and technology adoption. Retrieved from http://www.pewhispanic.org/2013/03/07/closing-the-digital-divide-latinos-and-technology-adoption/.
Rodriguez-Mori, H. (2009). The information behavior of Puerto Rican migrants to central Florida, 2003-2009: Grounded analysis of six case studies use of social networks during the migration process (Doctoral dissertation). Florida State University.

Structural Factors Shaping Access to Healthcare Among Mexican Women in the Chicago Area
Julia Albarracin and Michael Kohler –Western Illinois University

This paper explores how income, education, employment status, and English language skills influenced Mexican women's access to health care, defined as both the availability of health insurance and doctor's visits in the previous year. It shows that the above-mentioned structural factors influence access to health care. More specifically, women who have better income, education levels, jobs and language skills are more likely to have access to health care.

Pedagogical Development through Global Programs
Areej Alghamdi and Norah Althuwaikh – Ministry of Education Saudi Arabia and Saint Louis University

When teachers from different cultures cooperate and have the same goals, new generations will learn to be respectful and will have the power to be good citizens, which ultimately will encourage the spread of world peace. Educational programs are essential to increase and improve teachers' performance and develop their teaching skills so they can improve student learning and achieve highly successful outcomes. Teachers that participate in these programs learn new educational tools and techniques, share experiences, and exchange knowledges and ideas with other educators. We would like to present our experience in global programs and how these programs affect us, both personally and professionally.

The Building Leadership for Change through School Immersion (BLCTSI) is a global collaboration between the Ministry of Education in Saudi Arabia and Saint Louis University with the goal of training educators. BLCTSI is a two-way street that has created professional learning communities. Teachers benefit by visiting language immersion programs in American schools and participating in peer observation as well as instructional coaching. These programs build a global education community from different cultures and different languages to improve learning and teaching. We believe that when teachers share the same goals, it helps them work professionally and enhance student learning.

Racializing the Spatialized Public Sphere: Centering Latina/o/x Newcomer Placemaking Efforts in the Localized Political Process
Aaron Arredondo –University of Missouri-Columbia

After observing the absence of Latina/o/x community organizations in the new immigrant destination area of Mid-Missouri, it becomes apparent how the lack of civic infrastructure for Latina/o/x newcomers restricts their avenues for cultural and political representation in local community relations. This research project considers how the racialized-politicized spatial terrain of Columbia, Missouri's white volunteer setting affects Latina/o/x newcomers' claim to an effective public representation and their potential for cultural-political empowerment in the localized public realm. Using qualitative data, this study documents to what extent Latina/o/x newcomers are taking to public parks, and other informally organized public spaces, as sites of intentional and unintentional resistance against the racialized institutional arrangements that are maintained by the organizational relationship between the University and local volunteer organizations. Understood as a politicized spatial process by which Latina/o/x newcomers are able to produce spaces of deliberation regarding local community concerns, Latina/o/x placemaking offers a conceptual lens for critiquing the civic engagement practices that are institutionally arranged through Columbia's white volunteer setting.

The Latino/a Student Engineering Experience at the University of Missouri
Miguel Elias Ayllon and Tojan Rahhal – University of Missouri-Columbia

Latinos/as are an underrepresented group in STEM, and more research is needed to understand the opportunities and barriers for Latino/a success in STEM fields. The purpose of this qualitative study is to understand the academic and personal experiences of Latino/a student's pursuing undergraduate engineering degrees at the University of Missouri. Using a purposeful sampling approach, four students (two male and two female) active members of the Society of Hispanic Professional Engineers (SHPE) will be interviewed for this study. Questions will be focused in areas such as academic performance, leadership & involvement, family support system, networking, career exploration, and gender differences.

Technology and English as a Second Language (ELS) Instruction
Obed Barron and Daisy Barron Collins –Missouri State University

The National Center for Education Statics (2016) estimated 4.5 million English Language Learner (ELL) or English as a Second Language (ESL) students from 2013-2014 in public schools in all United States. Such growth was more evident on school districts from more urbanized areas than for those in less urbanized areas (Lee, 2016; National Center for Education Statistics, 2016). English as a Second Language students from all ages struggle to grasp the main ideas of language, and advances in technology are challenging for some of them to keep up with and become literate in both areas. According to Lee (2006), ESL students' achievements are limited because of their teachers' lack of technology training. Lee (2016) stressed that the lack of training is because schools receive grants which in turn provide devices, but this does not include the training for those who will provide instruction, such as teachers or administrators from schools, who are facilitating instruction while utilizing such devices. The teachers' lack of adequate skills affect their students' ability to understand and use state-of-the-art educational technology, limiting students in the real world because understanding technology is vital for their success. There are currently over 30 on- and off-line language providers commonly utilized by ESL teachers. In this presentation, we will focus on the benefits and drawbacks of the 10 most popular educational apps (i.e., for iPhone, iPad, and Androids) websites, and downloadable software compatible for iOS and Android platforms.

Legos, Language, and Literacy
Marlow Barton – Education Plus

In this session, participants will use Legos to explore the Language Experience Approach (LEA) for English Language Learners (ELLs). Participants will choose a story starter, create a scene of the story and then use their speaking skills to retell a story.

Changes in Rural America: A Follow-up Multi-lingual Study in Southwest Kansas
Debra J. Bolton – Kansas State University

This mixed-methods, multi-lingual (English, Spanish, Somali, Burmese, & Tigrinya) study follows initial research completed in 2013. The follow-up social research, completed in November 2016, expanded its scope by reaching more respondents from a widened geographic region. Again, the study addressed health, well-being, and social connectedness of subjects living in a region marked by Minority-majority population centers, approximately 35 languages and dialects spoken, poverty, and families at-risk of economic, educational, and social devastation. Initial analysis revealed strengths and challenges in the varying populations, as we may expect. A marked difference in this recently completed study was that more underrepresented populations were reached, quantitatively and qualitatively. In this presentation, we will explore the changes from the initial study. What changed for the better? What worsened? Were there new developments? How have the demographics changed, and what does that mean for the communities within this region? What are some cultural similarities and differences? Finally, we will explore ways in which we can generalize this data to understand the wider immigrant community.

A Look at Gender-Neutral and Culturally-Appropriate Toys
Debra Bolton – Garden City, KS
Samantha Warner – Nixa, MO

This poster presentation will explore the messages aimed at children through toys, which may contribute to low self-esteem and feelings of gender, racial, and cultural inferiority in youth. Gender-neutral and culturally-appropriate toys will be illustrated. Emerging research tells us that self-confidence in children can be greatly compromised when retailers, society, and educational institutions continue to employ messages that promote racial and cultural superiority. Literature review will be distributed at poster session. Inspiration for this topic came from the observations of a nine-year old girl who has co-authored and will co-present at the poster session.

Learning Through Stories: Collaboration of Parents and Children in Family Literacy Events
Edwin Nii Bonney and Lisa Dorner – University of Missouri-Columbia

Among the most promising approaches to supporting immigrants' cultural and linguistic practices as pedagogical resources are multilingual community literacy programs. Families play important roles in children's literacy development (Orellana, 2009; Purcell-Gates, 1996). Educators recognizing the positive effects families play in children language and literacy development help organize family literacy events. The current study explores the role and collaboration of parents and children in a story-writing project as part of a family literacy event hosted by a Spanish language Immersion school. Preliminary findings show that although the language at home may be different from the language of instruction at school, parents and their children are able to incorporate both languages into their story-writing process. Additionally, children learned more about their parent's lived experiences and parents learned new words from their children in other languages. The study also reveals challenges in recruiting immigrant parents to participate in family literacy events.

The Effectiveness of Utilizing ELL Instructional Supports and Strategies for IEP Students in the Foreign Language Classroom
Emily Bowman –University of Missouri-St. Louis

This presentation investigates the prospective academic benefits that can be achieved when a teacher utilizes modified ELL-specific supports for IEP students in a Spanish II classroom in a suburban high school in St. Louis, Missouri. Considering the context of native English-speaking students struggling with reading, writing, listening and speaking skills in English, who also encounter challenges in their L2 development, this case study will explore (1) how students' L1 and L2 challenges overlap, and (2) how ELL-specific instructional supports can benefit these students. The two participants for this study were purposefully selected and both attend my Spanish level 2 class on a daily basis. These students must meet the academic requirement of learning the Spanish language, while simultaneously mastering the content and curriculum. Given that these students have been identified as struggling in all language domains of English, I understand that their struggles in Spanish are identical to their L1 language needs. The participants' performance in their Spanish class will affect their high school GPA as well as their entire academic future.

My intervention focuses on improving the students' general literacy skills by incorporating all language modalities in instruction and assessment, with a greater focus on Spanish reading and writing skills. Drawing from my training in TESOL through Quality Teachers for English Learners (Echevarria, Vogt, & Short, 2008; Vogt & Echevarria, 2008), I will provide students with universal and modified supports between February and May 2017 to benefit their learning needs in Spanish class, as well as all content area classes. Specifically, the instructional supports will include direct instruction, modeling, conferencing, timely feedback, read aloud, student goal setting, and questioning both in the regular class period and during additional individual support sessions. Students will be responsible for actively participating in the regular classroom, as well as for self-evaluating during the individual sessions. The focus will be to improve students' Spanish literacy skills as well as build their confidence in tackling challenging and unfamiliar content in the L2. Instead of using a mechanical approach to the language learning focus on translation of lexical meaning, my intervention will facilitate students' ownership to choose from diverse strategies to independently complete assignments and by having a new awareness of how to approach various task requirements. Not only will the instructional strategies be tested for effectiveness, but students will also receive language supports such as word banks, extended time on assignments and assessments, sentence frames and starters, use of non-linguistic prompts, etc.

I plan to administer a pre-assessment which contains questions formatted to test all four language modalities in English and Spanish. This assessment will provide me with baseline information for each language. Instructional success will be determined by which supports are furthering comprehension through formative assessment and overall grade improvement. Implications from this case study will address how students' L1 and L2 development inform each other, and how teachers of struggling L1 learners in their L2 classroom can enhance students' literacy skills, especially drawing from the field of TESOL.

References

Echevarria, J., Vogt, M., & Short, D. (2008). *Making content comprehensible for English learners: The SIOP model*. New York: Pearson.

Vogt, M., & Echevarria, J. (2008). *99 ideas and activities for teaching English learners with the SIOP model*. Boston: Pearson.

Understanding Hispanics and Sense of Community in Rural Nebraska
Marcela Carvajal, Melissa Leon, and Athena Ramos –University of Nebraska Medical Center

Rural communities are changing demographically, physically, and socially. Latinos are now the largest minority group in Nebraska and one of the fastest growing, particularly in rural areas. Understanding Hispanics and Sense of Community in Rural Nebraska is a community-engaged, mixed-methods study to assess the integration of Latino immigrants in two rural communities in Nebraska by using the data collected from surveys and focus groups in each community. The UNMC Center for Reducing Health Disparities partnered with community agencies such as the public library, the Chamber of Commerce, local retailers, churches, and other community-based organizations to develop and implement this study. During fall 2016, a bilingual survey was conducted and a total of 201 first- and second-generation Latino immigrants participated: 42.3% were from Mexico, 22.4% were from Guatemala, 9% were from El Salvador, and 11.4% were born in the United States. About 70% of participants were under age 45. Over 90% of participants were newcomers to rural Nebraska having lived there for less than 20 years. The main factor for Latino immigrants moving into these rural communities is family members who already lived there. A sense of community is an important indicator of community integration and is associated with improved well-being, increased community participation and civic responsibility, and improved resilience. Nearly 90% of participants believed that it was important or very important for them to feel a sense of community with others. About 65% of participants believed that neighbors watch out for each other. However, integration can also be challenging both on a personal and structural level. To this end, we also assessed immigrants' day-to-day experiences with discrimination, and many respondents indicated that they had experienced discrimination because of their race or national origin. A total of six focus groups will be conducted during the spring 2017, three in each community, to explore opportunities to improve integration efforts and build relationships between immigrant newcomers and their new rural communities. Findings from this study will fill a gap in the literature about Latino immigrants' sense of community and integration in rural Nebraska. A better understanding of integration from the immigrants' perspective may help communities to better tailor programming, services, and policies to improve social well-being and make Nebraska a more welcoming place.

Scaffolding Academic Language through Sentence Frames
Debra Cole – Missouri Migrant and English Language Learning
Sandra Cox – University City School District
Jennifer Burnett – Flynn Park Elementary, University City School District

Classroom teachers of English Language Learners are often told to identify language objectives that align with the content learning goals of the lesson (Echevarria, Short, & Vogt, 2008). However, teachers are frequently unsure how to do this, or are overwhelmed by the idea of adding one more thing. This workshop will focus on a straightforward process for writing and incorporating sentence frames to support academic language development in K-12 content classrooms. Presenters will share specific examples of sentence frames for a variety of classrooms K-12, and provide participants time to practice and share with each other tips for not only planning for language development, but for actually delivering and assessing explicit language instruction throughout content instruction.

Introducing the St. Louis CoTeach for ELLs Regional Initiative
Debra Cole – Missouri Migrant and English Language Learning
Alla Gonzalez Del Castillo – St. Louis Public Schools
Jacqui Schilling – Mehlville School District

Cara Russell – Bayless School District
Robert Greenhaw – Confluence Charter School
Anna Coe – Hazelwood School District

Learn how the practice of co-teaching is transforming mainstream classrooms for ELLs and improving ELL achievement. Using Honigsfeld and Dove's book Collaboration and Co-teaching: Strategies for ELLs (2008) as a framework, 54 co-teaching teams from 28 schools in 7 districts train and learn together. Templates and protocols are shared. Panelists from participating districts take turns describing the implementation of co-teaching for ELLs in their context.

A Qualitative Case Study Investigating Multiple Processes of Adaptation
Daisy Collins – Missouri State University

The process of adaptation to a society and acquiring English proficiency does not reflect the learning ability of the Hispanic immigrants (Pedraza & Rivera, 2005). There is more to teaching than just helping the students and their parents to speak English or learn various aspects of the American culture (Nieto, 2004). Teachers have to learn and create strategies to help the students keep their own identity, culture, and language, thus making the transition to becoming a productive American citizen more meaningful (Delgado-Gaitan, 2001). Nieto (2004) assumed that as a result of teachers' lack of knowledge of effective instructional strategies, depression and a sense of not belonging have increased among Hispanics as a whole. Teachers, administrators, and community officials are challenged to unify their efforts to help the increasing number of Hispanic students and adults who are experiencing educational and psychological problems in southwest Missouri (Caravantes, 2006). The purpose of this qualitative case study was to investigate how various personal, social, cultural, and educational issues affected the adaptation process of one male Hispanic college student into southwest Missouri.

The following research questions guided this study:
1. What were the most critical components of the adaptation process for Hispanic students into southwest Missouri?
2. Which educational and behavioral strategies were most effective in achieving the goal of adaptation in southwest Missouri?

Researchers believed different processes of school adaptation come with the language proficiency, which determined the success of Hispanic immigrant students (Caravantes, 2006; Miramontes, Nadeau, & Commins, 1997; Nieto, 2004; Pedraza & Rivera, 2005; Rumberger & Larson, 1998; Valdés, 1996). Some of those processes are assimilation, adjustment to change, the development of intercultural sensitivity, and adaptation. Assimilationists argue one culture fits all (Padilla, 2005). During the earlier years of 1870 until around 1920, a great 'problem' of diversity arose having to deal with children from other nationalities. The new school's task was to make immigrant children as much like the white, middle-class, Anglo-Saxon Protestants as soon as possible. The Developmental Model of Intercultural Sensitivity (DMIS) process helps us to understand how people move from being prejudiced toward a new culture or place, (ethnocentric) to becoming more culturally aware (ethnorelative), which at the end of the process creates a comfortable integration to their new environment (Cushner, McClelland, & Safford, 2006). Cushner, McClelland, and Safford (2006) discuss levels of adjustment to change. They explain how the U-curve hypothesis helps us to understand how individuals go through the process of adjustment to a new place (see Figure 1.1 for visual representation below). The U-curve hypothesis model is divided into four phases: (a) honeymoon, (b) hostility, (c) humor, and (d) home. Padilla (2005) has created a concept model that connects between the multicultural diversity with transcultural unity called the 'coyuntura,' concept model shows the ability of student immigrants to move, relate, and compensate the balance between two cultures, which he believes will help to avoid social fragmentation between two cultures.

Linguistically and Culturally Responsive Math Teaching for ELLs: Case Studies of In-Service and Pre-service Teachers' Training to Practice

Sarah A. Coppersmith, Kaylee Robertson and Heidi Waeltermann – University of Missouri-St. Louis

Research reveals that teachers need better preparation to improve mathematics competencies for the increasing numbers of English Language Learners (ELLs) they serve (Grossman, Schoenfeld, & Lee, 2005 in Aguirre, Zavala, & Katanyoutanant, 2012). ELLs have shown a greater achievement gap in mathematics when state math achievement scores were compared with non-ELLs (State, 2015). Mathematics is an area ELLs are at risk of failing in school (Janzen, 2008). One reason can be teachers' own lack of math content knowledge and pedagogy, mathematics experiences from their own schooling (Hembree, 1990; Bekdemir, 2010), or a lack of training in teaching math to linguistically and culturally diverse students. A misleading myth about ELLs' math learning is, 'the transition from social language to academic language is easier for ELLs in math than in other subjects' (Kersaint, Thompson, Petkova, 2009, p. 60). Teachers need an understanding of the math content and a grasp of how math content is structured with math language and math pedagogy to make learning meaningful for all students (Tran, 2014). There is a need to improve teacher training programs, as a majority of teacher preparation programs have required little to no training to support ELLs in the U.S. (Bunch, 2010). The Quality Teachers for English Learners (QTEL) program was developed at a Midwestern university through a grant from the National Professional Development (NPD) Grant program, Office of English Language Acquisition, to prepare teachers through innovative practices in linguistically and culturally responsive instruction by offering coursework for TESOL certification and professional development in mathematics for undergraduate pre-service and graduate in-service urban teachers from 2011-2016. The purpose of this research was to examine how 2015 in-service and 2016 pre-service graduates of the Quality Teachers for English Learners university program demonstrate linguistically and culturally responsive math teaching (LCRMT) with ELLs in their classrooms after training.

Theoretical Framework: An LCRMT framework was developed based on linguistically responsive teaching and culturally responsive pedagogical content knowledge of mathematics and sociocultural constructivists' perspectives on student interactions. Method: Our case studies report how trained QTEL teachers demonstrate math content and discourse competencies through pedagogical practices in elementary and middle school math classrooms. The first case study, with three 2015 in-service graduates, utilized mixed methods from classroom observations, interviews, and a math assessment survey to answer the research question, 'How do in-service teachers demonstrate their linguistically and culturally responsive (LCR) math teaching practice in classes with ELLs after they have graduated from the QTEL program?' The follow-up study, with 2016 pre-service graduates, features two pre-service teachers investigating ELL students' English proficiency, first language, and math achievement. 'Activity Theory' was used to examine and report data through identified 'activity systems' to compare and contrast training and actual practice. Results show that the 2015 in-service graduates preferred school-provided routines and rules to LCRMT strategies; used SIOP, but did not give individualized supports for ELLs; 2016 data is ongoing. The juxtaposition between university training and math teaching provides a benchmark for conversations about teaching academic content and social languages to increasing diverse student populations.

Hicimos el Camino' en Michigan: Latino Business Pioneers

Juan Coronado and Rubén Martinez – Michigan State University

This paper looks at the challenges Latina/o business owners face in Michigan, with extrapolation to the Midwest. Latina/o owned businesses have grown at rapid rates in recent years. Yet, their businesses continue to face many challenges and, as a result, low success rates. With their loan applications, frequently being rejected or facing high interest rates, the vast majority of Latina/o business owners are unable to access capital in the lending markets. The lack of capital poses significant challenges, not only at start-up but at the point of potential expansion, and is detrimental to the survival of their businesses. Also, posing a significant challenge to the survivability of the Latina/o owned business is the educational attainment of the business owner. There is a strong positive correlation between low levels of education and the low success rates of businesses. Latina/o business owners are particularly plagued with this relationship. Further, language and knowledge barriers, inexperience, and younger ages also pose substantial limitations to Latina/o business owners. These issues are even more prevalent among immigrant

business owners whose knowledge of American culture and the English language may be even more limited. Still, Latina/o business owners seek to fulfill the American Dream in their lives while making important contributions to the economy. The paper concludes with some recommendations for supporting Latina/o-owned businesses.

