Cambio de Colores
Latinos in Missouri: Gateway to a New Community
Proceedings of the 2004 annual conference

Including selected papers from 2003

Edited by
Stephen Jeanetta and Corinne Valdivia
Cambio Center
University of Missouri-Columbia

With the assistance of W. Pate McMichael

Foreword

The University of Missouri is proud to bring you the proceedings from the 2003 and 2004 *Cambio de Colores* conferences. These proceedings showcase the excellent presentations from both events and share information as we continue to explore the challenges and opportunities involving the growing Latino community in Missouri.

Cambio de Colores is in the best tradition of land-grant institutions like the University of Missouri. The University is dedicated to providing teaching, research, and service to all Missourians. Such efforts extend beyond the borders of our four campuses to bring knowledge and new ideas to those in every county in the state through our extension programs.

Today, the Latino population in Missouri is growing in both urban and rural areas. Not only has the number of Latinos essentially doubled since 1990, but the Latino community is now represented in every one of Missouri's 114 counties.

Regardless of where you live, education is the key to prosperity for Latinos, just as it has been for countless generations of Americans. In our great country, education is the key to bringing all of us together.

For our part, the University of Missouri is dedicated to preparing the next generation of good citizens. As our world becomes increasingly interdependent, both economically and politically, it is our responsibility to train a diverse group of future leaders who are prepared to think critically and creatively.

Conferences such as *Cambio de Colores* bring us together to exchange experiences and to generate new ideas. I am confident that the insights you garner from these proceedings will benefit Missouri's Latino population. With the support of our campuses, extension, and many sponsors, *Cambio de Colores* will continue to play an essential role building strong communities in the months and years ahead.

Elson S. Floyd
President, University of Missouri

Opening Remarks

The 10th of March of 1804, exactly 200 years to the date of the opening of the *Cambio de Colores* 2004 conference, the United States of America incorporated St. Louis of Illinois and the rest of the Upper Louisiana—a large swath of land that included the modern state of Missouri—into the union. "Three Flags Day," as the date is known, commemorates the peaceful transfer of Spanish and French-controlled properties into American hands.

Land, people, and culture were transferred without the input of those directly affected. Imagine the wariness of the 1,500 Frenchmen and the few Spaniards, the curiosity of the newly arrived "Americans," the puzzlement of the diminishing numbers of natives—a function of 200 years of exotic European diseases—and the growing population of slaves, who were mostly likely left out of the festivities. Thus, it can be seen that, from the very start, this land marked by the two rivers was also a collage of different cultures.

One hundred years later, Missouri had begun to develop its unique crossroads character, also marked by geography: rolling prairies to the north, plantation bottomlands in the Cape region, mining and small farm agriculture through the Ozarks, wineries in what became the German midsection of the state, ranches to the west and southwest. In short, it became a diverse and multicultural state.

In 1904, St. Louis held the World's Fair, a celebration officially known as "The Louisiana Purchase Exposition." The illustrated catalogue indicated that "The Exposition of 1904 is cosmopolitan, it is universal, it is ancient and it is modern."

And David Francis, president of the exposition, remarked:

> "When the civilized nations of the Earth meet in friendly rivalry, their better acquaintance engenders increased respect. The closer commercial relations that follow are conducive to mutual benefit. They efface prejudices; they broaden sympathies; they deepen and widen the foundation of human progress."

But in illustrating human progress, the participants and planners did some inhumane things. Ota Benga and other African small people from the Congo—we call them "pygmies"—had been brought to the exposition to be displayed at the fair to represent the "primitive" way of life. When the exposition ended, Ota Benga was not taken back to his home forest but was sent to New York—actually to the "Monkey House" of the Bronx Zoo—where patrons could see him. People protested, of course, and he was then allowed to roam the premises in distinct white Western clothes, but still subjected to people taunting him, to which he grew angry and despondent. They sent him to a tobacco farm in Virginia, where he eventually committed suicide in 1916, at the age of 35.

I provide these examples not to indict people of 100 and 200 years ago, but to show how things can go wrong when one sees only one side of the coin, which—if undesirable in many respects—should always be inexcusable when we are dealing with human beings. Ignorance of this kind is not bliss: it's evil.

Perhaps, the grandson of the founder of St. Louis's own Washington University, T.S. Eliot, best warned us about the dangers of not doing things when they need to be done, when he wrote,

All time is unredeemable,
What might have been is an abstraction,

Remaining a perpetual possibility,
Only in a world of speculation.

Without indicting the past, we must recognize that this is our "then."

We do have significant changes happening right in front of us, changes not driven by great explorers or visionary wise people but by common folk from neighboring countries, who speak a very common world language. As part of the global economy, these new changes are mostly driven by market forces.

So it is up to us to make this process more beneficial for everybody in Missouri, by developing knowledge and encouraging understanding to bridge the gap of ignorance and prejudice that could develop between newcomers and established people.

We must deal with this change, not judge it. May we do it with goodwill, open minds, and for the clear purpose of giving everyone's children a better world in which to live.

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March 10, 2004
St. Louis, Missouri

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Domingo Martínez Castilla,
Co-Chair, ***Cambio de Colores* 2004**
University of Missouri

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INTRODUCTION

Cambio de Colores as a yearly event aims to strengthen the networks of community organizers, extension professionals, academics, and public and private-sector institutions focused on communities that are changing as a result of newcomer settlements, seeking to facilitate the integration of Latinos in the Midwest. The conference has five major areas:

1. Change and Well-being, which addresses topics of economic, social and political change, and its effect on well-being.
2. Youth, Family and Community, focusing on issues of family and youth welfare and community development as newcomer families integrate into the communities where they settle.
3. Civil Rights, which addresses a broad set of topics, from racial profiling at the state and community levels, federal immigration policy and the perspectives of the state, and basic issues such as knowing your rights.
4. Health, which includes both mental and physical health issues such as access to services, cultural competencies, disparities, and provision of services.
5. Education, which spans early childhood to higher education, addressing access to education, approaches and best practices, as well as cultural competencies.

The format of the conference included sessions where research and best practices were presented by theme. It also included plenary discussions of relevance to all participants, and networking sessions such as the communities of practice, which helped frame the conference for the following year. This publication includes abstracts, as well as extended papers on some of the topics. A call for abstracts and papers served as the basis for selecting the papers and presentations in the 2004 conference.

These first official proceedings record the topics presented and include a list of participants. Our hope is that the proceedings will provide useful information about the topics addressed in the conference but will also reveal something about the people and how to contact them, so you can learn more about their activities, and perhaps collaborate and share in future endeavors. The first part of the document presents abstracts submitted to the *Cambio de Colores* 2004 conference in St. Louis, organized by main themes. The call for abstracts in each theme provides an introduction. The second section of the proceedings includes selected papers by themes, noting if these were presented at the 2004 Conference in St. Louis, or the 2003 Conference in Kansas City. Papers in Change and Well-being include livelihoods in non-metro Missouri (Dozi and Valdivia 2004), new Latino farmers in the Midwest (Marínez and García 2004), Latino Business Owners (Richtermeyer), and the Demographic and Census Trends of Latinos in Kansas City (Driever, 2003) and in St. Louis (Hobbs, 2004). In Civil Rights, we include papers on Racial Profiling in Missouri (Klahr 2004); the Impact of U.S. Immigration Law on the Latino Workforce (Mdivani, 2003) and, from the federal perspective, NCLR, Counterterrorism and the Latino Community since September 11 (Waslin, 2003). In the area of health we include a paper on health and children in the 21st century (Libbus, 2003).

The next section presents notes from the communities of practice discussions that took place in the third day of the conference. These were brainstorming sessions, an opportunity for people interested in one of the conference themes to participate in a dialogue on key issues that need to be addressed. The notes are intended for use in planning future conferences facilitated by the community development extension program.

The MU Extension Office of Social and Economic Data Analysis (OSEDA) prepared several maps depicting trends in population growth, employment, and education of Latinos in Missouri counties. These maps and a table of "disparity indexes," which indicate differences in the probability that Latino drivers will be stopped and questioned by law enforcement officers depending on where they live, are included in the section titled "Maps."

The final section of the proceedings is the directory of presenters at *Cambio de Colores* 2004. As our first proceedings, this provides the contact information necessary for following up with presenters and other conference participants. It is an important resource as we continue to foster networking and collaboration.

We hope you find these proceedings useful, and we look forward to your comments and suggestions, as we work to complete the 2005 proceedings, and organize those for 2006.

The annual *Cambio de Colores* began in 2002. Our aim was "A call to action!" Our first publication, *Cambio de Colores: Immigration of Latinos to Missouri*, is an important resource that informs about the changes Missouri was facing, as highlighted in the 2000 Census. It also provides some of the stories of communities and the strategies the developed to address the challenges resulting from the rapid growth of Latino newcomers. A major focus was non-metro Missouri, and the conference highlighted one important fact: Latino growth was happening in every county of our state. *Cambio de Colores* 2003 in Kansas City focused on Metro regions, with a special emphasis on the oldest and largest Latino city in our state. The patterns of settlement and political power in this city contrasted with that of St. Louis in 2004. The Latino population was dispersed in the larger St. Louis, and while an older population of Latinos was established in the 1950s, new settlements were emerging in cities like St. Charles, where approaches such as the Amigos program developed from the established Anglo community to address changes and facilitate integration.

We expect that this and subsequent publications will be a resource to anyone interested in Latinos and changing communities. It is intended to serve as a source of information for strengthening networks and communities of practice, and for understanding challenges and identifying opportunities. We also want to refer you to the web library at cambiodecolores.org, where you can find additional papers and presentations from 2002 through 2005.

Lastly, we need to recognize the critical role of the planning committees and subcommittees in the call for abstracts and revision, as well as setting up the sessions. We acknowledge the role of the Executive Committee in overseeing the conference and content, and of the University of Missouri System (St. Louis, Columbia and Kansas City) as well as University Extension, Alianzas, and other institutions and private sector in their support of this annual conference.

Four *Cambio de Colores* ago, as we welcomed our first group of participants, we encouraged all to think about what we can do together. We had, and continue to have, participants from all over the state, and from the Midwest and beyond. Communities continue to share their experiences and those of community-based organizations that work to serve children and families, and institutions that work tirelessly, in hard times of budget cuts, to build inclusive communities. As we believed then, diversity is our strength, and every *Cambio de Colores* conference has been an expression of the diverse voices of our state. *Cambio de Colores*, we believe, is about people, ideas and opportunities to strengthen what we do on a daily basis, strive to build healthy, pluralistic, and thriving rural and urban communities.

Thanks are due to Pate McMichael, our technical editor for his excellent work, to all the contributors for willingly reviewing their contributions, to OSEDA and Pedro Dozi for the excellent maps we are including in this edition as a nice follow-up to those included in the publication of *Cambio de Colores* 2002, and to the co-chairs of *Cambio de Colores* 2004, Domingo Martínez and Kay Gasen, and *Cambio de Colores* 2003, Dolores Arce-Kaptain and Sylvia Lazos. We appreciate your comments, as this is the first of hopefully many publications to come.

Corinne Valdivia and Stephen Jeanetta
Editors, University of Missouri

SESSION SUMMARIES AND ABSTRACTS

The following summaries and abstracts are intended to provide readers with critical information about many of the presentations from the 2003 and 2004 *Cambio de Colores* conferences. Some of the abstracts are more extended than others to convey to readers additional information about the research reported in the corresponding presentations. This publication includes only those abstracts that presenters submitted for inclusion; several presentations from both the 2003 and 2004 conferences do not appear in this publication. PowerPoint presentations are available on the Web at cambiodecolores.org.

The session summaries were assembled by the staff of Adelante, a bilingual newspaper published by students of the University of Missouri School of Journalism. Staff members wrote summaries of the sessions they attended, and some of those summaries are included here. The major headings in the following section reflect the themes on which the two conferences were organized.

Change and Well-being

Economic, social, cultural, and political factors affect Latinos' inclusion in communities in Missouri. They include: economic vulnerability and its relation to poverty; job insecurity and legal status; cultural differences that shape the attitudes of newcomers and receiving communities; institutions in terms of understanding the rules of U.S. society, as well as the concepts of institutions that newcomers bring with them; and leadership and representation. This first theme addresses the demographic, economic, and socio-cultural changes that are experienced by Missouri's communities. Also to be discussed are the aspects that make St. Louis unique among cities in Missouri and throughout the Midwest.

The questions to be addressed in this call for abstracts are any of the following:

➢ What are the sources of exclusion (vulnerabilities such as legal documentation, inadequate literacy skills, and inadequate access to economic institutions) or inclusion of Latino newcomers and their impact on economic and civic participation?
➢ What are the basic economic institutions (rules of the game) limiting economic security for Latinos and their families?
➢ What is unique about the demographics of Latinos in St Louis?
➢ What are the issues among Latino groups in St. Louis?
➢ How are demographic changes being reflected in community decision making, for example, do Latino groups have a political voice reflected in decisions that address their issues?
➢ How do we assess census undercounts in our communities to get a better reflection of who is there? What are the implications of an undercount on public policy (funding, program development, public priority setting, etc.)?
➢ What are the "pull" forces attracting newcomers to St. Louis?

Hidden Within the Melting Pot: Hispanics in 1970 St. Louis
Ann M. Rynearson
International Institute of St. Louis and Washington University

Until the 1990s, the characteristics of the Hispanic population of St. Louis were dramatically different from the current picture. Since at least the Mexican Revolution, a significant number of people of "Spanish Heritage and Descent" had made their home on the Missouri side of the St. Louis area, but they were residentially dispersed, occupationally diverse, and differentially acculturated. Taking 1970 as a base point, local Hispanics did not live in ethnic enclaves or work similar jobs, and they differed among themselves as to the degree of cultural isolation. In contrast to areas like the Southwest, Latinos in St. Louis did not experience specific, targeted stereotyping, segregation, and discrimination. Most Anglos, in fact, were

totally unaware that there were Hispanics on the Missouri side of the river. Group members were, in effect, "hidden within the melting pot." Nevertheless, they continued to maintain a sense of cultural identity through participation in ethnic organizations and in various ethnically oriented events, including multicultural folklore festivals. Latino cultural symbols displayed in those contexts were manipulated to reinforce the mainstream society's perception of them as a nonthreatening cultural group, rather than as a potential "minority." This presentation serves as a starting point for discussing the role of Hispanics in today's St. Louis.

Latinos in St. Louis Today
Daryl J. Hobbs
University of Missouri-Columbia

This presentation is a summary of the Latino or Hispanic population in the Greater St. Louis area according to the U.S. Census of the year 2000. Data come from St. Louis City and the counties of St. Louis, St. Charles, Jefferson, and Franklin.

Distribution of Hispanic Population among Census Tract Neighborhood Areas (TRAs)
- All 83 Census TRAs had Hispanic population in 2000, ranging from a low of 26 in the Yeatman Area in St. Louis City to a high of 1,258 in the Cleveland Area of St. Louis City.
- Only sixteen TRAs had more than 2 percent of Hispanic population. The greatest concentrations were in the Tower Grove Area with Hispanics accounting for 4.0 percent of the area population and the Cleveland Area with 3.9 percent. Both those neighborhoods are in St. Louis City.

Total Hispanic Population by Census Tract Neighborhood Areas, 2000

Legend
- Less than 200
- 201 - 400
- 401 - 600
- 601 or More
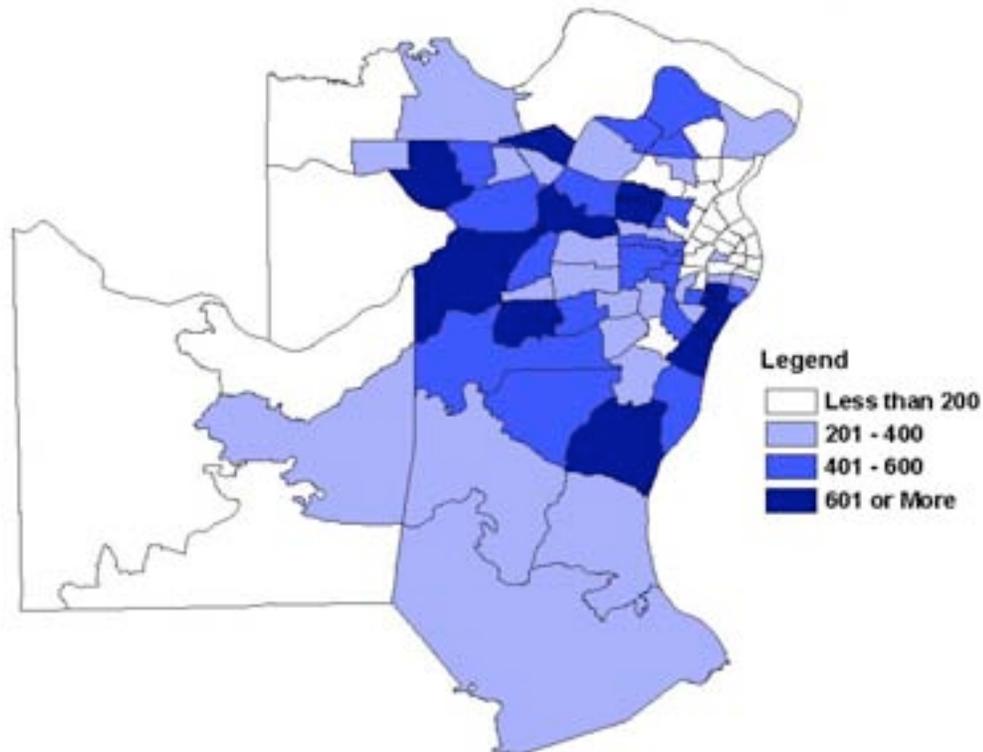
Source: USDC, Bureau of the Census, Census of Population and Housing [2000 SF1]
Prepared by: Office of Social and Economic Data Analysis (OSEDA)
Map Generated on 03.8.2004

Change among TRAs between the censuses of 1990 and 2000:
- Hispanic population increased in 72 of the 83 TRAs. However, in only 7 of the 83 areas did Hispanic population increase by more than 400.
- The greatest increase, 743 (144%) occurred in the Cleveland Neighborhood Area in St. Louis City.
- Other significant increases occurred in the St. Charles City North Area with an increase of 579 (180 percent), St. Ann (St. Louis County) with an increase of 535 (180 percent) and O'Fallon South (St. Charles County) with an increase of 470 (156 percent).

Change in St. Louis Missouri Metro Area Hispanic Population, 1990-2000
- The Hispanic population in the five-county St. Louis metro area increased from 18,835 in 1990 to 28,455 in 2000 – an increase of 51.1 percent.
- The greatest numerical increase occurred in St. Louis County whose Hispanic population increased from 9,811 in 1990 to 14,577 in 2000 – a 49 percent increase.
- St. Charles County Hispanic population increased by 80.9 percent during the 1990s, slightly greater than the 73.9 percent increase in Jefferson County.

Hispanic Population by Census Tract Neighborhood Areas, 2000

Number
· 1 Dot = 5
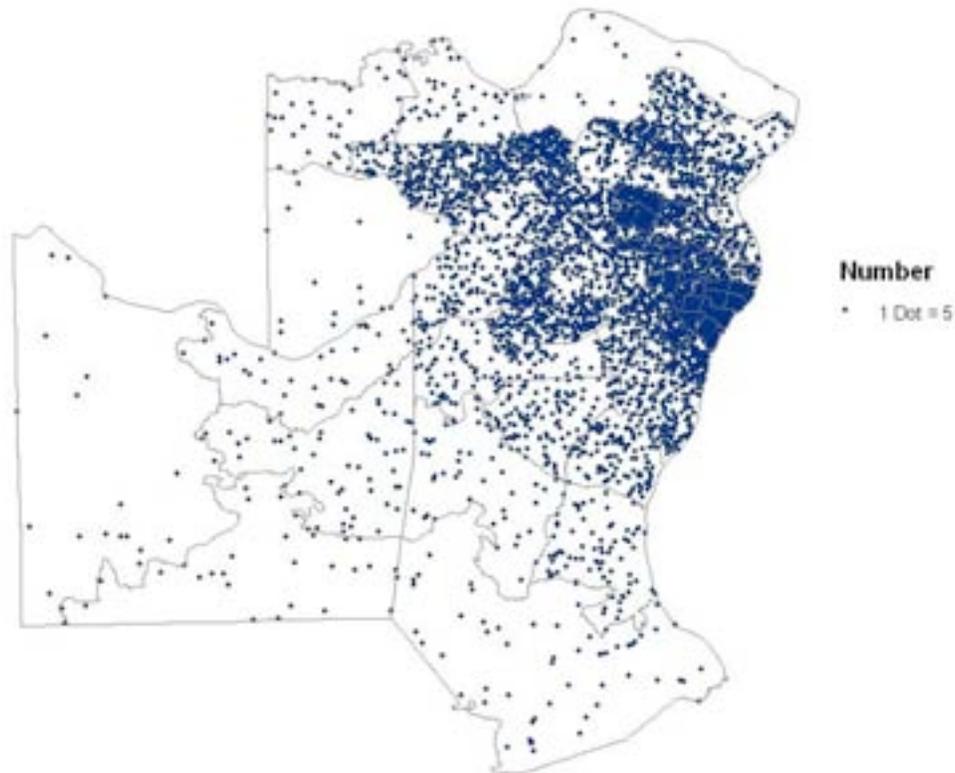
Source: USDC, Bureau of the Census, Census of Population and Housing [1990 STF1; 2000 SF1]
Prepared by: Office of Social and Economic Data Analysis (OSEDA)
Map Generated on 02.25.2004

What follows is a series of tables that present a summary of the following characteristics of the Hispanic population in the area:

1. Change in Hispanic Households, 1990-2000 by County
2. Family and Household Size, 2000
3. Median Age Hispanic Population by Census Tract Neighborhood Areas, 2000
4. Change in St. Louis Metro Population Age 18 and Under, 1990-2000

Table 1. Change in Hispanic Households, 1990-2000 by County								
	Households				Change			
	2000		1990		Number		Percent	
	Total	Hispanic	Total	Hispanic	Total	Hispanic	Total	Hispanic
Missouri	**2194594**	**32757**	**1961206**	**18444**	**233388**	**14313**	**11.9**	**77.6**
Franklin County	34945	194	28856	110	6089	84	21.1	76.4
Jefferson County	71499	527	59199	316	12300	211	20.8	66.8
St. Charles County	101663	1078	74331	661	27332	417	36.8	63.1
St. Louis County	404312	4313	380110	3092	24202	1221	6.4	39.5
St. Louis city	147076	2363	164931	1905	-17855	458	-10.8	24
Five County Total	**759495**	**8475**	**707427**	**6084**	**52068**	**2391**	**7.4**	**39.3**
Source: USDC, Bureau of the Census, 1990 Summary Tape File 1 and 2000 Summary File 1								

Table 2. Family and Household Size, 2000				
	Average Family Size		Average Household Size	
	Total	Hispanic	Total	Hispanic
Missouri	**3.02**	**3.55**	**2.48**	**3.09**
Franklin County	3.11	3.43	2.66	2.96
Jefferson County	3.12	3.57	2.74	3.17
St. Charles County	3.18	3.47	2.76	3.14
St. Louis County	3.05	3.35	2.47	2.83
St. Louis city	3.19	3.48	2.3	2.69
Source: USDC, Bureau of the Census, 1990 and 2000 Summaries File 1				

Table 3. Median Age Hispanic Population by Census Tract Neighborhood Areas, 2000

	Neighborhood Areas	
Median Age	Number	Percent
30.0 - 40.0	13	15.70%
25.0 - 29.9	40	48.20%
18.8 - 24.9	30	36.10%
Median Age 26.2		
Range:	18.8 Fairgrounds - St. Louis City	
	40.0 Yeatman - St. Louis City	
Source: USDC, Bureau of the Census, 2000 Summary File 1		

Table 4. Change in St. Louis Metro Population Age 18 and Under, 1990-2000

	Population Age 18 and Under			
	1990	2000	Change	Percent
Total Population	482500	508827	26327	5.50%
Hispanic Population	3083	9602	6519	211.40%
Source: USDC, Bureau of the Census, 1990 Summary Tape File 1, 2000 Summary File 1				

New Latino Farmers in the U.S. Heartland: An Example of a Growing Trend in U.S. Agriculture
Juan Marinez and Víctor García
Michigan State University

Our paper is, "New Latino Farmers in the U.S. Heartland: An Example of a Growing Trend in U.S. Agriculture." It is a change that is affecting the economic well-being, social, and cultural arena of rural America. We will address the major findings of our USDA-funded study on the how Tejano farmworkers and Mexican immigrants from Chicago are becoming small farmers in southwestern Michigan. The study is based on a qualitative survey conducted in Van Buren County with 30 out of 32 Latino farmers in the county. Specifically, we will discuss how these farmers are using their social capital to enter the farming business. We will show that they use very little government assistance and provide the reasons for this practice. Our presentation will also demonstrate that Latinos, in general, are becoming new farmers across the United States, challenging the myth that they are only farmworkers.

Bridging and Bonding Social Capital in Communities with Latin In-Migrants
Cornelia Flora and Jan L. Flora
Iowa State University

Latinos are an increasing proportion of the population in many areas of the rural Midwest. While their presence is critical for the economy, their reception and comfort in rural communities is problematic. We analyze programs from within the north-central region that attempt to deal with increasing community diversity and report on the lessons learned. While the receiving community views the Latino/a population as homogeneous, in fact, the new migrants come from diverse places and backgrounds. They need to strengthen the bonding capital among the different Latino/a groups before they can establish the bridging social capital with the dominant community. Because of different cultures and norms, preparation for interaction based on mutual interests appears to create the most opportunities for community development.

Livelihoods, Vulnerabilities, and Opportunities in Rural Missouri
Pedro Dozi and Corinne Valdivia
University of Missouri-Columbia

The issue of immigration, since the beginning of time, has never been an easy one. Countries have struggled with the integration of newcomers, and the U.S. is not an exception. In this country, 80 percent of immigrants are "people of color"; 75 percent of these are of Spanish-speaking origin.

Unlike the past, when immigrants (Latinos or Spanish-speaking) tended to favor metropolitan areas, this time around settlement patterns have been widely dispersed throughout the hinterland of the U.S. Therefore, small farming towns observe a booming immigrant population looking to fulfill its "American Dream." However, economic integration into these new communities has not been easy for the newcomers. Causal elements have been creating vulnerability to economic success—including the local law enforcement agencies, newcomers' low educational background, and LEP (*Cambio de Colores*, 2002). A majority of Latinos have been pulled into the rural areas where large agricultural operations exist. They are in many cases first-generation Hispanics trying to escape harsh, new immigration laws (Patriot Act), seeking refuge into these places; these new laws have also been providing cover for new employers to exploit these immigrants.

Additionally, factors such as immigrant's social and cultural capital and racial profiling have helped stereotype—in many instances and many places—Latinos as people highly susceptible to law breaking, thus disturbing the normal balance of a given society where they are present (*Cambio*, 2002). Up to date, this situation has affected the ability of these people to acquire tangible assets necessary to smooth their income and consumption and to cope—let alone start asset building that could come in handy for their resilience in these areas.

The aim of the present project is to study the economic causes that contribute to the vulnerability of Latino newcomers in rural Missouri and how they are affecting communities and families in rural Missouri, which might lead to an elaboration of a framework that will allow researchers and policymakers to identify strategies that could help these immigrants adapt successfully to their new home environments. This presentation will address work in progress looking at the diversity of Latinos in rural Missouri and how language acquisition, education, and experience impact on income generation. Data from the 1990 and 2000 Census are used. Regression analysis measures how economic, employment, education, and language skills of Latinos in rural Missouri impact income generation. A discussion of additional factors affecting livelihoods and how these will be integrated into the analysis will follow.

Listening to Latino Business Owners
Gwen Richtermeyer
University of Missouri-Kansas City

My study, *Listening to Latino Business Owners,* confirms the varied needs of Latino business owners for business assistance in the Greater Kansas City Metropolitan Area. The findings identify problem areas for which services are needed to increase the likelihood of Latino businesses' success and growth. In addition, barriers which prevent Latinos and Latinas from taking full advantage of business-learning opportunities that are available were found to include: a lack of comfort with the various structures of doing business, few service providers who speak Spanish, unclear expectations for various learning formats, and technology access.

In addition, I explore the issue of *trust* as it relates to Latino business owners and service providers who are not Latino. Findings suggest that *experts* may move too quickly to providing advice, counsel, and problem solving, thus alienating Latinos. I also explore feelings of *discrimination* and *prejudice* against Latinos and how Latino business owners handle these issues.

Finally, I recommend six new opportunities to meet current needs of Latino business owners which include a focus on the duality of community and company, family business and its unique needs within this particular culture, and appropriate programming that addresses the problems encountered starting a business, later in operations, and during business growth.