BeAWARE: A Domestic Violence Prevention Program
Nicole Crespi – Centro Latino de Salud, Columbia, MO

BeAWARE is an interactive educational program designed to educate children about domestic violence that may occur in their home and community. The program includes activities that teach children how to recognize situations of domestic violence, how to protect themselves, and how to effectively utilize the proper people and resources in their community for help. BeAWARE is designed to teach children ages 6-14 to recognize signs of violence and then how to react and seek help to prevent being hurt emotionally and physically when a risk is present or in progress. BeAWARE was created following a research study conducted by Centro Latino de Salud in collaboration with True North of Columbia called Engaging Men in the Prevention of Violence Against Women, which showed that Latino youth ages 12-18 had positive views of women and negative views towards violence against women, while a group of Latino men ages 19-24 more often agreed with violent and abusive behavior towards women. Based on this disparity between youth and adult populations' awareness and understanding of violence against women, BeAWARE reaches out to children before they have learned to distinguish between types of violence and educates youth about domestic violence to encourage them to grow into peaceful individuals who create safe home environments, free of domestic violence. Centro Latino's youth program participants completed a pre-test to discern their knowledge of domestic violence, then split into two groups of ages 6 to 10 and 11 to 14 to complete a four-lesson curriculum adapted to reach each age group.

BeAWARE curriculum answers the questions 'What is Domestic Violence?', 'How can I Recognize Domestic Violence?', 'Know Your Resources: How can I Protect Myself from Domestic Violence?', and 'How can I Mentally Cope with Domestic Violence?' and is followed by a post-test.

The interactive lessons involve discussions between students and program facilitators and serve to open a dialogue about domestic violence that can continue between children and their parents. After learning the BeAWARE curriculum, youth participants understood the definition of domestic violence, how to recognize potentially and currently violent situations, and could choose a reliable course of action to protect themselves and get help. BeAWARE teaches children to be aware of violence occurring in familiar environments and gives realistic resources for acknowledging and preventing violence. Domestic violence prevention programming is essential to addressing the violence children face at home and in their communities and early intervention can help children gain tools for recognizing domestic violence early on, leading to opportunities for growth in knowledge and prevention in adolescence and adulthood.

¡Hablemos! ¡Hagamos una Diferencia! Let's talk! Let's Make a Difference! A Holistic Approach of Pregnancy Prevention among Hispanics/Latinos in Southwest Missouri
Daisy B. Collins and Susan Dollar – Missouri State University

In the state of Missouri 10,150 teens were pregnant in 2011 (CDC, 2013; National Campaign, 2014), ranking 26th highest in the nation. There are 232,000 Hispanics in the state of Missouri and 6% of them are K-12 students (Pew, 2014). HIV and STI rates have been average for Latino youth in the United States, however pregnancy has been in the rise (CDC, 2013; Dollar, 2005; Goesling, Colman, & Trenholm, 2013). Although there has been a 12% decrease since 1990, in 2009 still 46% of Latinas have been pregnant at least once before 20 years old (Goesling, Colman, & Trenholm, 2013; Gudino & Allen, 2009; The National Campaign, 2016). Prevention programs targeting only upper elementary and middle school students have been insufficient in reducing the rate of teen sexual activity (Gonzalez & Allen, 2010; Trenholm, Devaney, Fortson, Quay, Wheeler, & Clark, 2007). Such programs do not consider family systems in which the teenager is embedded, only directing prevention education to individual teenagers and their peers (CDC, 2016; Trenholm et al., 2007; Pardeck & Yuen, 1999). However, a family health perspective

demands a holistic program directing education to individual teenagers as well as their families, while also addressing systemic needs within the broader community (FYSB, 2017; Pardeck & Yuen, 1999; Yuen, 2005). Two curriculums have been developed to provide same day instruction for teenagers and their families. School of Social Work at Missouri State University, along with Hand-in-Hand Multicultural Center, developed a curriculum for parents titled, ¡Hablemos! Let's talk (Dollar & Collins, 2016) to accompany and reinforce the abstinence-based for teenagers (ages 11-14), Making a Difference curriculum (Jemmott, Jemmott, & McCaffree, 2016). From our perspective, utilizing a holistic approach, based upon the Family Health Perspective (Pardeck & Yuen, 1999) will benefit the family by including the individual and family in the pregnancy prevention and sexual risk avoidance education process. Our panel will present information about the ¡Hablemos! Let's talk and Making a Difference curriculum content and instructional methods. Evaluation methods will also be presented. Special attention will be paid to questions of context: Is a holistic family health approach appropriate for use in multiethnic Latino communities? A second question considers the appropriateness of sexual abstinence-based programs with Latino families in southwest Missouri.

The panel will discuss the following issues. First, presenters will describe the family health perspective and how it is integrated into the curriculum. Second, our instructional and evaluation methods will be presented. The panel will conclude by leading a discussion with the audience, to: (1) consider strengths and obstacles in reaching multiethnic Latino communities related to pregnancy and STI prevention education, and (2) discuss community-based efforts which address Latino educational health needs based upon the holistic Family Health Perspective (i.e. economic, social, mental, cultural, emotional, spiritual, and physical health dimensions).

International Students and Western Academic Culture
Dannielle Joy Davis, Essa Adhabi, Faisal Alzahrani, Salman Almalki, and Chris Presley – Saint Louis University

The featured work centers upon the voices of international graduate students enrolled in a doctoral level Professional Writing course. Employing an autoethnographic approach, the piece explores international students' perceptions of the writing and publishing cultures of western higher education. What are similarities and differences between writing culture and expectations of institutions from the students' homelands and that of the U.S.? The work will further explore the students' views of the socialization process into American higher education.

Examining Suggested Accommodations for Emergent Bilinguals in Algebra Textbooks
Zandra de Araujo, Erin Smith, and Amy Dwiggins – University of Missouri-Columbia
Ji Yeong and Ricardo Martínez – Iowa State University

Examining Suggested Accommodations for Emergent Bilinguals in Algebra Textbooks Introduction & Purpose Mathematics and language are inextricably intertwined. For students who are simultaneously learning mathematics and acquiring English, attention to these dual goals is essential for effective teaching. However, many teachers are not prepared to teach mathematics in ways that extend emergent bilinguals' (EBs) mathematical and linguistic knowledge bases (Ballantyne et al., 2008). As a result, teachers may seek out resources to aid them in teaching EBs. One such resource is the teacher's guide contained in textbooks. Although in the past these guides commonly provided only answers and broad teaching tips, textbooks of today often provide specific instructional strategies for EBs. In an effort to understand these prescribed strategies and the extent of their alignment to mathematics education research, we conducted an analysis of algebra teacher guides to answer the following questions: What do teacher guides of algebra textbooks recommend to facilitate mathematics learning for EBs? What assumptions guide these recommendations? How do these recommendations align with research?

Method
Using methods of textbook analysis (e.g., Otten et al., 2014), we examined teacher's guides from three high school algebra textbooks. The decision to focus on algebra was due to its position as a 'gatekeeper for [U.S.] citizenship' (Moses & Cobb, 2001, p. 14). Moreover, our selection of textbooks was from the three largest publishers of algebra textbooks and each was aligned with the Common Core Standards. For each textbook, we identified all instances

denoted as EB instructional strategies. We then coded for the focus of the strategy (i.e., mathematical or linguistic instruction), source of the strategy (main text or supplemental resource), and any implied assumptions about teaching or EBs. Each member of the team independently coded each book and then met to reach consensus.

Preliminary Findings
A majority of the strategies focused on specific mathematical terms. Although such strategies may aid the acquisition of single words, they do little to foster EBs' acquisition of mathematical discourse or language-in-use. Moreover, such prescribed front loading of vocabulary goes against current recommendations in mathematics education that advocate for embedded language use and pedagogical attention to the mathematics register (e.g., Moschkovich, 1999). The most common assumption guiding the instructional strategies was fluency in students' first language (L1). For example, one textbook recommended peers translate and describe specific mathematical terms in L1. Such strategies assume EBs are fluent in their L1, including academic language, and multiple speakers of the same L1 are together in one classroom. For teachers who find themselves in situations with one or two EBs, EBs with different L1s, or EBs who do are not fluent in their L1, such recommendations offer little assistance with mathematics teaching. Given the importance of algebra in our society, recommendations to facilitate EBs' mathematical learning are of utmost importance. However, recommendations suggested in the textbooks analyzed do little to support this learning. Moreover, assumptions that underlie such recommendations were unproductive and perpetuated single-representations of EBs. As a result, teachers of EBs who use these textbooks have limited recommendations that align with mathematics education research.

References
Moschkovich, J. (1999). Supporting the participation of English Language learners in mathematical discussions. *For the Learning of Mathematics, 19*(1), 11-19.
Moses, R. P., & Cobb, C. E. (2001). *Radical equations: Civil rights from Mississippi to the Algebra Project.* Boston, MA: Beacon Press.
Otten, S., Gilbertson, N. J., Males, L. M., & Clark, D. L. (2014). The mathematical nature of reasoning-and-proving opportunities in geometry textbooks. *Mathematical Thinking and Learning, 16*, 51-79.

Making Challenging Mathematics Accessible for Emergent Bilinguals

Zandra de Araujo, Erin Smith, and Amy Dwiggins – University of Missouri-Columbia
Ji Yeong and Ricardo Martínez – Iowa State University

Overview
The cognitive demand, or quality and quantity of thinking, is an important aspect of mathematics tasks. Research (e.g., Henningsen & Stein, 1997) has underscored the difficulty many teachers have implementing high cognitive demand tasks. The implementation of such tasks may be particularly difficult for teachers of emergent bilinguals (EBs), as the language demands of these tasks tend to be greater than that of low cognitive demand tasks. The increased language demands of such tasks have led to EBs experiencing a mathematics curriculum overly focused on performing mathematical procedures (due to the decreased language demands) rather than on understanding mathematical concepts. In this workshop, we will examine mathematics tasks at a variety of levels of cognitive and language demands in order to develop means of modifying tasks to accommodate ELLs while maintaining the cognitive demand. The two questions guiding this workshop will be: How can teachers help EBs access cognitively demanding mathematics tasks? How can teachers enact cognitively demanding tasks in ways that build on EBs' linguistic and cultural resources?

Presentation Organization & Engagement
In this highly interactive, 60 minute Workshop Session, we will begin with a brief (10 minute) discussion of cognitive and language demands in mathematics tasks. Participants will then work in groups to sort a set of tasks according to the level of cognitive and language demands (15 minutes). We will then debrief (10 minutes) and participants will be asked to discuss ways to assuage the language demands while maintaining the cognitive demand (10 minutes). The presenters will then discuss (10 minutes) findings from the literature and examples of

culturally and linguistically accessible, high cognitive demand tasks. We will close with time for questions (5 minutes).

Impact
We believe this workshop will be of interest to Cambio de Colores attendees. Though we do not specifically address Latinos/as, we do address EBs of which Latinos/as are the largest proportion. Furthermore, this session bridges research and practice in highlighting the need for implementing cognitively demanding tasks with EBs. Participants will gain strategies for modifying the language demands of tasks to allow students to experience a high level of cognitive demand. We hope participants will bring this awareness and strategies back to their schools or fellow educators to strengthen the mathematics education of all students.

Reference
Henningsen, M., & Stein, M. K. (1997). Mathematical tasks and student cognition: Classroom-based factors that support and inhibit high-level mathematical thinking and reasoning. *Journal for Research in Mathematics Education, 5*, 524-549.

Culturally Based Narratives as the Vehicles to Attracting and Retaining Underrepresented Youth to 4-H in the State of Iowa
Eliseo De León and Norma Dorado Robles –Iowa State University

In 2014, Iowa 4-H began to intentionally move beyond inclusion to belonging. CYLAs are not programs themselves; rather, they are launching pads for underrepresented and underserved youth into local 4-H learning communities. The model was designed so that youth of color are not isolated, but instead, help transform their local 4-H programs with increased cultural relevance and diversity. Often it is not about teaching youth something new, but about connecting youth to something ancient - their roots.

Latino Youth Development: What's Positive? What's Possible?
Ricardo Diaz – University of Illinois

This is the third-year update of the state of the practice in youth development. After three short years to organize ourselves nationally and do a systematic inventory and coordinated actions that bring an asset-based approach, we step back and ask: How far are we? How far can we go? Following a summary of parallel efforts across the nation, I hope to open the floor to discussion of what else we are missing and how we can achieve continued growth in collaborating across our different situations.

Where Have They Been? An Essential Tool to Identify Latinos in the Community You Serve
Claudia Patricia Diaz Carrasco, Katherine E. Soule, Steven Worker, Maria G. Fabregas Janeiro, J. Borba, R. Hill, and L. Schmitt-McQuitty –University of California

In August 2015, the University of California 4-H Youth Development Program, under the leadership of newly hired Assistant Director for 4-H Diversity and Expansion, committed to ambitious goal to increase Latino youth participation in the 4-H YDP to at least 50% statewide. Resources to achieve this task were limited and seven out of the 57 county UC Cooperative Extension offices throughout California were able to hire 4-H staff to exclusively support the UC ANR 4-H Latino Initiative. Recognizing that counties have limited resources to expand programming to underserved areas, it was clear that to be successful there was a need to reach out to new partners. Informed by a literature review authored by Erbstein & Fabionar (2014) which suggest that youth development organizations and programs should build on knowledge of the local Latin@ Community and its relationship to the broader community; a team integrated by faculty and academics from UC ANR, UC Davis Department of Human Ecology and UC Davis Center for Regional Change developed the 'Latino Engagement Resource Chart (LERC)'. This tool has the purpose to help local staff identify and classify the formal and informal organizations and

networks among the communities in which they work, such as: governmental agencies, regional tribes, regional initiatives focused on youth well-being, youth services, community-based organizations and ethnic/cultural activities, industry groups, schools, fairs, etc. The LERC was piloted in 3 counties of California and through ongoing formative program evaluation; staff reported that this tool helped them to extend their thinking about potential resources for connecting with local Latino communities. This presentation will provide detailed explanation of the tool and instructions on how to use it at the local level.

Nurturing Latino Communities in the U.S. from the Ground Up: 4-H Youth Acquiring a Sense of Pride and the Program Elements that Lead to Sustained Youth Involvement
Claudia Patricia Diaz Carrasco, Maria Guadalupe Fabregas Janeiro, Stephanie L. Barrett, and Yolva J. Gil – University of California, Division of Agriculture and Natural Resources

The Eastside neighborhood is one of the oldest and largest residential neighborhoods in the County of Riverside. In the early part of the 20th Century, with Riverside's citrus industry booming, the Community Settlement Association (CSA) was founded with the mission to help immigrants settle into Riverside. Families who are descendants of the original Eastside still live there today. Unfortunately, the Eastside neighborhood remains one of the poorest communities in Riverside County. It is an area of high unemployment rates, low income, and where much of the population speaks English as a second language. The idea of establishing a community garden at CSA came after participants in the UC CalFresh, a federally-funded nutrition education program for individuals and families participating in the Supplemental Nutrition Assistance Program (SNAP), revealed that they did not have sustainable access to fresh fruit and vegetables. Based on this, in 2014, UC CalFresh staff along with UC Cooperative Extension Master Gardener Program joined efforts so families in the Eastside Riverside could learn about nutrition and gardening, with the idea that the produce grown locally at CSA could be distributed to families in the Eastside. Through a set of coordinated organizational efforts, the garden was established but community support was lacking. Informal interviews revealed that adults didn't feel that the garden belonged to them and/or didn't feel comfortable being in the garden with no supervision from UC or CSA staff and/or volunteers. In the summer of 2016, the 4-H program was invited to collaborate with the garden hoping that youth will see that the garden does not have an owner but belongs to them and their parents. A 4-H Club was established at CSA and youth planned a CSA Garden Showcase, which helped them acquire a sense of pride and allowed them to develop leadership skills. This presentation will provide an overview of the program elements that led to Latino youth and adult participation in California extension programs.

La Voz: Latinos Engaging for Family and Community Advocacy
AnaMaria Diaz Martinez, Drew Betz, Rebecca Sero, and Gina Ord –Washington State University

The Latino immigrant landscape is in constant flux and, in the current state of uncertainty, understanding the complexity of their needs and how to strengthen the family and community domain is incredibly important. The voices of Latino immigrants in Washington State echo loudly the need for stronger and more intentional collaborations amongst the current service and economic industries, between community and educational institutes, and integrating health and safety considerations across the life cycle. Using a fully integrated mixed-methods approach research faculty with specializations in community economic development, health-wellness and nutrition, and human, family, and youth development recognized that the landscape was changing and we needed to find out how Latino immigrant family needs were changing under increased uncertainty and scrutiny.

The panel will discuss the results of data collected through surveys and multiple focus groups with Latino families (n=125) across Washington State. The data was analyzed, coded, and categorized across four emergent themes: stability in employment and economic vitality within the Latino community; parent and youth development in the context of strengthening family resilience and cultural prominence; community collaboration through advocacy and sustainability of integral services and programming; and health and wellness of families across the community and equitable access. Along with the results of the study the panel, comprised of faculty working directly in the community through Extension programming and services, will provide participants with examples of best practices

and evidence- and research- based programming that is having a significant impact on meeting the needs of Latino families in our state.

The Need for Critical Pedagogy in Dual Language Education to Dismantle Inequities
Lisa Dorner – University of Missouri-Columbia

Increasing evidence suggests that two-way immersion programs, a popular model of bilingual education growing across the country, do not live up to the ideal to provide equal educational opportunities for children from immigrant families. This presentation will discuss the importance of adding a fourth principle of *critical consciousness* to the goals of two-way immersion education. Some examples will be provided, regarding program design, family engagement, curriculum, and pedagogy.

Confronting the New Political Assault on Civil Rights: How Communities Fight Back!
John F. Dulles – Human Rights Consultancy, Denver, Colorado

We are entering a most challenging time in our history. Political movements based on racism, nativism, misogyny, and intolerance have risen to new heights and now infuse our nation' s policies and government at the highest level. The traditional role of the federal government as the primary enforcer of civil rights is now under attack, and institutions we have relied on to promote these rights may well have very different priorities. However, these challenges can be successfully countered by a nationwide coalition of community-based organizations that resist racist policies and promote equality, inclusion, and the celebration of diversity. This workshop will serve to provide tools and strategies for promoting civil rights compliance at the local level. It will demonstrate how concerned community members can directly and effectively influence the decision-making process of governments and public institutions. And in collaboration with other progressive organizations, it will demonstrate how a network can be created to influence and, indeed, change national priorities and political leadership.

Among the topics to be addressed: How to successfully influence public policy; How to use existing laws; How to create a local, human rights organization; How to use all forms of media and communication; How to use the Voting Rights Act and promote political participation; What obstacles and cautions need to be considered; How to build collaborative efforts and coalitions by partnering with other progressive organizations.

The workshop will showcase the work being done by the Colorado Immigrant Rights Coalition (CIRC). This statewide network has successfully impacted state legislation, public policy, and public opinion on all matters relating to immigration. It has helped enact laws and policies that protect immigrants against punitive federal, state and local law-enforcement measures; promoted immigrant integration; and successfully lobbied for policies that allow all immigrants to be full participants in Colorado society. CIRC has established a grass-roots, state-wide organizational model that assures a vibrant, inclusive and participatory leadership process. The immigrant community is at the center of this operation.

Finally, the workshop will review current events throughout the nation that impact on civil rights, especially noting the encouraging trends toward local and state political officials taking ownership of protecting civil rights and protecting against federal efforts to diminish these rights. California, the world's fifth largest economy, is taking the lead in making sure that its diverse population is treated with respect and dignity and that human rights are not eroded. Mayors of major cities throughout the country are also resisting federal attempts to interfere with local policies that assure the protection of individual rights. These positive developments serve to show how community organizations can be effective in impacting the political landscape, tilting the nation back to its core principals of respect for human rights. Participants in this workshop will be encouraged to fully engage in the discussion and present their viewpoints and experiences. A robust conversation is expected!