Financial Services and Asset Building Among Latinos in Missouri
Margaret S. Sherraden
University of Missouri-St. Louis and Washington University
Betsy Slosar
International Institute of St. Louis
Eileen Wolfington
International Institute of St. Loui**s**

Net worth among Latino families in the United States fell from $4,300 in 1992 to $3,000 in 1998, while white family wealth increased from $71,300 to $81,700 during the same period, according to a study by Friedrich and Rodriguez in 2001. Hispanic homeownership (48 percent), while increasing, continues to lag behind non-Hispanic white homeownership (68 percent), according to a study by Hizel and others in 2002. Nonetheless, the data show Latino families can and do save, and asset building is a priority for many families.

Unfortunately, there are few formal institutions that assist them in their efforts to build household assets. In fact, there are policies in place that make it difficult or prohibit saving. Asset-building programs that support saving among the middle classes are frequently unavailable to low-income and working, poor families. These programs include tax policies that subsidize home ownership (e.g., home mortgage tax deduction) and retirement income (e.g., 401ks and IRAs) and bank policies that require a Social Security number to open an account. For Latino families, in particular, asset-building programs are often out of reach because many are not "banked" (they do not have a bank account or other formal relationship with a financial institution). The situation is particularly grave for Latino immigrants without legal documents, and recent policy directions have contributed to the problem. At the same time, immigrants spend a great deal of money sending their remittances home through traditional means, such as money orders and Western Union transfers.

The paper will assess the advances and challenges to asset building in Latino households, with a particular focus on Missouri and the St. Louis area. We will also present research findings on asset building and financial services programs that are aimed at helping Latino families to save and build assets. Specifically, data on saving in Latino households will be presented from a nationwide demonstration on matched savings accounts or Individual Development Accounts (IDAs). Data on financial services, IDAs, and other asset-building programs in the St. Louis area will also be presented from research at the International Institute's Economic Development Program. These programs assist immigrant families with financial education,

banking, saving, homeownership, business ownership, and education. The paper concludes with future directions for asset building in Latino households.

University Values—An Obstacle to Embracing Diversity
Noor Azizan-Gardner
University of Missouri-Columbia

Scholarly discourse on the study of inter-group relations reveals a somewhat universal perception concerning "whiteness." The perception of whiteness as an attribute of a population group also appears to have been uncritically received in academic discourse. One of the most powerful concepts in the American lexicon has only recently been subjected to intellectual scrutiny and debate. The perception of "whiteness" as a universal population category obscures the reality of ancestry, a dimension by which all other population groups in American society identify themselves.

Traditional and Nontraditional Apprenticeship Programs
Don Reese and Kimberly Davis
United States Department of Labor

Apprenticeship is a combination of on-the-job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation.

The Bureau of Apprenticeship and Training has implemented a strategic plan to promote and expand Registered Apprenticeship Programs in many industries. The bureau plans to expand the National Apprenticeship System by increasing the number of new Apprenticeship Programs, identified in the High Growth Job Training Initiative.

Apprenticeship lends itself to many initiatives at the national, regional, and local level; WIA—Adult Programs—Youth Programs, Indian and Native American Programs, Welfare to Work, Migrant and Seasonal Farm Workers, H-1B Technical Skills Training, Senior Community Service Employment Programs, and Disabled Worker Programs.

Integration of Colombian Refugees into Existing Latino/a St. Louis Communities
 P. Ariel Burgess
International Institute of St. Louis

Recently there has been an increase of Colombian refugees resettling in St. Louis. In addition to Latino/a immigration, St. Louis is home to Colombian refugees fleeing the violence and destruction of their home country. During 2003, newly arrived Colombians joined the existing Colombian population in calling St. Louis home. Refugees and immigrants are two distinct and separate legal statuses. Refugee status is granted to those individuals fleeing their home country due to a proven fear of persecution based on race, religion, ethnicity, and/or political views. As refugees, newly arrived Colombians confront different resettlement needs, fears, and barriers than immigrants. Due to the political upheaval and constant changes in the last decades, Colombia continues to be a country its own people flee for fear of their lives. After navigating both a bureaucratic process and personal dangers, Colombians are arriving in St. Louis dazed and in shock. Successful resettlement of newly arrived Colombians must include addressing their basic needs—housing, employment, and education—with their psychological needs—acculturation, integration with existing Colombian and Latino/a communities, and mental health support.

This learning station will share information on:

- Colombian refugee admission to the U.S., including why Colombians are being resettled in St. Louis
- Resettlement adjustment barriers of newly arrived Colombians, including lessons learned in providing for both basic needs and long-term psychological needs
- Integration of newly arrived Colombian refugees into an existing Latino/a St. Louis community.

Latinos in Cherokee Street: Words, Images, and Text of an Emerging Group in St. Louis
Michael Armijo
Washington University

This poster presentation is the result of ethnographic work carried out during the summer of 2003 as part of the McNair Scholars Program under the mentorship of Lorenzo Covarrubias, assistant professor of anthropology at St. Louis University. These words, images, and text seek to capture the daily activities and concerns of Latinos, mostly of Mexican descent in and around Cherokee Street—a street and area of St. Louis with an emerging Latino presence. With several stores in the area, Cherokee Street is fast becoming a central gathering spot where Latinos begin to see it as their own, whether for selling, shopping, eating, or just strolling. The history of this street is seen as a microcosm or representation of what currently is happening in other areas in the country, where Latinos are making inroads into previously and predominantly African-American spaces. The bulk of my research was conducted through constant visits, many conversations and observations, field diary notes, and several interviews with those concerned. I have selected a visual representation over a spoken one to better showcase the personalities, words, and images of these entrepreneurial and residential Latino immigrants—along with my own textual description and analysis.

The Experience of the AMIGOS Program in St. Charles
Presenters
Lyndel Porterfield
Former City Attorney, St. Charles
Robert Hoeynck
Assistant City Attorney, St. Charles
Francisco "Paco" Martínez
Vice President of *AMIGOS*

Adelante Staff

The city of St. Charles started something unique. Noticing an increase in the Hispanic population, city officials decided to investigate what they could do to support their new neighbors *before* any significant conflicts arose. "Although we in City Hall started [*AMIGOS*], it was our intent all along to stay out of it," said Lyndel Porterfield, former City Attorney. The result: the creation of *AMIGOS*, a non-profit organization, to serve its residents.

One of the difficulties *AMIGOS* had was how to connect to the people who see what the problems are in the community.

"We started by leaving fliers at the local library, contacting Hispanic grocery stores, word of mouth…the Catholic church. As time moved along, we found that the primary method of communication was word of mouth once they found out that we weren't a government agency, and we were there to help out," *AMIGOS* Vice President Francisco "Paco" Martínez said.

AMIGOS operates as a networking resource, helping to identify needs and connect those who can provide services with those who need assistance. *AMIGOS* reduces language barriers in schools and hospitals, helps create Spanish-language church services, and teaches "survival" Spanish to city employees to improve services. Another significant success of *AMIGOS* is that local banks now allow immigrants to open checking accounts without a Social Security number.

The program is now working to improve communications between businesses and their Spanish-speaking employees. The intention is to go to the worksite "for a half hour and teach employees basic language about the job: plate, fork, spoon, and have classes for management in some very basic Spanish terms," Porterfield said. Martínez said that safety issues with Spanish-speaking workers are also at the top of their list.

"If a fire breaks out do they have the proper training for safety, construction, safety in ladders, electrocution? "

Assistant City Attorney Robert Hoeynck noted the advantages and disadvantages to the city's involvement.

"None of us are interested in helping INS, but as a government official and attorney working for the government, I have to be very careful about what I do," Hoeynck said.

"A big advantage is that since *AMIGOS* originated from the city government, they have a lot of political weight through Mayor Pat King. She can suggest things to Jeff City, the state or U.S. representative or senator. It gives a voice to people that may not have one unless they are in very large groups."

AMIGOS doesn't just cater to Hispanics but to many different immigrant groups. The organization intends to branch out to St. Peters and other areas.

Education

Education plays an important role in assisting Latinos/as with their transition to life in Missouri. *Cambio de Colores* is interested in exploring education issues that impact Latino/a learners of all ages.

Key research themes include:

➢ The impact of cultural differences, and competencies in evaluating student performance
➢ The implication of budget cuts on the education of Latinos—young and old
➢ Addressing the educational needs of students in diverse classrooms (diversity as ethnicity, language proficiencies and cultures) and on student retention
➢ Identification of the barriers that prevent Latinos from accessing higher education and how to prepare them for post-secondary education
➢ Differences in the educational program approaches between rural and urban school districts
➢ How are Missouri colleges of education preparing their students who will most likely be the mainstream teacher for LEP students?

We are seeking best practices that evaluate the impact of the following:

➢ Exemplary schools with LEP students
➢ Instructional approaches for young English language learners (ELL)
➢ Comprehensive services for children with special needs
➢ Parent involvement programs
➢ Successful after school programs

Recruitment and Retention Issues in Higher Education

Lorenzo Covarrubias
Saint Louis University
Ana Pizarro
Catholic Community Service
Ismael Batancourt
Saint Louis University
Hortencia Kayser
Saint Louis University

The purpose of this presentation is to discuss issues related to the recruitment and retention of Latino students to undergraduate and graduate programs in Missouri. The four areas of discussion are:

- Student demographics for Missouri
- The high school senior and preparing for college
- Issues in undergraduate education recruitment and retention
- Issues for graduate school recruitment and retention

Missouri is experiencing an increasing number of young adults who are entering the school systems for secondary education. Many of these students will be looking at universities for programs that will provide an education with sensitivity to their cultural and language backgrounds. The issues concerning recruitment and retention of these students in the mainstream university environment have been discussed with frequency and thoroughness in other state university systems. These same issues related to recruitment and retention must be discussed so that faculty and administrators will be prepared for educating a new group of students.

Enrolling Higher Education Faculty in Research and Education for the Latino Immigrant Population

Laurence Kaptain
University of Missouri-Kansas City

Latinos have come to Missouri to work and to find educational opportunities for their families. Since 1990, the Hispanic population has grown from 61,702 to 118,592—an increase of 92.2 percent.

Project *Alianzas* was founded in 1999 and is co-sponsored by the University of Missouri-Kansas City Institute for Human Development and University of Missouri System Outreach and Extension. The ultimate goal of *Alianzas* is to enhance the ability of communities to collaborate with the growing immigrant Hispanic populations through a Hispanic, university, and community partnership—using a community-based, co-learner approach.

In the fall of 2003 a faculty member was brought onto the *Alianzas* staff. His job is to act as an advocate and encourage other faculty members to consider the many research opportunities presented by the recent and continuing influx of new Spanish-speaking immigrants.

This is only a first step. The next is to find enabling mechanisms to support this growing and vibrant demographic in having access to higher education.

UMKC's traditional and designated mission as part of the state system included the urban community as one of its three foci (along with the performing arts and the health sciences). In recent years the campus has undergone a process of introspection leading to many transformative initiatives and changes in the campus culture.

Faculty in many disciplines have an opportunity to work with the emerging Latino immigrant population, and this session will identify strategies for engagement as well as funding sources that will support research. The life sciences initiatives at UMKC present especially rich opportunities for investigators—especially in the area of outcomes research (a focus area of health and behavioral sciences).

A tangential result of engaging faculty in research will be helping to recruit and retain Latino faculty, staff, and students. Researcher Vasti Torres of Indiana University identifies guidelines for retaining Latino students, but these strategies provide insight to the challenges faced by all Latinos in higher education:

- Let go of the myth that Latinos do not value education
- Recognize that even policies based on retention research may not be culturally sensitive
- Make sure that Latino students (and all diverse populations) are aware of the educational and social support services that your institution provides
- Seek to understand that issues are culturally sensitive
- Create supportive environments

This session will look first at engaging faculty and then developing ways to open the portals of higher education to a people who have great needs, as well as much to offer college and university communities.

The Community in the ELL Classroom and the ELL Classroom in the Community
Sandra Anderson
Cooperating School Districts

This workshop presents two secondary level lessons that connect student learning with the community. In the first lesson, students are guided through a process that develops skills necessary for questioning and note taking. A local police officer visits the class to talk about his role in the community and to clarify cultural and societal misunderstandings among non-English speakers. Through lecture and question formats, the students record the information in their notes.

For the second lesson, the students will take a field trip in order to ask for and follow directions given by native English speakers in the neighborhood. This activity follows instruction in asking for information and directional prepositions. The teacher has arranged with local merchants to give oral directions to the location the students request. Students have a set of written directions that lead each pair to a designated merchant. Upon receiving their directions, the students are required to obtain the merchant's signature. The directions lead all students to a local restaurant where they all meet for lunch.

The participants in the workshop will brainstorm other opportunities for classroom instruction that leads to community involvement. Teachers will share their ideas with colleagues.

Family Education Programs which Provide Parent Outreach Support to Become Active Participants in Children Education
Judy R. Shreves
Hazelwood School District

Students with LEP have unique needs that cannot always be easily addressed. Likewise, communicating with the LEP family is not always easy or effective. In an effort to assist both parents and teachers to better meet the needs of these students, many districts depend heavily on the ELL teachers or department. The presenter will share different types of implementation of family education programs, which provide parent outreach support and activities designed to assist parents in becoming active participants in the education of their children. Areas of concern in the section include parent conferences, report cards, and the legal responsibility of the parents as well as the school. The presenter will also offer suggestions for workshops for the mainstream teacher; some of these topics include second language acquisition, cultural awareness, and the use of a family liaison. There is much research on second language acquisition, and this information must be shared and fostered by the classroom teacher along with the realization that the classrooms of today are multicultural.

Youth, Families, and Communities

From a framework recognizing theory and knowledge related to human behavior in the social environment, this track seeks presentations in the following areas:

Emerging issues related to individuals at various lifecycle stages

➢ Juvenile delinquency, gang involvement
➢ Family formation—including dating, marriage, and childbearing issues
➢ Peer relationships across ethnic and racial categories
➢ Identity formation and its relationship to mental health, risk behaviors, and other issues

Family Functioning

➢ Intergenerational relationships, especially related to generational variation in assimilation
➢ Distribution of roles in the household as related to individuals and the community, as well as culture
➢ Differences between high and low functioning families
➢ Adaptation of consumption patterns in new communities (child care, food preparation and consumption, purchasing patterns, housing, etc.)

Community Responses to the needs of youth and families and the impact of communities on youth and families

➢ Specific programs that work
➢ Sustainability of programs
➢ The roles of community-based institutions in receiving communities (churches, financial institutions, social service agencies, civic organizations, etc.)
➢ Specific responses to any of the above individual and family issues

Mechanisms of Acculturation for Hispanic Immigrants: Family-Planning Exchanges, Attachments, and Bridges
Anne Dannerbeck, Marjorie Sable, and
Jim Campbell
University of Missouri-Columbia

Acculturation is an ongoing process of becoming integrated into a new society, of adopting attachments to that society, of engaging in exchanges within it, and of building and finding bridges to facilitate the transmittal process. To understand the process of acculturation, this study has examined mechanisms and influences on family-planning behaviors of Hispanic immigrants in a Midwest community. Six focus-group discussions on family formation and family planning were held in 2003. The participants included 53 recent, adult-male and female immigrants to the United States living in the central Midwest. The discussions were designed to ground our understanding of the mechanisms that influence their acculturation into U.S. society in the context of family planning. Several important acculturation mechanisms emerged from the focus groups. Social sanctioning, the U.S. legal system, individual economic independence, and notions about marriage stability and fidelity influence the level of attachment to the new community. Exchanges are impacted by financial arrangements of family-planning institutions, perceptions about social sanctions, and fear of deportation. Information, people, and ease of access to family-planning resources serve as bridges in the acculturation process.

Disaster Preparedness Outreach for Hispanic Populations in Missouri
Sherry F. Nelson
University of Missouri-Columbia

Research shows that disasters are costly both economically and in terms of injuries, lives lost, or in loss of human capital. Mileti (1999) reported that from 1975-1994 the economic costs of disasters were conservatively estimated at $500 billion (in 1994 dollars). He also indicated that 24,000 people were killed, and some 100,000 were injured in the U.S. and its territories (Mileti, 1999). Additionally, several segments of the population (the elderly, children, disabled, less-educated persons, and particularly low-income persons) are known to be more vulnerable to disaster and less able to respond and recover. Furthermore, rural communities have a number of characteristics that may put them at greater risk for devastation from disasters than urban communities. These characteristics include lower average income, higher poverty rates, higher populations of children and elderly, smaller tax bases, few but essential businesses, resources, specialized services or social service agencies, and organizations. Because of these vulnerabilities rural communities are probably in greater need for finding a more long-term view of dealing with disasters, a concept Mileti (1999) calls "sustainable hazard mitigation" to survive in the aftermath of a disaster.

Missouri, a centrally located U.S. state, has two very large metropolitan areas and four to six other mid-sized cities. Much of the rest of the state consists of rural areas with small towns and villages. This state has also experienced a variety of disasters that include technological, natural, or man-made disasters that have impacted both urban and rural areas. In addition, during the last decade, the Missouri Hispanic population increased from 61,702 in 1990 to 118,592 in 2000—an increase of 92.2 percent (OSEDA, 2002). Although the majority of the Hispanic population resides in metropolitan areas the percent increase in population during the 1990s was more dramatic in rural areas. Hobbs (OSEDA, 2002) noted, "The metro Hispanic population increased by 80.1 percent (from 50,399 to 90,785) during the 1990s while the non-metro Hispanic population increased by 146 percent (from 11,303 in 1990 to 27,807 in 2000—an increase of 16,504)." This increase in population—along with the high rate of poverty among rural Hispanic populations (ERS/USDA, 2002), their language barriers, and differing family contexts from the white population—can compound these Hispanics' ability to prepare for disasters, respond to disaster warnings, and recover from disaster.

This exploratory study of two counties was undertaken to examine the extent of disaster preparedness for immigrating Hispanics in rural Missouri. There appears to be some language barriers, economic factors, and other cultural differences that could impede their ability to mitigate, prepare, respond, and recover from natural or technological disasters that occur in these communities. This hindrance may also be complicated by the ability of the local community to be able to provide the appropriate services in mitigation, preparedness, response, and recovery situations due to the emergency management staff often being volunteers. Additionally, the ability to provide the appropriate services or education in rural versus urban areas is likely to differ due to funding and staffing. Intervention at the local level is needed particularly in rural communities. One possible mechanism may be to develop and use a "natural helper" liaison to provide education and advocate for these new Hispanic community members as a means of increasing the level of preparedness.

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Central Campesino—Housing Migrant Workers
Ann Ziebarth
University of Minnesota

This presentation focuses on Central Campesino's organizational success and housing initiatives. Central Campesino is a grass-roots organization of migrant agricultural workers located in south central Minnesota. The workers travel from the South Texas border region each summer to work in Minnesota's vegetable production and processing industry. Restructuring in agriculture, economic development in the region, and public-policy changes have all exacerbated the living conditions of these workers. Using effective organizing strategies, Centro Campesino is addressing critical-housing needs by linking migrant workers and year-round Hispanic households and identifying creative and innovative solutions to local affordable housing shortages. The organization has faced seemingly overwhelming obstacles of poverty, discrimination, and policy bias to develop a doable, workable plan of action.

Health

Panels, presentations, and workshops will focus on physical and mental health as they relate to rural and urban Latino communities. The 2003 conference examined issues of cultural competency and their impact on the quality of translation at health care facilities, health risks for Latino women, and the impacts of federal and state law on providing health care services to people with LEP. The 2003 Mental Health panel, separate from the Physical Health panel, looked at working with Latino men and their relationship to domestic violence, establishing shelter services for Latinas, and the legal remedies available to victims of domestic violence.

Key research themes include:
➢ Identifying the barriers encountered by Latinos (children, families, and the elderly) with regard to access to health care
➢ What are strategies to overcome barriers to access?
➢ What are the barriers to and perception of quality of health care by Latino newcomers?
➢ How do issues of cultural competency impact the access and quality of health care?
➢ Policy and legislative issues affecting health care access and quality for Hispanics/Latino newcomers

We are seeking best practices that evaluate the impact of the following:

➢ How to build effective networks—local, regional, and statewide—to address health care of economically vulnerable diverse populations
➢ Effective methods for communicating improving communication between health care practitioners and people of different cultures and languages
➢ How are community-based health care programs effectively addressing the needs of their clients?

Cultural Factors Affecting Reproductive Health Care Decisions of Hispanic/Latina Women
Ruthann M. Gagnon
Planned Parenthood of the St. Louis Region

- The theme of the abstract will address fundamental counseling skills for health care providers to take a culturally sensitive sexual history, with particular emphasis on Hispanic/Latina women. As a reproductive health care agency that has seen a significant increase in the number of Hispanic/Latina women in the last fiscal year, we have continually risen to the challenge of asking ourselves how to better serve and retain our Hispanic/Latina clients.
- The presentation is designed to be a "best practice" workshop, providing practical information with skill development as a way to better address the reproductive/sexual health of Hispanic/Latina women. Participants will leave with knowledge and action steps to more competently serve Hispanic/Latina women in the area of reproductive/sexual health.

The workshop will address the following issues:

- Examining factors that can affect beliefs, attitudes, and sexual behaviors of Latina women
- Addressing the regional/national data of the reproductive/sexual health of Hispanic/Latina women
- Obtaining a sexual history in a culturally competent manner
- Considering cultural background during risk-reduction planning and skill-building sessions
- Mediating spousal and familial involvement in reproductive/sexual health decision-making
- Providing appropriate resources and referrals for Hispanic/Latina women
- The statistical information will focus on St. Louis and Missouri demographics, as well as some national trends to compare and contrast the local implications of the reproductive/sexual health care of Hispanic/Latina women.

Teaching Hispanic Couples the Creighton Model Fertility Care System to Achieve or Avoid Pregnancy Naturally: Experience from St. Louis and St. Charles Counties
Patricia A. Rapplean
St. John's Mercy Health Care

This presentation will describe the basic concepts of the Creighton Model Fertility Care System and its use for Hispanic couples wishing to achieve or avoid pregnancy in a morally accepted manner, as an alternative to using contraceptives and/or expensive invasive procedures. It will also discuss success of the method with Hispanic couples in the Missouri counties of St. Louis and St. Charles.

The Creighton Model Fertility Care System was developed in the late 1970s as a mucus only fertility care system to achieve or avoid pregnancy naturally. Health Care providers with standardized training in the program teach the method to couples in private sessions, excluding the initial introductory slide presentation, which may be private or in a group setting. The first year of education includes eight private sessions with the couple for individual instruction of mucus observations, chart review, and marital bonding through techniques of communication taught to the couple. The method is 99.5 percent effective to avoid pregnancy ("Five study meta analysis," *Journal of Reproductive Medicine*, 1998) and the method is 40-80 percent effective in achieving pregnancy in couples with known infertility. The sessions also include health care review by the practitioner of any medical needs the couple may have concerning their fertility (this may include infertility, premenstrual syndrome, unusual bleeding, etc.). Couples with these needs can be referred to a "NaPro Technology" physician (a physician trained in Natural Procreative Technology), or the couple may choose their own physician and present the information they have learned about their fertility.

The entire Creighton Model Fertility Care System is available in Spanish—including introductory slides, user manuals, picture dictionaries, and charts. All of these tools are available for presentation.

The Creighton Model Fertility Care System has been taught to the Hispanic/Latino culture all across the United States and in many other countries with a large program started by Carlos Aldona in Mexico. The Hispanic program has been available in the St. Louis and St. Charles areas of Missouri for the past two years. A bilingual, fertility care practitioner teaches the program in Spanish. The program is hospital-based, so cost can be billed to insurance if the couples are insured. For couples with no insurance coverage and/or with economic needs, there is grant funding available through the St. Louis Archdiocesan Development Appeal designated to be of assistance for Hispanic couples in this area of family planning.

There is a bilingual NaPro Technology physician available for referral to assist the couple/woman with fertility and health care needs. In two years, four couples have entered the program. Three of these were referred by health care (one physician and two allied health). One couple was referred by friends. There has been no official advertisement yet of the program. There has been overwhelming success and excitement for the Hispanic couples. Fifty percent of the couples came to achieve with infertility or previous miscarriage history (infertility being described as one year of trying to achieve pregnancy without success), and one hundred percent of these have achieved a pregnancy with success. Two of the couples did move away from this area during instruction but were given contacts in other states to continue the method.

Hispanic couples truly embrace this method with warmth and openness for the natural measures it offers and especially for moral acceptance with their faith. These four couples have expressed extreme gratitude for having the program made available to them in Spanish, and all have expressed their faith as being an important reason for using the method. Current Latino couples using the Creighton Model from this office represent four separate Latin American countries with the majority of them being of the Roman Catholic faith. A discussion of the satisfaction scores of the couples will be discussed, but all four have expressed their satisfaction with the program in meeting their moral and reproductive health needs. In light of the upcoming need foreseen in this area of Missouri, another bilingual teacher is currently being taught who would teach in an office closer to the St. Louis Hispanic population (the present office is located in St. Charles), as travel of any distance is often difficult for the Hispanic population. Promotion through churches and physician referrals is planned.

Perceptions of Health Care Quality: Does Culture Matter?

Christina Vasquez Case
University of Missouri-Columbia
Rex Campbell
University of Missouri-Columbia
Santosh Krishna
Saint Louis University
Andrew E. Balas
Saint Louis University

Many midwestern states are experiencing an influx of Hispanics migrating into traditional, predominantly Eurocentric (white) communities. The Hispanic presence in rural Missouri has challenged these communities. The influences of culture, language, and other nontraditional beliefs are dichotomies that have increased community tensions. Service providers and newcomers alike are unable to effectively communicate or interact with each other, much less provide or receive safe, quality services. This presentation will provide the results of a comparative dissertation study of women's perceptions of health care quality in Missouri. It compared Hispanic and non-Hispanic women in Sedalia and Milan, Mo.

The ethnomethodology approach examined empirical information gathered during personal face-to-face interviews with 100 women. The minimum qualifications to participate in this study were that the women subjects must be between the ages of 18 and 50 with a total household income that did not exceed $50,000 annually. Subjects who met these requirements were eligible to participate in this project. Through self-identification, half of the respondents were Hispanic, and the other half was non-Hispanic. During the personal interviews, both quantitative and qualitative data were collected.

This analysis compared perceptions of health care quality by examining cultural influences such as values, beliefs, customs, and traditions. Does culture matter? It identifies some of the challenges women face in obtaining quality health care in Missouri. Variables such as health insurance coverage, communication, satisfaction, confidence, choice, and other social and economic factors are examined from the respondent's point of view. Sociological factors influence health care usage and the quality of care one receives. This provides a realistic portrait about perceptions of health care quality when comparing Hispanic and non-Hispanic women in two non-metropolitan communities of Missouri. To minimize health care barriers, we must understand how cultural influences affect quality of care. It is through an appreciation of, and respect for, the strengths of our differences that we can build a gateway to the future of healthy communities.

Substance Abuse Treatment Admissions for Midwestern Hispanics:
The 1992-2001 Treatment Episode Data Set
James Topolski
Missouri Institute of Mental Health

Between 1990 and 2000, there was a rapid increase in the number of Hispanics living in the midwestern region of the United States. This increase in Hispanic population was accompanied by an increase in the number of Hispanics using alcohol and other drugs and also in the number of persons needing substance-abuse treatment. A number of public, health-policy implications—most concerning access to culturally competent treatment—should be identified and addressed in order to better meet the treatment needs of this population. This study uses secondary analysis of the national Treatment Episode Data Set (TEDS) for 1992 through 2001. TEDS includes data that describe admissions to publicly funded, substance-abuse treatment services for each state. These include demographic measures, drugs used, history of treatment admissions, route of drug administration, referral sources, and other important variables. The availability of ten years of national data allows for trends to be identified on a number of geographic levels. This presentation will review key Missouri data within the contexts of national and regional admissions data. Relevant literature will also aid in identifying public-health policy implications for our state and region.

Between 1992 and 2001, Hispanic treatment admissions entered into the TEDS system have increased 44.5 percent nationally—24.3 percent in the Midwest and 843.3 percent in Missouri. During the same time period, there have been approximately 1.8 million treatment admissions to Hispanics nationally. The Midwest accounts for approximately 135,000, and Missouri accounts for roughly 3,500 of these admissions.

There are a number of implications for serving the substance-abuse treatment needs of Hispanics in the Midwest. Several broad categories of implications can be identified. These include: (1) research, (2) development, and (3) policy. These will be discussed in light of the growing number of admissions, the literature, and what we can learn from geographic areas that have historically served large numbers of Hispanic substance abusers.