Implementing 4-H Positive Youth Developmental Programs with Latino Youth & Families

Maria Guadalupe Fabregas Janeiro – University of California, Division of Agriculture and Natural Resources
Amanda Zamudio – University of Arizona
Elver Pardo – University of Florida
Ricardo Diaz – University of Illinois

4-H is delivered by Cooperative Extension--a community of more than 100 public universities across the nation that provides experiences where young people learn by doing. Kids complete hands-on projects in areas like health, science, agriculture and citizenship, in a positive environment where they receive guidance from adult mentors and are encouraged to take on proactive leadership roles. Kids experience 4-H in every county and parish in the country through in-school and after-school programs, school and community clubs and 4-H camps. In order to maintain and grow 4-H programs in the United States, we need to reach new audiences and offer innovative and engaging programs that reach not only the traditional 4-H audience but minorities and underserved populations. National 4-H Council has identified this as an extremely important goal and invited professionals working with Latinos around the United States to constitute the first Latino Advisory Committee (LAC) in 2015. These groups' first assignment was to create the Latino Youth Outreach: Best Practices Toolkit, published in 2016 as a living document. After the publication, the Advisory Committee divided into three working subgroups, one of them being capacity building. Its responsibilities included creating an inventory of existing 4-H programs targeting Latino Youth across the states. The subcommittee selected 15 programs around the U.S. to look at further, several states are represented including: Florida, Oregon, California, North Carolina, Idaho, Arizona, Utah and Illinois. The responsible program contact of the selected programs submitted a brief description and self-evaluated their programs using a tool designed by the subcommittee. These programs are diverse and spread a wide range of possibilities, including sciences, sports, culture, and healthy living. During this presentation the presenters will share the criteria used to select programs, the implementation evaluation and will provide the audience with tools through practical examples, case analysis and exercises to replicate this model in other states. These practices will help prepare them to select better programs for their specific counties and the needs of their youth.

Developing 4-H Youth Development Programs in Mexico: An Example of Institutional Collaboration

Maria Guadalupe Fabregas Janeiro and Claudia P. Diaz Carrasco –University of California
Michelle Dojaquez –Secretaria de Fomento Agropecuario del Estado de Baja California

The purpose of the University of California (UC) - Mexico initiative is to create and sustain strategic and equal partnerships between the UC and institutions in Mexico to address common issues and educate our next generation of leaders. The initiative focuses on key programs and areas of interest to both the US and Mexico, including arts and cultures, education, energy, environment, and health (About UC - Mexico Initiative, 2016). Under this initiative, the University of California - Division of Agriculture and Natural Resources decided to support and encourage the government of Baja California to develop and promote Youth Development programs similar to 4-H in the United States. Baja California is a boarder state with California. These states share a 156-mile-long border, which includes cities like Tijuana (border with San Diego) and Mexicali (border with Calexico). Even though both states are geographically close, the disparities between them are incredible large. Two examples of these disparities are the Annual Gross Income of more than $1.7 billion in California compared to only $16 million in Baja California, and the family median household income of $64,500 in California compared to $11,000 in Baja California (2015).

The efforts started in 2015 when the California 4-H approached Baja California's Secretaria de Fomento Agropecuario (SEFOA) and encouraged them to open clubs similar to 4-H clubs in Baja California as a way to facilitate the development of local leaders and increase the number of youth giving back to the community, making healthy decisions, and improving their grades in school. SEFOA is a statewide office dedicated to support agriculture and forestry activities around the state as well as contributing to the improvement of the quality of life of the population around the state. SEFOA's authorities understood the importance of supporting programs, like 4-H that foster leadership, collaboration, and healthy living among the youth population of the state. They immediately named a person to be the liaison with the University of California 4-H Advisors and invited the

Universidad Autónoma of Baja California to join the project. SEFOA also assigned a budget to support the introduction of youth development programs in the state of Baja California. A Memorandum of Understanding was signed between UC ANR and SEFOA and the first youth development program was established in Baja California in January 2017.

During this presentation, presenters will provide of a detailed description of the steps our team followed for the establishment of the new club, discuss the challenges and opportunities of this initiative, highlight the importance of institutionalizing 4-H expansion efforts inside and outside the U.S., and encourage the audience to replicate the model in other states.

Toolkits for Increasing Engagement with Diverse Youth Audiences
Maria Guadalupe Fabregas Janeiro, Katherine Soule, and Steven Worker –University of California

Youth development programs provide support for the growth and development of children and adolescents. However, despite the positive outcomes evidenced by research, many youth development programs struggle to reach youth who may benefit greatly (i.e., undeserved, racial minorities, low socio-economic status). One example is the University of California 4-H Youth Development Program. The 4-H program, part of the U.S. Department of Agriculture and the University of California, is dedicated to providing high quality youth development programming to youth. The program is committed to serving all youth regardless of race, color, national origin, religion, sex, gender, gender expression, gender identity, physical or mental disability, ancestry, or sexual orientation. However, fulfilling this commitment relies on locally-based staff to select and implement programs that are reflective of the age 5-18 youth demographics of their county. Even though two 4-H guiding principles are to be 'inclusive and embrace diversity' and create 'context and content for positive youth development,' 4-H programs often struggle with engaging diverse youth audiences. Based on successful pilot programs, California 4-H developed three toolkits to assist county-based 4-H programs to implement three varying models of 4-H Clubs that effectively engage underserved youth and families.

- In-Motion Clubs are organized during afterschool hours, often in partnership with existing afterschool programs that serve youth in a specific school, program, or setting with science, health, and civic education.
- SNAC Clubs are organized through in-school or afterschool setting, in conjunction with existing Cooperative Extension nutrition education programs that serve youth in a specific school with health and nutrition education.
- Day Camps are organized during school breaks such as spring break, holidays, and summer break and provide opportunities for youth to learn valuable skills through experiential project-based learning.

Each of the toolkits are divided into nine sections: Introduction, Club overview, general guidelines, operating procedures, starting a 4-H Club in your community, adult project leader resources, evaluation, conclusion, and references. The presentation will include a pragmatic discussion of challenges, successes, and opportunities for improvement to inform others' efforts in developing more inclusive programming.

Understanding of Perinatal Mood and Anxiety Disorders and Perception of Services Among Latinos
Anne Farina – Saint Louis University

Background
Perinatal Mood and Anxiety Disorders (PMADs) occur in women regardless of age, background, race, or ethnicity. They have profound impact on women, their children, and their families. Latinas may be at greater risk of symptoms, yet they may be less likely to seek out mental health services. Therefore, it is important for community members and non-mental health professionals to have a level of knowledge related to PMADs; however, it is unclear the level of knowledge that currently exists within the Latino community. The aim of this study was to understand the level of perceived understanding of PMADs and PMAD symptoms in the Latino community, their

level of confidence and perception of access of mental health services, and their thoughts about PMADs in the Latino community.

Methods
Data from 106 Latinas and Latinos were collected both on-line and through paper surveys distributed through a social service agency in St. Louis, Missouri. The survey included questions related to knowledge of PMADs, symptoms related to PMADs, access to mental health services for pregnant women and new mothers, confidence and perceptions of services available, and barriers and gaps in services delivery.

Results
Over 67% of the respondents answered that they believe there is a lack of understanding of what PMADs are in the Latino community. In response to where an individual would send a pregnant or postpartum woman with mental health symptoms, over 40% stated that they would send them to a family or friend, 23% stated that they would send them to a natural healer in the community, 26% would send them to a priest, pastor, or other religious leader, 75% would send them to a medical professional, and 82% would send them to a mental health professional. The total knowledge of signs, symptoms, and disorders is significantly positively associated with confidence in services and perception of a lack of services available. The acknowledgement of the importance of services is significantly associated with confidence in services and perception of a lack of services available. Participants reported that they believe that understanding signs and symptoms of Perinatal Mood and Anxiety Disorders is important, especially in the Latino community. Participants reported that they did not know much about the topic and that there was a lack of information in the community. Participants identified services lacking in the community as mental health services, social work, therapy, support groups, more information, services in Spanish, financial assistance, and child care. Participants wrote that barriers to receiving services are language, a lack of information, health insurance, a lack of financial resources, a lack of acceptance of mental health difficulties, transportation, cultural barriers, and stigma.

Conclusion
Results suggest that there is still a lack of understanding of PMADs and PMAD symptoms in the Latino community. Latinos in this study identified a lack of services available in the community specifically for Latinas and that barriers prevent individuals from utilizing existing services. This lack of knowledge and perceived lack of services and barriers to care have implications for policy, research, and practice.

Empowerment, Education and Innovation: The Sponsor Readiness Program Model
Virginia Fitchett – Lutheran Immigration and Refugee Service
Helany Sinkler – Esperanza Center, Catholic Charities of Baltimore

Lutheran Immigration and Refugee Service (LIRS) is the only agency which serves both the potential caregiver (sponsor) of unaccompanied minors through the Safe Release Support Program (SRS) and post reunification in community through our Home Study and Post Release Services Program (HS & PRS). LIRS partners with agencies across the U.S. providing screening services and in community case management services to unaccompanied migrant children and families. There are 32 partners in the LIRS network nationwide who served upwards of 25,000 families during the fiscal year of 2016. In response to the needs of families and children identified by our service partners and by LIRS staff who administer the programs nationally, LIRS coordinated with two service providers to create an innovative dynamic service model to improve stability of placement and integration of unaccompanied children and families. This new model prepares the caregivers of unaccompanied minors to adequately care for the minor and prevent further family breakdowns.

The co-presenting agency for this panel is Esperanza Center, a program of Catholic Charities of Baltimore. This agency has been serving immigrants and their families in the Baltimore region for more than 50 years. It provides comprehensive and essential services, including immigration legal services; health services (which include medical and dental services); English as a Second Language, computer literacy, and citizenship classes; translation services; family reunification services; case management to foreign national survivors of human trafficking (all genders, all

ages, labor and sex trafficking); and information and referrals regarding social services, housing, employment, transportation, school enrollment, and cultural and community integration. Presenters will provide an overview of the various programs of LIRS that service unaccompanied minors and families and illustrate the collaborative nature of the service model. Through this collaborative approach, it has been clearly identified that potential caregivers enter the federal process of family reunification with a high level of anxiety and concern about how they will provide and care for the minor. Building on an existing program, LIRS brought two local service providers from the network into discussion around building a new innovative service model to address these needs in the hopes that this model would improve families' stability, empowerment, and integration. Presenters will discuss how establishing the relationship between national agency (funder) and local service provider (local implementer) as collaborative and supportive sparks innovation. The Sponsor Readiness Program model provides sponsor assessment, case management support, and locally-based psychoeducation workshops to potential caregivers. The model facilitates empowerment and understanding for potential caregivers of unaccompanied children. This program prepares potential caregivers to receive unaccompanied minors into their families.

Learning Objectives
- Participants will learn about unique needs and issues impacting the integration of unaccompanied migrant children into their new homes and communities.
- Participants will learn about how to collaboratively develop successful models and methods to create dynamic service programs for unaccompanied children and families.
- Participants will leave with ideas and tools for creating service programs that foster integration of families and embrace collaboration across service providers.
- Participants will leave with an increased understanding of how serving unaccompanied migrant children can be done collaboratively across disciplines and diverse agencies.

The Political Economy of Placemaking in Latinx Communities of Kansas City
Alejandro Garay-Huaman and Clara Irazábal-Zurita – University of Missouri-Kansas City

This paper critically reviews the literature on the relationship between the processes of global capitalist accumulation and placemaking and community building of Latinxs in Kansas City. We use the social structures of accumulation (SSA) approach, which provides both a theoretical and historical framework to analyze the long-run structural and institutional dynamics of capitalist development. At the core of each set of SSA there are a set of cultural, political, economic, and ideological institutions that both give them coherence as a unified whole and govern their continuity and rupture. Since its inception in the 1970s, the SSA approach has been widely used by economists to understand the long run dynamics of capitalism. More recently, the SSA approach has also informed sociological studies about labor control systems and criminologist studies about the different mechanism of social control. However, these scholars have given little attention to the links between the long run dynamics of capitalism development and the placemaking and community building practices of Latinxs. This paper makes a contribution to bridge this gap, by connecting the SSA theory and Latinx studies. Particularly, we analyze how Latinx communities in Kansas City have been shaped and in turn shape the institutional arrangements put in place for each set of SSA. We identify three different SSA: (1) The monopolistic SSA of the first quarter of the 20th century. The main institutional arrangements of this period were repressive state policies against working class movements, dominance of monopoly/finance capital, and unapologetic imperialist policies. This is the period of consolidation of Latinx communities in Kansas City. The highly-monopolized railroad industry triggered the first wave of Latinx immigrants, who settled their communities around the railroad operations. (2) The Keynesian SSA of the postwar period, which was characterized by more peaceful labor-capital relations, consolidation of the industrial sector, huge state expenditure, and the rising of the U.S. as a hegemonic country in the world system. The conjunction of these elements generated a big influx of industries to the Midwest, which attracted a second wave of Latinx immigrants to the region. (3) The neoliberal SSA, which emerged in the 1980s. This period is characterized by a raising income inequality, financialization, and globalization. The impact of neoliberalism among Latinxs was reflected in higher rates of poverty, incarceration, and unemployment. Latinxs are no longer benefitting from long-term employments and stable or rising living standards, generating new negative dynamics in their communities. Yet, all throughout these eras, the Latinx community is an active agent that, through multiple strategies, resists and

transforms damaging policies and practices deployed upon it, promoting instead barrio preservation and community development.

Drawing from history, sociology, economics, urban planning, and Chicanx and Latinx Studies, this review helps us map interdisciplinary research on an understudied region of the country. Our findings show how these particular institutional arrangements have had profound impacts not only among Latinx communities in the Midwest, but also among their transnational networks within the Americas.

"The Roles of Parent and Peer Conflict and Social Behaviors on U.S. Mexican Young Adults' Self Esteem"
Sonia Giron and Gustavo Carlo – University of Missouri

The Latino population is one of the fastest growing ethnic groups in the Unites States (Dalla, Villaruel, Cramer, & Gonzalez-Kruger, 2004) and Mexican origin individuals comprise the largest proportion of this population (64.9%; Motel & Patten, 2012). Understanding relationship processes within this subgroup of Latinos and the impact that multiple relationships have on behavior and adjustment will allow for practitioners to better serve this growing community. Previous research has demonstrated the influence that ethnic identity has on prosocial behavior (Knight, Carlo, Mahrer, & Davis, 2016), antisocial behavior (Rotheram-Borus, 1990), and self-esteem (Umaña-Taylor, Gonzalez-Backen, & Guimond, 2009). Research has also shown that self-esteem is impacted by both prosocial (Yates & Youniss, 1996), as well as antisocial behavior (Donnellan et al., 2005). However, the impact that relationship partners have on these associations has not been examined extensively. The present study examines the role of parent-child and friend relationship quality on ethnic identity, aggression, prosocial behavior, and self-esteem.

Participants included 148 (M age=23.05 years, SD=3.33, 66.9% female) Mexican origin college students from state universities in California and Texas. Participants for the present study were selected from a larger dataset if they self-identified as being of Mexican origin.

Self-reported data on conflict with parents, conflict with peers, ethnic identity, aggression, prosocial behavior, and self-esteem were used. The Conflict subscale of the Network of Relationships Inventory (Furman & Buhrmester, 1992) was used to assess parent and peer conflict. The Affirmation and Belonging subscale of the Multigroup Ethnic Identity Measure (Phinney, 1992; Roberts, Phinney, Masse, Chen, & Roberts, 1999) was used to assess individuals' ethnic identity. Aggression was assessed using a combination of the Suppression of Aggression subscale of the Weinberger Adjustment Inventory (Weinberg, 1991) and two behavioral fighting items. Prosocial behavior was modeled as a latent variable using the emotional, dire, and compliant subscales of the Prosocial Tendencies Measure (Carlo & Randall, 2002). Self-esteem was assessed using the Self-Esteem Scale (Rosenberg, 1965).

Using structural equation modeling, a model was constructed to examine direct and indirect effects between parent conflict and peer conflict, and aggression, prosocial behavior, and self-esteem. This was done by creating direct effects from parent and peer conflict to ethnic identity, aggression, prosocial behavior, and self-esteem. Then direct paths were drawn from ethnic identity to aggression, prosocial behavior, and self-esteem. Finally, direct paths were drawn from aggression and prosocial behavior to self-esteem. Mother's education was controlled for in this model by including a direct path between this variable and self-esteem.
Analyses indicate that conflict with peers is negatively associated with ethnic identity, $\beta=-.26$, $p<.01$, and prosocial behavior, $\beta=-.47$, $p<.001$. However, ethnic identity is positively associated with prosocial behavior, $\beta=.61$, $p<.001$. Results also indicate a significant positive association between conflict with parents and aggression, $\beta=.14$, $p<.05$, and a significant negative association between conflict with parents and self-esteem, $\beta=-.14$, $p<.001$. There was also a significant negative association between aggression and self-esteem, $\beta=-.15$, $p<.05$. Discussion will focus on how conflict with parents and peers differentially impact behavior and adjustment during young adulthood in U.S. Mexicans.

Analyzing Challenges Among USDA Representatives and Latino Farmers and Ranchers to Involve and Sustain Agribusiness Collaboration in Missouri

Eleazar U. Gonzalez –University of Missouri-Columbia

USDA representatives as well as Latino producers in Missouri face different challenges to create and sustain dense networks of collaboration. Factors related to farm size, language communication, understanding of information, willingness to produce specific crops and livestock, production practices preferences, moving from hobby farms to farming to make living, or just the willingness of having farm production privacy, may at some degree be some of the factors influencing or limiting strong and sustainable interactions. This article develops an understanding of the main challenges that both parts face before Latino producers apply for services and during the follow up process of accessing the USDA programs. This article also analyzes and provides feedback on the main categories that involve those challenges. Data from 25 face to face interviews from Latino producers in Missouri and 10 interviews from USDA representatives is coded and analyzed to find the best ways to involve and sustain agribusiness collaboration among USDA and Latino farmers and ranchers in Missouri.

Empowering ELL Parents in St. Louis Public Schools

Alla Gonzalez Del Castillo, Maria Childress, Elena Okanovic and Heather Tuckson – St. Louis Public Schools

Considering the legal requirements of supporting ELL parents in American schools and the research in the field of ELL parent engagement, this presentation highlights the comprehensive approach to ELL parent support and parent engagement implemented in St. Louis Public Schools. The presentation provides an overview of ELL parent support components implemented within the ESOL Program in St. Louis Public Schools, such as translation and interpretation, new family welcome sessions, ELL Back to School Festival, ELL parent meetings, and Bilingual Parent Library, among others. A visit to interactive stations representing each of the components follows. This session is geared towards those serving ELLs in schools and working on developing ways to support ELL parents by educating them about the U.S. education system, supporting their collaboration with the school staff, and involving ELL parents in the decision-making.

Understanding the Importance of Latino and Hispanic Integration in the Missouri State Legislature

Pedro Guerrero – Jefferson City, Missouri

This poster details an insider's guide to the Missouri legislative process, citing the policy process and different actors (legislators, lobbyists, and community interest groups) that draft legislation which eventually gets turned into law. As the only Hispanic staff member within the Missouri Legislature, I can offer a unique insight into the current status of Hispanic and Latino affairs in the Missouri legislature. I will also provide effective advocating tips for individuals looking to make a case for policies that would allow for the further integration of Hispanic and Latino community members into Missouri law. Currently, Latino and Hispanic interests are not being represented comprehensively in either chamber of the Missouri General Assembly, leaving current advocates to rely on personal stories about the community that may not necessarily provide a full picture of the community's experience in Missouri. I also intend to detail current legislators that have championed certain policies that would benefit the Hispanic and Latino communities of Missouri, as well as legislators that offer a safe space for undocumented and DACA status individuals.