Use of Preventive Health Care for Latinos in Southwest Missouri
Suzzane Walker and Susan Dollar
Southwest Missouri State University

The rapid and dramatic increase in Latino immigrants to southwest Missouri has provided new challenges and issues related to health, challenges and issues that must be dealt with by immigrants and by the communities into which they are absorbed. We conducted a study on health status, health needs, barriers to health care, and use of health services by 300 Latino households in four primarily rural counties (Barry, Lawrence, McDonald, and Newton). We present data from focus groups and surveys, emphasizing the availability and the use of preventive care for adults (including women's reproductive health), prenatal and newborn care, and children's health care. Overall, rates of preventive care for adults are much lower than those for prenatal, newborn, and children's health care. We also discuss perceived barriers to health care, as well as future projects that will be offshoots of this research.

Health Educational Interventions: Do they work?
Santosh Krishna
Saint Louis University
Christina Vasquez Case
University of Missouri-Columbia
E. Andrew Balas
Saint Louis University

Summary of Presentation

Health education has been found to be effective among people of various ethnic backgrounds. This presentation is a review of studies that describe various programs and methods. Particularly, using

technology to educate people of Hispanic culture about health improvement is effective.

Methods

Databases Medline (1966-2003) and CINAHL (1982-2003) were searched for studies that assessed health education to people of Hispanic culture. Search terms "Hispanics or Latin Americans" or "Latinos or Mexican Americans" were combined with "health education." Results were limited to English language articles only. No limit was placed on age.

Results

The search resulted in 442 articles. A preliminary review of study results suggests that culturally sensitive, educational interventions using technology aimed at people of Hispanic culture and background significantly improves health prevention knowledge and results in behavior modification that leads to health improvement. Technology-based educational interventions may be helpful and effective in improving the health of Hispanic people.

(Note: Abstracts and articles are being read, and results will be synthesized under some common categories such as by age.)

Medical Training, Changing Demographics, and Latino Health Care: The Case of Saint Louis University School of Medicine
Deborah Ayuste
Saint Louis University

This presentation addresses the issue of pertinent health care preparation during phases of demographic change through a case study of Saint Louis University School of Medicine. Today's health care sector is insufficiently prepared to meet the cultural and lingual demands of a growing Latino population. Through this study, I seek to convey the views, activities, and concerns of pre-med and medical students of this university—along with physicians, professors, and administrators—regarding the school's efforts to produce culturally and medically competent health practitioners who will constitute the future corps of physicians in America. This research effort will focus on how well Saint Louis University School of Medicine prepares students for this shift in demographics. My qualitative approach includes student and administrator interviews, research from medical anthropology and sociology readings, and reviews of surveys submitted by current medical students, as well as guidance by Lorenzo Covarrubias, assistant professor of anthropology at Saint Louis University.

· Since the Latino population is the fastest-growing population in the United States, it has become increasingly important for medical schools to examine whether they are sufficiently preparing their students for the cultural barriers encountered in their medical career.

· Training in cultural competency is not only important because we must be sensitive to the differences among people, but it is also essential to medical training because cultural competency is an integral component of *clinical* competency!

· In a case study of Saint Louis University School of Medicine, I examined how the medical school prepared their students for the cultural barriers encountered in their professions. I also examined the concerns of the students regarding the growth of the Latino population and what initiatives the medical school undertakes to provide services to the growing Latino population.

· Methods of research were interviews and surveys.

· According to the surveys, the primary concern among the students is the language barrier. Many expressed the need for specific training for encountering language barriers, which includes a medical Spanish class.

· While most felt a concern toward language barriers, the majority did not express *as much* concern about other cultural barriers. However, most acknowledged the key importance of acquiring communication skills.

· The second-most-common concern the students expressed was their lack of experience. We have to remember that first- and second-year students completed the surveys. It is not until their third year that they are fully exposed to a clinical setting. Their feeling of inadequate experience with the Latino population may be partially due to their stage of education. However, quotes such as these show that students may be unaware of the differing needs of minority groups.

· Many respondents also expressed the view that much of their education can't be taught through lectures. They need hands-on experience to gain knowledge and understanding.

· Other concerns that appear not only in the surveys but also in the interviews are compliance issues due to traditional beliefs among patients. These often include strong beliefs in alternative remedies. With that, some students further mentioned the importance of physicians keeping an open mind when dealing with the Latino population and other cultures.

Partnership to Improve Quality Care for Hispanic Seniors
Maria E. Carpena, Glenda Meachum-Cain
Missouri Department of Health

Objective

To collect and analyze data as a baseline for development of interventions that will improve seniors care among patients.

Methods

The Department of Health and Senior Services Prevention and Control Programs and Office of Minority Health and Senior Services developed a cooperative relationship to decrease the duplication of data collection on lack of services for seniors.

Simultaneous visits were made to 66 home-care services providers (34 were Medicare and 32 were non-Medicare). Data was then analyzed using MedQuest software, and the findings were shared with each center.

Results

Preliminary analysis of the quality of seniors care received by various patient groups based on age, race, gender, setting, and insurance coverage revealed slight variations in care between Medicare and non-Medicare populations. However, there is a disparity of care identified between ethnic groups.

Twelve of 15 urban centers exceeded the state Medicare rate for prevention testing. However, the majority of patients only had one or two tests completed during the study year, and over half of the values were greater than 8 percent for the non-Medicare population. Data is still being analyzed.

Conclusion

Intervention efforts need to be targeted at improving quality of life, control, meeting the national standards of minority seniors, and reducing disparities, especially at urban centers. OMHSS and Department of Health and Senior Services will continue working with the senior-services, health care providers to develop and implement tools and interventions that will assist these centers in providing quality care.

The CLAS Challenge: Implementing the CLAS Guidelines National Standards for Culturally and Linguistically Appropriate Services in Health Care
Kym Hemley
Missouri Foundation for Health

The goal of this session is to increase the knowledge and awareness of health care and social-service providers to the collective set of *CLAS* mandates, guidelines, and recommendations issued by the Health and Human Service's Office of Minority Health intended to inform, guide, and facilitate required and recommended practices related to culturally and linguistically appropriate health services.

This session will provide an overview with recommendations for health care organizations seeking to become more culturally competent and to extend culturally competent service delivery at all levels of the organization's outputs.

The intended audience for this presentation includes clinicians, case managers, service representatives, accreditation and credentialing agencies, advocates, educators, policy makers, community agencies, and the health care community in general

Objectives

- Brief analytical overview of 14 *CLAS* recommendations for assuring cultural competence in health care
- Provide a framework for guiding implementation of culturally responsive health services and organizational structures
- Ultimately, the aim of the standards is to contribute to the elimination of racial and ethnic health disparities and to improve the health of all Americans.
- Provide guidance to other resources and multicultural health best practices.

Source: http://www.omhrc.gov/clas/

Working with an Interpreter
Nicole Lopresti and Vicky Padilla
Language Access Metro Project of St. Louis

Using an interpreter effectively requires knowledge and skill. Health care providers who become skilled at using an interpreter can reduce the patient's confusion and anxiety and establish the framework to provide the best possible level of communication—opening the door to good health care for many of our nation's newest residents. This workshop is designed to give the information and develop the skills necessary for providers who use interpreters.

The legal requirements of using an interpreter and a basic explanation of the Title VI of the Civil Rights Act will be covered briefly. The basic purpose of the interpreter and the various roles of the interpreter will be introduced.

We will also talk about how a professionally trained interpreter can manage the flow of communication between the patient and the provider. We will specifically talk about the nationally recognized medical interpreter-training course *Bridging the Gap*. This course covers basic interpreting skills, information on health care in the United States, culture and its impact on interpreting, communication skills, and professional development.

The risks of not using a trained interpreter will be discussed as well. In particular, we encourage providers not to use friends, family, or children as interpreters. A list of additional resources and references will be provided also.

We will discuss tips and suggestions for health care providers to keep in mind when using an interpreter. For example, speaking slowly and in shorter sentences will allow the interpreter to interpret everything

accurately. Speak directly to the patient, as culturally appropriate. Also, one should not assume comprehension or understanding is clear with a simple "yes" or nod of the head. Check to see if the message sent is the message received. In addition, providers should consider lack of literacy when handing out discharge instructions or health-education materials. A handout will be provided listing these and other tips for using an interpreter

In the end, by understanding the role of the interpreter and knowing how to properly use an interpreter, health care providers will be able to communicate effectively with their LEP patients.

Civil Rights

The focus of the 2004 Civil Rights panel will be on positive legal changes that Latino immigrants and their advocates can and should strive for. In this post-9/11 environment of anti-immigrant sentiment, we believe it is important to move forward with an agenda to improve the legal rights of immigrants, rather than just play defense to preserve the legal status quo. In particular, we are interested in building a legislative agenda based on the priorities established by Latino immigrant communities and supported by current research. Because more than one-third of the legislators in Missouri are in the St. Louis region, we believe that the 2004 Civil Rights panel will be a valuable opportunity to inform these legislators about the legislative priorities of immigrants living in their communities.

Other topics that the panel would be interested in addressing include:

➢ Acceptance of matricula consular cards by banks and other institutions and ways to encourage their acceptance
➢ Possible state legislation to grant drivers' licenses to undocumented persons (similar to the legislation recently passed in California)
➢ Legislation, increased training, and other efforts to address racial profiling by Missouri law enforcement officials (in tandem with a discussion about the growing use of local law officials to enforce federal immigration laws)
➢ Legislation and efforts on the community level to ensure that immigrant workers are treated fairly

Understanding Consumer Rights: Recognizing and Preventing Consumer Fraud in Our Communities
Laura Krasser
Missouri Attorney General's Office

The Missouri Attorney General's Office maintains a Consumer Protection Division that works to protect the rights of all consumers. Victims of fraud should report their experiences to help the Attorney General's Office prevent and prosecute these offenses.

In 2004, the Attorney General's Office returned $3 million in restitution to consumers through mediation and court action.

Con artists often target seniors and minorities. The most common complaints involve telephone service, home repairs, and car sales and repairs.

Hispanics should be particularly wary of the following schemes:

• Watch out for a notary public who tries to sell you legal services or advice. Unlike a Mexican notario, an American notary public is not a lawyer. This person is only authorized to witness the signing of documents. Many Latinos have fallen victim to this scam, where a notary public charges them for legal advice. This scam is illegal and should be reported to the authorities. Check with the Missouri Bar to determine whether someone is licensed as a lawyer in Missouri:

www.mobar.org or 573-635-4128 (English only).

- Don't assume that people are trustworthy just because they speak your language. Many con artists try building trust with Latinos because they speak Spanish and understand the Latino culture. As with any business proposal, you should get agreements in writing, check references, and only make full payment when the contract terms have been met.

Indeed, consumer education is the best way to avoid being defrauded. Some tips that are helpful in almost any purchasing situation include:

1. Don't pay more than 25 percent in advance for any service unless the company is well known and respected.
2. For services (like home or car repairs), get multiple estimates in writing.
3. Discuss the idea with someone you trust. Unwise ideas will often sound that way when you get a second opinion.
4. Don't listen to legal advice or threats from sales people. Examples: "A new law requires you to buy this product/service," or "You will be arrested if you don't pay this bill."

The Attorney General's office offers a variety of free publications to help consumers do their homework, make wise buying decisions, and protect their rights. By late summer 2005, two publications will be available in Spanish: *Know Your Rights* (a general, consumer-fraud guide) and *Missouri's Landlord-Tenant Law.*

File a complaint with the Attorney General at www.ago.gov or 1-800-392-8222.

SELECTED PAPERS 2003 AND 2004

The *Cambio de Colores* conferences in 2003 and 2004 provided a venue for participants to begin to understand important changes affecting communities in Missouri. Several of the researchers who made presentations at these conferences were asked to prepare papers about their research findings. This section included invited papers from the 2003 and 2004 conferences.

Papers 2004

New Latino Farmers in the Midwest: The Case of Southwest Michigan

Juan Marinez and Víctor García
Michigan State University

Latino immigrants and ex-migrant farmworkers are increasingly becoming crop producers in the United States. Our conference paper briefly presents findings of a qualitative study on how Latinos are entering and remaining in farming. The USDA's Office of Outreach funded the study, "Farm Worker Transition to Farm Ownership: Lessons from Mexican-Origin Farmers in Southwestern Michigan" (grant number 00 68-3A75-9-41). Over a two-year period, from 1999 to 2001, data was gathered through both formal and informal interviews with Latino farmers in Van Buren County, Michigan. Given their concentration in blueberry growing, the research focused on Latino blueberry farmers. Other Latinos in surrounding states are also becoming farmers; often using their own resources. How are they getting started in farming?

Van Buren County, Michigan

Van Buren County is a major agricultural area situated in southwest Michigan, along the Lake Michigan shore. With a series of smaller lakes near Paw Paw—the county seat—and a scenic coastline on the lake and the historic port of South Haven, it is a major tourist destination. Comprising 607 square miles, anywhere from 600 to 900 feet above sea level, its gentle rolling hills are interspersed with quaint towns and small farms connected by a maze of county roads. In all, there are nearly 40 incorporated and unincorporated communities in the county, all with populations under 6,000 inhabitants. The major communities, those with municipal services, are Bangor, Hartford, Lawton, Mattawan, Paw Paw, and South Haven.[1]

Van Buren County, one of 82 counties in the state, leads Michigan in fruit-crop production. Known as "Michigan's Fruit Basket," it is a leading producer of blueberries, apples, grapes, and plums. In fact, more blueberries are grown in Van Buren County than in any other county in the nation. Driving down the county roads, some paved and others covered with gravel, one discovers vineyards in the eastern side of the county around Lawton and Paw Paw, blueberry bushes in the western and northern portion, and apple and some plum orchards scattered around the county. In these areas, the soils, the high water tables, and the climate are ideal for the production of these perennial species.[2]

Originally inhabited by the Potawatomi, the county has been inhabited by a large number of immigrants—foreign and native-born—who have settled there since its creation in 1836. According to Census 2000, 76,263 residents resided in Van Buren County at the turn of the century.[3] The population increased by a little over 9 percent or 6,203 inhabitants since the 1990 decennial Census.[4] The majority, nearly 88 percent, were classified as White, a little over 7 percent Latinos, and the remainder Asians, Native Americans, and others. Latinos increased from 2,254 to 5,634 residents from 1990 to 2000, an increment of nearly 150 percent, while the African-American population, the largest minority group in the county until Census

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[1] Anonymous, County Profile-Van Buren, Michigan, 2001.
[2] Anonymous, Horticulture, MSUE, Van Buren County, 2001.
[3] U.S. Census Bureau, QT-P3. Race and Hispanic or Latino: 2000, 2002.
[4] U.S. Census Bureau, DP-1. General Population and Housing Characteristics: 1990, 2002

2000, decreased from 4,690 to 4,001 inhabitants, a decline of nearly 15 percent.[5] Latinos became the second largest ethnic group in Van Buren County in 2000, surpassing the African-American population by 1,633 people or by a little over 40 percent.[6] Though found in all the communities of the county, the largest concentrations of Latinos are in and around Hartford and Lawrence.[7]

These Census figures, it should be noted, do not include the thousands of migrant workers who harvest crops in Van Buren County from April through October. Annually, farms in Van Buren County hire anywhere from 8,000 to 8,500 farmworkers.[8] Migrants, who make up the majority of the paid farm labor force in the county, begin to arrive—alone or with their families—in early April and move from one farm to another picking blueberries, cucumbers, or other produce until late October.[9] During these months—when not harvesting and packaging—they also weed, prune, and irrigate.[10] In October, at the end of the harvests, some migrants move to other regions of the country and continue working, while others return to Texas in the winter. Some of the migrants work for Van Buren County-based, corporate farms that grow produce in Florida and Michigan.[11] They work in Florida in the winter and return to Michigan in the spring.

Latino Farmers in Van Buren County, Mich.

Thirty-one of the estimated 34 Latino farmers in the county were included in the USDA study. These farmers are Mexican immigrants and ex-Tejano migrants. The immigrants are ex-peasants from the state of Michoacán in central Mexico who, through a process of chain or step migration, immigrated to Van Buren County from Chicago. In Chicago, they worked in light manufacturing, construction, and in the service industry. The ex-Tejano migrants are from the "Valley" in South Texas. Since the early 1960s, they have migrated to southwestern Michigan with family members to harvest crops, and over the years, some have settled out of the migrant stream.

The Latino farmers range in age from 26 to 64 with the majority in their thirties and forties. Nearly all, except for three, are males. The three women own blueberry farms. With respect to education, the Tejanos have received more of a formal education than their Mexican counterparts. Some of the Tejanos have attended college.

Twenty-two of the 31 Latino farmers grow blueberries—others corn, grapes, and apples. Twenty of the 22 Latino blueberry farmers cultivate 835 acres. Together, members of the Llerena family grow blueberries on 541 acres, nearly 65 percent of the known Latino-held blueberry acreage. Five other Latino families grow blueberries on significant holdings, respectively, on 65, 40, 40, 35, and 30 acres. The remaining 10 Latinos grow blueberries on 20 acres or less.

Latinos purchase small blueberry farms knowing that the acreage will not yield enough to support their families. For them, the farm is more than a business enterprise; it is also a means for pursuing a traditional way of life. Since their smallholdings do not generate farm sales sufficient to support a family with children, nearly all of the Latino farmers are employed off the farm. Both husbands and wives work for local food processors, light manufacturing, and service industries in the county. Besides an income, employment off the farm also provides some of them with medical insurance and other benefits. Occasionally, some of the Latino farmers also work as farmworkers in the area, helping out their kinsmen and friends during peak harvest periods.

Obstacles

Buying blueberry farms and staying in business is not easy for Latino farmers or, for that matter, any

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[5] U.S. Census Bureau, QT-P3. Race and Hispanic or Latino: 2000, 2002.
[6] Ibid.
[7] U.S. Census Bureau, QT-PL. Race, Hispanic or Latino, and Age: 2000, 2002.
[8] Willie Dominguez, interview, 2001.
[9] Ibid.
[10] Felipe Llerena, interview, 2001.
[11] Ibid.

prospective producer. The Latino farmers—blueberry growers and non-blueberry growers alike—cited a number of difficulties in breaking into farming. The salient ones are as follows:

Purchasing a Farm

Today, as in the past, a major obstacle in getting started is acquiring a farm or land to be cleared for crop production. Farmland is costly to purchase in the county. The going price for a blueberry farm ranges from $5,000 to $7,500 per acre. Operation expenditures also add to startup costs. Such expenditures range from $1,500 per acre, if the berries are mechanically harvested, to $3,500 per acre, if harvested by hand. As a group, Latinos have a difficult time obtaining loans, including government-guaranteed loans. Low incomes, together with poor or nonexistent credit ratings, often make them ineligible for loans.

Infrastructure Development

Related to the purchase of the farm is housing. Some Latino farmers in the county, both Tejanos and Mexican immigrants, need housing for themselves and their seasonal workers. Single-family houses on the farms require repairs—some of them costly, such as adding or replacing a foundation. On the properties without a home, adding an infrastructure for a trailer hookup is costly as well.

Technology Availability

Some of the younger Latino farmers in the county, mainly Tejanos, viewed the lack of access to Internet services in the area as an obstacle. They argue that they are not able to have access to farming information online.

Familiarity with Crops in Van Buren County

Mexican immigrant farmers were not familiar with blueberries, apples, grapes, and other crops grown in the county but learned how to cultivate them upon buying their farms. Tejanos, on the other hand, learned about these crops as migratory workers in the area and were familiar with them when they became growers.

Language and Culture

Language and cultural differences between Latino farmers and the larger society were another challenge identified in the interviews. It is difficult to set up a farm or any other business in a foreign language. Starting a business involves complex arrangements, paperwork, knowledge of regulations, and markets and institutions that provide technical and financial assistance. The majority of the Latino farmers are monolingual Spanish speakers with limited English comprehension. Embarrassed by their accents and grammatical errors, the small number of Latinos who speak English prefer not to use it. A couple of them also mentioned that racism and discrimination, aggravated by a recent rise in nativism, was also a barrier. They felt excluded from activities and membership in local organizations because of their ethnicity.

Participation in USDA Programs

Latino farmers in the county make minimal use of USDA programs. The majority of them, except those who have been growing crops for a decade, do not know of their availability. Mexican immigrant farmers, in particular, have little contact with agricultural extension and other USDA agencies. Some of them feel uncomfortable attending USDA-sponsored meetings and workshops held in the English language. Others, as a result of a public backlash against immigrants, are under the misconception that they are ineligible to participate in federal programs. There is also a distrust of government among some of the Latino farmers.

Regardless of the reasons given for not participating, when asked how USDA may assist them in their farming operations, they made the following recommendations:

• Housing development assistance for rehabilitating houses and trailers on farms and for establishing housing for workers

- Low-interest loans or loans for individuals with little or no credit history
- Farming infrastructure development (well drilling and road openings)
- Mechanisms for direct marketing of blueberries and other products
- Health insurance for small farmers
- Spanish-language courses on how to grow blueberries
- Courses to learn farming vocabulary in the English language
- Business management courses in the Spanish language
- Computer and Internet service

Social Capital Networks and Overcoming Farming Obstacles

Latino farmers in Van Buren County are using social capital to obtain resources for purchasing farms and growing crops. This capital consists of social relationships among individuals and groups that are useful in obtaining economic resources. Based on trust and reciprocity, these relationships are organized around kinship, friendship, or other significant social ties in the community. The use of social capital for business startups is common among immigrants, ethnic minorities, and other groups with limited capital. They have learned that their status in society does not always give them access to formal institutions and their resources. Excluded, they have come up with their own institutions, such as social networks that serve a similar purpose. These social ties are used to obtain capital and other production-related resources to enter and stay in farming.

Social relationships, or networks, among the Latino farmers are primarily based on a circle of kin and close friends of confianza or trust. Four social networks of Latino farmers were identified in Van Buren County. All four of them are organized around influential Latino farmers. One of the networks is organized around an apple grower (Santos) and the other three around blueberry producers (the Llerenas, Barajas, and Alcarazes). Some of the Latino farmers are members of more than one network and belong to a number of social circles, such as friendships at work (if employed outside of the farm) and church groups. These social circles are concentric and overlap. As members of different groups, individuals have access to various networks simultaneously, and they may seek assistance from multiple sources at any given time.

Social networks are also not site-specific; that is, they include persons and groups outside of Van Buren County. As discovered, they also include family members and friends that reside in Chicago and Mexico. These family members, particularly the ones in Chicago, are a source of loans.

Two of the four Latino farmer social networks in Van Buren County are presented as case studies in the report. Both of them are bridging social networks. Such networks are large and diverse. They consist of kin and other community members, and resource allocation is not restricted to family and close friends but includes others. The other two networks, not presented as case studies, are bounding social networks. Such networks are small and relatively homogeneous. They center on immediate family members and other close kinsmen, and resources are shared with them before anyone else.

Both types of social networks—bridging and bounding—are conduits for the flow of a number of resources. These resources are as follows:

Information

Information about farming is important in getting started and staying in farming. New farmers seek and receive advice regarding pesticide and herbicide applications, plant-disease threats, caring for the blueberry bush and berries, and marketing.

Land

In Van Buren County, land is scarce. Some of the Mexican immigrant farmers have come up with creative ways of obtaining farmland, such as practicing presta nombres and collaborate production arrangements with kinsmen.

Labor Sharing

Labor sharing is another resource within social networks. During the harvest, when labor is scarce, members of the same social circle, or group, share workers.

Loans/Financial Assistance

Money, like land, is a scarce resource and not made available to everyone in a social network. Loans are seldom made outside of the immediate family. The same is true for cosigning on a loan.

Other Farming Resources

Other farming inputs, such as fertilizer and machinery, are also made available to group members. There is the expectation that the individual being assisted in this fashion will do the same in the future.

Mutual Assistance

Mutual aid consists of lending a helping hand when needed. Network members help harvest, repair machinery, or plant blueberry bushes.

Conclusion

The Latino farmers in Van Buren County have accomplished much using social capital. Through their social ties, they have managed to obtain resources to buy farms, increase production, and stay in farming. Some of them, mainly the English-speaking Tejanos, have also used USDA programs to meet these objectives. Despite the need, however, Mexican immigrants do not participate in USDA programs and, as a result, do not use resources they subsidize through tax contributions. These programs would help them stay in farming, grow food, and provide employment to local and migrant farmworkers.

Latinos in Van Buren County and elsewhere in the United States are keeping an American tradition alive—the family farm. In fact, they are entering farming at a time when land concentration is on the rise, and the family farm of old is under the imminent threat of vanishing. More than individual initiative and hard work, farm ownership among the Latinos is made possible through social capital available in social networks. Making USDA resources available to Latino farmers will allow more of them to become farmers and to continue growing food for the region and the nation.

Livelihoods, Vulnerabilities, and Opportunities in Rural Missouri
Pedro Dozi and Corinne Valdivia
University of Missouri-Columbia

Introduction

The issue of immigration has never been an easy one. This is also the case in the U.S., a country of immigrants. As of late, the U.S. has received massive numbers of immigrants, of which 80 percent were considered "people of color"; 75 percent of these were of Spanish-speaking origin (OBLEMA, 2000; Census, 2000).

Unlike the past when immigrants (Latinos or Spanish-speakers) tended to favor metropolitan areas, current settlement patterns have been widely dispersed throughout the U.S. According to Frey (1996), immigrant settlement patterns differ from those of migrants who have been in a country for a long time. Small American towns that offer jobs, such as meatpacking, jobs that require relatively unskilled labor and pay relatively low wages are especially appealing to immigrants. These communities have experienced booming immigrant population in search of work.

Globalization has brought along with it labor demands, with direct implications for immigration and economic development. This is an age when capital and labor flow across borders, and old filters designed

to control both are no longer effective. Filters in some instances are detrimental to future economic development (Friedman, 200; McMichael, 1996). Increased movement of labor and capital across international borders has impact on local communities (Sassen, 1999). Migration has become an integral part of a large, complex economic system that immigrants see as the solution to their previous precarious situation (IMO, 2002).

Economic integration to new communities has not been smooth for newly arrived immigrants to rural communities. Some of the elements that have contributed to this include a legal system that is "alien unfriendly," the low levels of education, and limited proficiency in English (Cambio de Colores, 2002). Other factors, such as immigrants' social and cultural capital, and racial profiling have resulted in stereotypes (Cambio de Colores, 2002). A negative community climate toward newcomers makes it difficult to pursue day-to-day activities to secure an income.

Objectives
- To analyze empirically the causes of economic success (failure), as an approximation of Latino household well-being (vulnerability) in rural Missouri.
- To evaluate how economic success (failure) of Latinos is affected by the climate of the local communities in rural Missouri.
- To suggest a framework that would assist policymakers to identify ways to help Latino immigrants adapt successfully to their new home environments.

Analytical Approach

The main analytical approach used is based on sustainable livelihoods theory as laid out by Chambers and Conway (1992) and Valdivia and Gilles (2001).

The Theory

A basic concept is capabilities. This refers to the ability to perform certain basic functions, what a person is capable of doing and being (Sen, 1984; Dreze and Sen, 1989). Elements of capability include the ability to lead a comfortable life, avoid preventable morbidity and mortality, be adequately nourished, live a life without shame, be able to visit and entertain family and friends, and be comfortably clothed. Quality of life is seen in terms of valued activities, and the ability to choose and perform those activities (Chambers and Conway, 1992). The schematic diagram below presents the main points of this principle.

Livelihoods Framework

Household and
individual well-being

↑

Asset Accumulation ← · Consumption smoothing
· Income smoothing

↑

Capabilities

↗ ↘

Tangible Assets ←→ Intangible Assets

↑

· Physical capital/ infrastructure
· Financial capital/ liquid assets
· Natural resources (land, etc.)