Pathways to Prosocial Behaviors in Latino Adolescents: The Role of Family Economic Stress and Parenting

Zehra Gülseven and Sarah E. Killoren–University of Missouri –Columbia
Edna C. Alfaro – Texas State University

Family stress theorists argue that parents' economic stress affects the quality of parenting and, ultimately, children's\adolescents' outcomes (Belsky, 1984; Conger et al., 2002). Specifically, higher levels of parents' economic stress can cause burdens and difficulties in effective parenting, which in turn predicts poor positive

child\adolescent development (Conger & Conger, 2002; Elder & Conger, 2000). Although studies have demonstrated a relation between children's\adolescents' poverty level and children's\adolescents' academic achievement, health, and behavioral outcomes (Duncan & Brooks-Gunn 2000, Garner, 1996; Hobcraft, 1998), there is sparse research on the link between families' economic stress and youths' prosocial behavior (intent to benefit others). The goal of this study was to examine both the direct and indirect relations of families' economic stress with youths' six types of prosocial behaviors (public, emotional, dire, anonymous, altruistic, and compliant) and to examine the potential mediating roles of parenting behaviors, including psychological control and warmth.

Participants were 226 Latino older adolescents (Mage= 21.86 years; 86% US born; 78% women). Participants completed self-report measures of Inability to Make Ends Meet, Not Having Enough Money for Necessities, Economic Adjustments or Cutbacks, Financial Strain (adapted from Conger & Elder, 1994). These four scales were used to create a weighted score of economic stress. Youth also completed Prosocial Tendencies (Carlo & Randall, 2002), and Child Report of Parental Behavior Inventory (CRPBI; Schwarz, Barton-Henry, & Pruzinsky, 1985). Cronbach's alphas were above .70 for all measures. Path models were tested separately for mothers and fathers, controlling for mothers' and fathers' education. Results revealed that economic stress was positively linked to maternal psychological control and negatively linked to maternal and paternal warmth. When youth perceived higher levels of family economic stress, they also perceived greater psychological control and less warmth from mothers as well as less warmth from fathers. Parenting behaviors were found to be differentially linked to six types of prosocial behavior. Additionally, economic stress indirectly effected Latino youth's prosocial behavior via maternal and paternal warmth, and maternal control. Maternal warmth mediated the link between economic stress and dire and anonymous prosocial tendencies. Maternal control mediated the relations between economic stress and public, emotional, dire, anonymous, and altruistic prosocial behaviors. Paternal warmth significantly mediated the relation between economic stress and youth's public prosocial tendency. Overall, findings yield supportive evidence on the predictive roles of parental warmth and control on Latino youth's prosocial behaviors. For instance, maternal and paternal control negatively predicted altruistic and positively predicted public prosocial behaviors, which is consistent with the notion that lower levels of altruistic behaviors and higher levels of public prosocial behaviors (aimed at gaining the approval of others) can result when parents express strong controlling practices (Barber et al., 2005; Maccoby & Martin, 1983). The findings lend support to family stress models of youth's development, and extend our understanding of youth's prosocial development in Latino older adolescents. Finally, the present findings provide additional evidence on the importance of examining unique predictors of specific forms of prosocial behaviors to better account for such relations.

Together We Can
Gabrielle Hane –Catholic Charities of Southern Missouri

There is a saying that says, "If you want to go fast, go alone. If you want to go far, bring others." When dealing with disasters, community support can make the difference between recovery and ruination. In March 2011, a disaster slammed Japan's northeastern region. After an earthquake, a massive tsunami destroyed the emergency generators that cooled down Fukushima I Nuclear Power Plant. The series of events resulted in the death/disappearance of 19,000 people, three nuclear meltdowns, the release of radioactive material, 295,000 collapsed buildings and the evacuation of almost half-a million people (Fraser, et all, 2012).

However, community efforts helped save lives in this disaster in Japan. In the documentary The Resilience Age, Daniel Aldrich, Director of Asian Studies at Purdue University, stated that "survival rates were higher where they had more of this communal trust, communal activities that brought them together". According to Aldrich, individuals who were cut off and had no way of getting out passed away at much higher rates. However, individuals who had caring neighbors and people who came knocking on their doors (such as volunteers or a local block captain) were more likely to survive.

Regardless of the geographical location of a disaster, by working together communities become stronger and are able to survive not only natural and human-caused disasters, but are better able to cope with stresses such as violence, poverty and lack of social cohesion. Judith Rodin (2014) defines resilience as "the capacity of any

entity—an individual, a community, an organization, or a natural system—to prepare for disruptions, to recover from shocks and stresses, and to adapt and grow from a disruptive experience."

In this Best Practices presentation, the audience will learn concepts such as resilience, disaster preparedness and collective impact. They will also be provided with a six-step process to planning for community resilience, as well as a list of resources where they can find grants, funding opportunities and experts that can help them build resilience in their own communities.

Fraser, S., Leonard, G.S., Matsuo, I. and Murakami, H. (2012). Tsunami evacuation: Lessons from the Great East Japan Earthquake and Tsunami of March 11th 2011, *GNS Science Report, 17*(89).

Rodin, J. (2014). The Resilience Dividend: Being Strong in a World Where Things Go Wrong. *Public Affairs*, N.Y.

The Rockefeller Foundation (2017). The Resilience Age. Retrieved from: http://resilienceage.org/

Are you Prepared? Bringing Communities Together to Become More Resilient
Gabrielle Hane –Catholic Charities of Southern Missouri
Julia Pedrosa –Catholic Charities of Kansas City-St. Joseph

The saying, 'You are only as strong as your weakest link permeates society. Vulnerabilities can adversely affect the community as a whole, especially in regard to disasters. Each community has a unique composition of demographics, some of which elevate risk during and in the aftermath of a disaster. These demographics include but are not limited to the following: ethnicity, age, economic status, gender, and the ability to speak English. Communities that recognize, address, and empower at-risk individuals increase their resilience, or the ability to withstand and recuperate after a disaster. In the past ten years, Missouri has experienced twenty-one federally declared disasters, including the Christmas flooding of 2015-2016 and the Joplin tornado in 2011 (FEMA, 2017). Recovery efforts are still in effect years after an event. Missouri also experiences smaller, undeclared disasters that do not meet federal requirements for assistance.

Disasters exacerbate existing community resources; individuals who lack personal resources or access to limited community resources are at higher risk of injury, loss of property and loss of livelihood as they 'are more likely to live in hazard-exposed areas and are less able to invest in risk-reducing measures. The lack of access to insurance and social protection means that people in poverty are often forced to use their already limited assets to buffer disaster losses, which drives them into further poverty.' (UNISDR, 2015). The well-being of individuals affects the recovery of the entire community. In order to foster resilience, organizations, public agencies, and individuals must work together to identify barriers, pose solutions and create a means of effective and relevant communication between all parties. This workshop focuses on the importance of resilience and the relationship between resilience and poverty with the purpose of equipping participants with knowledge and the desire to make their community more resilient. The presenters will discuss previous and current methods of collaboration and provide a process of activities in which participants will: identify community stakeholders, determine current and relevant communication platforms, and cast an achievable goal for the first step in building resiliency in their community. Attendees will leave with several resources and be empowered with the ability and federal/state/local resources to bridge the gaps between stakeholders to create stronger, more resilient communities.

FEMA. (2017). 'Disaster Declarations for Missouri'. Retrieved from: https://www.fema.gov/disasters/grid/state-tribal-government/67

UNISDR. (2015). 'Poverty and Inequality'. Retrieved from: http://www.preventionweb.net/risk/poverty-inequality

Latino Wisconsin: Needs Assessment and Family Integration, 2015-2016
Armando Ibarra – University of Wisconsin-Extension

The University of Wisconsin-Extension, with the assistance from its Latina/o Employees Resource Group (LERG), conducted a study on Wisconsin Latina/o Families. The purpose of this study was to better understand how Latina/o

Families are integrating into local communities and to assess their educational needs. The Principal Investigator (PI) collaborated with UW-Extension personnel to create data collection instruments. The PI assembled and managed a research team that collected surveys, and conducted the focus groups and one-on-one interviews. The study areas included the counties of Dane, Door, Fond du Lac, Kenosha, Milwaukee, and Racine.

This presentation offers selected key findings informed by analysis of the project data collected between February 2015 to June 2016, recommendations and planning for their implementation. The presentation will focus on key findings within the following themes:

- Aspirations and Optimism About the Future
- Association with Non-Latina/os
- General Barriers to Integration for Latina/os
- Barriers to Attending Cooperative Extension Programs
- Identified Educational Needs

It will also briefly present on selected institutional recommendations offered to UW-Cooperative Extension that address institutional barriers to working with Latina/os and would help facilitate positive integration of Latina/os into Wisconsin communities:

- Create an Institutional Ethos That Embraces Latina/o Cultural and Linguistic Competence
- Conduct Meaningful and Strategic Outreach and Marketing
- Community Partnerships are Vital to UW-Extension's Mission and Success.

The presentation will cover the following programming recommendations: English and Spanish Language Programming for Adults and Youth; Educational Pathways for Parents and Youth; Civic and Personal Rights. Finally, I will introduce the audience to our study website that is intended to be used as a resource for Cooperative Extension, partners, and the community at-large: Latino Wisconsin webpage: http://fyi.uwex.edu/latinowisconsin/

Latino Agricultural Entrepreneurship Project: A Multi-State Effort

Stephen Jeanetta and Corinne Valdivia – University of Missouri-Columbia
Rubén Martinez – Michigan State University
Jan and Cornelia Flora – Iowa State University

Despite the decrease in the number of the nation's farmers and farmland, Hispanic operators continue to increase nationally and in the Midwest. Based on the USDA Census of Agriculture between 2007 and 2012, the number of farm operators in the Midwest decreased by 8,709 while total farmland went down by 37%. During that same period, the number of Hispanic farm operators in the region went up by almost 25%. Through participatory research, this study aims to understand how Latinos in three Midwestern states – Iowa, Michigan and Missouri - move into farming, the nature of their connections to the existing institutions and organizations that support the agricultural system, and the particular capacity needs that must be addressed by key stakeholders to actively engage them. In Michigan, the focus is primarily on established farmers, in Missouri on small and beginning farmers, and in Iowa on farmworkers interested in becoming farmers. Several focus groups with agricultural service providers and, separately, with Latino farmers were conducted in the three states during 2016-2017. In addition, some individual in-depth interviews were done to complement the focus groups. The focus groups and individual interviews were recorded, transcribed, and the ones in Spanish translated into English. Transcriptions were then coded by the team of researchers in each state using four levels of coding. Preliminary findings from the three states will be presented for this paper addressing what are the main motivations behind this group of Latinos in farming.

"CoMo Radish Institute: Promoting Agriculture and Nutrition Focused ELL Learning"

Maria Kalaitzandonakes and Paula Herrera-Gudiño, University of Missouri-Columbia

The CoMo Radish Institute is based on a belief in practical lessons and real-world classrooms. The Institute has created a targeted set of lesson plans and learning experiences for English Language Learners that focus on health, cooking, nutrition, agriculture, personal finance, body positivity, and leadership. The resources will be available for

any ELL teachers and students to use. They can follow the created plans or tweak them for their own purposes. The Institute will work with ELL classrooms in the public schools of Mid-Missouri to instill a curiosity and excitement about agriculture and nutrition, in the often overlooked ELL classrooms.

The Institute created a week-long pilot program targeted English Language Learners in Mid-Missouri, ages 13-21. The week's speaking, reading and writing assignments are designed to be focused on food and nutrition. The students went on a trip to Columbia's urban farm, a local grocery store, and the Columbia Area Career Center's kitchens to prepare a final meal for a student/community event to showcase the students' projects.

4-H Latino Advisory Committee: How to Establish One at the State and/or Local Level
Lupe Landeros – National 4-H Council
Ricardo Diaz – University of Illinois
Elver Pardo – University of Florida

Do you seek to understand the presence of Latinos in your state and local community in order to engage them in your 4-H youth development program? A strategy is to form a Latino Advisory Committee made up of professionals and community leaders who share an expert knowledge and cultural insights related to the identification, development and scaling of culturally-relevant outreach and programming by and for Latino audiences. The National 4-H Council Latino Advisory Committee will provide best approaches for forming such a committee at the state and local level. You will receive resources for developing a member position description, member application, charter/bylaws, committee work group options, and 4-H enrollment data research that generates actionable insights that tell a story about your state and local community.

Addressing America's Language Gap through Dual Language Programs
Dianey Leal –Texas A&M University

More than one in five students (ages 5 to 17) speaks a foreign language at home with California, Texas, Nevada, and New York experiencing the greatest number of students speaking a foreign language. More surprisingly, however, are states in the Heartland like Nebraska with one in seven students speaking a foreign language and states like Kansas and Minnesota with one in eight students (U.S. Census Bureau 2013). Given the recent waves of immigration across the United States and the increasing number of students who speak a foreign language at home, it is important for schools to adopt programs that not only help students learn English, but that also promote bilingualism and bi-literacy. A well-rounded curriculum that offers students the opportunity to learn more than one language is essential for today's highly competitive and interconnected workforce. While English currently dominates the world, many U.S. residents lack foreign language skills that could help them prosper economically. Our education system, in particular, is one of the reasons why bilingualism is not currently a priority. Improving and expanding language instruction, however, is a challenge that many K-12 educators, administrators, and policymakers continue to struggle with given the limited resources and interest in expanding foreign language courses.

This research study will discuss issues related to language learning and will particularly explore dual language programs that have been adopted and successfully implemented. Unlike most European countries, the United States does not have a nationwide foreign-language mandate. Thus, language requirements are often left to school district's discretion with many primary and secondary schools eliminating foreign language study due to budgetary cuts or a shortage of qualified foreign language teachers. However, given today's changing demographics, a growing interest to support such efforts has emerged. Dual language education programs, in which different subjects are taught in two languages, has gained recognition for its potential to increase not only bilingualism, but also academic achievement. Studies on these programs show that students in dual language instruction tend to outperform students in monolingual education, particularly in reading (Steele et al.). This study will look into the two-basic dual language program models: the '90:10' dual language program in which kindergarten students typically begin reading in secondary language first and then English is added later (3rd grade) and the '50:50'

instructional design in which students begin reading in primary language first and then the second language is added later (typically in 2nd or 3rd grade). This study will explore the current research on dual language programs and its effects in enhancing academic achievement.

U.S. Census Bureau: American Community Survey. (2013). *Language Spoken at Home*. Washington, D.C.: United States Census Bureau.

Steele, J. et al. (2015). 'Effects of Dual-Language Immersion on Student's Academic Performance.' Institute of Education Sciences. Retrieved from http://www.sole-jole.org/16111.pdf

Building a Sustainable Infrastructure for Language Access: The University of Wisconsin Cooperative Extension's Emerging Institutional Model for Serving the Needs of Limited English Proficient (LEP) Audiences
Dominic James Ledesma Perzichilli –University of Wisconsin-Madison

Persons with limited English proficiency (LEP) are protected from national origin-based discrimination under Title VI of the Civil Rights Act of 1964, and as recipients of federal financial support, U.S. land-grant institutions are accountable to the federal laws and policies that protect the rights of LEP persons. Non-discrimination compliance for serving LEP audiences includes specific responsibilities and obligations for providing translated materials, interpreter services, and other measures to ensure 'meaningful access' to services, programs, and activities. Language access accountability is extended to the educational programming and projects carried out by each land-grant institution's Cooperative Extension model. Despite unambiguous policy directives and widespread guidance for serving LEP populations, however, many federal and state institutions struggle to systematically mitigate language barriers between staff and the populations they serve. In order to address a range of issues tied to language access across a statewide model for educational programming, the University of Wisconsin-Cooperative Extension hired a language access coordinator in August 2016.

Language access is not about meeting a minimum standard of legal compliance; it is about creating equitable conditions that reflect an intuitional commitment to serving linguistically diverse communities. This workshop focuses on how to conceptualize, implement, and manage a broad spectrum of language access issues that avail themselves in large, public, decentralized, educational settings. It will use initiatives from UW Cooperative Extension's language access model to help participants: 1) understand institutional obligations under Title VI accountability, 2) proactively integrate language access into their educational programming, 3) strategize on ways to identify and serve LEP audiences, 4) source qualified translators and interpreters, 5) establish quality standards for language support service delivery (i.e. translation, interpretation, etc.), 6) manage translation & interpretation requests on a statewide scale, and 7) assess the impact of language access needs and services. The workshop is aimed to improve advocacy for language equity, and to help participants address language access issues up, down, and across their institution's organizational structure. This workshop, while centered on the Cooperative Extension model, can be applied to other agencies and institutions that serve the needs of linguistically diverse communities, especially those with sizable populations of LEP individuals.

Tags: language access planning, language rights, limited English proficient (LEP) populations, interpretation, translation, educational programming, multilingual settings, linguistic diversity, Civil Rights accountability (Title VI), access barriers to educational programming, assessment tools, Cooperative Extension.

Citation Analysis of Latina/o Career Articles Published Between 1969-2015 across Four Vocational Journals
Bo Hyun Lee and Lisa Y. Flores – University of Missouri-Columbia

Journal articles have shaped professional knowledge base and guided scholars to the next step we need to progress to advance scholarship and practice. That is, journals play a significant role in distributing research findings to professional world, stimulating researchers or clinicians to think about their practice, expand existing ideas, and lead to a change in practice. Ziman (1968) stated, "a scientific paper does not stand alone; it is embedded in the 'literature' of the subject." Considering the works cited within papers provides a link between scholarly

contributions, and an examination of citations can provide an understanding of the flow of information and how knowledge is established in a field.

Due to the recent demographic shifts, the U.S. labor force forecasts that the rate of ethnically and racially diverse individuals will increase rapidly. In 2015, approximately 38% of the U.S. labor force is comprised racial and ethnic minorities (REMs; U.S. Department of Labor, 2016) and they are projected to account for 43% of the workforce by 2024 (Toosi, 2015). Although REMs have unique needs for their career development, a review of the literature indicates a detailed examination of the work and career experiences of REMs. Furthermore, given that citation analysis is a quantifiable quality indicator that reveals journal and article impact when others cite a specific article (Garfield, 1973), a citation analysis of REMs career research may benefit researchers or practitioners who are seeking scholarship that is having an impact on professional knowledge and practice.
We performed a citation analysis of 188 career-related articles that focused specifically on Latina/os or general REM studies that included Latina/os published in the *Journal of Vocational Behavior (JVB), The Career Development Quarterly (CDQ),* the *Journal of Career Assessment (JCA)*, and the *Journal of Career Development (JCD)* between 1969 and 2015. The analyses demonstrated a strong and growing trend of the impact of REM career articles. We identify (a) the frequency and trends of REM career articles' citations over time, (b) the most frequently cited REM careers articles by total citations and average citations per year, (d) the authors and journals which produced the most influential REM career articles, and (e) the journals and fields where REM career articles were most cited.

The 188 career articles published between 1969 and 2015 were cited a total of 2,453 times, with an average of 14.43 citations for each article. Among the 188 articles, 77.7% (n =146) were cited by other scholars at least once. Ranking in terms of accumulated citations showed that 70% of the top 10 articles were published before 2000, and all of them were published by *JVB*. However, when considering the yearly average citations, 50% of the most popular articles were published after 2000, and two were published after 2010. Four articles were listed on both rankings of accumulated citations and yearly average citations: McWhirter (1997), Ensher and Murphy (1997), Torres and Solberg (2001), and Ragins (1997). The year of 2000 showed an accelerated growth of citations of the body of Latina/o relevant career articles. The poster presentation will provide a full report of the results along with a discussion of the implications of the findings for future vocational psychology research and practice with REMs.

DC Pumas 4-H Club Minnesota State Fair First Generation Experience
Tammy Lorch –University of Minnesota Extension

The 2016 Minnesota 4-H First Generation State Fair Experience was designed to ensure a positive State Fair experience that inspired First Generation 4-H youth (participants who came from families with no previous 4-H experience) to deepen their involvement to 4-H. Staff identified local programs that engaged First Generation 4-H families. Our challenge was to think outside the box and identify how a 4-H experience at the Minnesota State Fair could give First Generation 4-H'ers an opportunity to highlight and validate their programming in a safe space. This poster will highlight the participation of the DC Puma 4-H Club in the 2016 Minnesota State Fair First Generation Experience. The DC Puma 4-H Club was formed three years ago in a rural Minnesota community with a population of approximately 2,500. The club's membership is 100% Latino youth. Sixteen youth and seven mothers participated in the First-Generation State Fair Experience. The 4-H'ers, under the guidance and leadership of their mothers, created a public presentation that showcased their cultural identity. They constructed a Día De Los Muertos (Day of the Dead) Altar to honor Diego Rivera, a famous Mexican mural painter. During their public presentation at the State Fair, each of the sixteen-youth explained their contribution to the Altar and the significance in Mexican culture. After their presentation, youth met with a 4-H judge who shared strengths and areas of growth in the group's presentation. This opportunity provided all sixteen-youth validation in sharing their culture in a safe place. After the State Fair experience, one youth said, 'I never thought this would be as big of a deal and I would have to talk in the microphone. After I was done I felt good.' Additionally, the experience empowered participating parents to envision a broader perspective of the benefits of 4-H involvement. One mother stated: 'I felt like I gained more power in the knowledge I learned today. I have more excitement and feel better prepared to do more projects with my club and children. My brain is opened and I feel like I have so many different opportunities and things we

can do. 'On the bus ride home, the youth and mothers together decided they wanted to approach their public school to ask if the Día De Los Muertos Altar they created could be on display in the school during the month of October. Because of their positive experience in sharing their cultural values in the safe space of the 4-H Building at the Minnesota State Fair, the youth took initiative to share with their local community. While it's impossible to know which, if any, of the sixteen-participating youth can be categorized as DACA (Deferred Action for Childhood Arrivals) youth without specifically asking their parents, their public presentation at the Minnesota State Fair gave each of them an opportunity to not only feel proud of their culture but also provided an opportunity for them to each teach the public about a significant piece of their cultural identity.

Understanding Health Disparities in U.S. Latino Youth: Relations Between Prosocial Behaviors and Health Behaviors

Sahitya Maiya, Miriam Martinez, and Gustavo Carlo –University of Missouri –Columbia

Latinos are one of the fastest growing ethnic minority populations in the U.S. but are also at risk for disproportionate levels of health problems (Villaruel et al., 2009). However, research to address these health disparities is sparse. There is growing recognition that youth behavioral patterns are associated with health outcomes. One such pattern is prosocial behaviors (i.e., actions intended to benefit others; Eisenberg, 1986). Recent evidence suggests that individuals who engage in relatively high levels of prosocial behaviors are less likely to exhibit health problems (Carlo, 2014). We aimed to study the associations between prosocial behaviors and health outcomes in U.S. Latino young adolescents.

Participants were 60 Latino adolescents (M = 14.5 years; 50% boys) and their caregivers, living in rural Nebraska. Medical screenings and interviews were conducted for each adolescent. The clinical measures included C-reactive protein (CRP), glucose, systolic blood pressure and pulse. Youth completed social functioning and prosocial behavior measures.

Correlational analyses (two-tailed tests) yielded several significant and marginal (p < .10) correlations between prosocial behavior and health outcomes. Adolescents' prosocial behavior was correlated with systolic blood pressure (r = -.42, p < .01) and glucose (r = -.32, p < .05). Adolescents' prosocial behavior was also marginally correlated to CRP (r = -.24, p < .10) and to social functioning (r = .22, p < .10). There was no significant correlation between prosocial behavior and pulse. There was partial support for the health benefits of youth engaging in prosocial behaviors. Discussion will focus on the implications for health theories and interventions to address health disparities in U.S. Latino youth.

How to Start or Strengthen Collaboration: Refugees Children in USA Schools

Myriam Marquez – Central Missouri Community Action Head Start Program
Kimberly Dominguez -Missouri State University Student

Objective Invite members of communities, agencies and organizations to work together to offer opportunities for adaptation to a new culture, integration into the community, obtaining services, active participation in their children's education, encouraging parent's native language and English language learning. There are reasons to believe that refugees' children may be particularly vulnerable to poor developmental and academic outcomes, since their parents often arrive in the United States with little to no economic resources.

Overview:
Never has the world seen such a dramatic increase in the number of refugees. Twenty-four people per minute are displaced by conflict or persecution. Refugees are forced to leave their homes without having any choice, since security and their most basic human needs are not met in their home land. More than half of these refugees are children under the age of eighteen. We cannot ignore this global catastrophe that many nations, including our own, are struggling to respond to. The goal of community collaboration is to bring individuals and members of the community, agencies and organizations together to support and solve existing and emerging problems that could

not be solved by one group alone. While refugees bring with them a host of strengths, schools may need external partners to solve challenges related to interpreter access, health, post-traumatic stress disorder, funding, parent involvement, new school system, programs for students with interrupted formal education, opportunities for refugee young children and their families, and more. An organization may be able to solve some problems on its own, but real life challenges usually require everyone's efforts, especially in these times of crisis and uncertainty.

CMCA's Interpreter Services for Head Start Program embraces Immigrants and refugees in our community, building a partnership and collaboration with Refugee and Immigration Services, Mexican Consulate, Parents as Teacher's Program and the Voluntary Action Center among others. The purpose is to provide support and information to refugees and immigrants of our community in the best possible way regarding new political, health, social and educational events. This collaboration helps us bridge the gap between refugee families and the Head Start schools, which leads to greater parent involvement. CMCA Interpreter Services carefully plans relevant learning experiences for children and their families with multicultural events, Pen pals reading books in different languages by Skype session with children from around the world, in celebration of their mother language. Other events celebrate Hispanic Heritage month, Asian Heritage month and Black Heritage month. We provide training about cultural awareness, diversity, cultural values and behaviors to prepare teachers and staff linguistically and culturally so they can better work with children from diverse cultural backgrounds. Teachers learn about the dynamics of culture in general and their students' cultures in particular, which enables them to understand their students and to structure a successful academic experience for them. CMCA, Interpretive services is working to encourage other agencies and programs to support refugees and immigrant's integration and to increase their engagement in the local community. We've seen extraordinary benefits when working together.

Midwest Immigration: A Demographic Lifeline
Sara McElmurry – The Chicago Council on Global Affairs

Type: Multidisciplinary Research Scope of Presentation: Regional This lighting round presentation will summarize the Chicago Council on Global Affairs' suite of research on the demographic and economic benefits of immigration in the Midwest, while posing new questions about how the region can better foster integration of this 'demographic lifeline' in a challenging political climate. The presentation will include:
- Case studies of immigrant contributions across the 12-state Midwest;
- Demographic analysis of how immigrants offset regional population loss and bolster aging workforces;
- Public opinion data from the annual Chicago Council Survey; and
- Policy highlights and recommendations vetted by our network of Midwestern stakeholders.

The Council has spent the last five years in dialogue with a bipartisan network of nearly 500 Midwestern business and civic leaders, producing research that documents the region's growing reliance on immigrants. Our work is anchored by a 53-member bipartisan task force that articulated an economic call to action around immigration reform in the Midwest in 2011. Task force findings were published in 2013 in a path-breaking report titled U.S. Economic Competitiveness at Risk: A View from the Midwest. Subsequent research has drawn on the Council's 40-plus years of public opinion survey experience and qualitative research with our extensive Midwestern network. The Council has quantified the opportunities and benefits of immigration to the region with Midwest-focused reports on international student retention, healthcare workers, the economic benefits of executive action, the agriculture workforce, local immigrant integration efforts, and regional demographic trends, polling of local business leaders, among other topics. The Chicago Council on Global Affairs is an independent, non-partisan and non-advocacy organization. Through studies, task force reports, and special initiatives, The Chicago Council contributes fresh insights and authentic perspectives from Chicago and the Midwest to the formation of opinion and policy in the United States and abroad.

Health Equality for All Americans: Providing Minorities with the Necessary Tools to Live Healthy, Happy and Productive Lives
Bertha Mendoza – Kansas State Research and Extension

Chronic Disease is on the rise among minorities, the Centers for Disease Control and Prevention report that almost two thirds of the adults in the United States have arthritis. The disease limits the ability of the patient to participate in production of goods and services, and in many cases, prevents the person from working at all. The cost of healthcare to address chronic conditions accounts for the majority of the cost of healthcare in the United States. In addition to arthritis, other chronic conditions such as heart disease, diabetes, obesity, high blood pressure, etc. bring similar symptoms and problems to minority populations. The role of educators is to make information available to the most vulnerable populations. It is crucial to reduce incidence and improve the quality of life of those already affected. Evidence based Programs that provide self-management education, as well as those that aide in preventing or delaying the incidence of chronic conditions. Minority populations often are unaware of the resources available and relay solely in medication to treat the symptoms of the condition, allowing the disease to affect their ability to live a productive life.

Taking Back the Immigration Narrative
Denzil Mohammed –The Immigrant Learning Center, Inc.

This session equips attendees with research-based techniques and replicable examples that reframe the conversation on immigration to one that is fact-based, empathetic and solutions-driven. The top issue among Donald Trump voters was not the economy or terrorism but immigration (CNN Election 2016 Exit Polls), perhaps the issue most riddled with misinformation, rhetoric and stereotype. Scholars have repeatedly shown how stereotype, media framing and a dearth of facts have influenced public perceptions of immigrants and refugees by preempting America's immigration narrative: that America's strength lies in its diversity (Haynes, Merolla and Ramakrishnan, 2016). The consequences are misguided, populist immigration policies, which are as dire for economies as for families. Taking the reins of the immigration narrative at the local level is paramount for educators, immigrant- and refugee-serving organizations, local and state legislators, and business development professionals to encourage more thoughtful, fact-based public discourse, welcoming communities and sensible policies that benefit all Americans.

Attendees will first identify the primary obstacles to effective communication about the foreign-born in their locales including myths, stereotypes, legislative issues, and misinformation about recently arrived immigrant or resettled refugee populations. They will hear from the presenter the most current U.S. immigration demographic data, with a focus on new gateways in the South and the Midwest, as well as the latest polling on public perceptions of immigrants, refugees and immigration policy. They will then learn the blueprint for the most effective communication and messaging strategies to retake the immigration conversation in their communities utilizing analysis from clinical and political psychologist and neuroscientist Dr. Drew Westen (Emory University) as well as the findings of an online conference hosted by The Immigrant Learning Center's Public Education Institute titled Taking Back the Narrative: How to Talk About Immigrants and Immigration (February 2017), which includes research-based techniques from the Frame Works Institute and The Opportunity Agenda plus replicable strategies from Welcoming America. This includes charting the dominant models of Americans' reasoning about immigrants and the immigration system; filling gaps in understanding about immigrants and refugees; reframing the conversation through values-based messaging themes; communication methods that improve public support to build the national will to expand opportunity for New Americans; and avoiding traps in public thinking to cement a successful messaging strategy. In small groups, attendees will analyze the strategies they learned and adapt them to their local settings in the form of a communications and messaging plan that addresses a particular immigration issue, foreign-born population or legislative push. In this way, the theories, best practices and examples they learned in the session are applied to real-life situations so attendees leave the session with a concrete plan of action that they can implement and share.

Understanding the College Experiences of Muslim Female Students in US Higher Education
Heba Mostafa and Farah Habli – Saint Louis University

The presence of female Muslim students in higher education has increased in both national and international institutions. Muslim students studying in the United States have encountered various challenges through the process of adapting to American higher education. The current political environment has created a witnessed rise of Islamophobia, which presents new challenges for Muslim students studying and living in the United States, especially females who are veiled and easily identifiable. Thus, the purpose of this study is to investigate graduate Muslim female international students' experiences in a predominantly Jesuit four-year research university. The study examines female Muslim students' motivations to study in the US, challenges they face, and how they adapt to their environment. Interviews were conducted with female Muslim students to explore the following research questions: 1- what motivates female Muslim students to pursue a degree at a higher education institution in the United States? 2- What stressors do the students encounter while pursuing their degree? 3- What are the adjustment strategies that the students have used to overcome identified stressors? The results of the study will inform educators and education leaders in American higher education about the stressors that challenge this group of students learning journeys and ways to support them.

Motivations and Resilience of International Students in U.S. Universities
Heba Mostafa and Yongsun Lim –Saint Louis University

After World War II, international students' presence and its influence on American higher education has been a hot topic in American education history. The number of international students pursuing higher education degrees in the United States has continuously increased. According to the Institute of International Education [IIE] (2016), in academic year of 2015-2016, the number of international students in the U.S. has increased by 7.1% to 1,043,839 students. Given this statistical evidence of increasing population of this group of students in the U.S., it is critical for American higher education institutions to understand the characteristics of international students and find ways to support them to succeed. Educational leaders in the United States need to understand the dynamics behind global mobility and develop institutional strategies that attract and retain qualified international students. The development of institutional strategies should entail curriculum development and academic and individual support services that support international students' integration into the American universities' life. Moreover, universities that take a long-term view of recruiting and retaining international students are more able to prepare its students for the twenty first century's globalized word (Helms, 2015). Acknowledging the influence of international students' presence and with the goal of retaining them, this study investigated two variables: 1) international students' intrinsic motivations to pursue a U.S. degree, and 2) their resilience. The purpose of this study is to investigate the correlation among those two variables in order to help American higher education effectively support international students. An online survey was distributed among 170 international students from three leading four-year research higher education institutions- Saint Louis University (SLU), Missouri University (MU), and the University of Texas-San Antonio (UTSA). A Pearson Correlation-Coefficient analyses and an Independent T-Tests have been conducted for this study to examine the differences and relationships among those two variables. The results show that, there is a medium positive significant relationship between the means of students' perceived Intrinsic Motivation and Resiliency. A large number of participants expressed their motivations related to personal growth. Abundant participants stated their motivations related to career enhancement. Specifically this study discovered that intrinsic motivation factors have strong impact on international students' resiliency. These results are supported by numerous studies (Gardner 2009a; Lindholm 2004; Lovitts 2008; Zhou, 2015; Biggs, 1987) which highlighted that many intrinsic motivators, such as but not limited to, interest in research, interest in teaching persist international students' enthusiasm in their academic achievement.

The Landscape of Immigrant Nonprofit Organizations in New and Established Immigrant Destination Counties
Kate Olson –University of Missouri –Columbia

Immigrants are settling in new destinations unaccustomed to immigrant needs and unprepared to provide services. Nonprofit organizations, increasingly responsible for implementing various policy initiatives, could play an important role in communities that lack critical infrastructures for helping immigrants thrive. Immigrant nonprofit organizations offer similar human, social, and cultural services as general nonprofits, but with specific cultural

perspectives and language capacity. Detailed information about immigrant nonprofit organizations, as a subgroup of all nonprofits, however, is sparse in the extant literature. This paper focuses on community need, community resources and other characteristics of counties with an immigrant nonprofit organization. I analyze county-level data from a national database of immigrant nonprofit organizations and the American Community Survey (ACS). I use both descriptive statistics and probit regression to answer three research questions: (1) Where are immigrant nonprofit organizations located? (2) How do community need, community resources and other community characteristics differ in counties with and without an immigrant nonprofit and in new and established immigrant destination counties? And (3) Using probit regression, what county characteristics predict the likelihood of an immigrant nonprofit organization present in a county? Findings suggest that immigrant nonprofit organizations are in counties with a large population and in established immigrant destinations. Keywords: immigrant nonprofit organizations, immigrant destination types, immigration

The Impact of Immigration & Detention in Missouri
Mary Louise Elizabeth Pabello and Yareli Urbina – St. Louis Inter-Faith Committee on Latin America

The intention of this project is to create as complete a picture of the impact of immigration & detention here in Missouri. From preliminary inquiries, it seemed as though people held parts of the picture, but no one had compiled the information in one place. To rectify this, it was decided that 3 groups of people needed to be interviewed: direct service providers & attorneys who worked within the Latino migrant community, law enforcement officials, and Latino migrants* themselves. By gathering all their stories, we hope to be able to distribute a map of migration in Missouri that will better inform people outside migrant communities, and serve as an easy-to-access tool for those who serve migrant communities. *NB: Migrant interviews are conducted by their children, and all identities are anonymous.

Lessons from Farmworker's Consumer Boycotts as Strategy to Address Harsh Working Conditions and Low Wage Rates
Jamille Palacios Rivera – University of Missouri

The Coalition of Immokalee Workers (CIW) is leading consumer boycott efforts against food corporations which allegedly buy tomatoes from Florida growers hiring farm workers under harsh working conditions and low wage rates. The CIW represents farm workers, mainly immigrants, but only some undocumented. Boycott efforts end in exchange for food companies to establish a tomato supplier code of conduct and pay a monetary supplement to tomato farm workers. From the partnership between CIW and food retailers now only purchasing tomatoes from growers who comply with "supplier code of conduct" and paying an extra cent per pound of tomatoes to go directly to farm workers as wage supplement was born the Fair Food Program. Food products from participating companies are branded as Fair Food. The program is an example of private efforts improving welfare of farm workers in Florida and now expanding. Economic research on this program is limited, but enlightening. This poster summarizes farm worker's issues leading to the consumer boycott strategy; defines strategy success; explains factors determining success; and shows results for farm worker's wage rates and working conditions.

Urban Latina/o Leaders' Focus on Familia for Undergraduate College Success
Uzziel Pecina and Deanna Marx – University of Missouri-Kansas City

Latina/o Leaders' focus on familia for undergraduate college success. National college completion rates among Latinas/os lag behind Black and White collegiate peers (Fashola & Slavin, 2012). Although sustained growth among local and regional Latina/o undergraduate attendance has occurred, studies continue to demonstrate dismal dropout and non-college completion rates among Latinas/os (Loza, 2013). The Latina/o population is the largest ethnic or racial minority in the US representing 17% of the total population at 54 million (US Census Bureau, 2000). Only 22% of the Hispanic population age 25 and older hold a bachelor's degree compared to 45% of Whites, 60% of Asians, and 31% of Blacks (Saenz, 2016). Research suggests well-educated Latinas/os have improved

access to healthcare, varied career options, and provide a better workforce (Gandara, 2010). This study presents insights from urban Latina/o leaders into their undergraduate experiences and provides a critical look at one factor which contributed to perseverance and degree completion. This research focused on local, urban leaders with success in both undergraduate and professional settings. The inquiry included: What undergraduate experiences contributed to the perseverance and completion of urban Latina/o leaders?

The setting for this online qualitative study of Latina/o leaders and their post-secondary educational experiences is a Midwestern metropolitan area. Within the last two decades, the Latina/o population has grown 50.17% in this metropolitan area and 129% in its neighboring sister city, demonstrating significant growth. The US Census Bureau (2015) projects Latina/o population growth in the metropolitan area over the next 25 years to exceed 800% (Garcia, 2001). Based upon a purposefully selected, geographically focused sample (Andrews & Preece, 2003) of 34 urban intergenerational, Latina/o leaders from varied professions, an online survey was used to gathered rich, descriptive data through 32 open-ended questions. A naturalistic inquiry approach (Guba & Lincoln, 1982) was used to analyze data and report findings. Community Cultural Wealth framework promotes viewing students' cultural assets as strengths (Saladino & Martinez, 2015). This method provides deeper understanding of how students connect with adults in their communities. The value of familiaism plays an important role in student success (Gonzalez, 2015). Community Cultural Wealth is used as a way to counter the belief systems of others who see their culture as a deterrent (Liou, Antrop-Gonzalez, & Cooper, 2009). Findings can be used by colleges, universities, and PK-12 school districts to identify, strengthen, or create structures which experienced Latina/o leaders have said were instrumental to their undergraduate degree completion. Recommendations for university programs seeking to recruit, retain, and graduate Latina/o students include improved, inclusive family and cultural community supports that may positively impact undergraduate Latina/o degree completion. This study seeks to inform post-secondary preparation and recruitment initiatives, admission and retention programs, and undergraduate to faculty pipeline programs. Higher Education Institutions should provide culturally competent programing, including familia supports (Gonzalez, 2015) in order to promote and sustain future growth of Latina/o undergraduate success. Authors present insights into past successes of Latina/o leaders which may contribute to the success of future Latina/o leaders.