↑

· Social/cultural capital
· Institutions (laws)
· Human Capital
· Educational household profile
· Functional networks
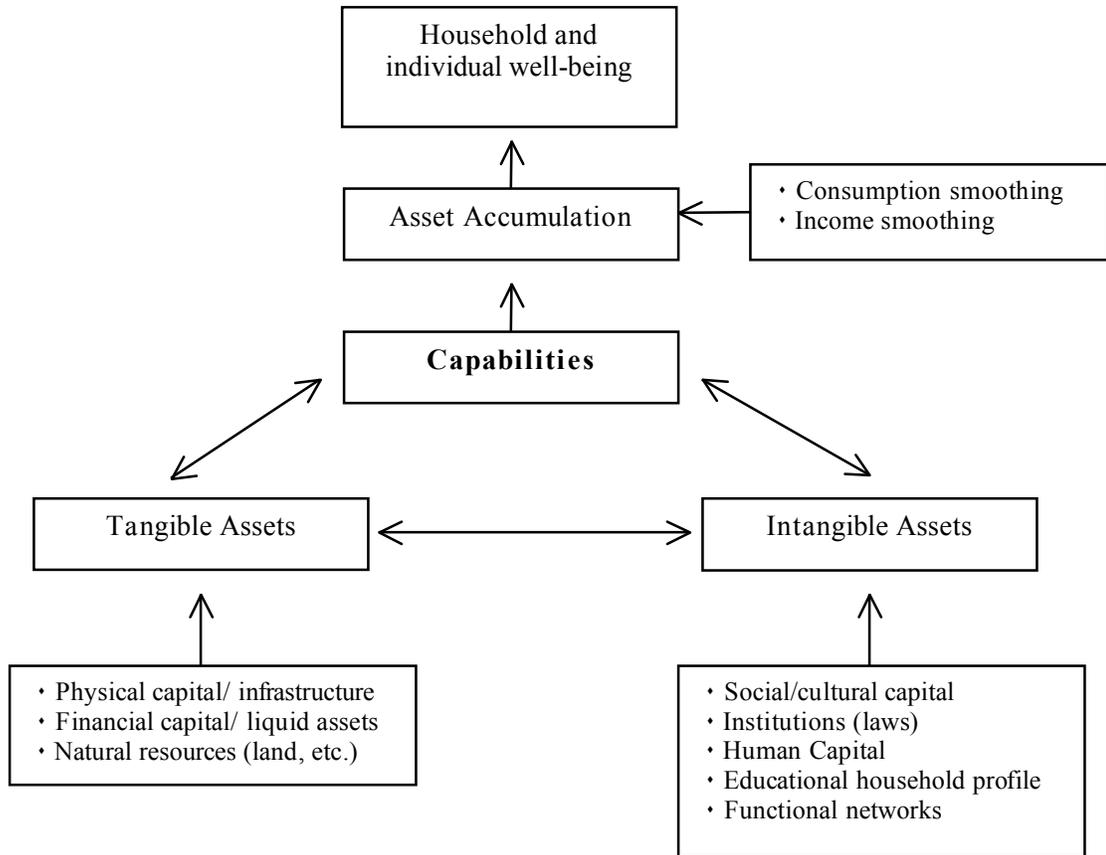
Source: Adapted from Chambers and Conway (1992)

The principle of capability, as delineated by Sen, Chambers and Conway, and others in the literature incorporates the ability to cope with stress and shocks, and able to find and make use of livelihood opportunities and to recover, resiliency.

Specific objectives of this study are to find out how Latinos are faring in their "new homes," what are the factors of importance in their ability to build an economic life, and what are the implications of these findings for their livelihoods today and in the future. Therefore, it is important to find variables that capture the needed information, work as indicators (proxies), and allow the identification of well-being characteristics of Latinos in these communities. Springing from the theory of capabilities, the ability to command a decent livelihood and well-being is intrinsically linked to asset accumulation, which in turn breaks down into two parts: tangible and intangible assets. Tangible assets are mainly physical, financial or liquid capital, and any other natural resources that a household might possess that can be readily redeemed into cash (e.g., land). Intangible assets are mainly those intellectual and moral properties or characteristics that any individual member of a household might have that would provide him or her competitive advantage in the community. These include the relations that allow them to command other resources, often grouped into what is called social and human capital, as well as cultural capital (Valdivia and Gilles, 2001).

Physical capital comprises the basic infrastructure and private goods needed to support livelihoods. Infrastructure consists of changes to the physical environment that help people meet their basic needs and

to be more productive (e.g., affordable transportation, secure buildings, communications (telephone), affordable energy, and adequate water and sanitation). Private goods will thus refer to the tools and any other equipment that a given household will need and use in order to function more productively. Financial or liquid capital relates directly to the earnings that a given household is able to command in a given period of time; earnings consist of employment wages, income from self-employment, and any other source of income—such as remittances, credit, and welfare assistance. This information can be obtained directly from the Census by using indicators such as type of house ownership, type of house, and regimen (own property or rent). Average household earnings have been the most commonly used indicator of the household financial capital. In earnings we include the amalgamation of all the household income-generating activities done by all productive members of the household (the sum of wage and salary income and net income from farm, non-farm, and self-employment). It should be noted that this framework originated in rural development, therefore the emphasis on land tenure and farm income.

Social capital refers to the institutions, relationships (networks), and norms that shape the quality and quantity of a society's social interactions. Lately, increasing evidence has demonstrated that social cohesion is critical for societies to prosper economically. The elements that constitute social capital can range from a norm of reciprocity between two friends, all the way to complex doctrines like religion (Fukuyama, 1999). Moreover, social capital is also spontaneously generated all the time through long-time continuous interaction of individuals in a given society. Elinor Ostrom (1990) has catalogued empirical cases of cooperative norms arising as a result of repeated community interaction. Through social capital, individuals and ultimately communities are able to create bonds that will allow them to address problems or access resources that in many settings are obtained through market relations. A narrow view of social capital regards it as a set of associations of close friends and family that have an effect on household productivity and well-being, which are commonly known as "bonding." A broader perspective includes weak ties (Granovetter, 1973), which consist of individuals in various social networks such as those in church organizations, civic organizations, and elsewhere. These individuals are then able to move between groups and thereby become bearers of new ideas and information that could be of assistance in their well-being (e.g., tips about job vacancies, access to credit, welfare, and cheaper housing.) This type of social capital is referred to as "bridging."

Social capital has been measured in many ways; researchers using different combinations of qualitative, quantitative, and comparative methodologies have come up with useful proxies and exciting results about social capital. Temple and Johnson (1998) have used ethnic diversity, mobility, and prevalence of communication means as proxies for the density of social networks. Portes (1995) and Light and Karageorgis (1994) analyzed the economic well-being of different immigrant communities in the U.S., showing that certain groups (e.g., Koreans in Los Angeles, Chinese in San Francisco) do better than others (e.g., Mexicans in San Diego, Dominicans in New York) because of the social structure of immigrant communities. Those communities that did better were able to provide or secure their countrymen with job referrals, English-language training, informal sources of credit, insurance, and child support. Massey and Espinosa (1997) examine Mexican immigration to the U.S. showing that policies that advocate the free flow of goods and services across national borders also increase the flow of people. Wirth (2001) has conducted a survey of the Latino population in southwest Missouri and found that those who identified themselves as belonging to a church (or church organization) were much more likely to be older, have two-parent households, be much better educated, have more use or knowledge of English language, and meet their basic needs more often when compared with those who did not.

Human capital relates to personal skills and knowledge that have been acquired over the years that will enable a given individual to succeed in a given society. Modern societies are increasingly relying on knowledge and communication used on a global domain; individuals with personal competence, the ability to access information and basic technical capacities in specialized services stand the chance of earning a better living than those who do not. Therefore, the most compelling indicators of human capital are those related to skill, knowledge enhancement, and communication acquisition; other indicators include the level of educational attainment (professional instruction, educational attainment), occupational distribution (will also include industry distribution, and family members in the workforce), technical training, and command of the English language. Out of all these indicators, educational attainment and English language ability have long been heralded as some of the best indicators of the type of work an immigrant could get and

therefore, a good indicator of how much an immigrant earns (Roderick, 2000; Cafferty, 2000; Cárdenas, 1988). Wirth (2001) states that those who did have higher educational attainment or a certificate of training from another country before moving to the U.S. had higher income, were able to meet basic needs, were covered with health insurance, knew how to apply for loans, tend to own a business, and tend not to work in agricultural occupations.

The attention that has been given to the effect of educational attainment and English language ability on individual wages (thus earnings) might seem rather puzzling and even trivial. It is well known that these two factors enhance the individual's productivity and consequently his or her earnings. There is, however, evidence that this has not been the case all the time; there have been cases that individuals with the same educational attainment did not earn the same wage even when working at the same factory and at the same time (Broadway, 1994; Beck, 1996; Briggs, 1994 cited in Case and Campbell, 2002). Therefore, even though there is a correlation between educational attainment and earnings, it is safe to say that there must be a third dimension that also influences earnings.

Empirical

The main source of data to be used for this exercise is the 2000 Census survey conducted decennially; it is important to note that this analysis does not include the St. Louis and Kansas City areas. This data is kept by the Office of Social and Economic Data Analysis at the University of Missouri-Columbia; it is an exhaustive data bank containing myriad variables that will make this study possible. An exciting feature of this database is that it has recently made available the Public Use Microdata Samples (PUMS), which make analysis possible at the household level—allowing researchers to compare individual households in a given community. This data will be complemented by the Department of Elementary and Secondary Education (DESE) survey, which contains different variables containing educational information about Latinos from 1990 to 2004.

The typical wage equation estimated in the literature is the semilog form:

$$LW_i = \alpha + \beta_1 S_i + \beta_2 T_i + \beta_3 A_i + \delta' \mathbf{h} + \varepsilon_i \qquad (1)$$

where **LW** is the log wage for the individual, **S** is educational attainment in years, **T** measures the years in current job, **A** is a measure of experience, **h** is the vector of observable characteristics (location and mobility dummies, laws and specific work characteristics), **δ** is the associated vector of coefficients, and **ε** is the unobservable error term with zero mean. The semilog specification for educational attainment is justified because the relationship between log wages and educational attainment is linear. The equation is said to be in semilog form because only the dependent variable is in log form. The equation is derived from the following nonlinear form:

$$W = \exp(\alpha)\exp(\beta_1 S_i)\exp(\beta_2 T)\exp(\beta_3 A_i)\exp(\delta' \mathbf{h})\exp(\varepsilon_i) \qquad (2)$$

By taking the logarithm of both sides of the equation, we obtain the above equation (1). As said before, the coefficients have the interpretation of percent changes, not changes in levels (e.g., a value of 0.09 for β_1 implies that an additional year of education has the effect of raising the wage by 9 percent). The difference in interpretation comes about because the dependent variable is the log wage, not the wage itself, and the change in logs equals the percent change in levels.

The educational attainment coefficient β measures the percentage increase in the wage the individual would receive if she had one more year of education. It therefore represents the marginal return from investing in human capital, which should be in the same order of magnitude as the rate of return from financial assets.

Therefore, earnings will be a mainly a function of educational attainment, English language proficiency, technical training and the amount of time that the Latino has been residing in a given place.

Hypothesis

Households develop livelihood strategies with the goal of providing for the well-being of the family. A measure of success is a family's ability to generate reliable income throughout the year (income smoothing). The ability to smooth income goes a long way in smoothing consumption, because a family's ability to meet most needs depends on solvency. A point that should be clear is that, even though most of the things are acquired by single families, social capital still plays a major role, especially for the Latino community, which has a different cultural background. The assumption that institutions work and markets function without significant distortions is being made here. In light of these elements, the following hypotheses are advanced:

Educational attainment and English proficiency:
These are the main determinants of labor market status and success—the higher they are, the greater the chances a Latino has to earn a decent livelihood in rural Missouri.
Earnings:
The longer the Latinos stay in one area, the higher their earnings are, given that over time they may acquire industry-specific knowledge (assuming that they have jobs) and become more fluent in English, thus enabling them to get better paid jobs.

Results

Demographics

Graph 1. Distribution of Latinos by Nativity in rural Missouri in 2000
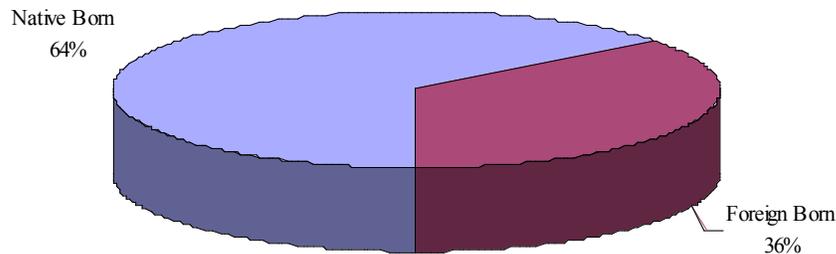
The majority of Latinos present in non-metro Missouri are actually U.S. born, and only a third of them are foreign born. Graph 1 shows the distribution of Latinos in non-metro Missouri by nativity in 2000 (Census, 2000), excluding Latinos living in Kansas City and St. Louis. The Latino population in non-metro Missouri has undergone a phenomenal increase in the past decade, and Mexico has been the dominant country of origin, as shown in Graph 2.

Cambio de Colores 2004: Latinos in Missouri: Gateway to a New Community

Graph 2. Composition of the Latino Community in Rural Missouri by Country of Origin in 2000

Puerto Rican
5%

Central America and
the Caribbean
9%

South America
19%

Mexican
67%
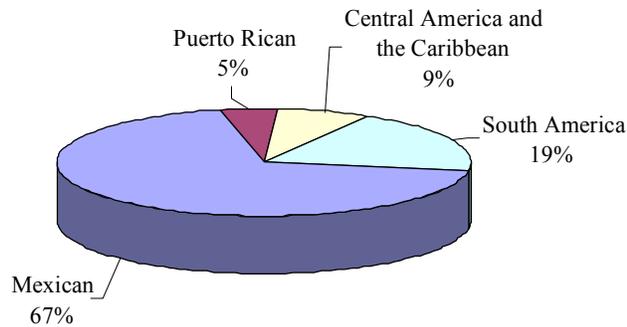
Human capital

English ability

Graph 3 shows the frequencies of Latinos' English ability in non-metro Missouri discriminated in four subgroups. The graph representation corresponds to a universe of foreign and US-born Latinos combined; it can be seen that a little bit over 50 percent of Latinos in Missouri do not have a good English ability.

Graph 3. How well do Latinos in rural Missouri speak English

46%

24%

22%

9%

%

very well   well   not well   not at all

Source: 2000 population census, Public Use Microdata Sample 5%
Note: Graph data does not sum to 100 due to rounding effect.
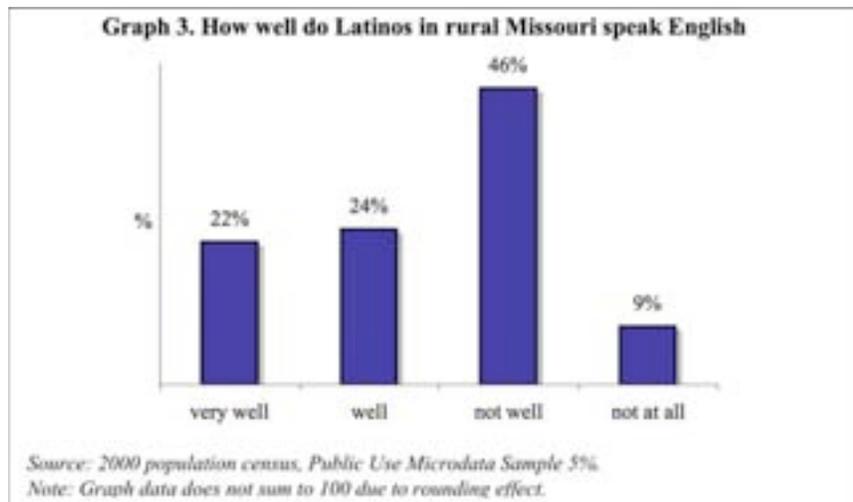
Table 1 shows Latinos' level of English proficiency discriminated by national origin of income-earning persons (i.e., 16 years and above). The data shows some level of oscillation in the English ability across groups; however, a simple analysis of variance revealed that there is significant difference only between Mexicans and other Spanish or Latino groups and that there is no significant difference between the groups who speak English "very well" or "well".

Table 1. How well do Latinos speak English, by place of birth in non-metro Missouri, in 2000

Origin	Very well	Well	Not very well	Not at All
Mexican	28%	20%	43%	8%
Puerto Rican	23%	24%	41%	10%
Cuban	21%	25%	48%	6%
Other South American	20%	25%	46%	9%
Other Spanish or Latino	18%	23%	51%	8%

Source: 2000 U.S. population census, Public Use Microdata Sample 5% (PUMS).
Note: data presented in the table does not include Kansas City and St. Louis areas.

Table 1 shows that Latinos from Central America and the cluster of "other Spanish or Latino countries" have slightly lower levels of English proficiency than Mexicans. Mexicans have the highest average percentage of good English ability with 48 percent as compared with Puerto Ricans with 47 percent, and Cubans with 46 percent.

Educational level

The correlation of population and school enrolment increase for Latinos in the interval of 1990-2000 is presented in the Graph 4 below.

Graph 4. 1990-2000 Population and enrollment in out-of-state Missouri
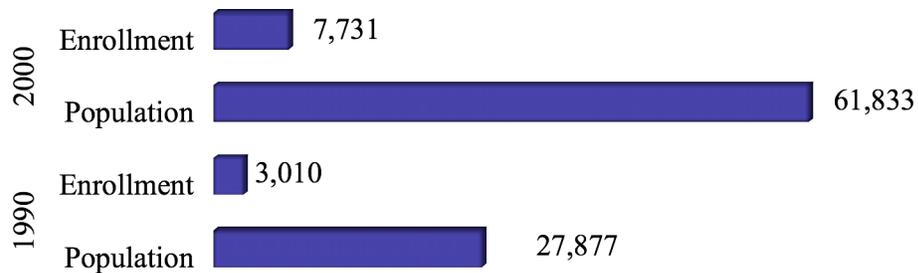
Source: 2000 census, Public Use Microdata Sample 5% and DESE database.
Note: The graph does not include Latinos from Kansas City and St. Louis.

The correlation shows an increase of 2 percent in the enrollment of Latinos (11 percent of the Latino population was enrolled in 1990 as compared with 13 percent in 2000). The increase in the percentage of Latinos enrolled in schools might reflect two things: the proportionate increase in the population and the importance that this group is currently attaching to education.

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Table 2. Latinos' educational attainment in out-state Missouri by place of birth, in percent (age >15 years)

Origin	8th grade and below	8th grade to high school	College	Advanced degree
Mexican				
Native	14	51	32	2
Foreign	47	38	13	2
Puerto Rican				
Native	8	41	46	5
Foreign	-	40	60	-
Cuban				
Native	7	30	44	19
Foreign	30	43	20	8
Other South American				
Native	-	-	67	33
Foreign	13	13	69	6
Other Spanish or Latino				
Native	14	47	36	3
Foreign	29	36	27	7

The dash represents unreported categories or the specific Latino group was unrepresented in that particular area. Source: 2000 U.S. population census, Public Use Microdata Sample 5 percent.

Table 2 shows the average level of education for Latinos in Missouri discriminated by origin and limited to the income-earning population of 16 years and above. The pattern tends to be that for the US-born Latinos; around 58 percent have at least some years of college education or beyond; for foreign-born Latinos, more than half do not have college education.

Industrial distribution

The 2000 U.S. Census shows that the service and agricultural industry sector have been the two most important job providers to Latinos in non-metro Missouri. On the other hand, the data shows that comparatively, foreign-born Latinos are more likely to be in agricultural than the U.S.-born. By comparison, U.S.-born Latinos are more likely to be represented in the service industry and not very much in the agricultural sector. This outcome may be unsurprising given that most immigrants have as a prime priority the acquisition of a job as soon as possible. Table 3 below shows the distribution of Latinos in different industries in non-metro Missouri.

Table 3. Industrial distribution among Latinos by place of birth (in percent)

Origin	Agriculture[d]	Services[a]	Health services	Public[b] admin.	Construction[c]	Manufacture
Mexican						
U.S. born	25	47	4	4	6	13
Foreign born	28	43	1	1	7	20
Puerto Rican						
U.S. born	8	51	7	9	16	8
Foreign born	8	42	4	15	10	20
Cuban						
U.S. born	3	56	5	15	15	5
Foreign born	2	45	4	15	20	13
Other Spanish or Latino						
U.S. born	20	53	6	3	8	10
Foreign born	26	47	5	1	6	14

Source: 2000 U.S. population census, Public Use Microdata Sample 5% and Summary File 3.
Note: Rows do not sum up to 100 percent because of rounding effect.
[a] Service includes: transportation, communications, utilities, retail and wholesale trade, finance, insurance, education.
[b] Public administration includes civilian and the military.
[c] Construction includes mining.
[d] Agriculture includes extension services, landscaping, meatpacking, forestry and fishing.

Occupational distribution

Occupational distribution refers to the position that Latinos occupy in any industry where they happen to be employed. Presumably, this category, more than the others, relies heavily on legal status, mobility, educational level, and English ability. For ease of representation, the occupational distribution was grouped in three main skill classes: low (laborer and operative professions); medium (clerical, trades people, and expertise); and high (executives, professional, and managers). Table 4 shows the representation of Latinos in each class.

Table 4. Distribution of major Latino groups and non-Hispanics in 2000, by skill levels

Origin	High Skill	Medium Skill	Low Skill
Non-Hispanic			
U.S. born	56%	20%	24%
Foreign born	14%	9%	77%
Mexican			
U.S. born	22%	9%	69%
Foreign born	13%	7%	80%
Puerto Rican			
U.S. born	42%	13%	45%
Foreign born	37%	4%	59%
Cuban			
U.S. born	49%	15%	36%
Foreign born	37%	10%	53%
Other Hispanics			
U.S. born	28%	6%	66%
Foreign born	8%	3%	89%

Note: Structural organization adapted from Chiswick and Hurst (2000), data source is from 2000 U.S. population census, Public Use Microdata Sample 5 percent. Columns do not add up to 100 percent due to rounding effect.

U.S.-born Latinos tend to be mostly in medium and high-skilled jobs as compared with foreign-born Latinos who are mostly in low-skill jobs. It can be seen that Cubans and Puerto Ricans have the highest percentage in the high skill class with an average of 49 percent and 42 percent, respectively; on the other end of the spectrum are the Mexicans, who have the highest average percentage of people in the low skill class with almost 80 percent.

Empirical analysis

- Estimation results:
- With the exception of English ability, all other variables are significant in explaining the variability in Latinos income levels ($F = 4190.12, p = 0.0001$) and the adjusted R^2 is 0.253
- The average income for those who did not move in the past 10 years was $23,765; for those who moved, it was $20,662
- There is a significant difference between income earnings of those who moved and the earnings of those who did not move ($F = 7.57, p=0.0001$)

Table 5. Results of the log-linear regression analysis

Variable	Parameter	St. Error
wIntercept	7.765	0.076
Educ. Level	0.092	0.005
Eng. Ability	0.002	0.02
Work Exp	0.026	0.026
Age	0.016	0.001
Mobility	-0.074	0.036

Preliminary conclusions:

- Summary statistics indicate that:
    - More than a third of Hispanics in rural Missouri are foreign born
    - There has been a dramatic increase in enrollment levels and there is no wide disparity in educational levels of native and foreign-born Hispanics
    - Hispanics are employed mostly in service and agricultural industries and in low skilled jobs
- Empirical analysis:
    - Educational level accounts for 9 percent of salary increase, work experience accounts for an even greater percentage 26 percent
    - Mobility has a negative effect on the earning ability of Hispanics (7 percent)
    - Age explained only 2 percent of the variability in wages
    - English ability was found to be non-significant and to have a high correlation with educational level

Further analysis

- Create individual county profiles
- Include the effect of racial profiling as an explanatory variable

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Listening to Latino Business Owners
Gwen Richtermeyer
University of Missouri-Kansas City

This study of Latino business owners in metropolitan Kansas City is the result of a collaborative effort by many organizations, primarily the Hispanic Chamber of Commerce, the Kauffman Foundation, and the Business Research and Information Development Group. Respondents were mostly male, middle-aged, experienced in their chosen line of business, and in business for an average of eight years. In developing a database for this specific population, we were able to include 588 businesses, representing about of one-third of total businesses in this geographical area. Respondents are well educated, have experience in their chosen business field, are middle-aged, and more than half are bilingual (Spanish/English).

The primary focus of the research study was to discover areas of need in terms of programming, services, and products that may increase the number and growth of new Latino companies in the Kansas City Metropolitan Area. Using survey research and interviews, this study identifies the problems most often experienced by Latino business owners when starting a business as financial, selling, capitalization, technology, and control of time. At the current time, the most pressing problems for business owners are cash flow, sales volume, marketing, competition, and control of time.

These problem areas pinpoint services that can and should be provided by private, nonprofit, and public-service providers to increase the likelihood of success and growth of Latino businesses. In another paper, I compare these problem areas by race/ethnic group; however, this study reveals that Latino business owners experience most of the same problems as other small business owners and entrepreneurs when they begin businesses and at the current time. Some Latinos expressed a lack of comfort with the various structures of doing business and noted a lack of service providers who speak Spanish. Familiarity with the language and culture would increase their comfort and trust levels with business assistance providers.

In the survey, Latino business owners indicate a preference for one-on-one business consulting. However, in the interviews, respondents accurately distinguish between the value of group instruction and individual assistance and when each is most appropriate. This finding may speak to the possibility that programs offered in group settings lack clarity regarding objectives and expectations that will be met, thus preventing business owners from making an accurate determination of whether a group setting would be beneficial for them in that particular instance. Providing instruction and consulting in Spanish may be an added benefit for Latino business owners. The unavailability of adequate Internet access and lack of personal interaction during the learning experience places technological learning formats at a disadvantage, specifically for this group. Furthermore, this study confirms our previous studies that show existing entrepreneurs prefer the learning experience to include multiple formats—including expert instruction, group interaction, individual application, and entrepreneurs who share their experiences. They also prefer multiple delivery mechanisms, which include face-to-face time, workbooks, small groups, and online or web.

Opportunities to partner with trade and professional organizations to bring business-assistance programming to the business owner are evident from the places Latino business owners go for help and the resources they use. This is consistent with findings in our other studies and highlights the importance of partnerships and alliances. Entrepreneurs want to get the most out of their time. Thus, if they can attend a conference that includes learning (both specific to their business and more generalized about business), networking, and possible sales contacts, they will be more willing to attend.

The research confirms the need for multiple learning strategies when attempting to reach Latino business owners. Providing a variety of formats and delivery methods will increase the willingness of participants to attend workshops, seminars, and classes.

While the number of interviews conducted is small (12), the findings regarding the issue of trust elaborates on previous research and reveals that trust as we understand it from a service provider–entrepreneur perspective may not be as much an ethnic issue as it is a relationship issue. Throughout all of the interviews, responses to this question included comments and suggestions concerning building relationships with the client (the entrepreneur) and point to the likelihood that many service providers move

too quickly to advise, counsel, and problem-solve. It may take more time to build initial relationships with Latino business owners than with individuals of other races or ethnic groups. The time spent in this important relationship building, however, will help ensure the business owner's confidence in the advice and counsel provided, and thus, increase the chances that the expert opinions and suggestions offered are more likely to be followed.

The desire for bilingual or Spanish language capability, or both, is also important when service providers wish to do business with this community, especially recent immigrants and first-generation Latinos. Recognizing this need may motivate more service providers to partner together to provide this Spanish language capability.

This study also confirms what we have found in previous studies—that there is the perception on the part of small business owners and entrepreneurs, who consider themselves to be high-growth or in a growth stage, that there are few, if any, services or sources of assistance available specifically for them at this point (stage) of business. In the Greater Kansas City area, there are more than 125 business-assistance provider organizations and agencies. A few programs—Helzberg Mentoring, Athena Powerlink, KC Catalyst— target companies who are growing or at least at a mid-level stage of development.

This finding may reflect a number of issues surrounding the service-provider community. First, there may indeed be a plethora of organizations catering to the pre-venture and start-up entrepreneurial markets. Second, there may be components within organizations that could and do assist entrepreneurs and small business owners beyond the start-up stage, but these services, programs, or products are not marketed well. Third, there may be a lack of agreed-upon language between entrepreneurs and service providers, which confuses and misleads the business owners regarding what is available and by whom. The creation of KCSourceLink should resolve some of these issues.

Opportunities emerging from this study to better meet the needs of Latino business owners include the following:

1. The creation and implementation of programming that informs, assists, and teaches family business. It should also explain how family businesses differ from others. There are many successful, national programs that target the family business, and given the influence and historical significance of family business in the Greater Kansas City area, it is surprising that this has not been mainstreamed.

2. The creation and implementation of programming that provides information and knowledge concerning how to leave the business to a family member upon retirement or other circumstance. Almost half of respondents indicated that this would be their desire when they retire. This finding is also confirmed in other studies we have conducted.

3. More engagement with experienced and capable business owners who will serve as mentors to help move these entrepreneurs to the next stage of development. This could include one-on-one mentoring, peer groups (such as YEO), or development-stage-based group mentoring.

4. Information, knowledge, and skills needed to solve business problems and grow businesses differ by size of business (based on annual revenues). Therefore, solutions, formats, methods, and role of facilitator in learning must reflect these differences.

5. Latino business owners are highly motivated to be successful and make a contribution to their community. Programming and services provided to them must take into account this larger aspect of starting, operating, and growing a business.