References
Andrews, D., Nonnecke, B., & Preece, J. (2003). Electronic survey methodology: A case study in reaching hard to involve Internet users. *International Journal of Human-Computer Interaction*. 16(2), 185-210.
Fashola, O. S., & Slavin, R. E. (1998). Effective dropout prevention and college attendance programs for students placed at risk. *Journal of Education for Students Placed at Risk, 3*(2), 159-183.
Gandara, P. (2010). The Latino Education Crisis. *Educational Lead. 67*(5) 24-30.
Garcia, G. N. (2001). The factors that place Latino children and youth at risk of educational failure. *Effective programs for Latino/a students*, 307-329.
Gonzalez, K. P. (2015). Increasing College Completion for Latino/as in Community Colleges: Leadership and Strategy. *New Directions for Higher Education, 2015*(172), 71-80.
Guba, E. G., & Lincoln, Y. S. (1982). Epistemological and methodological bases of naturalistic inquiry. *Educational Communication and Technology*, 30(4), 233-252. doi:10.1007/BF02765185
Liou, D. D., Antrop-Gonzalez, R., & Cooper, R. (2009). Unveiling the promise of community cultural wealth to sustaining Latina/o students' college-going information networks. *Educational Studies*, 45(6), 534-555. doi:10.1080/00131940903311347
Loza, P. P. (2003). A system at risk: College outreach programs and the educational neglect of underachieving Latino high school students. *The Urban Review*, 35(1), 43-57.
Saladino, C. J., & Martinez, M. (2015). Moving forward: future directions for improving institutional support for Latino/a students. *New Directions for Higher Education*, 2015(172), 103-107.
Saenz, V. B. (2016). The Latino Agenda is The National Agenda. *Chronicle of Higher Education, 62*(36), A18-A19.
U.S. Census Bureau (2015). *Facts for features: Hispanic heritage month 2014*: Sept. 15-Oct. 15. Retrieved from: https://www.census.gov/newsroom/facts-for-features/2014/cb14-ff22.html

The Art of Growing Stronger Together
Julia Pedrosa and Gabrielle Hane –AmeriCorps/Catholic Charities of Kansas City

Catholic Charities USA and local member organizations of the CCUSA network are a part of the Resilience AmeriCorps initiative developed by the Corporation for National & Community Service (CNCS). The objective of this partnership is to build local capacity for effective risk communication and disaster preparedness engagement with persons who have limited English proficiency in communities with high risk of disasters. As part of the initiative, AmeriCorps VISTA members serve with local Catholic Charities across the country for a three-year period in communities where residents have limited English proficiency. AmeriCorps VISTA members serve as liaisons between local emergency managers, nonprofit organizations and other community leaders to educate the community about disaster preparedness. This goal of the project includes assessing the English proficiency of community members, helping the community understand hazards and risks, building a partnership network among local emergency management, schools, businesses, organizations and local leaders and creating an advisory group from that network. The advisory group will design a communications strategy to instruct and reach out to the target population and an assessment will evaluate the objectives and assure sustainability of the preparedness outcomes in each community.

In the Missouri area, the main disasters we encounter include tornadoes, extreme heat, ice storms, severe flooding and civil unrest. As VISTA members, we conduct activities such as: identifying and mapping community resources and needs, identifying the most effective methods of communication, developing materials in different languages that communicate risk effectively, creating links between local emergency managers and community based organizations and developing workshops and emergency preparedness educational materials that could be used by different organizations. The objective is to connect public, private, and nonprofit agencies together to build a network which effectively engages both the organizations and the communities they serve.

Build Your Army: The Power of Local Initiatives in Promoting Immigrant Integration
Nathaly Perez –Catholic Legal Immigration Network, Inc. (CLINIC)

The importance of encouraging relationships at the local level between newcomers and members of the receiving community cannot be overstated. These relationships help a community stand up against discriminatory practices, safeguard those negatively impacted by unwelcoming rhetoric, and provide examples to children of how to welcome newcomers into a community. Join us as we discuss how to develop integration initiatives in your community, how to incorporate integration into your program or agency's key documents, and how to offer these services with few additional resources. We will outline how CLINIC defines immigrant integration, explore the new Immigrant Integration Toolkit, and determine how you can measure integration in your communities in order to have data points to include in funding applications.

Training Bilingual Social Workers
Lissette Piedra – University of Illinois at Urbana-Champaign

Bilingual social workers are essential to meet the growing needs of Latino immigrants in new destination areas. However, little is known about how to prepare bilingual students to develop their language skills while they learn important clinical skills. This presentation reports on how the School of Social Work at the University of Illinois Urbana-Champaign launched a training program that aimed to prepare bilingual MSW/BSW social work students to implement a Cognitive Behavioral Treatment program to depressed immigrant Latina mothers. Using materials from Vida Alegre (Piedra & Byoun, 2012; Piedra, Byoun, Guardini, & Cintrón, 2012), this presentation discusses various training components and structural supports needed for such a program. Implementation challenges are also discussed.

The Effects of Parenting Practices on U.S. Mexican Early Adolescents' Prosocial Behaviors via Sociocognitive and Socioemotive Skills
Sarah L. Pierotti and Gustavo Carlo – University of Missouri-Columbia
George Knight – Arizona State University

The goal of this project is to investigate the roles of two parenting practices, discursive communication and experiential learning, in promoting U.S. Mexican early adolescents' sociocognitive and socioemotive skills and prosocial behavior. This project was guided by Grusec and Goodnow's (1994) model of moral values internalization, which suggests that the use of reasoning and discourse, as compared to experiential learning, in the parent-child relationship is a key to promoting children's internalization of moral values.

Empathic concern and prosocial moral reasoning are two traits that are considered markers of moral internalization and have been consistently linked to prosocial behavior (see Eisenberg & Spinrad, 2014, for a summary). However, research on how parents' use of discursive communication and experiential learning relates to these skills and prosocial behavior is limited, especially with U.S. Mexican early adolescent samples. A better understanding of how parenting practices help foster markers of moral internalization and subsequent moral behaviors has potential implications for positive youth promotion programs.

Participants were 207 U.S. Mexican early adolescents from Arizona between the ages of 9 and 13 years old (M age=10.9 years; 51% girls) who completed self-report measures. Participants reported on their mothers' use of discursive communication (3 items) and experiential learning (8 items) from the Parenting Practices Measure (Carlo et al., 2007). Participants also completed measures of perspective taking (7 items) and empathic concern (7 items) from the Interpersonal Reactivity Index (Davis, 1983). Two types of prosocial behavior, altruistic (5 items) and public (4 items) were measured using Prosocial Tendencies Measure-Revised (Carlo et al., 2003).

Path analysis was conducted using Mplus software to test the model controlling for gender. The model fit the data well ($X^2(2)=1.07$, ns; RMSEA=.00, 90% CI [.00, .12]; CFI=1.00; TLI=1.05; SRMR=.01). Significant paths and standardized path coefficients were as follows. Discursive communication was negatively related to altruistic prosocial behavior (B=-.22, p<.05). Experiential learning was negatively related to altruistic prosocial behavior (B=-.18, p<.05) and positively related to public prosocial behavior (B=.47, p<.001). Discursive communication was positively related to empathic concern (B=.36, p<.001), while experiential learning was negatively related to empathic concern (B=-.17, p<.05). Discursive communication was also positively related to perspective taking (B=.42, p<.001), and perspective taking was positively related to empathic concern (B=.22, p<.05). Empathic concern was positively related to prosocial moral reasoning (B=.32, p<.001), and prosocial moral reasoning was positively related to altruistic prosocial behavior (B=.23, p<.001). There was a significant indirect effect for the relation between discursive communication and altruistic prosocial behavior via empathic concern and prosocial moral reasoning (B=.04, p<.05).

Discussion will focus on the role of two parenting practices, as well as unique sociocognitive and socioemotive traits, in predicting selflessly-motivated versus selfishly-motivated forms of prosocial behavior. Multigroup analyses will be conducted to test for differences in the model by gender and acculturative status. Implications of theories and intervention of prosocial development in U.S. Mexican youth will be discussed.

Integrating Immigrant Economic Development Strategies into Your Region's Economic Development Mainstream
Christina Pope –Welcoming America

Understanding a region's overarching economic development priorities can help immigrant inclusion efforts align with receiving communities' aspirations, and find opportunities for synergistic economic development strategies that benefit everyone in the community. This session will help participants think from their region's mainstream economic development perspective so that welcoming and inclusion agendas can align with regional priorities and build strong support from a broad spectrum of regional leaders. Through interactive exercises, the session will

focus on practical strategies to help participants connect their welcoming and integration activities to a larger economic development context so that they can strengthen partnerships with corporate, government, and philanthropic sectors.

The Role of the State Education Agency in Effectively Supporting Recently Arrived English Learners

Lorna Porter – University of Oregon College of Education

The most recent reauthorization of the Elementary and Secondary Education Act, ESSA, specifically identifies recently arrived English Learners (RAELs) and students with limited or interrupted formal education (SLIFEs) as student groups that merit specialized policy attention (U.S. Dept of Education, 2016). These two categorizations indicate a heightened awareness at the federal level of the unique challenges that immigrant students face in the first years of their educational experience, as well as the challenges that many schools and districts face in providing equitable opportunities for these students. As dropout rates for immigrant students remain almost twice that of native-born students in the United States (Child Trends, 2015), there is a clear need for educational institutions to take a systems-level approach in analyzing areas for growth in serving these students from the moment they arrive. In navigating the complex system of education policy in the US, the state education agency (SEA) remains a salient institution in understanding how policy efforts are playing out in supporting RAELs.

This research presentation will report within the education theme on findings from a qualitative study on 20 states' policies and supports regarding RAELs, with special attention to the role of the SEA in supporting low-incidence school districts, rural districts, and districts experiencing rapid changes to include higher populations of immigrant students. 20 State Title III Directors were interviewed as part of a larger project funded through the Council of Chief State School Officers (CCSSO), and findings revealed nation-wide variation in the described role of the SEA and the policies and supports in place regarding RAELs. Coded and analyzed interviews identified patterns of policy challenges and barriers to effectively supporting RAELs, cited in juxtaposition with some exemplary models of innovative supports designed at the state level in supporting RAELs in their education experience, and the LEAs that serve them. Previous research has found evidence that established immigrant destination cities host schools that report more capacity to meet immigrant student needs, in relation to communities that are experiencing new shifts and growth in their EL and immigrant student populations (Dondero & Muller, 2012). For these districts, the role that the SEA plays may vary dramatically from districts that are experiencing rapid shifts in their student demographics as immigration patterns expand into non-traditional destination communities. The implications for how the SEA is able and willing to react within their capacity as an agency to different LEA needs are explored. Recent political shifts at the federal level may predicate a larger role for state and local educational agencies, in which case SEAs and local education agencies (LEAs) must move into this space of increased autonomy with a deeper understanding of student needs and how to meet them. A deeper understanding, however, is not sufficient, as the different agencies within the U.S. education system must also conceptualize their role in meeting these needs.

Dondero, M., & Muller, C. (2012). School stratification in new and established Latino destinations. *Social Forces*, 112-127.

Moving Up or Falling Behind? Occupational Mobility of Children of Immigrants Based on their Parents' Home Country Occupation

Stephanie Potochnick – University of Missouri-Columbia
Matthew Hall – Cornell University

Research on intergenerational mobility between immigrant parents and children has largely focused on cross-cohort comparisons or trajectory gains made after immigrants arrive to the U.S. Examining intergenerational occupational mobility based on parents' U.S. occupation, however, misses the diverse origins of immigrant parents and may mask important pre-migration resources. Exploiting unique aspects of the Educational Longitudinal Study (2002) and using panel data from high school to early adulthood, I provide the first national-level assessment of the intergenerational occupational mobility of children of immigrants based on their parents' home country occupation.

Preliminary results suggest different intergenerational occupational trajectories for children of immigrants than children of U.S.-born natives; moreover, the trajectory for children of immigrants differs depending on if the focus is on their parents' home country rather than U.S. occupation. The paper discusses how parents' pre- and post-migration occupational statuses may detect or mask important parental resources for different immigrant groups.

For the Sake of All: Improving Health and Well-being in St. Louis Post-Ferguson
Dr. Jason Purnell–Washington University in St. Louis

The St. Louis region became the focus of international attention after the fatal shooting of Michael Brown in the suburban town of Ferguson in August of 2014. Just months before, Jason Purnell led a team of researchers from Washington University and Saint Louis University that partnered with the community to produce For the Sake of All: A Report on the Health and Well-Being of African Americans in St. Louis—and Why It Matters for Everyone. It not only documented the racial disparities in education, economic status, and health that had long plagued the St. Louis region, but also pointed to solutions for coordinated action to address them. It was a key source for the Ferguson Commission appointed by Missouri's governor to uncover the underlying social and economic factors leading to protests and unrest. Dr. Purnell will share his experience with the report and the ambitious cross-sector, collaborative work that has emerged, along with the lessons learned in this process of use to those working with Latino and immigrant communities.

Looking through the Social Ecological Framework at Migrant Farmworker Health in Nebraska
Athena Ramos – University of Nebraska Medical Center's Center for Reducing Health Disparities

Every year there are approximately 1 to 3 million migrant farmworkers in the United States. These farmworkers continue to be the labor force that makes modern U.S. production agriculture work. Although the Midwest has a thriving agricultural economy, little is known about the factors that influence the health and well-being of these workers in this region. The Nebraska Migrant Farmworker Health Study investigates both risk and protective factors that impact migrant farmworker well-being. During summer and fall 2016, a bilingual survey was conducted through individual interviews with a convenience sample of 241 Latino migrant farmworkers from ten Nebraska counties. In order to participate, individuals had to be at least 19 years old (the age of majority in the state of Nebraska), be of Hispanic/Latino descent, and currently work at a migrant farmworker in Nebraska. Each interview lasted approximately 45-60 minutes. The demographics of the sample were similar to what has been found nationally: 78.8% male, 83.8% immigrants who were mainly from Mexico, 78.4% had at least one child, and nearly four out of five participants spoke little to no English. Findings from the study to include farmworkers' physical and behavioral health status, use of complementary and alternative medicine, and work conditions will be presented. Clearly, migrant farmworkers have a right to the highest attainable standard of health; however, without understanding health outcomes in the context of the social conditions that they face, improving health will be difficult. Therefore, a Social Ecological Model of Migrant Farmworker Health will be highlighted along with recommendations to improve migrant farmworker health in the Midwest.

Working With Coalitions to Spread Lending Access to Immigrants with ITINs
Meredith Rataj –St. Francis Community Services
Diego Abente – International Institute of St. Louis

A group of social service providers and their clients in St. Louis has been working together for two years to identify housing needs within the foreign born population in the St. Louis area. This immigrant housing alliance understood the great desire amongst the foreign born in the area to put down roots and belong to the community through the purchase of their own homes, but the group recognized significant barriers to this process. The alliance presented a report to the community about access to homeownership for the foreign born in St. Louis showing disparities in both homeownership and loan originations. The coalition determined foreign born residents with ITIN numbers had limited access to lending products to purchase a home in St. Louis. The group identified and began working with a

local bank to demonstrate the need for products that take into account some immigrants' lack of U.S. issued identification, traditional credit history, and Social Security number. Through the work of the coalition with the bank, immigrants with ITINs in St. Louis now have increased access to loan products and more options to purchase their own home. This lightning round presentation will briefly outline this promising practice of working together as a coalition to represent the immigrant voice with a local financial institution to increase access to homeownership for the foreign born.

Culturally Responsive Classrooms
Kaylee Robertson –University of Missouri-Saint Louis

The mission of the Quality Teachers for English Learners (QTEL) was to create linguistically and culturally responsive teachers. Throughout the program there were multiple professional developments to further their mission as well as six classes. Throughout the program I had the experience of collaborating with different pre-service teachers to envision how a classroom could become linguistically and culturally responsive teachers. In this presentation I will explain the QTEL program and how it prepared pre-service teachers to have an inclusive classroom design and different instructional strategies that align with SIOP components.

The Impact of Acculturation and Social Capital on Latinos' Access to Health Care in the State of Missouri
Maria Rodriguez Alcala, Stephen Jeanetta, and Ioana Staiculescu - University of Missouri

The Latino population in the state of Missouri grew by almost 80% from 2000 to 2010, according to official Census data. Today Hispanics reside in almost every county of the state. The majority work in low-paying jobs, many of which may pose high health risks. Various studies on Hispanics' access to health care have been conducted in the US, but few have focused on the Midwest or on the impact of social factors. A survey on healthcare access was completed through personal interviews of 245 Latinos in seven different communities across the state of Missouri in the summer of 2014. A significant portion of the survey focused on measuring the impact social factors have on access to health care for this population. We apply logistic regression to test if acculturation and social capital (bonding, bridging and linking) have an impact among Hispanics in Missouri to access healthcare services. Initial results show that acculturation and bridging social capital do have a positive impact. On the other hand, we find that bonding social capital can be detrimental to access health care for this group. This negative impact can be due to the fact that bonding social capital for this group usually represents tight bonds restricted within the Hispanic community. In other words, close relationships among people who may not be acculturated and lacking bonds outside the Hispanic community are not helpful to access health care, people need to be connected beyond these.

A Demographic Profile of Latino Neighborhoods in the United States
Pedro Ruiz and Onésimo Sandoval – Saint Louis University

This study will explore the changing demographic characteristics of Latino immigrant neighborhoods from 1980 through 2015 in the United States. This study will take an in-depth look at how immigrant neighborhoods have changed by race, as well as country of origin (i.e., Mexican, Puerto Rican, Cuban). It also provides a useful typology to help distinguish between immigrant neighborhoods, both at the national level, as well in the top metropolitan regions where immigrants live. Finally, the research explores whether immigrant neighborhoods are stable, or highly fluid.

DESE, Language Education and ESSA
Ryan Rumpf - Director (ELL), Missouri Department of Elementary and Secondary Education
This workshop will review changes for the 2017-18 school year including revised entry/exit criteria and procedures, former ELs, and recently arrived ELs as well as WIDA score changes and the status of a state-wide Seal of Biliteracy.

A Mixed Method Case Study of English Language Learners' Academic Achievement in a Spanish Language Immersion School
Ibtihal Salman – University of Missouri-St. Louis

The English language learners (ELLs) represent the fastest growing population in the public-school community in the U.S., where their academic achievements lag behind their native English-speaking peers. A mixed-method case study will be used to 1) compare English language learners' academic achievements (mathematic and English language art (ELA) scores) to native English-speaking students' academic achievements (mathematic and ELA scores) in a one-way Spanish immersion school in Midwestern United States; 2) examine the impact of using of Spanish as an instructional tool on Spanish English language learners' (ELLs) academic achievement who are enrolled in a Midwestern Spanish language immersion school; 3) investigate how teachers perceive the effectiveness of Spanish language instruction on students' achievement and more specifically, ELLs; 4) assess the one-way immersion program's ability to assist ELLs' performance by using their first language and achieve better academic advancement. The purpose of this mixed-method case study is to investigate of using Spanish as an instructional tool has impact on the Spanish English language learners' (ELLs) academic achievement, who are enrolled in a Midwestern Spanish language immersion school. This mixed- method case study will be examined the significance behind ELL students' academic achievement in mathematics and ELA. The presenter wants to explore how a Spanish one-way immersion program affects students' achievement, and understand how teachers perceive the effectiveness of the instructions in the mathematics and ELA classes.

The research questions are: 1. How does a Spanish language immersion school influence ELL students' mathematic and ELA academic achievement as measured on standardized test scores? a. Is there a significant difference in mathematic scores on MAP for ELLs and native English-speaking students in a Spanish immersion school? b. Is there a significant difference in ELA scores on MAP for ELLs and native English-speaking students in a Spanish immersion school? H0: There is s statistically significant difference in mathematic mean scores on MAP for ELLs and native English-speaking students in a one-way Spanish immersion school. H1: There is s statistically significant difference in ELA mean scores on MAP for ELLs and native English-speaking students in a one-way Spanish immersion school. 2. How does instruction in the first language of ELLs, Spanish impact on their success in a Spanish one-way immersion school? In order to answer these questions, this mixed-method case study design was used because it gave a perfect understanding of a research than either method alone (Creswell, 2013). This mixed-method case study used existing data in order to compare and analyze English language learners' academic achievements in mathematics and English Language Arts (ELA) in a one-way language immersion school with their native English-speaking peers. More specifically, this mixed-method case study compared between English language learners who most of them were Hispanic and compared their mathematic and ELA's scores with native English-speaking students. For the second research question, the study was answered this question by interviewing the third, fourth, and fifth grade teachers.

Theoretical Framework: Researchers have suggested the significant role of the first language and its use in instruction and learning (Cummins, 1998; Garcia, 2000; Reese et al., 2000; Thomas & Collier, 2011). ELLs will benefit from using their first language as an instructional tool (Li, 2012). In addition, Salmona (2014) studied about the position of native language in the second language classroom setting; her research took place at a Colombian international school that had an English immersion language class for the kindergarten students. These students received all classes in English. Salmona explained that the role of the first language (L1) was more beneficial at specific phases of development. She stated that 'if students do not have good strategies in their language, they will not have good strategies to transfer to the new language' (Salmona, 2014, p.53). Furthermore, Salmona (2014) realized that when students used their first language, they were more engaged in the activity and their level of participation was higher. Salmona also noticed that the lesson ran in easier and positive way.   Findings: Results show that there is not a statistically significant difference between ELL and native English-speaking on mathematics and ELA scores. Therefore, the study fails to reject the null hypotheses that ELL students who study by using their first language, Spanish will perform differently their native English speaking peers on measure of Mathematic and ELA scores. The findings of qualitative data show that the teachers realize the benefit of using L1, Spanish language as an instructional language, and how L1 helps Spanish ELL students to feel more self- confident and self-esteem towards their home language.

References

Creswell, J.W. (2013). *Research design: Quantitative, qualitative, and mixed methods approaches*. SAGE
Publications.

Cummins, J. (1998). Rossell and Baker: Their case for the effectiveness of bilingual education. *Currents in
literacy, 1* (2), 10-31.

Garcia, G. (2000). Bilingual children's reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.),
Handbook of reading research Vol. 3, pp. 813-834.

Mahwah, NJ: Erlbaum. Li, J. (2012). Principles of effective English language learners' pedagogy. College Board,
Advanced Placement Program.

Reese, L., Garnier, H., Gallimore, R., & Goldenberg, C. (2000). Longitudinal analysis of the antecedents of
emergent Spanish literacy and middle-school English reading achievement of Spanish-speaking students.
American Educational Research Journal, 37, 633-662.

Salmona, M. (2014). The use of first language in the second language classroom acquisition. *Gist Educational and
Learning Research Journal*, ISSN1692-5777.9 50-6

Improving Health Literacy Among Diabetic Hispanic/Latino Patients
Mary Shannon – Casa de Salud, St. Louis, MO

Casa de Salud (Casa) is the premier healthcare resource for the foreign-born community of metropolitan St. Louis, and an important part of the infrastructure that welcomes people of all origins to our region. Casa's volunteer providers diagnose a new patient with diabetes approximately once a week and they witness instances of uncontrolled diabetes in known diabetics on a daily basis. The burden of diabetes falls disproportionately on racial and ethnic minorities. However, despite higher prevalence, these minorities often face greater barriers to access to care and self-management. Recognizing the urgency of this issue for our clients, Casa developed an evidence-based Diabetes Curriculum, specifically tailored for low-literacy and low-numeracy Latinos with newly diagnosed or uncontrolled diabetes. Casa's community health worker and two registered nurses designed the curriculum for diabetes education at Casa with the following goals in mind. Diabetes education was to be: consistent across all Casa de Salud departments, accessible to low-literacy and low-numeracy patients, culturally competent, and evidence based. Casa's Diabetes Curriculum contains nine modules, comprised of a theme relevant to diabetes care, teaching material on that theme, and a 'takeaway' summary statement. The modules are: what is diabetes, testing for diabetes, diet, exercise, stress/susto, social support, self-care, medications, and complications. The modules are congruent with American Association of Diabetic Educators 'Self-Care Behaviors. 'Casa implements this Curriculum both in its clinic and through its innovative Home Visit Program. The Home Visit Program consists of multiple visits to a patient's home over the course of six months by a community health worker and a volunteer nurse. Visits include tracking patients' vitals and implementation of the Curriculum. Between home visits, patients receive monthly follow-up phone calls from the community health worker to help them stay on track toward better self-managing his/her health chronic condition(s) and to clarify questions. As healthcare costs associated with diabetes and disparities in prevalence and outcomes continue to grow, it is increasingly urgent to dedicate resources to programs that focus on prevention and management of the disease, particularly for our most vulnerable populations.

This presentation will outline the motivation behind and development of Casa's Diabetes Curriculum as well as the Home Visit Program. It will explore best practices and provide outcomes garnered from the Program thus far. This presentation hopes to share our experience and inspire others to develop creative means for tackling the health issues that face newcomers of all backgrounds. The intersection of immigration and healthcare has never been more pertinent or more critical to the national conversation.

*¡Bienvenido a St. Louis! Creating Connections, Resources and Economic Development Opportunities for
Latinos to Thrive*
Suzanne Sierra, Betsy Cohen, Vin Ko – St. Louis Mosaic Project

Diego Abente –International Institute
Gabriela Ramirez-Arellano – Hispanic Chamber of Commerce of Metropolitan St. Louis

Economic prosperity is a must for immigrants as they strive to contribute to their new communities and become valuable members of society. In fact, research shows that high and low income wage earners benefit when their cities become more diverse. According to research from the New Economy, foreign-born are more likely to start a business, more likely to have a higher degree and less likely to be unemployed than native born in our region. This compelling data is helping to drive the message that increasing the number of immigrants will add to St. Louis' economic prosperity.

Three St. Louis-based organizations, the St. Louis Mosaic Project, the International Institute and the Hispanic Chamber of Commerce are providing the services required to welcome, connect, and accelerate the realization of the benefits of a more diverse community.

St. Louis Mosaic launched in 2012 in response to an economic impact report, outlining St. Louis to be lagging in immigrant growth as well as highlighting the economic benefits of increasing its foreign-born population. Mosaic's goal is to transform St. Louis into the fastest growing metropolitan area for immigration by 2020 and promote regional prosperity through immigration and innovation. Mosaic will share examples of how they collaborate and unify the educational, professional, corporate and immigrant populations. Initiatives such as the Professional Connectors program, Mosaic Ambassadors, Ambassador Schools, and St. Louis lotería will be shared.

The International Institute of St. Louis is our region's welcoming center for new Americans. Their mission is to help immigrants and their families become productive Americans and champion ethnic diversity as a cultural and economic strength. Through its Community Development Corporation (IICDC), the Institute strives to increase the number of immigrant- owned business in our region and help make immigrant entrepreneurs bankable. IICDC offers a variety of financial products for savings, asset building, credit repair and micro lending. II loan clients receive technical support before a loan is made, during the loan process and throughout the post-loan duration of their relationship with II.

The Hispanic Chamber of Commerce of Metropolitan St. Louis was founded in 1982 and has since worked to enhance and increase the Hispanic business competitiveness in the local, state and international market. By providing educational forums relevant to its members, networking opportunities for members and non-members alike, and a number of signature events, the Hispanic Chamber of Commerce improves business opportunities for Hispanic firms and professionals thereby improving the economic development of the St. Louis region.

During this presentation, the Hispanic Chamber of Commerce will provide resources and information about the work they are doing in the restaurant, construction and skilled trades industries, as well as in connecting small and large corporations to Hispanic talent and audiences.

Curriculum Based Measures and Motivated Behavior to Inform Writing Instruction for English Language Learners
Alex Smith and Matthew Peterson – University of Missouri-Columbia

English Learners (ELs) are the fastest growing sub-population of students in US public schools and Spanish-speaking students represent about 79% of ELs (Kena et al., 2016). The 2011 National Assessment of Educational Progress results reported that 99% of all ELs in the 12th grade performed below proficient in writing and 80% failed to perform at even the basic level of writing performance (NCES, 2012). ELs performed worse than any other sub-population of students in writing, including those with disabilities (NCES, 2012). Results from previous years were similar and indicate no significant changes in performance (NCES, 2012). Writing is a working memory and language process (Danzak & Silliman, 2014) sharing bidirectional relationships with oral language and reading. Neither writing, reading, nor oral language are truly independent from each other, but writing is often described as the most complex and last of these domains to mature (Dockrell & Arfe, 2014; Cummins, 1984). Further, writing is

a cultural tool that conveys an individual's social identity as well as actively creates that identity (Danzak & Silliman, 2014; Ferdman, 1990). This underscores several cognitive, linguistic, and cultural factors that could explain why writing can be difficult for many ELs. However, writing is a critical academic skill that cuts across the content areas, promotes deep thinking and reflection, helps develop one's identity, and is important for procuring and retaining employment (Graham & Perin, 2007). Early identification of increased risk for failure/struggle in writing for ELs is needed because studies indicate that early identification and intervention promote success and reduce risk for later failure in writing (Graham, Harris, & Larsen, 2001). Therefore, this quantitative study is an initial attempt at validating early screening measures of risk in writing for young ELs in accordance to a Prevention Science framework (Lembke, McMaster, & Stecker, 2010). A common English proficiency test (ACCESS) as well as normative benchmarks from the general population for two forms of CBM-W (word dictation, a word level measure, and picture word, a sentence measure) were used as gold standard measures by which to determine the validity of both forms of CBM-W with young ELs (n=70) using linear regression. The two forms of CBM-W were selected in accordance to the literature regarding critical features of writing development for ELs (i.e., spelling, vocabulary, syntactic complexity) as well as a growing body of evidence regarding the technical adequacy of the measures for the general population. Additionally, literature frequently states the importance of motivation and motivated behavior in writing in general and ELs specifically. Thus, this study also includes a screener of academic behavior. The scores from the behavior screener will be added to the CBM-W scores using hierarchical regression to determine how much additional variance is explained in the ACCESS scores. It is hypothesized that the behavior screener will significantly improve the predictive validity of the CBM-Ws. Further, creating combined behavior and academic skill profiles will help teachers select the most appropriate instructional techniques and interventions for individual ELs.

References
Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy* (Vol. 6). Clevedon: UK, Multilingual Matters.
Danzak, R.L., & Silliman, E.R., (2014). Writing development of Spanish-English bilingual students with language learning disabilities: New directions in constructing individual profiles. In B. Arfe, J. Dockrell, & V. Berninger (Eds.), *Writing development in children with hearing loss, dyslexia, or oral language problems: Implications for assessment and instruction*. (pp. 158-175). New York, NY: Oxford University Press.
Dockrell, J.E., & Arfe, B. (2014). The role of oral language in developing written language skills: Questions for European pedagogy? In B. Arfe, J. Dockrell, & V. Berninger (Eds.), *Writing development in children with hearing loss, dyslexia, or oral language problems: Implications for assessment and instruction*. (pp. 325-335). New York, NY: Oxford University Press.
Ferdman, B. (1990). Literacy and cultural identity. *Harvard Educational Review, 60*(2), 181-205.
Graham, S., Harris, K. R., & Larsen, L. (2001). Prevention and intervention of writing difficulties for students with learning disabilities. *Learning Disabilities Research & Practice, 16*(2), 74-84.
Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of educational psychology, 99*(3), 445-476.
Kena, G., Hussar W., McFarland J., de Brey C., Musu-Gillette, L., Wang, X., Zhang, J., Rathbun, A., Wilkinson-Flicker, S., Diliberti M., Barner, A., Bullock Mann, F., and Dunlop Velez, E. (2016). *The Condition of Education 2016* (NCES 2016-144). U.S. Department of Education
Lembke, E. S., McMaster, K. L., & Stecker, P. M. (2010). The prevention science of reading research within a Response-to-Intervention model. *Psychology in the Schools*, 47(1), 22-35. doi:10.1002/pits.20449
National Center for Education Statistics. (2012). Data explorer. Retrieved from http://nces.ed.gov/nationsreportcard/naepdata/dataset.aspx

Culturally Responsive Education Impacting Student Academic Performance via Motivation
Alex Smith and Laura Gavornik Browning –University of Missouri-Columbia

Culturally responsive education (CRE) incorporates relevant cultural knowledge and discursive practices, as well as, individual experiences and background knowledge of diverse students, in order to promote learning, acceptance, student empowerment, and social justice in the classroom (Aronson & Laughter, 2016). The core tenets of CRE are

especially important for educationally vulnerable populations, including but not limited to immigrant, refugee, and other emerging bilinguals. Despite an extensive library of qualitative research connecting culture to learning and exploring actual classroom practices, CRE continues to be marginalized within K-12 classrooms due in part to a limited number of quantitative studies connecting CRE to student outcomes (Sleeter, 2012). In order for CRE to gain widespread support and implementation by policy makers and schools, Sleeter (2012), called for more quantitative research evidencing a clear connection between CRE and student outcomes. A promising line of research already exists for CRE but 'far too little systematically documents its impact on student learning' (Sleeter, 2012, p. 573). In response to Sleeter (2012), Aronson and Laughter (2016) conducted a literature review finding 38 studies exploring student outcomes within CRE. Important to governmental funding, only 6 of those studies could be described as approaching quantitative methods, 3 of which were unpublished dissertations. Results from the remaining 3 quantitative studies published in peer-reviewed journals (i.e., Bui & Fagen, 2013; Rodriguez, Bustamante Jones, Peng, & Park, 2004; and Savage et al., 2011) produced mixed findings and none were randomized control trial studies. Taken together, the quantitative research evidencing a link between CRE and improved academic performance is scant, with no studies documenting a causal relationship. However, theories of motivation, including contemporary expectancy-value models and self-efficacy, are supported by quantitative research and are generally well received by schools and policy makers (Schunk, Meece, & Pintrich, 2014; Wigfield & Eccles, 2000). Expectancy value models of motivation are grounded in a social cognitive theoretical framework (Wigfield, Tonks, & Eccles, 2004). Social cognitive theory posits that, 'individuals act based upon their thoughts, goals, beliefs, and values' (Schunk, Meece, & Pintrich, 2014, p. 123). More specifically, learning results from one's own performance, vicarious (observed) experiences, positioning by others, and environmental conditions (Schunk & Pajares, 2001). Therefore, one's thoughts, goals, beliefs, and values can be profoundly influenced by the shared norms, traditions, behaviors, and perceptions of their primary culture(s). Further, one's group or groups of people with whom they identify, spend time around, and adopt culture from will influence the models they most closely identify with and are most likely to learn from (Schunk & Pajares, 2000). Clearly, motivation and culture are highly interdependent.

Focusing upon how future studies implementing CRE may provide quantitative evidence of academic outcomes, this study explores CRE as a motivational intervention by explicating parallels between CRE and various theories of motivation. Thus, future quantitative research should explore CRE as a method of improving student outcomes via motivation. Quantitative research must supplement qualitative research, especially with the current emphasis on evidence-based practices and randomized control studies, in order to convince policy makers, administrators, and many teachers to adopt, implement, and avoid further marginalization of CRE.

References

Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research, 86*(1), 163-206. https://doi.org/10.3102/0034654315582066

Bui, Y. N., & Fagan, Y. M. (2013). The effects of an integrated reading comprehension strategy: A culturally responsive teaching approach for fifth-grade students' reading comprehension. *Preventing School Failure, 57*(2), 59-69. https://doi.org/10.1080/1045988X.2012.664581

Rodriguez, J. L., Jones, E. B., Pang, V. O., & Park, C. (2004). Promoting academic achievement and identity development among diverse high school students. *The High School Journal, 87*(3), 44-53. https://doi.org/10.1353/hsj.2004.0002

Savage, C., Hindle, R., Meyer, L.H., Hynds, A., Penetito, W., & Sleeter, C.E. (2011). Culturally responsive pedagogies in the classroom: Indigenous student experiences across the curriculum. *Asia-Pacific Journal of Teacher Education, 39,* 183-189. doi: 10.1080/1359866X.2011.588311

Schunk, D. H., Meece, J. L., & Pintrich, P. R (2014). *Motivation in Education: Theory, Research, and Applications* (Fourth ed.). Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.

Schunk, D. H., & Pajares, F. (2001). Development of academic self-efficacy. In A. Wigfield & J. Eccles (Eds.), *Development of Achievement Motivation*, (pp. 16-32). San Diego, CA: Academic Press.

Sleeter, C. E. (2012). Confronting the marginalization of culturally responsive pedagogy. *Urban Education, 47*(3), 562-584. https://doi.org/10.1177/0042085911431472

Wigfield, A, & Eccles, J.S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology, 25*, 68-81.

Wigfield, A., Tonks, S., & Eccles, J. S. (2004). Expectancy value theory in cross-cultural perspective. In D.M. McInerney & S.V. Etten (Eds.), *Big Theories: A volume in research on sociocultural influences on motivation and learning*, (165-198) Charlotte, NC: Information Age Publishing.

A Transforming Journey to Become Linguistically and Culturally Responsive Teachers for ELs

Kim Song, Sujin Kim, Lauren Preston, Sarah Coppersmith and Heidi Waeltermann– University of Missouri – St. Louis

Have you ever wondered what a learning community focused on teachers of English learners (ELs) to become confident innovators of practice would be like? This panel-based presentation is built on the data that a Quality Teachers for English Learners (QTEL) team has gathered from 2011 to present. QTEL grant is sponsored by Office of English Acquisition in Washington DC. QTEL provides opportunity for elementary preservice, and elementary and middle-level in-service teachers to become innovative, mainly taking six TESOL courses and participating in professional developments on mathematics teaching for ELs. The first panel shares a QTEL journey from the perspectives of preservice teachers and QTEL leaders. This presentation shows a slice of QTEL work, focusing on evolving to and juxtaposing against improving, inquiring, and innovating teachers with ELs. The focus has been on how to build a coherent learning community, in which the cohort teachers have developed discourse identities. The second panel focuses on fifteen QTEL in-service and preservice teachers' perceptions, assumptions and knowledge regarding their use of technology, e.g., Voice Thread, IPad, and Kaltura teaching video, through which cohort teachers can present and provide the oral feedback on the presenting teacher's lesson preparation, delivery, and reflection. Through analysis of interview, survey, teaching video, and VoiceThread products, it's about the presenter's lessons (VoiceThread), their teaching (Kaltura teaching video). This session will share how the technology-based learning platform has enhanced the teacher-learners' understanding and application of linguistically and culturally responsive teaching framework into their discourses and teaching practices. The third panel shares how cohort teachers' attitudes towards ELs. Based on the assumption that language is racialized, the panel includes materials about the social construction of race and language and its intersection between racism and linguicism with the interview data. The topic of racialized attitude, 'linguicism', toward immigrants and refugees was added by the QTEL team after they found underlying institutional beliefs, which ranged from stereotypes about immigrant and refugee students to internalized racism toward speakers with accents.

The fourth panel provides the two frameworks that the QTEL team has developed for teachers to support ELs. The first framework is a linguistically and culturally responsive teaching (LCRT) model, and the second one is linguistically and culturally responsive content teaching (LCRCT) one that teachers can utilize as their frameworks. These two frameworks have been developed based on numerous researches. The first dimension of LCRT includes three competences, i.e., linguistic, pedagogical, and cross-cultural competences. The second dimension includes three 'how-to-actors' under each of the three first dimensional competences, and the three how-to-actors are 'know in depth', 'develop metacognitive demands', and 'examine teachers' socially just dispositions'. Based on this two dimensional LCRT framework, the panel presents a LCR content teaching framework to help teachers deliver content teaching. The first dimension of LCRCT framework includes content, content discourse, and pedagogical competences, and the second 'how-to-actor' dimension are the same as those of the LCRT framework, which describes action under each of the three competences. The attendees will receive the LCRT and LCRCT frameworks.