6. Mentoring/coaching for the future Latino business owners by current business owners since about three-fourths of the respondents indicated this was a motivational influence.

In summary, this descriptive study of Greater Kansas City Latino business owners reveals a highly motivated group of individuals who are successful in a number of types of businesses, dedicated to their

communities, and hoping to continue to grow their business in terms of revenues and employees. They face a myriad of problems in the beginning and throughout their business life that could, at least partially, be alleviated by proper, quality information, knowledge, and skills. The respondents in this study are aware of subtle, pervasive discrimination and prejudice against Latinos, and acceptance of this awareness on the part of service providers may lead to a deeper appreciation for the additional challenges and barriers that minority entrepreneurs must overcome to be successful.

The Effects of Increasing Hispanic Presence on Cultural and Educational Interaction in Monett, Mo.
Jamaine Abidogun
Southwest Missouri State University

This research study focused on identifying cultural interactions in terms of resistance, adaptation, and transformation within the educational experience of the Hispanic and non-Hispanic populations located in Monett, Mo., R-I Public School District. Identified cultural/ethnolinguistic groups within this study include: Hispanic, White (White Non-Hispanic), and other (African-American, Native-American, Asian-American, Multicultural, and non-Hispanic foreign nationals, etc.). Specifically the Hispanic and White groups were the focus of this study.[1] These two groups make up the majority of the Monett R-I student population. An attempt was made to interview students from other identified groups to provide a holistic context in terms of the educational setting. Unfortunately no students from other identifiable groups agreed to be interviewed.

Within the past decade (1990-2000), the school district has seen a significant increase in its Hispanic population. It serves Barry County, Mo. According to the United States Census Bureau, the county saw its Hispanic population grow from 152 in 1990 to 1,713 in 2000. Currently 5 percent of the population in the county is Hispanic compared with the state of Missouri at 2.1 percent (http://mcdc2.missouri.edu/). As reported by the superintendent of Monett R-I, the current school district population is approximately 12 percent Hispanic (Phone interview, February 2002). This indicates that there has been a significant change in the demographic makeup of the student population within the past ten years both culturally and linguistically. The goal of this study was to identify the various interactions due to these demographic changes. Issues of language, national identity formation, and gender roles were specific categories of cultural interaction that were examined. Through qualitative research methods—including open-ended interviews, classroom observation, and document analysis—the identification of incidents of cultural resistance, adaptation, and transformation was documented and analyzed to better inform and prepare students, parents, teachers, and administrators within the school district.

Purpose

The problem was to identify the significance of cultural interaction within the educational setting as it pertains to issues of cultural resistance, adaptation, and transformation. Assuming that culture maintains its identity by the formation of specific values and norms and assuming at the same time, that culture is dynamic and therefore defends, questions, and rejects or reforms its values and norms throughout the passage of time and due to interaction among its group members and with members outside of its group, the study of issues of resistance, adaptation, and transformation is possible. The increase in the Hispanic population within the county as described in the introduction provided a prime field of investigation of these cultural interactions. As first generation Mexican and Mexican-Americans make up the majority of the Hispanic population in the county, the issues of language (Spanish and English), national identity formation (Mexico and United States), and gender roles in terms of first- and second-generation Hispanic families— as compared with White, non-Hispanic—gender-role perceptions may be identified and analyzed within the setting of the school district.

The significance of this research is its contribution to the understanding of multiculturalism within the U.S. public-education system. More specifically, it provides new data on the midwestern educational experience as its Hispanic population continues to increase at a significant rate. Monett R-I is a prime case-study opportunity as it has had very recent demographic changes that provide evidence to how and what cultural interactions take place when there is a new cultural influence into an educational setting. In addition, the work is significant as it provides some applicable information for students, parents, teachers, and administrators within the Monett and wider southwest Missouri area in terms of what issues arise and how

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[1] The term Hispanic was used throughout the study because all participants of Mexican origin self-identified as Hispanic. The term White was used throughout the study because the vast majority of Anglo or White non-Hispanic participants self-identified as White. This self-identification was based on the interview question, "What ethnicity do you consider yourself?"

participants in these communities react and address such issues within such cultural interaction.

Objectives of the study were to identify and describe the cultural/ethnolinguistic interactions in terms of cultural resistance, adaptation, and transformation within the educational setting. Resistance is defined as the attempt to maintain one's core cultural norms and values. Adaptation is defined as the attempt to modify one's core cultural norms and values to another culture. Transformation is defined as the outcome, intended or not, of the interaction of two or more cultures resulting in the creation of cultural norms and values that were not formerly present in any of the involved cultures. It was the goal of this study to identify and analyze cultural interactions due to the recent demographic changes within the school district. Issues of language, national-identity formation, and gender roles are specific categories of cultural interaction that were examined during this study. It was also the goal of the researcher that the information in this study be shared with private and public interest groups in an effort to improve the educational process for all students within the school district and similar midwestern communities. This second goal is in alignment with the proposed purposes of critical pedagogy as "active" research that impacts and influences the educational process and its outcomes in order to provide for a more equitable education system.

Theoretical Framework

This study used as its research basis critical pedagogy to question the roles of culture in the education process. Critical pedagogy in this research is used to look at the cultural interactions and the impact within the educational setting. It is localized to a southwest Missouri school district which adds more specific information in the form of case study analysis to the field of critical pedagogy. Cultural and language issues addressed in this research built on earlier analysis of Hispanic or Latino educational studies by providing insight into these issues within a midwestern-U.S. experience. This is rare as the majority of case studies have been conducted on the East and West coasts and in Texas where there are comparatively larger Hispanic populations. Finally, this research built on prior research in the area of language and education as it identifies language issues presented within the context of a southwest Missouri school district. It in part looks at questions of how students perceive language choice and usage within the educational context. Again this provided information from a midwestern area that formerly has had minimal research conducted in the area of bilingualism and education.

Research Design and Methods

Qualitative procedures including open-ended interviews and classroom observations were used to collect data for this research project. Participants were chosen from Monett High School and the Southwest Area Career Center within the school district. Returned request and permission forms were used to identify students, parents/guardians, and faculty participants in order to schedule interviews and classroom observations. Full disclosure of the methods and procedures used in the study were provided to each participant, and their consent was obtained before any interviews were conducted.

Analysis

Analysis of the data collected was based on Grounded Theory. It was used to code data for main categories based on participant information identifying language, national or ethnic identity formation, and gender roles within the further identified areas of cultural resistance, adaptation, and transformation. This information was then interpreted to describe the current status of cultural interactions with the context of the educational setting within the school district. In addition, some recommendations by the researcher were made based on these observations.

Conclusions and Recommendations

Conclusions were made based on input from participants and the classroom observations. Some similarities, demonstrating adaptation, across participants were identified. These included a consistent trust of the school administration to be supportive of students, generally strong indication by students of a desire for cross-cultural interactions and the development of such relationships, and the observation that such

interactions were limited to date. Some differences, demonstrating various levels of resistance or transformation, were identified. Specifically for the Hispanic students, there was a noted desire to include more content on Mexico and Mexican heritage within the social studies curriculum and also within the school agenda. Some parents (both Hispanic and White) noted racial discord within the community, while the majority either did not comment or felt that people were responding in a positive and supportive manner to demographic changes within Monett. Finally, there was mixed response—demonstrating a range of adaptation, resistance, and transformation—to the effectiveness of the current bilingual program within the district and at the high school.

Recommendations were made based on these observations. In brief, a recommendation was made to expand the bilingual program to a transitional program rather than a pullout program. Cultural activities should be adopted by the schools to allow students and families to share cross-cultural information. In this regard sensitivity should be demonstrated to make certain that Hispanic expectations of formal invitations and bilingual communications be implemented, as well as their involvement in the planning of such activities. Other recommendations were made in terms of faculty and staff training to enable both expansion of the curriculum and to support cross-cultural understanding for the wider context of the education institution and its surrounding community.

Dissemination of this research was accomplished by providing a copy of the results to the Monett R-I Public School District Office of the Superintendent and the High School and Career Center administrators. Participants were notified that copies were available for their review through the building administrators. The research results were provided in Spanish and English. It is the hope of the researcher that the school district and community will give serious consideration to the study outcomes. It is hoped in particular that the voices of the students in their desire to share cross culturally and to learn from each other's experience will not get lost or be set aside due to the bureaucratic realities of the education system. It has to be recognized that there is no "quick fix," and change will only come with consistent effort. This change may be realized with the implementation of programming that provides cross-cultural education for all those involved. In this way there will be positive changes that support Hispanic and White students—making a better today and tomorrow for the residents of Monett, Mo., and for everyone beyond this community.

Police-Latino Community Relations: Addressing Challenges in Rural Communities
Leigh Culver
University of Nebraska at Omaha

Within the last decade, the growth of the Latino population in the midwestern United States—often termed the "browning" of the Midwest (Aponte and Siles, 1994; Rochin, Siles, and Gomez, 1996; Rosenbaum, 1997; Rural Migration News, 1996)—has received much attention. Consequently, much discussion has focused on how the increase in Latino residents is affecting education, health care, housing and other public issues. While these concerns are important, little research has investigated what impact the population growth has on the criminal justice system, specifically police-community interactions. This focus is particularly important for rural communities in the Midwest where law enforcement is faced with new challenges in addressing the needs of Latino immigrant communities while maintaining current relationships with majority communities.

This essay is based on the *Cambio de Colores 2003* conference presentation "Latinos and Law Enforcement: A Report Card," which highlighted the findings from research conducted on police-Latino relations in three mid-Missouri communities—Warrensburg, Knob Noster, and Sedalia (Herbst, 2002).[1] An overview of relations between the police and Latino community is provided followed by a discussion of problem areas in this relationship. The essay concludes with suggestions on how these problem areas can be mitigated to help develop and strengthen police-Latino community interactions.

Police-Latino Community Relations

There is little research on Latinos and the criminal justice system (Holmes, 1998; National Minority Advisory Council on Criminal Justice, 1982; U.S. Commission on Civil Rights, 1970). Although there is a large literature on race and criminal justice, virtually all of it deals with African-Americans (Walker, Spohn and Delone, 2000). Interactions between police and ethnic groups, particularly Latinos, have been largely ignored (Holmes, 1998; Walker et al., 2000). Historically, conflict between the police and Latino community is well documented. The 1970 U.S. Commission on Civil Rights (p. 88) cited several patterns of misconduct against Mexican-Americans in the Southwest that included excessive police violence, discriminatory treatment, and inadequate protection. Latino residents in a study on police-Chicano community relations in the Southwest believed that the conflict between their community and the police could be attributed to harassment, prejudice, and over-patrolling (Mirande, 1981). The National Hispanic Conference on Law Enforcement and Criminal Justice (1980) noted that there is a constant tension between police and Latinos that is characterized by suspicion, fear, and hostility. Conflict between Latinos and the police, some scholars argue, is due to the fact that Latinos view the police as an outside and oppressive force (Mirande, 1981; Morales, 1972); ethnic minorities feel disenfranchised from the white power structure and view police officers as symbols of racism and repression (Duignan and Gann, 1998).

In more recent research, public opinion surveys report that Latinos consistently rate the police less favorably than white Americans, although not as unfavorably as African-Americans (Pastore and Maguire, 2001). Latinos are also more afraid than whites of being stopped and arrested by the police when they are completely innocent, yet not as afraid as African-Americans (Pastore and Maguire, 2001). A survey in Chicago revealed that—compared with whites (10 percent) and African-Americans (33 percent)—40 percent of Latinos believed the police in their area "were too tough on people they stop" (Skogan, Steiner, DuBois, Gudell and Fagan, 2002, p. 18). There is also some evidence that Latinos interact with the police at higher levels than either whites or African-Americans (Greenfeld, Langan, Smith and Kaminski, 1997). In vehicle stops by the police, African-Americans and Latinos were more likely than whites to be arrested. In addition, Latinos were more likely to be ticketed by police (65.6 percent) than either African-Americans (60.4 percent) or whites (51.8 percent) (Langan et al., 2001).

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[1] Hereinafter mid-Missouri study.

There are some indications that Latinos' views of the police are not always negative. A study of citizen attitudes toward the police revealed that Latino citizens, particularly Spanish-speaking respondents, endorsed the police more strongly than non-Latinos (Ross, Snortum and Beyers, 1982). Similarly, Latinos exhibited positive attitudes about the police in research on attitudes toward police work and the police profession in Texas (Cheurprakobkit and Bartsch, 1999). The authors of this study suggested, "Although not totally clear, it appears that Spanish-speaking Hispanics who are facing greater cultural barriers (especially language) understand police work and are willing to cooperate with the police in any reciprocal activities."

Problem Areas
Language Barrier

Communication problems due to language have a significant impact on the police-Latino interactions. The U.S. Commission on Civil Rights in 1962 noted that complaints of "police nonresponsiveness in protection and services" were due to the inability of the police to communicate with members of the Latino community (Kuykendall, 1970). Most American police officers speak only English and cannot communicate effectively with Latino community members who either do not speak English at all or have limited English skills (Bondavilli and Bondavilli; Herbst and Walker, 2001). Officers may regard the speaking of a foreign language as deviance (Chevigny, 1969) or may become frustrated at the inability to communicate (Herbst and Walker, 2001). Street and patrol interactions such as vehicle stops and criminal investigations can be particularly difficult for non-English-speaking persons and officers who do not speak Spanish. As a result, officers may be hesitant to stop vehicles with Latino drivers because of the inability to communicate with them to obtain basic information (Herbst and Walker, 2001; Herbst, 2002). Focus groups in the mid-Missouri study revealed that several Latino residents had been stopped by the police for traffic violations and that the language barrier made the experience confusing. Arrest situations are equally problematic. If a non-English-speaking citizen is arrested, officers may be unable to advise him/her of constitutionally protected rights (Diaz-Cotto, 2000). For non-English-speaking Latino residents, the language barrier may result in few, if any, calls for police assistance (Herbst and Walker, 2001) and may affect their perception of crime—attitudes toward the police and participation in community policing initiatives (Skogan et al., 2002).

The language barrier is even more problematic for rural police departments who are not likely to have the resources to provide their officers with training to acquire special language skills (Herbst and Walker, 2001; United States General Accounting Office, 1998). Most of the officers in the mid-Missouri study perceived the language barrier as the most important issue to address in their relationship with the Latino community. Over 41 percent of officers interviewed stated that when they encountered Latino residents they had communication problems due to language most of the time. Almost 71 percent of the officers stated they had experienced interactions with non-English-speaking Latinos where they needed an interpreter and one was not available to assist.

Within the last decade, some police departments across the country have enrolled their officers in "Survival Spanish," a course that teaches officers how to communicate in basic Spanish for routine responsibilities such as making an arrest, conducting a basic interrogation and assisting victims (Sack, 2001). In addition, many police departments use phone company translation services, civilian translators, and offer bonuses for bilingual employees (DeGeneste and Sullivan, 1997). But the prevalence and efficacy of these programs is not known.

Fear of the Police

Latino fear and mistrust of the police is another considerable challenge for law enforcement. Personal experiences of mistreatment by the police in their native countries affect Latino residents' reluctance to form relationships with American police (Hinkle, 1991). A community leader from the mid-Missouri study explained that police officers in Mexico, for example, are not viewed as friends. "They are somebody that you avoid because they're generally seen as corrupt. So I don't imagine that they would feel any differently

about American ones because of their experience in their own country." Latino interpreters[2] in this study also characterized the police in Mexico as brutal and stated that some members of the Latino community recounted stories of being beaten by the police. Abuse by the police in Mexico and other Latin American countries is well documented (Human Rights Watch, 2001). A national survey of police and community contacts revealed that compared to whites and African-Americans, Latinos have lower, self-initiated contact with the police; that pattern may be attributed to the combination of language and cultural barriers and experiences with police in their native countries (Greenfeld et al., 1997).

Immigration

Finally, immigration issues are an additional barrier to building effective police-Latino partnerships. Members of the Latino community may not initiate contact with the police for fear that officers will inquire about their immigration status. For undocumented immigrants in this country, there is no incentive to be candid about their status—particularly to government institutions—because "there is always the possibility that revealing the information will result in some 'cost' such as deportation" (Chiswick, 1988, p. 18). This cost could ultimately lead to the loss of a job and consequently, substantial income for themselves and their families.

Recognizing that immigration issues may affect contact and cooperation with the police, some research has found that police officers convey to Latino residents that immigration is not their concern. Perceiving that the issue was a potential barrier in establishing trust, police officers in a California community informally communicated to residents that immigration status would not be a focus of their law enforcement duties (Torres and Vogel, 2001). Similarly, in a study of police-Latino interactions in a midwestern city, patrol officers stated that they did not ask about immigration status because they felt that the issue of illegal immigration was beyond their control and that performing their tasks despite the issue was a top priority. As one officer stated, "We tell them (Latinos) that we don't care if they are illegal aliens because there is nothing we can do about it, we just want to get the information. He added that telling this to Latinos facilitated their job. "They are more willing to answer questions knowing they will not be deported" (Herbst and Walker, 2001).

Improving Relations: Addressing Problem Areas

According to the majority of police officers, leaders, and residents in the mid-Missouri study, mitigating the language barrier was the key to establishing a relationship between police and non-English-speaking Latino residents. As an officer stated, "It's kind of like a marriage or a relationship. If two people cannot communicate what they want or their feelings, they can't trust one another…. when officers and Hispanics can't communicate to each other, they can't develop that trust."

Many participants in the study suggested that hiring bilingual officers for each department would diminish the impact of the language barrier. In addition to interpretation assistance, as one community member explained, if the Latino community could communicate directly with at least one officer in each department, a better rapport between the police/sheriffs' agencies and Latino residents could be established. Attracting and retaining bilingual officers in rural law enforcement agencies, however, is difficult. Bilingual applicants are more likely to seek out larger police departments where they can initially earn a higher salary as a police officer with additional pay incentives for their proficiency in a second language.

Other methods to mitigate the language barrier in some rural agencies have included bilingual material to assist in booking and processing procedures (e.g., Miranda forms) and access to paid or volunteer interpreters within their communities.[3] In addition, a few officers in the mid-Missouri study had attended basic Spanish (e.g., "Survival Spanish")[4] training. Several officers expressed an interest in attending a

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[2] All of the interpreters in the mid-Missouri study were Latino.

[3] All police agencies in the mid-Missouri study had access to paid and volunteer interpreters.

[4] "Survival Spanish" is typically an eight- to sixteen-hour language course that is designed to teach officers certain phrases that are applicable to most law enforcement situations. Officers are taught for example, to ask someone in Spanish their name, address, telephone number and other necessary administrative information. Officers are also taught

language class but could not because of limited department budgets. One officer suggested that rather than seek department funds to pay for travel and training, community members could be invited to help create in-service training. This type of training, he stated, "would benefit the officers and the citizens immensely. I would think there are both white Spanish-speaking and Hispanic English-speaking citizens who would love to serve the community in that capacity if asked."

Police officers in the mid-Missouri study had the majority of their contact with the Latino community through driving and/or vehicle offenses such as not having a valid driver's license, insurance and/or vehicle registration. Latino residents believed that non-English-speaking Latino drivers needed to be better informed on the tickets/citations that may be issued from these types of violations, and how to dispose of them (e.g., pay a fine, appear in court, etc.). Therefore, they suggested that tickets and any other information given to them that resulted from a traffic stop and/or arrest be printed in English and Spanish. Further, Latino residents' greatest concern was the inability to obtain all material related to driving (e.g., driver's license manuals, local driving laws and ordinances) in Spanish. Some members stated that they were aware of state driver's license manuals that were written in Spanish, but their local police departments did not carry the manuals. In short, focusing on both verbal and written communication could lessen the impact of the language barrier for police and Latino residents.

Police-sponsored community meetings or an "open house" was suggested by many participants in the mid-Missouri study as an additional opportunity to help establish cooperative interactions between police and Latino residents. In the meetings, law enforcement could receive language training, learn about Latino customs and culture, and determine Latino expectations for the police. As one officer explained, "You would have to sit down and ask, 'Where do you think we're at? What do you expect from us?'… get a really good grasp as to the direction we need to go." Latino residents at the same time could also receive English language training and learn about local laws and ordinances. Further, questions regarding driving regulations and contact with the police could be answered for the Latino community. For example: How do I contact the police if I need help? What do I contact the police for? What should I do when the police stop me? Why do the police need my identification? What do I need to apply for a driver's license? How do I learn about taking a driver's license test? These meetings could also focus on other general concerns within Latino communities such as fear of the police, allegations of racial profiling, and immigration issues.

Recent case studies of meatpacking communities reveal that some rural police agencies are engaged in outreach efforts for Latino residents. In Lexington, Neb., a videotape was produced in Spanish by law enforcement and other groups to educate newly arrived Latinos on local ordinances and regulations (Gouveia and Stull, 1995). Similarly, the Marshalltown, Iowa, police department is creating a "Welcome to Marshalltown" video in Spanish and English to introduce residents to police department services and to local laws and ordinances (Walker, 2003). Storm Lake, Iowa, responded to its dramatic increase of Latino residents by establishing a Community Service Officer (CSO) program in which one of the CSOs is bilingual in Spanish and English (Walker, Herbst and Irlbeck, 2002). Other communities across the country, both urban and rural, have found additional ways to reach out to Latino residents. These include: Spanish-language citizen police academies, Spanish-language hotlines, crime-victim support, and the hiring of non-sworn community liaison personnel (Walker et al., 2002)

Finally, future efforts for enhancing police-Latino community relations should focus on a comprehensive needs assessment of Latino residents. In addition to outreach efforts described above, the formation of community relations committees or advisory groups with representatives from all segments of the population should be considered. These forums give residents a "voice" to share their experiences and unique needs to local law enforcement, which will "prompt police agencies to be more open and responsive to the community" (Bennett, 1995, p. 2). With the assistance of Latino leaders and interpreters, soliciting input from various neighborhood groups and citizen surveys (McCartney, 2001) are additional ways to learn the needs of Latino community members.

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commands in Spanish such as "stop," "put your hands up" and "get out of the car," how to conduct traffic stops and obtain basic information.

Conclusion

Bridging the gap between law enforcement and Latino communities—particularly, in rural areas—will not be an easy task. The language barrier, fear of the police, and immigration issues compounded by limited police resources significantly hinder progress toward establishing strong police-Latino relations. As more Latino newcomers come and make their homes in rural communities across the Midwest, it will become increasingly important to equip law enforcement with the skills and tools needed to focus on the problem areas addressed here. It will require a commitment not only from law enforcement but from Latino residents and other community stakeholders as well.

Further, as community and government leaders in the mid-Missouri study cautioned, unlike other racial and ethnic groups, it might take time for the Latino community to respond to police outreach efforts. A Latina leader explained, "Old mind-sets die hard. They've got it in their heads that 'police are not good people.'"

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Missouri's Efforts to Confront Racial Profiling
James Klahr
Missouri Attorney General's Office

Missouri's Racial Profiling Law - SB 1053

Missouri's law requires that each law enforcement agency compile data on traffic stops into a report for the Attorney General's Office (AGO). The data for each traffic stop shall include:

- X   Age, gender and, race of the individual
- X   Alleged traffic violation
- X   Whether a search was conducted, including any consent or probable cause
- X   Nature of any contraband discovered
- X   Whether a warning or citation was issued and the violation cited
- X   Whether an arrest was made as a result of the stop or search
- X   If an arrest was made, the crime charged; and
- X   Location of the stop

** Effective Aug. 28, 2004, each agency is required to record the above information for each motor vehicle stop, even if the stop is not related to a traffic violation.

        - Limited exception for checkpoint or roadblock stops.

Each agency shall submit the first report to the AGO by March 1, 2001 (and by March 1 of each year thereafter) for stops made in the preceding calendar year. The AGO shall determine the format for the report.

The AGO shall analyze the reports and submit its first report of findings to the governor, the general assembly, and each law enforcement agency by June 1, 2001 (and by June 1 of each year thereafter). The report shall include:

- X   Total number of vehicle stops for the previous calendar year
- X   Of vehicles stopped, the number and percentage of vehicles driven by each minority group
- X   Comparison of percentage of stopped motor vehicles for each minority versus the percentage of that minority's population in the state
- X   Compilation of the other information submitted by local law enforcement

Each law enforcement agency shall adopt a policy on race-based traffic stops to:

- X   Prohibit the practice of pre-textual stops of minorities
- X   Determine whether there are disproportionate stops of minorities
- X   Conduct investigations, provide counseling, and sensitivity training for officers found to have been engaged in racial profiling

The governor may withhold any state funds appropriated to a noncompliant agency.

Each city and county may establish a civilian review board to investigate complaints against the officers of the law enforcement agency and recommend disciplinary action. The board may not make any findings or recommendations based on an unsworn, unsubstantiated, or withdrawn complaint.

Implementation of SB 1053

Because the attorney general is charged with collecting traffic stop data under SB 1053, our first goal was to educate local law enforcement about their duties under the law. We also needed to create two reports: (1) A Traffic Stop Information form that officers could use to collect data at the scene of a traffic stop; (2) An

Annual Traffic Stop Report that each agency could use to report the compilation of all stops for the calendar year.

To assist the attorney general in this regard, the attorney general convened a Racial Profiling Advisory Committee to review the law and make suggestions to the attorney general about implementing the law. Between the fall of 2000 and the spring of 2001, the Advisory Committee met four times around the state to discuss the law and its implications. This forum not only provided focused discussion on implementing the law, it also brought together people of diverse backgrounds so that the discussion would not be narrowly focused on law enforcement's views alone. The Advisory Committee included a defense attorney, a community activist, a variety of law enforcement personnel, a university student, and a university administrator.

While the Advisory Committee met, the AGO conducted training around the state in cooperation with the Missouri Sheriffs' Association, Missouri Police Chiefs' Association, and Missouri Deputy Sheriffs' Association. This training provided law enforcement personnel with background on the law, as well as practical questions the law raises. For example:

- Should the officer inquire as to the race of the driver or determine race of the driver based on his observation alone?

- For the location of the stop (interstate highway, state highway, city street, etc.), should the officer mark the location where the driver stopped or the location where the officer indicated that the driver should pull over?

- If the officer searched a passenger as well as the driver, should the officer record that information on the form?

Getting input and feedback on these types of questions from officers was crucial to ensure that officers and agencies understood the law and were comfortable in filling out the forms.

Racial Profiling Statistics

An analysis of total stops, the disparity index for Hispanic drivers, and the search rate for Hispanic drivers over the last three years shows the following:

2000 Data (Stops Reported from Aug. 28 – Dec. 31, 2000):

Total Stops – 453,189

Disparity Index – This index represents, for each racial group, the proportion of stops of drivers in that group divided by the proportion that group represents in Missouri's population.

During the 2000 reporting period, police officers stopped Hispanic drivers 8,041 times. As a percentage of total stops, this number represented just under 1.8 percent of total stops (8,041/453,189 = 1.77 percent). Assuming that drivers of each race get stopped at the same frequency, we would guess that this number should be close to the percentage of Hispanics in the population. The 2000 Census indicated that Missouri's Hispanic population, age 18 and older, was 1.82 percent of the overall population age 18 and older. Because this number is very close to the percentage of Hispanic drivers stopped, the disparity index in 2000 was .97 (1.77/1.82).

A value of 1.00 would indicate that the percentage of stops of one race of drivers is identical to the percentage of that race in the population. Where the percentage of stops of a race exceeds that race's percentage in the population, the disparity index is greater than 1.0. Where the percentage of stops of a race is less than that race's percentage in the population, the disparity index is less than 1.0.

In 2000, the disparity index for African-American drivers was 1.27. This indicates that a black driver was

27 percent more likely to be stopped than one would expect based on the percentage of blacks in Missouri. Conversely, the disparity index for Asian drivers was 0.58. This means that, compared with their frequency in the population, an Asian driver was 42 percent less likely to be stopped than one would expect.

Search Rate:

In 2000, the overall search rate was 7.04 percent. That is, for every 100 stops, about seven drivers were searched. For white drivers, the search rate was 6.34 percent. But for Hispanic drivers, the search rate was 12.96 percent, more than double the search rate of white drivers. These numbers cause concern because— barring some specific reason for this difference—one possible conclusion is that officers are using a lower standard in choosing to search the vehicles of Hispanic drivers versus white drivers.

2001 Data

Although 2001 was the first full year of reporting for Missouri, the numbers were similar to those for 2000.

Total Stops – 1,389,947. Again, this number is about three times larger than the number of stops in 2000. But in 2000, the report only included stops from Aug. 28 – Dec. 31, 2000. If one extrapolated the 2000 traffic stops over a full year, the total would be 1,359,567. The conclusion is that, contrary to the concerns of some, officers did not reduce their stops in response to the new requirement that they collect data.

Disparity Index – The disparity index for each race was remarkably similar to 2000. For Hispanic drivers, the disparity index in 2001 was 0.96. While 24,634 Hispanic drivers were stopped (1.77 percent of all drivers stopped), the Hispanic population (age 16 and older) was 1.85 percent of the overall Missouri population age 16 and older. That resulted in a disparity index of 0.96 (1.77/1.85).

Search Rate – While the search rate of Hispanic drivers was slightly lower in 2001 (12.54 percent), it was still almost twice the rate for white drivers (6.43 percent). Moreover, in 2001 we also calculated the contraband hit rate for each race—that is, of those drivers searched, how often was some form of contraband found. For Hispanics, the hit rate was 10.65 percent. This means that in just over 10 of every 100 searches the officer found contraband. Conversely, for white drivers, the hit rate was 21.86 percent. The implication is that officers did a better job of using discretion in searching white drivers as compared with Hispanics or black drivers (hit rate for black drivers was 15.34 percent).

2002 Data (Stops Reported from Jan. 1 – Dec. 31, 2002)

Total Stops - 1,369,185. Comparing this number with the 2001 data, there were slightly fewer stops conducted in 2002.

Disparity Index - The disparity index for the various races was relatively constant in relation to previous years. For Hispanic drivers, the disparity index was 1.05. The reason is that 2,118 more Hispanic drivers were stopped in 2002 (26,752) than in 2001 (24,634). That difference drove the increase in the disparity index from 0.96 to 1.05. While Hispanic drivers in 2001 were less likely to be stopped than the general population, based on their percentage in the population, their likelihood of being stopped was greater (about 5 percent more likely) when compared with their percentage in the population in 2002.

Search Rate - Search rates in 2002 increased across the board. The overall search rate increased from 7.18 percent in 2001 to 7.93 percent in 2002 (In 2000, the search rate was 7.04 percent). For those Hispanic drivers that were stopped, 14.29 percent were subject to a search, an increase of almost 2 percent compared with 2001 (12.54 percent). For black drivers, the search rate increased from 11.47 percent to 12.59 percent. For whites, the search rate was 7.06 percent in 2002 compared with 6.43 percent in 2001.

In light of the terrorist attacks of Sept. 11, 2001, it is possible that law enforcement decided to be more vigilant in searching vehicles. The search rate is a number that the attorney general will continue to look at carefully.

Contraband Hit Rate - The hit rate for Hispanic drivers went up to 17.26 percent in 2002 from 10.65 percent in 2001. For black drivers, the hit rate went from 15.34 percent in 2001 to 17.47 percent in 2002. For whites, the hit rate also increased (up from 21.86 percent in 2001 to 22.60 percent in 2002).

2003 Data:

Total Stops: Law enforcement officers reported 1,360,814 traffic stops during 2003. That number is slightly lower than the number of stops reported in 2002.

Disparity Index: For Hispanic/Latino drivers, the disparity index was identical (1.05) to the number from 2002. The total number of drivers stopped was very close to the number from 2002—total stops of Hispanics was 26,403. Likewise, the disparity indexes for the other races/ethnic groups were either identical or nearly identical to the 2002 numbers.

Search Rate: For all drivers, search rates declined slightly as compared with 2002. The overall search rate was 7.78 percent. For Hispanic/Latino drivers, the search rate was 13.73 percent, nearly twice the overall rate and almost exactly twice the search rate compared with that of white drivers (6.91 percent).

Contraband Hit Rate: The overall hit rate for 2003 was 21.60 percent. Again, there is a significant gap between the hit rate for whites and that for Hispanic and black drivers. The hit rate for white drivers was 23.19 percent, slightly higher than the 2002 rate.

For Hispanic drivers, the hit rate decreased slightly to 14.62 percent. That was down about 0.6 percent from the hit rate in 2002. For black drivers, the hit rate was identical to the rate in 2002—17.47 percent.

2004 Data:

Total Stops: Law enforcement officers reported 1,365,575 traffic stops during 2004. That number is slightly higher than the number of stops reported in 2003.

Disparity Index: For Hispanic/Latino drivers, the disparity index was slightly higher (1.07) than in 2003. The total number of drivers stopped was nearly identical to the 2003 total—26,967 Hispanic drivers were stopped in 2004.

Search Rate: For Hispanic/Latino drivers, the search rate dropped slightly to 12.93 percent (compared with 13.73 percent in 2003). The search rate for white drivers was 7.03 percent. While this difference in search rates is smaller than the difference from 2003, Hispanics/Latinos were still 84 percent more likely to be searched than white drivers. The search rate for black drivers was 12.02 percent.

Contraband Hit Rate: Hit rates were similar to the rates from 2003. The overall hit rate was down in 2004 to 20.61 percent (from 21.60 percent in 2003). For whites, the hit rate was 22.43 percent, for blacks the hit rate was 15.33 percent, and for Hispanic/Latinos it was 14.36 percent. These numbers indicate that the hit rate for white drivers searched is roughly 50 percent greater than the rate for black or Hispanic/Latino drivers who are searched.

Governor's Action Regarding Noncompliant Agencies

There have been a small number of agencies that submitted reports late or failed to submit reports at all. In those cases, the attorney general has forwarded a list of those agencies to the Governor's Office for possible withholding of grant funds. Such action is authorized by Section 590.650.6, which states: "If a law enforcement agency fails to comply with the provisions of this section, the governor may withhold any state funds appropriated to the noncompliant law enforcement agency."

As a result of the law, a number of agencies have lost grant funds due to their failure to report their traffic stops statistics in a timely fashion.

Conclusion

Missouri became one of the leaders on racial profiling with the passage of SB 1053 and its subsequent implementation. But, as the numbers show, we still have work to do. Until all people in our state believe they will be stopped for traffic violations or legitimate investigative reasons rather than because of the color of their skin, law enforcement will have a credibility gap that must be closed.

The law has prompted law enforcement agencies to analyze their practices, implement new policies banning the practice of racial profiling, and keep records that may prove helpful in determining whether racial profiling is an issue in their community. While the data has its limitations, it has served as a vehicle for important discussions about profiling and the proper relationship between citizens and law enforcement.

The Missouri Attorney General's Office looks forward to continuing its efforts in working with law enforcement, the legislature, and the public to address this issue and ensure that Missourians have the fullest confidence that their local law enforcement officials will serve and protect in a colorblind manner.

Impact of U.S. Immigration Law on the Latino Workforce
Mira A. Mdivani[1]

The Need for the Hispanic Workforce in Kansas City and the Issue of the Undocumented Workers

Federal Reserve Chairman Alan Greenspan told Congress on Feb.12, 2002: "Short of a major increase in immigration, economic growth cannot be safely counted upon to eliminate deficits and the difficult choices that will be required to restore fiscal discipline." Many U.S. businesses do not need to read Chairman Greenspan's monetary policy report because they know that many of their businesses simply would not survive without the immigrant workforce. Under various estimates, up to 20 percent of the U.S. workforce is employed without authorization. Construction, food preparation and processing, hotel, landscaping, cleaning, fruit and vegetable picking—the list goes on. At the same time, for political and other reasons, while Chairman Greenspan and other leading economists acknowledge that we need immigrant labor, Congress is reluctant to adopt a guest-worker program or change existing inflexible work visa categories.

How does this need for immigrant labor impact Kansas City? A recent study of the Hispanic population of Kansas City[2] conducted by El Centro shows that almost 50 percent of survey respondents in that study arrived in the U.S. with legal immigration permission, but approximately 76 percent of those employed were working without authorization. While jobs are readily available for these immigrants, lack of employment authorization clearly steers them into low-paid employment categories. Serious issues arise in this context: undocumented workers often take jobs without benefits. Only 6 percent of all respondents in the El Centro study received full benefits, such as heath insurance, disability, retirement, maternity leave, and paid vacation. Many are driven away from their existing jobs by the "no-match" letters instituted by the Social Security Administration, by the fear of INS raids and deportations, and by discrimination, which is reported by 26 percent of the El Centro study participants. It is crucial to understand that without obtaining legal status in the U.S., undocumented immigrant workers cannot be protected and cannot reach their full potential.

Undocumented Workers are More Vulnerable to Discrimination and Unlawful Labor Practices after the Supreme Court Decision in Hoffman Plastic Compounds

In a 2002 decision, Supreme Court Chief Justice William Rehnquist summarized the court's view on whether an undocumented worker is eligible for back pay or reinstatement for being illegally fired by his employer:

> On the final day of the hearing, Castro testified that he was born in Mexico and that he had never been legally admitted to, or authorized to work in, the United States. . . Neither Castro nor the Board's General Counsel offered any evidence that Castro had applied or intended to apply for legal authorization to work in the United States. Based on this testimony, the ALJ found the Board precluded from awarding Castro back pay or reinstatement[3].

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[1] A member of the American Immigration Lawyers Association, Mira A. Mdivani practices immigration law with the law firm Klamann and Hubbard, P.A. in Overland Park, Kansas. Her expertise includes employment immigration and family-based immigration. Ms. Mdivani is licensed to practice in Kansas and Missouri. She has been invited to speak on issues of employment immigration law by the Kansas City Metropolitan Bar Association, Missouri and Kansas Bar Associations, and the National Business Institute. Ms. Mdivani publishes an on-line bulletin, *Latest Immigration News*, at www.kh-law.com/immmigration. She is a frequent guest speaker at the Internet's immigration portal, www.ilw.com Ms. Mdivani co-chairs the Pro Bono Committee of the Missouri-Kansas Chapter of the American Immigration Lawyers Association.

[2] *"...Y la gente sigue adelante": Examination of the Social, Economic, Educational, and Civic Realities of Latino Immigrants in the Kansas City Area, 2002*, by Melida Lewis, LMSW, Special Projects Director, and Richard A. Ruiz, Executive Director, El Centro, Inc.

[3] *Hoffman Plastic Compounds, Inc. v. National Labor Relations Board*, 535 U.S. 2 (2002).

The astonishing part of this opinion, reversing the long-standing Supreme Court's precedent in Sure-Tan, Inc. v. NLRB[4], is Chief Justice Rehnquist's use of the lower court's finding that "[the illegal alien] has not offered any evidence that [he] had applied or intended to apply for legal authorization to work in the U.S." as a relevant factor in arriving at a decision. The Chief Justice used this finding to support the Court's decision to affirm the lower court's denial of the worker's claim for back pay and reinstatement. In fact, it appears that the Chief Justice was not aware that there is no law that could have allowed this particular "illegal" alien to "apply or intend to apply" for legal work authorization. In fact, Hoffman Plastic Compounds, the very employer who illegally fired the worker in this case, was the only party who could have applied for a temporary work visa or an employment-based Green Card for Mr. Castro. Instead, the employer chose to continue to employ the alien illegally and use the fact that the worker was undocumented to fire him in violation of federal law. The Supreme Court sided with the employer: while finding that the termination was illegal, the Court said that it would be a violation of our immigration policy to award an undocumented worker back pay and reinstatement. The Court said that the only punishment the employer deserves in this case is a small fine. After the Hoffman Plastics decision, many immigrant rights advocates are left to wonder whether other anti-discrimination and illegal employment practices laws are any more effective tools in protecting the rights of undocumented workers.

IRCA Compliance and Employer Sanctions

IRCA Compliance

The Immigration Reform and Control Act (IRCA)[5] makes it illegal for an employer to hire, recruit, or refer for a fee someone not authorized to work.[6] The statute covers employers who are natural persons and business entities.[7] Successor employers who retain a predecessor's employees are either responsible for executing new I-9s or are liable for predecessor's failure to complete or defective completion of I-9s.[8] An employer violates the Immigration and Naturalization Act where:

> (i)   It employs an alien knowing that the alien is not authorized to be employed under the Immigration and Naturalization Act or by Attorney General.[9]

> (ii)   It continues to employ an alien knowing that the alien has become unauthorized.

Where the employer is informed that the employee is or may be unauthorized to work by the INS, it must inquire further because it is on constructive notice of unlawful employment.[10] Actual knowledge is not required, the "should have known" standard is applied where the employer fails to verify and re-verify the employee's status to determine the continuing validity of the employee's employment authorization.[11] The INS regulation adopts a broad view in its definition of "knowing" as including "not only actual knowledge, but also knowledge which may be fairly inferred through notice of certain facts and circumstances which would lead a person, through the exercise of reasonable care, to know about a certain condition."[12] Under INS regulation, knowledge may be inferred where the employer fails to complete or improperly completes an I-9; has information available to it that the indicated employee is not authorized to work; or acts with

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[4] *Sure-Tan, Inc. v. NLRB*, 467 U.S. 883, 892 (1984).
[5] Immigration and Naturalization Act §274A.
[6] 8 USC §1324a, INA §274(a)(1).
[7] 8 CFR §274a1(g). Employer also includes "an agent or anyone acting directly or indirectly in the interest" of the person or entity who "engages the services or labor of an employee... for wages or other remuneration." The regulation was upheld in *U.S v. Wrangler County Café*, 1 OCAHO 138 (Mar. 6, 1990), *aff'd sub nom.*, *Steiben v. INS*, 932 F2d 1225 (8th Cir. 1991), where the owner of the corporation unsuccessfully sought dismissal of himself because his corporation was a defendant.
[8] Ira J. Kurzban, Immigration Law Sourcebook, 7th edition, at 694.
[9] INA §§274A(a)(1)(A) and (h)(3), 8 U.S.C. §§1324a(a)(1)(A), (h)(3).
[10] *Mester Mfg. Co. v. INS*, 879 F.2d 561, 566-67 (9th Cir. 1989).
[11] *U.S. v. Buckingham Limited Partnership*, 1 OCAO 151 (Apr. 6, 1990).
[12] 8 CFR §274a.(1)(1).

reckless disregard by permitting another individual to introduce unauthorized workers to the workforce.[13] However, knowledge cannot be inferred from an employee's foreign appearance or accent.[14]

       (iii)   Immigration and Nationality Act is violated where the employer fails to comply with the IRCA-imposed verification system.[15]

Under IRCA, the employer must attest under penalty of perjury on INS Form I-9 that an employee produced either documents establishing both employment authorization and identity or separate documents evidencing employment authorization and documents establishing identity. It is the employer, and not the employee, who is liable for any defects in the completion of section 1 and defects in the completion and accuracy of section 2 of Form I-9.[16] The examination and verification of documents should take place within three days of the hiring date.[17] While demanding compliance, IRCA at the same time prohibits the employer from requiring or specifying which documents an individual is to present. This would constitute a violation of the "Unfair Immigration Employment Practices" provision.[18] Employers must retain I-9s for three years after the date of hiring or referral, or one year after the worker's employment is terminated, whichever is later. If a worker's employment authorization expires or the INS informs the employer that the authorization is not sufficient, the employer must re-verify the I-9 or be on notice that the person is not eligible for employment.[19] It is important to note that false attestations on Form I-9 are a separate criminal offense.[20] In addition, it may be treated as a crime of misrepresentation to federal officers.[21]

Civil Penalties

Civil penalties under IRCA for employing an unauthorized alien (excluding paperwork violations) include:

First offense:	$275 to $2,220 for each alien
Second offense:	$2,200 to $5,500 for each alien
Subsequent offenses:	$3,300 to $11,000 for each alien[22]

In addition, fines may be imposed for paperwork violations, i.e. failure to fill out and maintain I-9s correctly, in the amounts of $110 to $1100 for each I-9 form.

Defenses and mitigating circumstances may include: the size of the employer, good faith of the employer, seriousness of the violation, employee in fact being authorized to work, and any history of previous violations by the same employer.[23]

Any federal contractor may lose its right to do business with the federal government for IRCA violations under Executive Order 12989 (Feb. 13, 1996).

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[13] *Id*.
[14] 8 CFR §274a.1(1)(2).
[15] INA §274A(a)(1)(B), 8 USC §1324a(a)(1)(B).
[16] *Mester Mfg. Co. v. INS*, 879 F.2d 561, (9th Cir. 1989).
[17] 8 CFR §274a.2(b)(1)(i).
[18] INA §274B(a)(6), 8 CFR §1324(b)(a)(6).
[19] 8 CFR §274a.2(b)(1)(vii).
[20] 18 USC §1546(b).
[21] 18 USC §1001.
[22] INA §274A(e)(4); 28 CFR §68.52.
[23] INA §274A(e)(5), 8 CFR.§274a.10(b)(2); *U.S. v. Felipe, Inc*. (For the good faith defense, it is necessary to demonstrate "honest intention to exercise reasonable care and diligence to ascertain what IRCA requires and to act in accordance with it.") See also, *U.S. v. Great Bend Packing Co., Inc*., 6 OCAHO 835 (Feb. 13, 1996) ("Good faith is determined by the company's actions at the time of the violations and <u>not</u> willingness to cooperate subsequent to investigation." (Emphasis added). *Id*. at 6.

Use of RICO in Criminal and Civil Suits Based on Employment of Undocumented Workers

In 1996, the Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) made employment of workers without employment authorization a predicate offense under the Racketeer Influenced and Corrupt Organizations Act (RICO). Since 2001, civil and criminal suits involving prosecution of employers who hire undocumented workers have been changing the way employers are looking at such practices.

Criminal Prosecution of Tyson Foods Under RICO

Criminal penalties, including up to $3,000 and/or six months in jail, may be imposed under 8 CFR §274a.10 if a "pattern and practice" of IRCA violations is found.[24] It is also a criminal offense, under 8 U.S.C.§1325a(a)(3)(A), carrying a penalty of up to five years in jail for "any person who during a twelve month period knowingly hires for employment at least ten individuals with actual knowledge" that these individuals are not authorized to work and where such individuals were brought to the U.S. in violation of 18 U.S.C.§1324. These laws were used by the Department of Justice to file a federal suit at the U.S. District Court for the Eastern District of Tennessee against Tyson Foods, Inc., the world's largest producer of poultry products for alleged participation in a scheme to smuggle and employ illegal aliens. In December of 2001, after Tyson refused to settle the case for $100 million, the charges resulted in a 36-count indictment against the company's executives and managers.[25] INS Commissioner James Ziglar said in a Department of Justice press release Dec. 19, 2001:

> "This case represents the first time INS has taken action against a company of Tyson's magnitude. INS means business and companies, regardless of size, are on notice that the INS is committed to enforcing compliance with immigration laws..."

Similar indictments across the country have businesses fearing treble damages, forfeiture of their plants, and imprisonment of their management personnel based on their employment of undocumented workers. But on March 26, 2003, a federal jury acquitted Tyson Foods, Inc. and three of its managers of all charges related to an alleged conspiracy to import illegal immigrant workers from Mexico and Central America. This closely watched case represented the first time a company this size had been targeted for criminal prosecution on these grounds.

In December 2001, after a three-year INS investigation into the company's hiring practices, a grand jury handed down a 36-count criminal indictment against Tyson Foods and six of its managers. Two of the indicted managers pleaded guilty to conspiracy charges and a third manager committed suicide several months after the indictment was handed down. Prosecutors in the case charged that the remaining defendants knowingly employed illegal workers and actively recruited such workers as part of a scheme to meet the company's labor needs and to keep wages depressed. The government sought to seize millions of dollars it claimed Tyson Foods had gained by employing illegal workers. The individual managers faced jail time and fines if convicted. Before the case went to jury, U.S. District Judge R. Allan Edgar dismissed 24 of the 36 counts for lack of evidence. The counts on which the jury deliberated and acquitted the defendants involved conspiracy to violate immigration laws, transporting illegal immigrants, and document falsification.

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[24] See, *Cooper v. Fed. Reserve Bank of Richmond*, 467 U.S. 867 (1984); *U.S. v. Mayton*, 335 F 2d 153 (5th Cir. 1964); *U.S. v. DavCo Food, Inc.*, Case No. 88-00253-A (E.D. Va. 1988) (charged with pattern and practice where seventeen employees were arrested in two of 106 Wendy's restaurants owned by the company); *U.S. v. Chauvin*, Case No. 88000236-A (E.D. Va. Oct. 4, 1988) (charging company officials under 18 USC §1546(b) and the attorney, based on strict liability theory of INA §210(b)(7)(A)(ii)).

[25] In addition to charging Tyson Foods, Inc., the indictment included two corporate executives, a former Human Resources manager, and several other former managers of the company. U.S. Department of Justice, Press Release # 654 (Dec. 19, 2001) (emphases added). Tyson Foods vigorously denied the charges. On April 20, 2002, The New York Times reported that one of the former Tyson Foods managers, thirty-six year-old Jimmy Roland, who was freed on $100,000 bond, was found with a gunshot wound in his chest. A suicide is suspected. Mr. Rowland was to stand trial in February of 2003. His maximum possible sentence was reported to be 395 years in prison.

This case highlights the need for comprehensive immigration reform. Businesses cannot find willing U.S. workers to fill many of their low-skilled essential worker positions. Although many foreign nationals are ready and willing to come to the U.S. to fill such positions, there is essentially no visa category under current immigration law that facilitates the matching of willing U.S. employers to foreign national essential workers. This disconnect between local economic conditions and national immigration policy leaves an employment void which must be filled, in many instances, by undocumented immigrants. Such a result plainly is contrary to our national interests. Employers are forced to make difficult subjective determinations about the validity of an applicant's employment authorization documents and the government is required to waste valuable manpower and resources in trying to enforce ineffective laws. Comprehensive immigration reform involving an earned adjustment for undocumented workers here in the U.S. and a prospective visa classification for essential workers is necessary to solve this troubling dynamic, as is a reduction in the backlog of people seeking to enter this country to join close family members.[26]

A Group of Companies Wins a RICO Appeal Against a Competitor Based on Allegations of Hiring "Illegal" Aliens

The Second Circuit's recent decision in *Commercial Cleaning Services, L.L.C v. Colin Service Systems, Inc.* may have opened the door to a new kind of liability, i.e. treble damages under RICO for employment of workers who are not authorized to work in the United States. Commercial Cleaning Services, L.L.C (Commercial), a small cleaning services company, together with similar firms, filed a class-action lawsuit against Colin Service Systems, Inc. (Colin), one of the nation's largest corporations engaged in the business of cleaning commercial facilities.[27] The class-action complaint alleged that Commercial and the members of the plaintiff class are victims of Colin's pattern of racketeering activity in violation of 18 U.S.C §1962(c), referred to as the "illegal immigrant hiring scheme." The theory of the case was that Colin obtained a significant business advantage over the firms in the "highly competitive" and price-sensitive cleaning service industry by hiring "hundreds of illegal immigrants at low wages."

The complaint alleged that Commercial lost its lucrative cleaning contract with Pratt and Whitney because of Colin's illegal immigrant hiring scheme. The complaint referred to the hiring of at least 150 undocumented workers, continuing to employ aliens after their work authorization had expired, and failing to prepare, complete, and update employment documents. The allegations asserted that Colin was part of an enterprise composed of entities associated-in-fact that included employment placement services, labor contractors, newspapers in which Colin advertised for laborers, and others. The complaint alleged that Colin's participation in the enterprise through the illegal-immigrant-hiring scheme violated 8 U.S.C. §1324(a), which prohibits hiring certain undocumented aliens— a RICO predicate offense if committed for financial gain.

The Second Circuit reversed the lower court's decision to dismiss the claim and allowed the class action to go forward. It found that Commercial was directly injured by Colin's unlawful hiring scheme.[28] If successful on remand, Commercial Cleaning could recover damages of three times its actual losses under RICO's civil remedy provision, in addition to having stopped the alleged unlawful activity. The decision may have an impact beyond a competitor's use of illegal aliens. RICO applies to any party that has maintained an enterprise and caused injury through a pattern of racketeering activity. A pattern of racketeering can involve repeated violation of a long list of federal laws, including mail and wire fraud. As a result, the Commercial Cleaning decision may provide additional grounds for civil and criminal liability.[29]

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[26] This is a note added to the text after the *Cambio de Colores* conference: On March 24, 2003, Tyson Foods was acquitted of conspiracy to hire illegal immigrants by a Chattanooga, Tennessee jury. Tyson Foods called the managers who hired undocumented immigrant workers for its plants "rogues." Two of those managers, Spencer Mabe, 52 and Truley Ponder, 59, who pleaded guilty to conspiring to hire undocumented immigrants were given one-year probation after cooperating with prosecutors.

[27] 271 F. 3d 374 (2001).

[28] *Id* at 381.

[29] Frederick D. Braid, *United States: Second Circuit Allows RICO Claim Against Competitor Using Illegal Aliens* (April 2002), www.mondaq.com (providing a detailed summary and analysis of the court's decision in *Commercial Cleaning*).

U.S. Workers Sue Their Employer in a RICO Class-Action Suit for the Use of Unauthorized Workers Employed by an Employment Agency

Until now, the Second Circuit was the only appellate court to have considered allegations of illegal immigrant hiring as a predicate offense for standing to sue under RICO. In June of 2002, as part of a CLE presentation for the Kansas City Metropolitan Association, I predicted that Commercial Cleaning was a ticking bomb, and we would hear about this case soon. The *Mendoza v. Zirkle Fruit Co.* decision was released for publication on Sept. 3, 2002.[30] In that case, the Ninth Circuit, citing Commercial Cleaning, predictably held that allegations of illegal immigrant hiring may serve as a predicate offense for a RICO claim under a set of facts that must serve as a wake-up call to all employers.

Washington state's apple growing industry generates over $1 billion a year. There are more than 30,000 orchard pickers and 15,000 fruit packers who work in the apple orchards every year. INS conducted investigations finding that as much as half the growers' workforce is employed illegally.[31] The *Mendoza v. Zinkle Fruit Co.* complaint alleged that fruit growers, Zirkle Fruit Company and Matson Fruit Company, had knowledge of illegal harboring and/or smuggling of undocumented workers. According to the complaint, the illegal scheme was facilitated by Selective Employment Agency, Inc., a separate company that employed the illegal workers. It is important to note that the U.S. workers did not sue the employment agency but went directly after their own employers. The court held that knowledge of illegal employment alone was sufficient to allege the predicate act of knowingly hiring undocumented workers, as required to state a claim under RICO. This point cannot be emphasized enough: a company may be found liable not only for hiring or continuing to employ unauthorized workers, but under Mendoza, may be found liable if the company knowingly uses somebody else's unauthorized workers.

Solutions Available Under Current Law and Needed for the Future

While far from perfect (and sometimes rather maddening), the immigration law as it exists now provides limited solutions to questions raised by the need to employ foreign workers.

Work Visas and Employment-Based Green Cards

Essential Workers: H-2B

H-2B category may be useful in cases where employers experience shortages of workers in some occupations, as long as they can prove that their need is temporary. It is available for workers performing "agricultural labor or services . . . of a temporary nature,"[32] or for those engaged in "other temporary services or labor."[33] In order to obtain an H-2B classification for a foreign worker, an employer must be able to demonstrate that the position offered is (1) of a seasonal nature, e.g., landscape workers; (2) a one-time occurrence, e.g., a foreign chef specializing in French cuisine coming to a restaurant to train its workers in the preparation of pastries; or (3) a peak-load or an intermittent need.[34]

Despite the annual numeric limitation (66,000 visas available annually), H-2B category visas are almost always available, and the application process is relatively fast. Another advantage is the ability to bring the worker's family to the United States legally while the primary H-2B worker is employed by the sponsoring company. The weak points include having to go through a temporary labor certification (which involves the additional expense of advertising), the short duration of H-2B visas (up to one year), and the fact that many of the jobs do not fall squarely into this limited category.

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[30] *Mendoza v. Zirkle Fruit Co.*, 301 F.3d 1163 (2002).
[31] *Id.*
[32] INA §101(a)(15)(H)(ii)(a).
[33] INA §101(a)(15)(H)(ii)(b).
[34] 8 CFR.§214.2(h)(6)(ii)(B), see also, *Matter of Artee Corp.*, 18 IandN Dec 366 (comm. 1982) (The employment agency that provided temporary help on continuous basis because of chronic labor shortages denied H-2 because continuous temporary need is equal to a permanent need).

Agricultural Workers: H2A

Agricultural employers may bring workers from abroad on H-2A visas. H-2A visas allow employment for seasonal purposes, such as harvesting crops.