Building a Network; Creating Change

Nancy Spargo –St. Louis Center for Family Development
Kristine Walentik –Catholic Immigration Law Project
Meredith Rataj –St. Francis Community Services

This presentation will discuss a promising practice for creating a local network of service providers using the experiences of the Immigrant Service Provider Network (ISPN) in St. Louis, Missouri. The ISPN has successfully formed a collaborative body that has worked together to provide opportunities for both service providers and immigrants to respond to political and social challenges. The presenters will provide an overview of network

development milestones while discussing what has worked, what has not, and what the network has learned along the way. The presenters will also include a glimpse into how they are positioning the ISPN to work as the network develops and grows.

Formally established in August of 2015, the ISPN supports the foreign born and their families by increasing access to community resources, advocating for inclusive policies and services, and educating residents and providers in the St Louis region. To accomplish its mission, the network has provided networking opportunities for professionals and community organizations working with the foreign-born population in the area. It has also worked together to develop a platform to promote awareness of resources for immigrant and refugee individuals and their families. The ISPN has provided education about immigration law and inclusive policies. It has supported a state level organization to engage in legislative and policy advocacy on behalf of immigrant and refugee populations in the state. Finally, it has begun the frame work to identify service gaps to eventually increase capacity within community resources.

At UMSL: Building Inclusive Communities: Creating Empathy Around Health Disparities
Ioana Staiculescu and Stanton Hudson – Center for Health Policy of University of Missouri

Description:
The workshop was developed to advance the dialogue about health disparities by engaging participants in an activity called Crossing the Lines and by facilitating a discussion of the topic among stakeholders, including members of the community, academia, the health care community, and business; policy makers; and philanthropic organizations. The goal of the workshop is to also consider the progress --and/or lack thereof—that has been made over the past decade to reduce health disparities.

Objectives: At the conclusion of this presentation, participants should be able to:
1. Understand the impact of oppression on different groups in society
2. Build empathy by pointing out how most of us have been targeted by oppression in one way or another
3. Realize the real and measurable effects of prejudice, discrimination, and institutional oppression
5. Practice strategies to challenge and educate when encountering microagressions and other manifestations of bias

Adolescent Immigrants: Listening to their Voices and Leveraging their Strengths
Mandy Stewart – Texas Woman's University

Immigration is an extremely pertinent topic today as global migration trends receive more media attention. As the immigrant population grows in countries such as the U.S., so does the number of newcomer immigrant students in middle and high schools. Many scholars have noted that the education immigrant adolescents receive has a great bearing on the future of the nation (e. g. Portes & Rumbaut, 2014; Suarez-Orozco et al., 2010). This session highlights the voices of these young people by sharing common themes from the case studies of seven newcomer youth from the ages of 13 to 20 in U.S. high schools. These themes highlight the youth's strengths: their multiple languages, desire to learn and dream, character, transnationalism, and commitment to a community (Stewart, 2017). These newcomers represent four different languages and seven different countries. They have unique strengths, or capital, that often are unacknowledged in the classroom. This work highlights their unique strengths that are often born and nurtured out of the act of immigration. Indeed, they possess many skills very needed in our society, yet rare in mainstream populations (Suarez-Orozco, Suarez-Orozco, & Todorova, 2008).

The presenter uses Bourdieu's (1977) theory of class domination to analyze the strengths of the newcomer youth in this study. This Bordieusian analysis serves to help educators and others who serve them leverage their strengths for success. Through metaphor, Bourdieu explains orthodoxy or doxa--what remains unchallenged--and the effect that has on individuals. By understanding what we do not question and why, we may begin to see the world differently and bring about what he terms an extraordinary discourse. It is only through an extraordinary discourse

that change can occur within a society or within a school. The purpose of this presentation is to move toward such an extraordinary discourse for adolescent immigrants both in and out of the school. Through understanding their potential and current capital, their strengths, we become more aware of their unique ways to contribute to their new country as well as their school's role for helping them achieve success. The presenter will briefly discuss how these students' unique strengths can be leveraged for academic and social success as they begin their new lives in the U.S.

References
Bourdieu, P. (1977). *Outline of a theory of practice*. Cambridge; New York: Cambridge University Press.
Portes, A., & Rumbaut, R. n. G. (2014). *Immigrant America: a portrait* (Fourth edition, revised, updated, and expanded. ed.). Berkeley and Los Angeles, California: University of California Press.
Stewart, M.A. (2017). *Understanding adolescent immigrants: An extraordinary discourse for extraordinary youth*. Lexington Books: Lanham, MD.
Suárez-Orozco, C., Gaytan, F. X., Bang, H. J., Pakes, J., O'Connor, E., & Rhodes, J. (2010). Academic trajectories of newcomer immigrant youth. *Developmental Psychology, 46*(3), 602-618.
Suárez-Orozco, C., Suárez-Orozco, M. M., & Todorova, I. (2008). *Learning a new land: Immigrant students in American society* (1st ed.). Cambridge, Mass.: Belknap Press of Harvard University Press.

Parenting and Prosocial Behaviors Among Latino Youth: The Mediating Role of Familism Values
Cara Streit and Gustavo Carlo –University of Missouri –Columbia

Understanding the processes that foster and promote positive social behaviors among adolescents and young adults is of concern to many. Of particular interest are prosocial behaviors (i.e., actions intended to benefit others; Carlo, 2014), and there is accumulating evidence for the value of prosocial behaviors as a developmental outcome. Despite the large presence of Latino youth in the U.S., there is a relative lack of research examining positive social outcomes, including prosocial behaviors, among ethnic minority youth, which may contribute to pathology and deficit-based approaches of ethnic minority youth development (García-Coll et al., 1996). Among the many identified contributors to prosocial development, socialization processes have been noted as particularly influential. For example, socialization theorists have emphasized the roles of supportive and warm parenting behaviors and adolescents and young adults' prosocial behaviors (Eisenberg, Fabes, & Spinrad, 2006; Hoffman, 2000). There is a need, however, to more closely consider the role of culture in parenting practices, given that scholars have stressed the importance of viewing Latino parenting practices as culturally informed practices (e.g., Halgunseth, Ispa, & Rudy, 2006). Consistent with cultural ecological theory (Garcia-Coll et al., 1996;), minority youth development is likely best understood by integrating culture into models, rather than representing culture as macro-level or a distal force. Moreover, scholars have begun to examine the intervening processes underlying the socialization of prosocial behaviors from family members and there is growing attention paid to cultural values (i.e., familism, respect, simpatia) (Carlo & de Guzman, 2009). It is likely that internalizing the expectations, values, and beliefs of one's culture may promote and provide opportunities for young adults to act prosocially, as endorsement of values such as familism, respect, and simpatia, may foster another-oriented consideration of need (Calderón-Tena, Knight, & Carlo, 2011). Therefore, given the motivational component of cultural values, young adults who more strongly endorse cultural values may be more likely than others to engage in prosocial actions that may be encouraged by their ethnic or cultural group. Participants included 307 (53.8% female, M age = 15.50, SD = 1.26) Latino adolescents and parents from Nebraska. Youth completed self-report measures of parental support, psychological control, and monitoring (RCRPBI; Barber et al., 2005), familism values (MACVS, Knight al., 2010), and three forms of prosocial behaviors (PTM-R; Carlo et al., 2003). Path analysis was conducted and findings suggest that familism may serve as an underlying mechanism in the relations between parental support and monitoring and multiple forms of prosocial behaviors among Latino youth. It may be that as youth have more positive and supportive relationships with family members, these relationships promote adolescents' consideration of others and potentially foster the internalization of familism values and in turn, these values may be associated with youth's prosocial behaviors (Calderón-Tena et al., 2011). Importantly, there may be several significant moderators of these relations (e.g., social cognitions or emotions, gender, nativity) and these moderators will be considered in subsequent analyses.

What We Discovered in the Desert: The Impact of an Experiential Learning Trip to the U.S.-Mexico Border on Latinx and non-Latinx students
Jennifer Tello Buntin – Lewis University

For the past three years, Lewis University, a Catholic and Lasallian university in the Chicago metropolitan region, has taken a group of undergraduate students on a week-long experiential learning trip to the U.S.-Mexico border in Arizona. The trip introduces students of diverse background to border and immigration issues, including visits with immigrants, immigrant-serving organizations, border patrol and customs, the court system and its participants.

This presentation will examine the impact that this experience has on the students participating. In what ways does the experience of seeing the border itself and talking directly with those involved in Arizona impact students' understanding of border and immigration issues? Is there a difference in the ways that Latinx and non-Latinx students experience the trip? After the students complete the trip, does the experience play a role in motivating social or political action with regard to these issues?

Most of the students participating, like many of their peers, had very little familiarity with U.S. immigration and border policy prior to the trip. The data presented is drawn from open-ended surveys given to the students before the 2017 trip (pre-test) and after the trip (post-test) to assess the immediate impact of the experience. This data is supplemented with open-ended surveys and in-person interviews with students who participated in the two previous trips (2015 and 2016).

A Comparison of Healthy Lifestyle Behaviors Among Immigrant & Native-Born American Adolescents
Lauren Terzis –Saint Louis University

Adolescents Background: The immigrant paradox refers to the notion that despite immigrants severe economic and social disadvantage, they tend to be healthier than the native-born in the host country. There is currently little research that directly compares native-born children to immigrant children on healthy lifestyle behaviors, such as food consumption and physical activity. In the United States, more than one third of children and adolescents were overweight or obese, and this rate is increasing rapidly. Therefore, it is important to analyze the health behaviors between the two groups to determine if one group exhibits a healthier lifestyle over the other. It is hypothesized that immigrant children lead healthier lifestyles, such as more physical activity, and healthier food consumption, compared to native-born children. Method: The study utilized data from the Healthy Behavior in School Children (HBSC, 2009-2010), a multi-stage and nationally representative survey of students in grades five through to grade ten (N=12,642). The data also identified whether the child was native-born or an immigrant (N=1,068). Measures used to assess healthy lifestyle choices for adolescents included, BMI days physically active, fast food consumption, soft drink consumption, vegetable consumption, and fruits consumption. Propensity score matching methods was used, to match native-born children to immigrant children, based on the following demographic variables, age, sex, gender, and family affluence. The optimal matching method with a 0.10 caliper was used, as it yielded the best results in finding the set of matches that minimizes the total distance between all matched pairs. Multiple linear regression and Poisson regression was conducted using R software.

Results: Immigrant children were found to have lower BMI scores than native-born children (-0.68, $p < 0.001$). Immigrant children also consumed less fast-food (-0.30, $p < 0.001$), and soft-drink (-.13, $p=0.2$), although soft-drink was not found to be significant. Immigrants did consume more fruit (0.21, $p<0.05$), and vegetables (.13, $p=.2$), however vegetables were found to be not significant. On the other hand, immigrants were found to be less physically active compared to native-born children (-0.10, $p<0.001$).

Conclusion: These results add to the literature of the immigrant paradox, that immigrants despite being socially and economically disadvantaged are generally healthier than native-born Americans. Although this study finds that immigrant children are slightly healthier, in terms of BMI score and food consumption, immigrant children are much less physically active than native-born children. A combination of both healthy eating and physical activity is encouraged for children to remain healthy, in order to combat the childhood obesity epidemic in the United States.

Future programs and initiatives could include targeting immigrant children and encouraging them to eat similar to their immigrant parents, rather than their American friends at school or in the community, who are more prone to eating fast food, may help to prevent obesity in the immigrant community. For those neighborhoods that are co-ethnic, where there is a mix of native-born and immigrant families, education on the immigrant lifestyle could be beneficial for native-born families, as well as being able to bring a multi-cultural community together.

Fostering Latino Parent Involvement in US Schools and Classrooms
Lina Trigos-Carrillo, Erin Smith, and Kathryn Chval –University of Missouri-Columbia

The U.S. was initially established as an immigrant country and since its founding has continued to see a rise in immigrants nationwide. Regarding U.S. schooling, Latino enrollment in public schools has doubled from 1998 to 2008, and continues to rise (Civil & Menendez, 2010). The transition to U.S. schooling may pose challenges to families who are not only negotiating a new country, but also new ways of education. Research (Rodríguez-Brown, 2010) has found that often there is a mismatch between teachers' and parents' expectations of one another's roles in children's education. For many Latino families, there is a difference between the expressions 'to educate' and 'to teach'. Educating in Spanish 'encompasses moral and ethical values and social behaviors. Latino parents see their role as contributing actively to the educacion of their children, whereas they may see teaching (enseñar) as pertaining to teachers and schools (Valdés, 1996; Zarate, 2007)' (Civil & Menendez, 2010, p. 2).

The purpose of this session is to enhance understanding between cultures and to highlight the value of Latino community cultural wealth (Trigos-Carrillo, in progress; Yosso, 2005) in order to improve Latino parent involvement in elementary education. The objectives of this presentation are (1) to understand Latino parenting styles and their influence in parent involvement at school, and (2) identify how to foster Latino parent involvement in the classroom.

In this session, we present qualitative data collected in Missouri from the NSF-funded project "CAREER: A Study of Strategies and Social Processes that Facilitate the Participation of Latino English Language Learners in Elementary Mathematics Classroom Communities". Drawing from parent interviews, we analyze typical core Latino values of family, respect, and trust (Civil & Menendez, 2010) and typical core U.S. values. Moreover, we discuss differences that exist between Latino family perspectives about schooling and U.S. teachers' expectations of parent involvement. To conclude, we present some strategies to foster Latino parent involvement in the classroom. Some recommendations to foster Latino parents' involvement include: creating spaces for parents to discuss issues related to teaching and learning, such as classroom visits with parents (Civil & Quintos, 2009); explaining to all families the purpose of homework, emphasizing that they shouldn't be doing the work; providing guidance on the kinds of questions they should be asking their child (e.g. 'Can you draw a picture?') (Acosta-Iriqui et al., 2011); showing families what their child is capable of via evidence (Acosta-Iriqui et al., 2011); advising families when you'll be moving on to a new topic, but emphasizing that the concepts will be revisited; not assigning homework that lends itself to families teaching their children algorithms that haven't been taught yet; having students share their knowledge with families through homework (Acosta-Iriqui et al., 2011). Other recommendations address how to incorporate Latino community cultural wealth as assets for education and the community.

Immigrants' Stereotypes of Service Providers and Charitable Organizations in St. Louis Metropolitan Region
Adriano Udani –University of Missouri –St. Louis

This study focuses on the mismatch between non-profit immigrant service organizations in St. Louis City and the growth of immigrants and refugees living in surrounding suburbs. I am interested in answering the following question: Why are immigrants more likely to seek services with some providers than others? In St. Louis, immigrants must travel far distances only to confront long waiting lines at immigrant service organizations. They must also learn to cope with strict eligibility rules and culturally uninformed services in mainstream organizations. Given these challenges, I argue that an immigrant is motivated to build a diverse coalition of providers and immigrant advocates to find information and available resources. However, immigrants' stereotypes of U.S.

citizens, perceptions of neighborhood access and safety in which services are located, and the reputation of service providers among co-ethnics all constrain the kinds of services they seek. Using a conjoint experiment on African immigrants and refugees, I use an array of individual-level characteristics to ascertain the personal profiles of services providers whom immigrants feel are most receptive to them. I use another conjoint experiment to test whether an organization's geographic proximity, location, type of service, target population, and community member referrals influence service provider choice. I compliment my experimental data with in-depth interviews of 15 immigrant service providers and 20 immigrants who live in St. Louis City and the suburbs. My study seeks to give more agency to immigrants in an emergent line of scholarship that dominantly assumes that non-profit and charitable organizations represent and work on behalf of immigrants. I intend to challenge that assumption by highlighting various perceptions and neighborhood conditions that immigrants evaluate before deciding to receive services and be represented.

The Impact of Immigration & Detention in Missouri
Yareli Urbina and Mary Louise Elizabeth Pabello – St. Louis Inter-Faith Committee on Latin America

The intention of this project is to create as complete a picture of the impact of immigration & detention here in Missouri. From preliminary inquiries, it seemed as though people held parts of the picture, but no one had compiled the information in one place. To rectify this, it was decided that 3 groups of people needed to be interviewed: direct service providers & attorneys who worked within the Latino migrant community, law enforcement officials, and Latino migrants* themselves. By gathering all their stories, we hope to be able to distribute a map of migration in Missouri that will better inform people outside migrant communities, and serve as an easy-to-access tool for those who serve migrant communities. *NB: Migrant interviews are conducted by their children, and all identities are anonymous.

Exploring Acculturation in Latinos' Engagement in Entrepreneurial Activity in Three Rural Midwestern Communities
Corinne Valdivia and Aphiradee Wongsiri –University of Missouri-Columbia

This study examines whether the role of cultural identity and acculturation influence Latino's engagement in entrepreneurial activity among recent immigrants in three rural communities in the Midwest. In this study, acculturation is most important for immigrant adjustment in the Receiving community. We focus on the levels of language acculturation among recent immigrants in the context of entrepreneurship: Anglo-acculturation and Latino acculturation. The levels of language acculturation are categorized into four forms: integration (bicultural), separation, assimilation, and marginalization. Furthermore, among recent immigrants when asked about their identity responses fall into four groups: Latino, Hispanic, Country, and Other (culture).
Design/methodology: An interdisciplinary research team conducted a survey in 2013 and 2014 to study immigrant integration and sustainable rural development. The sample of recent immigrants was randomly drawn across the three different communities regarding geographic and economic characteristics that resulted in distinct immigration pull forces. The total number of respondents is 250. The primary unit of analysis is the individual and her or his household, rather than the community. In this study, we provide a comparative analysis regarding identify of specific characteristics and differences between Latino entrepreneurs and Latino non-entrepreneurs using descriptive statistics, Chi-square, and One-way ANOVA.

The findings regarding characteristics of immigrant respondents in three different communities indicate that 49.6 % of respondents were male and 50.4% were female respondents. Average age was 38.91 years and the length of residence in the community was 9.9 years. The share of respondents that identify as Latino entrepreneurs is 13% (n=31), while Latino non-entrepreneurs comprise 87% of respondents (n=205). Most Latino entrepreneurs are mostly in two paths of the acculturation: separation (n=17, 54.84%) and integration (n=14, 45.16%). By contrast, for Latino non-entrepreneurs the separation path is dominant (n=106, 51.7%), followed by integration (n=81, 39.5%), assimilation (n=12, 5.9%) and marginalization (n=6, 2.9%). Chi-square test show that the only a statistically significant association is between entrepreneurship and educational attainment, $\chi^2(2) = 9.458$,

p=0.009. There are no significant differences in the means of Anglo and Spanish acculturation between Latino entrepreneurs and non-entrepreneurs. One-Way ANOVA analysis indicates that there are significant differences in the level of Anglo-acculturation (p=0.005) among four ethnic groups among recent immigrants in three different communities. For Latino non-entrepreneurs, there is a significant difference (p=0.005) in the levels of Anglo acculturation between four ethnic groups. We expect to contribute to the discussion on acculturation, language, and the nature of entrepreneurship Latinos engage in, and explore if there are differences that relate to the nature of opportunities provided in each community.

Newcomer Community: Linking Social Capital and Political Action in the Midwest, USA
Aphiradee Wongsiri –University of Missouri –Columbia

The aim of this study is to investigate the relationships between linking social capital and political action of the Newcomer community within the context of three changing rural communities. In this study, linking social capital refers to institutionalized relationships between Latino immigrants and representatives from different community institutions. Linking social capital consists of four main dimensions – school, community, legal, and health. Political action refers to the power of making decisions and petitions impacting community development.
This study uses Exploratory Factor Analysis (EFA), One-Way ANOVA, and Multiple Linear Regression (MLR). The data for analyzing in this study is collected and provided by the Cambio Center, University of Missouri. A total number of Latino households is 121 from which different rural areas regarding their economic characteristics. Results indicate that there are no statistically significant differences regarding the four dimensions of linking social capital among three newcomer communities. Furthermore, there is no significant relationship between the four dimensions of linking social capital and the power of making decisions. However, the community dimension is positively and significantly associated with the petitions (B = .658, SD = .216, t = 3.043, p = .003).