Employment-Based Permanent Residency

Temporary work visas such as H-2B or H-2A are limited in their application. In cases where no visa will work, employers may consider finding qualified workers abroad and sponsoring green cards for them before the workers arrive in the United States. In addition, in cases where temporary work visas have been used, employers do not find it reasonable to lose a valuable worker who has several years of experience on the job, and they would like to have the worker available to them on a permanent basis. Many companies choose to sponsor their foreign workers for employment-based permanent residency ("Green Card"). Depending on the job offer (which determines the immigration category), the location of the offered job, and whether the worker with an approved immigrant visa petition chooses to ask for an immigrant visa at a consulate or apply for adjustment of status in the U.S., the process may take from a few months to several years. An alien does not have to be in the U.S. while a U.S. company is applying through the labor certification and immigrant visa petition. However, if the alien is in the U.S., it is important to maintain a valid non-immigrant status in order to be eligible for adjustment of status or to avoid being subject to entry barriers if the employee wants to apply for permanent resident status through a U.S. consulate abroad.[35]

Obtaining Legal Status Through Family

The El Centro 2002 Study shows that 85 percent of the undocumented Latinos in Kansas City live in "mixed" family, meaning that some members of the family are either legal permanent residents or U.S. citizens. In some cases, legal status for the undocumented members of the family could be achieved through those who are in the U.S. legally. There are many barriers to obtaining legal status: long delays caused by the unavailability of immigrant numbers for many categories of immigrants, lack of information about immigration benefits which may be available to immigrants, misinformation, and lack of access to qualified legal help. However, it is encouraging to know that approximately 85 percent of the Latino population in this city may have a chance eventually to receive their Green Cards through their family. Much work needs to be done by the Hispanic organizations to explain the availability of immigration benefits and improve access to qualified legal help.

Other Grounds for Obtaining Legal Permanent Residency or Employment Authorization

Other grounds for obtaining legal permanent residency in the U.S. include asylum, refugee status, and work authorizations granted under Temporary Protected Status (TPS)— issued to students on student visa if they show economic hardship.

Needed Solutions

New legislation is needed at the federal level to change the status quo. Hispanic organizations and businesses that depend on their immigrant workforce should lobby Congress to find sensible solutions to the issue of the undocumented workers in America. Such solutions may include expanding current work visa categories or creating a guest-visa program for the much-needed immigrant workers.

Conclusion

The key to improving our economy lies in embracing and nurturing the immigrant workforce. Legalizing undocumented Latino workers is at the heart of this issue. It is also the key to providing Latino workers with the protection of U.S. human rights and labor laws and to creating stable communities in Missouri and throughout the U.S. Hispanic organizations should get involved in educating immigrants and their

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[35] For a more comprehensive description of the employment-based immigration process, see an excellent summary of the law in *Kurzban*, *supra*, at 490.

employers about available work visas and employment-based Green Cards, should work on availability of qualified legal advice to immigrants who are eligible to adjust their status based on family relations, and should lobby Congress to change the existing laws to acknowledge and legalize the undocumented Hispanic workforce in this country.

Counterterrorism and the Latino Community since Sept. 11
Michele Waslin

Introduction

In 2003, immigration and national security are intermingled in the U.S. in unprecedented ways. While the new restrictive immigration policies following Sept. 11, 2001, appear to be targeted at Arab-American and Muslim-American communities, the government appears to be granting itself broad new authority that could be used against anyone. Since 35 million Latinos make up the nation's largest minority, and because 40 percent of the Latino population is foreign-born,[1] these changes have caused serious concerns in the Latino community. Furthermore, since many Latinos live in mixed-status households[2] and communities—meaning that undocumented immigrants, lawful residents, and U.S. citizens live interdependently—even measures that are aimed at the undocumented population have huge spillover effects on the larger Latino community.

This paper documents the impact of counterterrorism measures and policies implemented since Sept. 11 on the Latino population.

"Antiterrorist" Policies That Hurt Latinos

The government's counterterrorism efforts have had the most negative effects on American Muslims and Arab Americans. However, many of the newly enacted policies have had a detrimental affect on Latinos as well—an affect that will continue to be felt for many years.

Viewing Immigration as a National-Security Issue

Perhaps the change that will have the most far-reaching impact on the Latino community is the creation of a broad, new national security agency. The law creating the Department of Homeland Security (DHS) signed in December 2002 abolishes the Immigration and Naturalization Service (INS) and incorporates immigration services and enforcement into DHS—a move that fundamentally changes the way immigrants and immigration are treated in the U.S. Placing the immigration agency within a new mega-national security agency jeopardizes our country's rich immigration tradition and threatens to make the already poor treatment of immigrants by the federal bureaucracy even worse.

Long before Sept. 11, it was obvious that the INS needed to be restructured to better serve immigrants seeking residency and citizenship in the U.S., not to mention enforce our nation's immigration laws more effectively. The various reports pointing to INS deficiencies regarding the events of Sept. 11 only add to the certainty that INS needed to be fixed. Before Sept. 11, a vigorous debate focused on how to create an efficient, effective, well-managed, and balanced immigration agency that is accountable for its treatment of the people it serves.

The authorizing legislation for the new agency ignored this debate and the proposals it produced. The new law sends a clear message that all immigration is to be treated as a national-security issue and that immigrants will be viewed as terrorist threats. Simply burying all federal immigration functions in the DHS without restructuring the INS, as originally proposed, is unlikely to fix the inherent problems of immigration processing and enforcement. Nor is it likely to make Americans safer.

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[1] *Beyond the Census: Hispanics and an American Agenda.* Washington, DC: National Council of La Raza, August 2001.

[2] According to the Urban Institute, one in 10 children in the U.S. lives in a mixed-status family in which at least one parent is a noncitizen and one child is a citizen. "Children of Immigrants Fact Sheet," Washington, DC: The Urban Institute, 2001.

New Change of Address Requirements

In a move touted as a counterterrorism device, but which criminalizes and alienates law-abiding immigrants, the Department of Justice (DOJ) announced that it would renew enforcement of section 265(a) of the Immigration and Nationality Act, a 50-year-old law requiring all noncitizens to report a change of address within ten days of moving. The law also attaches criminal penalties to failure to submit a change of address and may even lead to deportation. The first high-profile application of the law was the case of a Palestinian man who was stopped for driving four miles over the speed limit and then placed in removal proceedings for retroactively failing to file a change of address form.[3] This latest attempt to track immigrants subjects millions of Latino immigrants to deportation simply because they were unaware of this rule at the time they moved. Even those who correctly submit the forms may experience problems because the INS has not been able to process the forms that it has received by mail. In July 2002, the press reported the INS had 200,000 unprocessed change-of-address forms sitting in boxes in an underground storage facility. Since then, the number of forms received by the INS has skyrocketed from 2,800 per month to 30,000 per day. The nearly one million additional forms the INS has received are now also sitting in storage, exposing a large number of immigrants to potential deportation for allegedly failing to comply with the law. Enforcement of section 265(a) clearly does not aid in the war against terrorism, provides the INS and its successor agency with more information than they can handle, and criminalizes the activities of innocent, law-abiding immigrants.

State and Local Police Enforcement of Federal Immigration Law

Another new measure promulgated after Sept. 11 has been to enlist state and local law enforcement officers in a variety of activities. While the safety and security of our communities and our country are of the utmost importance, and increased information-sharing between intelligence agencies will aid counterterrorism efforts, new policies that would allow local police departments to enforce federal civil immigration law may, in fact, hinder terrorist and other criminal investigations and have a serious negative impact on Latino communities.

In June 2002, Attorney General John Ashcroft declared that state and local police have the authority to enforce civil and criminal immigration violations of immigration law. In the months since that announcement, state and local police have been called upon to catch violators of the new registration and change of address requirements. In April 2002, several months before Ashcroft's announcement, the press reported that the DOJ was poised to issue a new legal opinion. This new, unreleased Office of Legal Counsel (OLC) opinion purportedly declares that state and local police have the "inherent authority" to enforce civil and criminal immigration violations of immigration law. While the legal opinion has never been made public, this announcement indicates that the DOJ has reinterpreted the law and overturned decades of legal precedent, sending an immediate chill through Latino communities. Ashcroft's June 2002 announcement appears to be based on this unreleased legal opinion.

The mere suggestion that local police may have the authority to enforce immigration law has resulted in fear in Latino and immigrant communities resulting in increased unwillingness to cooperate with law enforcement, to report crimes, and to come forward as witnesses. Millions will be affected by this rule as law enforcement officers, who are untrained in immigration law, stop and question Latinos and other Americans who "look" or "sound" like they might be foreign. Unlike federal immigration officials, police departments do not have training in or understanding of the complexities of immigration law. As a result of these problems, police departments lose the trust of the communities they aim to protect, communication between the police and large segments of the community is lost, and all Americans are less safe. Many police departments across the country have stated that they will not involve themselves in immigration enforcement because they recognize the detrimental effects that the loss of community trust can have.

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[3] Bixler, Mark, "Minor immigration slip becomes costly to INS: Palestinian faces ouster on little-used law," *Atlanta Journal-Constitution*, July 10, 2002.

New Airport Security Policies

Airport security is an obvious concern following the terrorist attacks. However, several of the measures taken by the federal government in an effort to enhance airport security have had a harmful effect on Latino workers. While these policies may convince the public that the government is improving airport security, they do not accomplish any meaningful antiterrorist goal.

As a legislative response to the terrorist attacks, Congress passed an aviation security law in November 2002. The Aviation Transportation and Security Act (ATSA) requires that all baggage screeners be U.S. citizens. Tying together citizenship and security—without any evidence that the two are linked—sets a new and dangerous precedent in the United States. As an immediate result, thousands of legal, permanent-resident baggage screeners have lost their jobs as the federal government slowly takes over the nation's airport personnel. Across the country, roughly 20 percent of all baggage screeners were legal immigrants, and in some airports immigrant workers composed 80 percent of the screener force. These legal immigrants must now find new employment, which may have left them and their families in precarious financial situations.

In addition, a series of new interagency airport security sweeps named "Operation Tarmac" has resulted in many more Latino and immigrant workers losing their jobs but has not caught a single terrorist. Operation Tarmac includes employment-file audits and criminal background checks of airport employees followed by enforcement sweeps and arrests of those with immigration violations. In some cases state and local police, and even state departments of motor vehicles, have worked with the INS and other federal agencies on Operation Tarmac activities. As a result, low-income service workers including janitors, food-service workers, mechanics, and other workers who never come into contact with planes have lost their jobs, producing headlines that suggest an active enforcement effort to the general public, even if it is unproductive with respect to terrorism.

The citizenship requirements of both ATSA and Operation Tarmac have had profound negative consequences for Latino workers, but they have not had a positive effect on enhancing airport security.

Immigrant Restrictions on Driver's Licenses

The issue of restrictions on eligibility for driver's licenses has been one of the most important and broadly felt problems for the Latino community. Without a driver's license, individuals are often unable to open a bank account, rent an apartment, establish service for utilities, or participate in many other facets of daily life. Prior to Sept. 11, there were efforts in many states to improve road safety by broadening access to driver's licenses to undocumented immigrants who live and work in the community so that they may obtain proper driver training and vehicular insurance. However, the revelations that some of the 19 terrorists had state-issued driver's licenses caused many states to propose and enact restrictions on immigrant access to driver's licenses despite the fact that all of the 19 had other valid documents, such as passports that could serve as identification. Not only have these practices prohibited many undocumented immigrants from getting licensed, but many legal residents and even U.S. citizens have been caught in the restrictions because of harassment and discrimination—or because poorly conceived policies deny licenses to some of those lawfully here. At the federal level, several bills to restrict immigrants' access to driver's licenses were introduced, and other proposals to standardize licenses across all 50 states—creating a *de facto* national ID card—were considered in 2002. Driver's license restrictions have already been introduced in several states in 2003.

Although portrayed as a counterterrorism measure, denying driver's licenses to large segments of the population is counterproductive. Like all Americans, many immigrants must transport themselves for job- or family-related reasons. By allowing immigrants to obtain driver's licenses, the roads become much safer because proper driver training is ensured, more drivers will have insurance, and the government will have documentation of immigrant drivers on the road.

Implications for Comprehensive Immigration Reform

Comprehensive immigration reform, which is well documented as a public policy priority for Hispanic Americans, including those who are not immigrants,[4] has been another victim of the terrorist attacks. Prior to Sept. 11, President Bush and Mexico's President Vicente Fox were in negotiations that could have led to comprehensive immigration reforms. While the Bush administration has said that it would like to return to pursuing an affirmative immigration agenda, there has been no action in that direction.

Despite the delay in action, the nation's focus on preventing terrorism since Sept. 11 highlights the need for comprehensive immigration reform. There are two specific elements to this overhaul that are clearly in the nation's security interest: (1) creating a procedure that brings undocumented immigrant workers in the U.S. out of the shadows and into contact with civic authorities; (2) regulating the flow of future migrants who will continue to seek job opportunities in the U.S. and who currently enter without inspection, thereby reducing undocumented immigration.

It has long been clear on all sides of the immigration policy debate that the current immigration policy regime has failed to regulate the flow of migrants to the U.S. While the legal immigration system functions in an orderly—if heavily backlogged—manner, the laws that are intended to control unwanted migration are based on the false assumption that there is not room in the labor force for migrants. Despite the assumption, there is ample evidence that a space exists for this sector of the workforce; indeed, it is currently occupied by more than 8 million workers. Increasingly, border enforcement forces these migrants to risk their lives crossing the border—at an average rate of more than one death per day—to arrive at jobs in industries that openly acknowledge that they rely on this workforce. A number of industries and their official representatives in sectors such as hotels, restaurants, and nursing homes argue that their industries could not function without these workers. They express discomfort with the knowledge that a good portion of them are here illegally.[5] Americans seem to be largely aware that the nation relies on immigrant workers, while at the same time its policies aspire to keep them from getting here.

The increasingly obvious hypocrisy in the nation's immigration policy has led to calls from a variety of sectors—including the business community, labor movement, religious community, and ethnic groups—for reforms that better align immigration laws with the dynamics driving migration.[6] These calls have taken on a new urgency since Sept. 11. The existence of a large undocumented population in the nation's neighborhoods and workforce, which fears contact with civic authorities and is increasingly isolated by virtue of changes in driver's license policy and local police practices, is clearly inconsistent with U.S. security objectives. There are no indications that the flow of migrants into the United States is slowing; indeed, the trends continue largely as they have for the last 20 years because U.S. law fails to accommodate the economic realities of migration. Comprehensive immigration reform along the lines of the discussion initiated by Presidents Bush and Fox could have an enormous impact, allowing the U.S. to regulate migration flows and legalize the existing workforce in a way that would allow authorities to know more reliably who is here in the U.S. and who is entering. Clearly, the ability to conduct background checks and obtain other information from migrants who are present in or will soon enter the U.S. workforce is preferable to the current situation, where those who survive the dangerous trek to the U.S. strive to live and work invisibly within its borders.

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[4] See National Council of La Raza, *Mobilizing the Vote: Latinos and Immigrants in the 2002 Midterm Election*. Washington, DC: NCLR, November 2003; Pew Hispanic Center, *National Survey of Latinos*. Washington, DC: October 2002.

[5] See Essential Worker Immigration Coalition (EWIC), www.ewic.org. EWIC is a coalition of businesses, trade associations, and other organizations from across the industry spectrum concerned with the shortage of both skilled and lesser skilled ("essential worker") labor.

[6] *Testimony on Immigration Policy*, presented by Raul Yzaguirre, National Council of La Raza, before the Senate Judiciary Committee Hearing: *U.S. Mexico Migration Discussions: An Historic Opportunity*, Washington,DC, Sept. 7, 2001.

Conclusion

Immigrants continue to come to the U.S. for the same reasons they always have: to work, to reunite with family members, to flee persecution, and to pursue the American Dream. One sign of their continued effort to embrace America is that in the months since Sept. 11, 2001, applications for naturalization have increased dramatically. Thousands of longtime permanent residents have taken the final step toward U.S. citizenship out of a renewed sense of pride and patriotism.[7]

Yet, there is another side to the story. Many are applying for citizenship out of a sense of fear; they feel that they must become citizens as their only protection from abuse at the hands of various law-enforcement agencies. This problem extends beyond immigrants to family and community members who also feel fearful and alienated regardless of their citizenship status.

In the post-Sept. 11 environment, the U.S. must reassess its policies and do what is necessary to make Americans safer and prevent future terrorist attacks. However, these policies first and foremost must be effective; they must truly make the nation safer rather than simply making its residents feel better. Second, counterterrorism policies must not have unintended, negative consequences or result in an opportunity for discrimination or abuse against innocent individuals or entire communities. Unfortunately, many of the anti-immigrant actions taken by the U.S. government do not meet these basic requirements.

To address these concerns and move policy in a more positive direction, the National Council of La Raza believes the government should:

- **Use its resources strategically to identify terrorists.** Collecting additional information about immigrants through registration, change of address rules, and other surveillance techniques is not an efficient or wise use of resources for antiterrorism purposes. First, the government is gathering more information than it can handle about a large number of people without any additional information about who is truly dangerous. Searching for terrorists is like looking for a needle in a haystack; by casting such a wide net and making all immigrants suspects, the U.S. has simply added hay to the haystack. The federal government should use its resources and work with intelligence agencies around the world to collect intelligence about those who wish to do us harm and share that information to ensure that truly dangerous people are not allowed into the US.

- **Develop closer relationships with immigrant communities so that they feel safe and will cooperate with the authorities in antiterrorism endeavors.** Depriving immigrants of driver's licenses, allowing local police to enforce immigration laws, using employers to enforce Social Security laws, engaging in racial profiling, and ignoring hate crimes all marginalize large segments of our communities. When immigrant communities lose faith in government authorities, lose trust in law enforcement, and live in constant fear of what new tool the government will use to deport them or their family members, important law enforcement efforts that rely on community involvement are undermined.

The U.S. stands at the threshold of an important opportunity to bring rationality and justice to its immigration policies after decades of failed experiments. Those policies are currently teeming with inconsistencies. The law seeks to discourage and restrict undocumented workers. The U.S. economy beckons low-wage workers. The law makes the hiring of unauthorized workers illegal, yet it winks at the existence of an unauthorized workforce estimated to be as high as nine million people. Increased border enforcement has not decreased the number of undocumented immigrants but has increased the number of would-be migrants who die each year along the southern border. While some argue that a legalization program would undermine the rule of law, it is hard to imagine any situation more likely to encourage disrespect for the law than the hypocrisy of the current system. It is time to realign U.S. immigration laws with the best traditions and values of the United States.

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[7] Over 700,000 new naturalization applications were received in FY 2002, compared to 501,646 in 2001 and 461,000 in 2000. INS Monthly Statistical Report, September FY 2002 Year End Report.

Like all Americans, our nation's Latinos want to be safe and free from future terrorist attacks. While there are important steps that must be taken to ensure our country's security, it is unnecessary, and probably counterproductive, to harm hardworking, contributing members of our American society who happen to be—or look like they are—foreign-born.

What Can State and Local Advocates do to Combat Anti-Immigrant Proposals?

- **Document your stories.** Immigrants themselves are the best witnesses to the plight of immigrants. Advocates need to document immigrant stories to provide evidence of how policies affect the community. Congress and other policymakers often make decisions in a vacuum without understanding the impact on real people. Policymakers do not know the hardships that immigrants must overcome, and the implications that new policies have on individuals. Many people often change their minds about policies when they meet the real-life individuals that those policies affect. Therefore, compelling stories are the best way to educate policymakers and the general public. Advocates at the state and local level can help change existing policies and prevent bad future policies by telling their stories and putting a human face on the issue.

- **Write an op-ed or a letter to the editor.** It is important to publicize the impact of post-Sept. 11 policies, and the best way to do that is through the media. National organizations have materials to help you write a good op-ed or letter to the editor and can provide tips for getting it published.

- **Write a letter to your member of Congress.** Senators and representatives in Washington and in your state capitol need to hear from you. Anyone can write a letter, even people who are not citizens or who did not vote. Make sure that your letter is clear and respectful.

- **Join a campaign.** There are many campaigns to help immigrants in the U.S. You can join with others to help immigrants get access to driver's licenses or to pass legislation allowing immigrant students to receive in-state tuition. There are also campaigns aimed at broad legalization of undocumented immigrants. Get involved at the local level!

- **Lobby your state's elected officials.** During election years and years leading to elections, state elected officials are most open to hearing from the voters who will elect them. Make appointments to meet with them. Have an agenda or set of questions. Build coalitions of various groups together who might back the same issue. For example, a state in-state tuition bill can bring various interest groups in addition to Latinos. All immigrants should support this bill, so think about contacting Asian groups, for example. Religious organizations and Catholic churches are often open to supporting education and rights initiatives for immigrants. Moreover, local law enforcement has been surprisingly supportive of opening up access to driver's licenses and *matriculas consulares* for local immigrants. Build coalitions.

- **Make sure to follow up.** Visiting one elected official is not enough. You must contact and talk to everyone who has a vote, even if you think that they might vote against you. It is most effective if you can bring busloads of advocates on a given date to descend on your state capitol and lobby for certain issues. This approach was very effective in Maryland in getting a progressive driver's license bill enacted.

- **Keep informed of developments.** There are national list serves on a variety of issues including immigration and drivers license issues. Furthermore, all states keep their legislative calendar on the Internet, and it is easy to call the staff of state representatives during legislative sessions to check up on the progress of certain bills. If you want to see a bill passed, you will have to consult frequently with legislator sponsors during the term so that they don't forget about your legislative project. It is not enough to convince a legislator to file a bill because over 90 percent of proposed legislation never become law.

- **Collect information on how your state officials are doing on key issues.** How many Latino kids need ESL or bilingual education, and how much is your state spending on each of these kids? You

will be surprised that budgets for ESL education can run as low as $10 per year per Spanish-speaking child! Or find out what are the racial profiling hot spots are for Latinos in your state. Information is power.

- **Keep track of your advocacy activities.** Write down who you talked to, write up a short information memo, and make it available to advocacy groups who will work with you on a given issue.

Ensuring the Health of Women and Children in the 21st Century
M. Kay Libbus
University of Missouri-Columbia

The health of women and children

According to the U.S. Census in 2000, 32.8 million Latinos resided in the United States representing 12.5 percent of the population. This figure is most certainly an undercount. Although relatively new Latino groups are immigrating to the U.S., the U.S. Census Bureau has continued to focus data collection and reporting on Mexicans, Puerto Ricans, and Cubans—the groups who traditionally have been considered the major Latino subgroups. By all accounts, Latinos are the predominant minority group in the U.S. As a result of dramatic growth of this population, secondary to natural increase, and continued migration, the Latino population in the U.S. is expected to comprise 25 percent of the total U.S. population by 2050.

Women and children are considered vulnerable groups, populations that are at heightened risk for negative health outcomes. Latino/Hispanic women and children—by virtue of certain social and demographic characteristics including poverty, discrimination, and oppression—may be at increased risk. For example, the Latino population is demographically young with 35.7 percent under the age of 18. Further, existing disparities have been well documented in the literature. For example, the literature suggests the economic and job-access risks are more prevalent to Latino, as opposed to white, non-Latino workers. There is an increased likelihood of lower earned income, poverty, unemployment, and underemployment. These financial disadvantages predispose these populations to have reduced access to education, social, and health services.

As suggested above, increased risk of poor-health outcomes has been noted in Latino populations. Much of this risk may be attributed to lack of access to health services. In 1997, 66 percent of Latinos had health insurance compared with 84 percent of white, non-Latinos and 80 percent of African-Americans. For primary care providers, only 64 percent reported having a primary-care provider compared with 77 percent and 74 percent, respectively. Even when access to health services is possible, good evidence shows that Latino children receive less screening, fewer prescriptions, and suboptimal management plans—as well as inadequate patient education, more missed vaccination opportunities (only 71 percent of Latino children are fully vaccinated), and negative attitudes from the staff.

Specific conditions, diseases, and departures from health can be noted in some Latino populations. There is a high incidence of infectious disease, including new cases of HIV/AIDS, hepatitis A, new hepatitis B cases per 100,000, and high incidence of new TB cases. A particular concern with respect to TB is the high incidence of undiagnosed, Latino childhood cases—the highest among all ethnic groups. Since Latino children have decreased access to health services, and since the little research done in this area suggests that they are less likely to be screened for TB than children from other ethnic groups, these children are at greatly increased risk for excess morbidity and mortality.

A variety of other specific health concerns have been documented. For example, these may include childhood obesity, lack of activity, and increased risk for Type-2 diabetes; asthma is a particular concern among Puerto Rican children. Also documented is inadequate diagnosis of developmental problems, speech, and hearing loss leading to poor school performance and increasing the potential for school dropouts. Further, studies suggest that Latino adolescents have the highest prevalence of depressive symptoms of any ethnic group. Finally, Latino adolescents have been reported to have a high proportion of weapon carrying in grades nine through12.

As suggested by the high proportion of youth in these populations, birth rates and multi-parity are high in some Latina subgroups. The highest birth rates occur in Mexican women with the lowest in Cuban women. Latino mothers receive less first-trimester prenatal care than white, non-Hispanic mothers (74.3 percent compared with 87.9 percent). It can be speculated that the lack of early prenatal care is a reflection of limited access to appropriate health services. However, in general, Latinas have a low incidence of dysfunctional labor and Cesarean sections and low incidence of low-birth-weight and premature infants. Of

all ethnic groups, these women are the least likely to smoke or use alcohol or illicit substances during pregnancy.

These positive health indicators could be the result of the protective effects of strong family and cultural ties, including favorable health behaviors. It is also possible that underreporting of mortality, poor-birth outcomes, and misclassification on death certificates could account for some of the differences. Latinas traditionally have been considered part of a breastfeeding culture. However, breastfeeding rates have been declining, probably due to increasing acculturation and market penetration of the infant formula industry.

Latino women have a higher life expectancy at birth (77.1 years) than men (66.9 years). Further, overall, age-adjusted mortality rates for all causes appear to be low for Latinas. However, when analyzed by specific subgroups, Mexican-American girls younger than one and between one and four have higher mortality rates than non-Hispanic white counterparts. Female Puerto Ricans experience higher death rates in the age groups 5-14, 35-44, and 45-54. It is noteworthy that self-perceptions of health are less positive than non-Hispanic whites on the National Health Interview Survey; 9.3 percent Latinas 15.3 percent of Latinas rate health as fair or poor as compared with 9.3 percent.

Latinas suffer from tuberculosis, and a high prevalence of liver failure secondary to INH toxicity (first-line treatment for TB infection) has been documented. Type 2 diabetes is common. These women have disproportionately high rates of aggressive cervical cancer and rapidly accelerating rates of breast cancer accompanied by underuse of available breast and cervical cancer screening programs. Speculation suggests that this underuse is associated with fear of cancer, anxiety, and perhaps, language differences with providers. Finally, intimate partner violence (IPV) is a concern. Latinas may be more isolated than European-American and African-American women in terms of seeking assistance. Latino women reportedly are less likely than other groups to contact a friend or a social-service agency in response to IPV, and appropriate shelter facilities are seldom available due to language difficulties, citizenship requirements, and the necessity of accommodating larger families.

Ensuring Health in the Twenty-first Century

The literature, as well as common sense, suggests a number of interventions that could be employed in promotion health and preventing disease among Latino women and children. Possible interventions, gleaned from the literature, are presented below.

Ground proposed solutions and interventions in the Latino community

Musgrave (2002) wrote that "solutions emerge not 'out there' in the usual and customary halls of power and influence but of necessity must emerge from the communities; further, the voices of these communities are the best way of expressing intention and the best yardstick for measuring outcomes." For example:

- Reinvent and expand the roles of local, community based, leaders
- Seek providers who are educated in cultural diversity, cultural sensitivity, and cultural confidence
- Develop and use community-based organizations
- Ask "what" women want and "how" women would like to see things done and use information to develop innovative approaches

Develop systems of services that are based on a holistic paradigm

- Include in planning the spiritual moral somatic, physiological, psychological, and social aspects of health and wellness
- Establish coalitions between health care providers, faith-based organizations, the community, and academia
- Recognition and use of health practices based in Latino cultures
- Provide culturally appropriate and language-specific services

<u>Implement interventions that are documented as being effective</u>

- Use multilevel and culturally appropriate interventions
- Develop services recognizing that one model does not serve all populations and subpopulations for health and social services

<u>Change the existing U.S. health care paradigm</u>

- Reduce financial barriers to health care and health insurance
- Increase government funding for community social and health services, including physical and mental health services, as well as job training, employment opportunities, and housing
- Improve the availability and appropriateness of existing social and health clinical services that may be used without regard to documentation status
- Develop resources specific to the needs of Latinas who are in situations of IPV
- Increase proportion of Latinos and Latino-sensitive individuals in the medical and health professionals
- Provide financial incentives for training and service by members of the underserved populations

<u>Perform meaningful research</u>

There is a dearth of empirical research that aims to explore the relationships between culture and cultural change, intrinsic and extrinsic risks, and health status. The following list of suggestions, taken from the literature, is by no means intended to be comprehensive.

- Determine applicability of evidence-based practice based on specific population needs
- Collect adequate data on health status of Latino populations
- Investigate perceived needs and barriers to care in identifiable national subpopulations and other vulnerable subgroups, such as migrant farmworkers, undocumented residents, and single-parent households headed by women
- Investigate and document the role of extant social institutions and their participation in oppression
- Investigate the nature of discrimination, including stereotypes held by health care providers, and the effects that discrimination have on Latinas health care experiences and health status
- Deepen and extend the study of culture-specific protective behaviors among Latinas particularly during developmental periods such pregnancy and mothering

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Demographic and Census Trends of Latinos in the Kansas City Area

Steven L. Driever
University of Missouri—Kansas City

The U.S. Census Bureau is the main source of information on the Hispanic population in the United States. Unfortunately for researchers, the Census criteria for identification of that population have changed over time, reflecting evolving social attitudes and shifting political considerations (Gibson and Jung, 2000). The first time the Census Bureau partially enumerated Latinos was in 1930, when the Census had a separate racial category for Mexicans. This 1930 Census included estimates of the Mexican population in this country for 1910 and 1920 based on data on place of birth. In an attempt to record more Latinos than just Mexicans, the 1940 Census eliminated the Mexican category but enumerated the White population with Spanish as a mother tongue. This approach, of course, produced too low an estimate of the Hispanic population as many second- and third-generation U.S. Latinos would have considered English their mother tongue. Oddly, the 1950 and 1960 censuses did not make an effort to document the Latino population. The 1970 Census marks the first serious attempt to record the Hispanic population in this country. In the southwestern states, the Census Bureau conducted a 15 percent sample in which Latinos were identified by Spanish surname or by Spanish heritage. Throughout the entire country, Census officials conducted a 5 percent sample that aimed at identifying people of Spanish origin or descent. Unfortunately, this 5 percent sample vastly overestimated the Hispanic population for southern and midwestern states as many respondents incorrectly assumed that the Census category of "Central or South American" referred to the central or southern United States. This was the case in Missouri. Only beginning with the 1980 Census was there an effort to record Hispanics in a 100 percent sample. Also, the 1980 Census was the first not to make the assumption that Hispanics always considered themselves to be White. Of course, we all know that the Census since 1980—despite 100 percent samples—has significantly undercounted the Hispanic population. The degree of undercount can only be estimated, but a figure of 50 percent underestimation is not a bad guess.

Let us now turn our attention to the Midwest (Fig. 1), a vast region that began to experience rapid growth in its Hispanic population in the 1990s (see Driever, 1996, for further discussion of the Midwest and Latinos). According to the Census statistics, from 1990 to 2000 the Midwest had an 81 percent increase in its Hispanic population, the largest increase for the four U.S. Census regions (Table 1). As Lazos Vargas (2002) has documented, recent Latino settlement in the Midwest has been both urban and rural. The former is more important in absolute numbers of Latinos, of course, but the latter is experiencing the greatest proportion of Latino population growth by far, with the tremendous influx of Latinos into *agromaquila* centers created by large meat-processing corporations. If we turn our attention to Missouri, we see that in 1990 (Fig. 2) there were modest concentrations of Latinos in all Missouri counties. The most Hispanic county in Missouri, Pulaski County, had only 4.7 percent of its population identify itself as Hispanic; at the same time the Hispanic population for the United States as a whole was 9 percent. Pulaski County has no meatpacking plants. In fact, it may well have had a relatively high proportion of Hispanics because of activities economically attractive to the Latino population (Ft. Leonard Wood, jeans-wear manufacturing, etc.)—a low population growth rate among the general population, and a net out-migration during the 1980s (Missouri Department of Health and Senior Services, 2001).


Figure 1. The Midwest.

Table 1: Persons of Hispanic Origin

	1990 Hispanic Population*	2000 Hispanic Population*	% Change
Midwest	1,726,509	3,124,532	81
Northeast	3,754,389	5,254,087	40
South	6,767,021	11,586,696	71
West	10,106,140	15,340,503	52

*Source: Census 1999 and 2000 Summary Tape File STF-1—100 % data

If we compare the 1990 map (Fig. 2) with the 2000 map of Missouri counties and their percentages of Hispanic population (Fig. 3), we see that the Latino population grew at a faster rate than the overall population in virtually every county during the 1990s. Larger concentrations of Latinos formed in Sullivan and McDonald counties in response to job openings in the beef and poultry processing industries. Regional concentrations of Latinos formed in southwest Missouri and in and around the Kansas City metropolitan area in response to labor demands in the service sector. In general, the greater proportion of Latino population throughout Missouri reflected two phenomena: increased Latino component of net migration and increased Latino component of natural increase (births minus deaths). The 1990s witnessed a dramatic increase in net migration to Missouri. A state that had been experiencing decennially a net migration loss or scant net migration from 1930 to 1990 unexpectedly had a big net migration for 1990 to 2000 (more than 250,000 individuals). Latinos made up more than 17 percent of that net migration in the 1990s (Missouri Department of Health and Senior Services, 2001). As impressive as those figures are, the Latino component of natural increase probably played a greater role in the changing population structure. Missouri's entire population produced 1.4 births for every death while Missouri's Hispanic population produced more than five births for every death (Missouri Department of Health and Senior Services, 2001). The dynamic natural increase in the Hispanic population is evident when one compares its school-age cohorts with those for the rest of the population. Normally, as the grade level descends from 12 to K, the proportion of Hispanic students in a given grade-level increases significantly (Jaramillo, 2003; Lazos and Jeanetta, 2003, esp. pp. 25-26).
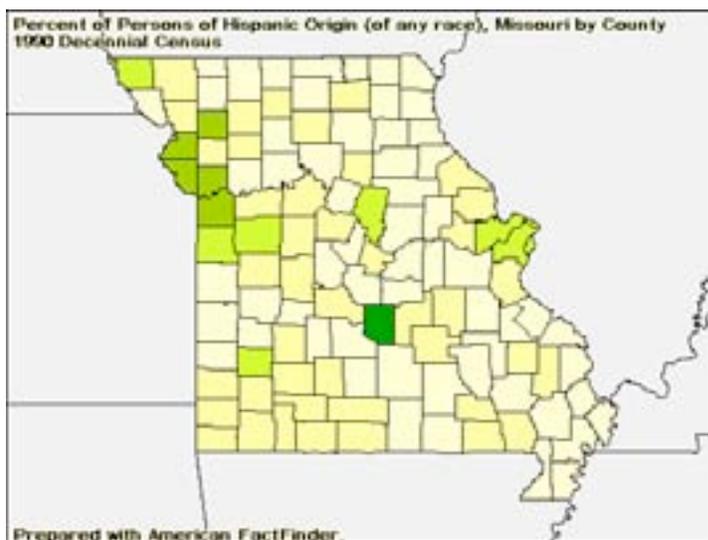
Data Classes:
Lightest color
0.2 – 0.5
0.6 – 0.9
1.0 – 1.7
2.0 – 3.0
4.7 – 4.7
Darkest color

Figure 2. Percent of Persons of Hispanic Origin in Missouri, by County, 1990 Decennial Census.

Within Missouri, the largest concentrations of Hispanic population are found in the two major metropolitan areas of Kansas City and St. Louis (Fig. 4). If we look at the 2000 map of St. Louis Metro Area's Census tracts by percentage of the population that is Hispanic (Fig. 5), we observe a relatively widespread Latino population, especially on the Missouri side. This diffuse pattern is characteristic of metropolitan areas with relatively low Hispanic populations that also have not experienced recent large increases in that population (Iceland and Weinberg, 2002). Indeed, the St. Louis Metro Area has a modest number of Hispanics and the growth in their population has been slower than that in Missouri as a whole (Table 2). The pattern of Hispanic settlement in the St. Louis metro area is so diffuse that it is the second least segregated large metropolitan area (over one million population) in the country for Hispanics (Iceland and Weinberg, 2002).
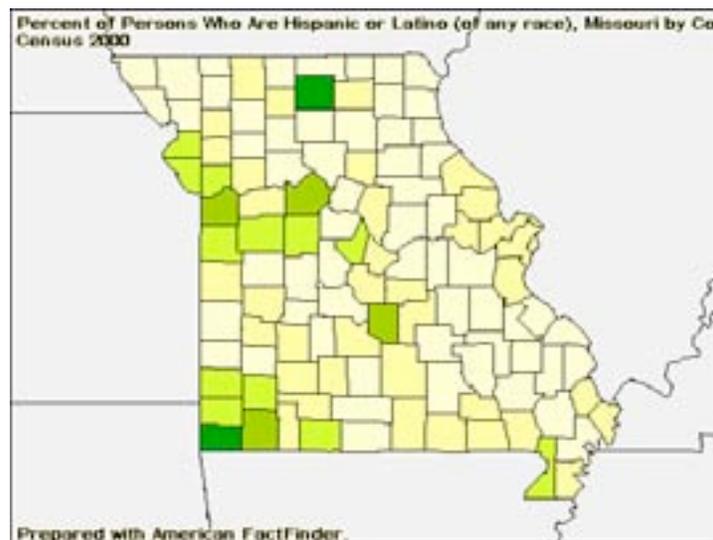
Data Classes:
Lightest color
0.3 – 0.9
1.0 – 2.0
2.2 – 3.9
4.4 – 5.8
8.8 – 9.4
Darkest color
Figure 3. Percent of Persons of Hispanic Origin in Missouri, by County, 2000 Decennial Census.

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Figure 4. Kansas City and St. Louis Metropolitan Areas.

Data Classes:
Lightest color
0.0 – 0.9
1.0– 1.8
1.9 – 3.3
3.5 – 7.5
55.7–55.7
Darkest color
Figure 5. St. Louis MSA 2000 Percent Hispanic by Census Tracts.

The dynamics of the Latino population are quite different in the Kansas City metropolitan area. If we look at the 2000 map of the Kansas City metro's Census tracts by percentage of the population that is Hispanic (Fig. 6), we see a Latino population concentrated in the two cities, Kansas City, Mo., and Kansas City, Kan. This concentration reflects a higher proportion of Hispanics in the overall population—over 5

percent—and a rapid rate of increase (105 percent) in the Latino population during the 1990s (Table 2). In the Kansas City metro area, the Latino population has always tended to cluster in a few neighborhoods close to the rail yards and five meatpacking plants (all five of which closed by the mid-1970s). Although the Northeast Side (by highway symbol 24 in Fig. 6) has recently become an area of Hispanic settlement, the centralization of Latinos in the Kansas City metro area (the degree to which they reside near the center of the urban area) increased slightly from 1980 to 2000. Especially in the late 1990s, a rapid influx of foreign-born immigrants—most from Mexico—moved into already established Latino neighborhoods and seemingly also liked to locate in the Northeast Side because the local social-service providers assisted non-English speakers. The appeal of the Northeast Side for many new immigrants may account for the increase in the centralization of Latino settlement because this neighborhood is, in fact, quite centrally located.

The relative centralization of Hispanics in the metro area does not mean that they are not also increasing in the suburbs, both inner and outlying. Iceland and Weinberg (2002) ranked Kansas City only 29th in overall segregation of Hispanics among the 36 large metropolitan areas they studied. Olathe, the Johnson County seat, has two Census tracts (by highway symbol 150 in Fig. 6) that have Hispanic populations well above the average; Anglo locals refer to that area as "Little Mexico." Although this settlement may have been established in the days of trade along the Santa Fe Trail, it has experienced enormous growth over the last decade, as has all of Olathe—the most rapidly expanding city on the Kansas side of the metro area. Today, an estimated 9,000 Hispanics— the vast majority of Mexican origin—call Olathe home, and many of them work in local construction, landscaping, restaurants, box stores in the more affluent, southeastern corner of the city, and in light industry along Interstate 35. They make up about 10 percent of Olathe's population. In Belton, Mo., (by highway symbol 71 in Fig. 6) Hispanic residents number about 2,000, also accounting for about 10 percent of the population. According to a local Belton official, many of the Latinos moved from Texas in search of better paying jobs (Ruiz).

What are some trends for the Kansas City Metropolitan Area's Latino population? If its present population growth rates remain constant, the Hispanic population will replace the African-American population as the largest minority in official Census figures by 2020. In reality, this historic substitution will occur by 2010. Also, if the present growth rates remain constant, the Hispanic population will experience more segregation or physical isolation; however, the population will spread out from the several core city barrios and from the suburban census tracts where Hispanics already make up a significant proportion of the population and become less centralized. Finally, the mix of nationalities will change. There will continue to be a decline in the proportion of Cubans, a modest increase in the proportion of Puerto Ricans, and a modest increase in the proportion of those who the Census identifies as "other Hispanic or Latino." Of course, the proportion of those of Mexican origin should increase as Mexico and the U.S. border counties are the closest and largest sources of Latino immigration and in-migration to Greater Kansas City. The significant increase in the Latino population and its gradual diffusion throughout the Kansas City Metropolitan Area will pose real challenges of community integration and coordination and will offer unprecedented opportunities for Latino leaders to articulate the role their people will play in the metropolitan area.

Table 2. Hispanic Populations in Selected Geographic Areas, 1990 to 2000

	1990 Hispanic Population*	% of Total 1990 Population	2000 Hispanic Population*	% of Total 2000 Population	Rate of Increase in Hispanic Population, 1990 to 2000
St. Louis MSA	26,014	1.1%	39,677	1.5%	53%
Kansas City MSA	45,227	2.9%	92,910	5.2%	105%
Missouri	61,702	1.2%	118,592	2.1%	92%

*All population figures are from the U.S. Census Bureau.

Data Classes:

Lightest color
0.0 – 4.7
4.8–12.3
12.8–23.2
29.2–47.7
55.7–55.7
Darkest Color

Figure 6. Kansas City MSA 2000 Percent Hispanic by Census Tracts.

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COMMUNITIES OF PRACTICE

Notes from the discussions of the Cambio De Colores conference
March 12, 2004

Education

1. Coalition Building
   - Age specific issues
   - Connecting organizations to one another
   - Resources
2. Current Education Needs
   - Interaction between ESL and Special Education to include children and adults
   - Instructional strategies
   - Integrating families into the educational process
   - Resources
3. Higher Education
   - Dream Act- financial aid specific to undocumented
   - University/college research on issues
   - Resources

What are the key issues you would like to see addressed in the next year?

1. Dream Act
2. Connect organizations grants; avoid duplication
3. Development Alliance
4. Coalition Building formalized at Cambio
5. Change mentality of kids toward going beyond High School (work done through caucuses)
6. Age specific coalition
7. Mental Health Needs
8. Financial aid for college students (not only for citizens)
9. Clear cut and standardized rules for ESL kids ←→ special education
10. Best practice instructions for ESL class rooms and ELL children that is research based
11. Family support for Early Development (Intervention strategy)
    - How to investigate system
12. Bilingual Hearts for "all" teachers and increasing cultural sensitivity
13. Research panel with a Midwest focus
    - What has been done?
    - Where are gaps?
14. What is being done on CE for immigrants
15. EDUSAT
16. Gangs

What resources are needed to address these issues?

1. Get other states' and their resources to the conference
2. Develop areas to Caucus at the conference to permit sharing information
3. Money
4. Edusat
5. Information sharing prior to the *Cambio de Colores* conference using Web C.T. or other chat room programs
6. Developing links on website to other resources
7. Monthly updates on website to show the progress of conference development
8. Education coalitions
   - One exists in St. Louis
   - Alianzas

9. Best practice could be "hands on"
10. Get DESE to actively participate at the conference
11. Utilize experts on specific issues such as
    - Dream ACT
    - ESL including decision makers and policy makers
12. State financial aid form Higher Education Commission
13. High School Counselor's Academy
    - We make presentations to them
14. Share resources at the International Center at UMSL
15. Select a different week for the *Cambio de Colores* conference because Education conferences are already scheduled at the same time
16. How to share research?

What role are you willing to play? How about others in your organization and the community?

1. University/ college students Latino have a presence at the conference→ "Adelante", "Nuestra Imagen" magazine
2. Alianzas
3. Graduate School at St. Louis University—H. Kayser is the contact person

Civil Rights

What are the key issues you would like to see addressed next year?

1. Immigration
    - Can we bring political pressure to bear?
2. Patriot Act
    - Training session
    - How to address violations of civil rights?
3. Screening of legal resources
4. Conversation with Missouri Bar
   Invitation to them for next year's conference
5. Lobbying Workshop
6. Build Political Action Networks
7. Develop political agenda prior to the next legislative session
8. Create network linking with Immigration groups
9. Task Force with *Cambio de Colores* (jobs with justice-parent organization)
10. Resources:
    - Directory of organizations at the conference
    - Engage Hispanic Chambers of Commerce in Kansas City and St. Louis
11. More legal resources are needed
12. Assist communities with identifying and obtaining needed resources
    - Especially for low income clients
13. Provide Public Defender system training in Latino/Hispanic culture and have Missouri Bar Association furnish proper advice
14. Influence foreign policy by recognizing and studying the root causes of immigration issues
15. Promote global civil rights

What resources are needed to address these issues?

1. Equality in representation in the court
    - Develop working relationships with ACLU
    - Create Political Action Network to explore:
        a. State and Federal Issues
        b. State as main focus at this time

    c. Local can be more effective
    d. How can Political Action be more emphasized and used as a tool
2. Workshop linked with Hispanic Legislature Day on April 21st and combine with a Lobbying Day
3. Provide training around issues at the conference
4. Apply pressure during legislative session
   – Different groups attending
   – Coalition building
5. Educate immigrants so that they can voice their complaints
6. Attorney General—need publications in Spanish on rights
   – Contact Attorney General's office about publications, rights, defenders

What resources do we have to contribute or develop?

1. Resources can be developed by:
   – Creating opportunities to build coalitions at the conference
   – Including people from the department of labor, education, etc.
   – Establishing a directory to be disseminated at the conference
   – Finding a means for 3-4 players to put together in coalitions after conference
2. Greater Media participation
3. Thinking outside the box
4. Local Businesses/Landlords/Chambers should be at the conference, especially Hispanic organizations
5. Catholic Community Services
6. *Cambio de Colores* site should include:
   – List of legislative issues and resources

Change and Well-being

What are the key issues you would like to see addressed next year?

1. A big barrier is culture
   – What can we do to make more information available about different cultures? How can we pass it on?
   – The census data underestimates actual population. We need better/more accurate information about the population.
   – Someone to work on generating better data.
      a. OSEDA might be able to help with letter data generation
2. Can we find a way to get more elected officials involved next year?
   – Seems to be of little interest
   – Budget cuts might have had an impact on agency/officials attendance
   – Different culture within Latino population.
3. Find most population and explore in more detail
   – As population grows stereotypes also increase. Need more diversity of education options.
   – Need to prepare educators to deal with this change.
4. Need to work with all cultural communities
   – Coalition building/ Advisory boards to begin discussion and taking action on issues before they develop into problems.
   – Additional research needed
      a. Business development for newly arrived immigrants and their impact on local economies.
      b. Leadership development within minority groups such as the Iowa model of community building
   – Provide examples of positive impacts newcomers have had on different communities and economies such as in the St. Louis area.
5. What are the obstacles to homeownership?
   – Coalition building, small business development, community building, asset building, etc… are all factors.

6. How do we build information networks that will enable access to programs/services?
   - Examples/models of communities that have successfully managed/ dealt with large numbers of newcomers, different cultures
   - Look for examples of what has worked, what didn't and why?
   - Look at volunteer programs
   - Provide information on opportunities to volunteer

What resources are needed to address the issues?

1. Volunteers such as retired people with cultural experience. We need examples and opportunities
2. More research needed on:
   - Buying power
   - Networks
   - Economic impact
   - Market research
3. Do large corporations do their fair share in the communities in which they locate?
4. Identify documentation regarding assistance programs
5. Youth programs that teach culture and diversity including examples.
6. School-based programs that identify what's working? What's not? Why?
7. Working with business community—need to identify them and get them involved
8. Find out what businesses need and try to partner with them to provide services, education, and industry specific language training
9. Find local resources that can fill gaps in language training for employers/employees
10. Ellis software
11. Identify resources, funding opportunities.
12. Establish a clearinghouse of conference information

Youth Family and Community

What are the key issues you would like to see addressed next year?

1. Education for Youth going from high school to College, what are possible alternatives? Being able to get into college. Some states already (i.e. OK). What to do to change law?
2. Youth development is starting prior to High School
   - (Kids 6-8th grade already in gangs/ decided to drop out)
   - Programs, funding sources
   - St Louis is not organized to deal with problems
     a) In St. Louis and/or the State of Missouri how do we get grassroots coalitions started giving a voice to issues.
     b) Current split between undocumented population and examples of more public organizations like Chamber
3. If legislation passes (Bush's proposal) what will be the impact on:
   - Family and their ability to get services
   - Education—there is a difference between public institutions and private community college
     a) Which states allow attendance (of immigrants), which don't? - How do we change this?
   - Key Issues include the Catholic Church which needs to do more than recruit members
     a) Outreach to population for services
     b) What can Catholic Church do for families
     c) St. Louis is still struggling; need more including an increase in funding
   - The census numbers are underestimated and we are unable to get a good estimate on population much of it is 'invisible"
     a) OSEDA is offering to find data we need.
   - We provide services separated
     a) How to work together using innovative collaborations of youth, family and community organizations.

b) Bridge gaps in funding and services in order to serve community appropriately.
4. Migrant Family services has a lot of their work focused on education—need more information on other services
    - They are missing from services
    - Such as a father is an alcoholic, e.g.
    - How to reach out to them
    - RURAL examples especially for youth (resources), one problem here is everyone wants to reinvent the wheel. Who are the people in other states doing this work?
5. Interagency group development
    - Need a purpose beyond information sharing
    - Turf issues are an issue—each is trying to protect their piece
    - Rural agencies and also local networks need sharing time
        a. What can we do together—maybe a facilitated workshop to build collaboration here at the conference could be a win/win
    - Many conferences have 'interest groups" that meet on their own in the evenings; not as a secondary item. It would be a good idea to "Mainstream" this into the conference, i.e. scheduling time during the day
    - As an Incentive private foundations very interested in collaboration in choosing the programs they fund
    - Larger organizations tend to monopolize, smaller organizations offer unique service, bring both together
6. Interagency groups can build a resource directory, especially in rural areas or create a web master list
    - Find a grant, service learning program, etc. that can develop a directory.
    - Community Connection is a web resource
    - If we create interagency groups, mainstream their participation into and afternoon of the conference not an evening "aside"
        a. Good luck with lunch meetings
        b. Round tables
        c. Info sharing
        d. Include actual collaboration building with commitment/ action plans
    - Lots of this going on informally, but we'd like it more structured
    - Need larger chunks of time to go more in depth

What resources are needed to address the issues?

1. Funding
    - Who are the funders?
    - How to build capacity?
    - Strengthen current programs rather than creating new programs and this would also make a great workshop
    - Where can we get funding?
    - This may also lead to collaboration
    - Bring in representatives of foundations and other funders (also funding within agencies)
    - Invite other states who are ahead of Missouri—how did they get their funding?
    - Also provides connections that make further conversations with funders easier
    - Partnering with others on programs to share funding
    - Collaborate to determine ONE estimate of population (statistics)
2. Best Practices for Latinos
    - What interventions are working?
    - What is the research?
    - How do we intervene with in addressing these problems?
3. Collaborations—how do we develop collaborations?

Conference Planning for Next Year's Conference

1. Planning committee for next year should include Anna Pizarro & Rosio Gonzalez (They will help with planning for next year and/or will present/facilitate.
2. Those who came this year to work on collaborating over the next year and present together
3. Ana Beatrice Paul from Catholic Family Service, the Hispanic Center
4. Include local presenters

Health

Future Topics for the Conference

1. Specific illnesses/conditions/issues
   - Focus on specific issues (e.g., diabetes, family planning and reproductive health, obesity, nutrition, HIV/AIDS, dental health, mental health, vision care, and orthopedics). The group specified the items on the above list which mixes diseases and conditions, risk factors, and categories of health care. Steve Hadwiger, who teaches nursing at Truman State in Kirksville, volunteered to be the resource person for diabetes.
2. Interpretation
   - Professionally trained medical interpreters are needed. They must be trained to be able not only to interpret language and cultural concerns from the patient's point of view, but also to interpret the health care providers questions, comments, and directions accurately and correctly.
   - Bilingual health care providers: the provider needs to be a provider first, not a provider AND interpreter—have trained interpreter even with bilingual providers.
3. Training
   - The issue of training is a large one, and the following issues were mentioned in connection with it:
     a. The conference needs to present practical ways of making training available in out-state Missouri, in rural areas.
     b. Training for medical support staff, including receptionists and clerical staff (often the first in a clinic who patients have contact with)
     c. Training must present techniques for addressing cultural beliefs that have bearing on health care practices and working with health care providers.
     d. Training must enable health care providers to assess cultural issues in the clinical setting. (Steve Hadwiger is a resource person for this issue.)
   - Best practices and models in use in Missouri and elsewhere for training nurses, health care providers, allied health professionals
4. Working with/in the community
   - Assistance in doing community needs assessment
   - The promotoras model of using natural leaders in the community, providing some training to them, and having them serve as liaisons with the health care clinics/system and as community health educators
   - Community education regarding sexuality and substance abuse, with materials in Spanish, including information about new drugs such as meth and inhalants (such as X70)
5. Preventive health care

   Need for education about preventive care and services for it (e.g., availability of screenings for breast, cervical, prostate, colon cancers; guidance and supportive services and community facilitation—such as walking trails and farmers markets-- for healthy nutrition and physical activity; immunizations; community anti-smoking campaigns)

6. Financing
   - Strategies for financing care for uninsured (and underinsured) patients
   - Available care and publicly financed reimbursement for care (e.g., community health centers, temporary Medicaid, emergency Medicaid, "SOBRA," and others), including eligibility

guidelines, information for workers with immigrants and immigrants themselves about how to access and use these programs

- Education for hospital administrators, billing clerks, and social workers about these sources of payment, reimbursement levels and co-pays, methods of billing, and so on.
- Information about MC+ including: eligibility, covered benefits, and reimbursement guidance.

7. Aggregated issues
- Work-site health
- Mental health: adjustment to immigration and new culture for immigrants to learn to negotiate; acceptance, sensitivity; seek treatment
- Racial and ethnic social and health disparities; comparison of Hispanic/Latino immigrants and other minority groups; related health policy.

Format suggestion for next year: Have an issue forum or 3 minute tag discussions around specific topics; have facilitated discussion time so conference participants can share their expertise as well as hear from speakers.

Resources to address these issues

1. Recruit specialists in the specific areas
2. Identify Information and literature related to illness, diagnosis
3. Identify cultural issues and adherence to treatment regimen, diagnosis and management
4. Utilize experts who are bicultural and bilingual
5. Look to experts in other states such as California and Texas
6. Have sessions or a panel on "Latino(a) Voices" with community members
7. Consumer education, provider education, and patient education related to access and immigration
8. Outreach and community health outreach in community areas, apartment complexes, and so forth
9. Sustainability and financing strategies re: CHIP
10. Mattie Rhodes Center is a resource for sessions on mental health and cultural issues, cultural appropriateness in mental health setting

Role You Can Play?

1. Alianzas: Binational Health Week, October 2004, with health specialists
2. Provide bilingual materials and literature for diabetes education
3. Springboard conference March 27 regarding language and culture in health care, in Overland Park, Kansas
4. Community Health Workers/Promotoras: Sharon Lee, Columbia and Guadalupe Center for HIV/AIDS and other STDs.
5. "Essential Spanish for Health Professionals," is a course offered by Alexis Mayo in Kansas City.
6. Use Hispanic media to get information out to the community, have health features and a column listing primary care sites.
7. Have a permanent, on-line information clearinghouse on *Cambio de Colores* website to provide information about resources. This will need financial support. Arlene at ARCHS offered some assistance.

Maps

The following maps were prepared by the MU Extension Office of Social and Economic Data Analysis (OSEDA) as a regular feature of every *Cambio de Colores* publication. In 2002 the first *Cambio de Colores* publication included maps of a decade of changes from 1990 to 2000. The maps in this publication illustrate change in the Latino population by county in Missouri (Map 1); the percent change in employment of Latinos in meat processing counties between 2002 and 2003 (Map 2); and the total number of Hispanic students enrolled in limited English proficiency (LEP) classes by county in 2003 (Map 3). Overall these maps show that growth continued between 2002 and 2003.

The Latino population in the state of Missouri grew from 126,682 in 2002 to 130,928 in 2003, an increase of 3.4 percent. Latinos represented 2.3 percent of the total population of the state in 2003. Forty-nine counties experienced growth rates greater than the average, and 32 counties experienced a decrease (Map 1). Thirteen counties growth rates greater than 10 percent, which is three times the average growth rate for the state. In other counties the Latino population fell dramatically. In 2003 Sullivan County, which had experienced one of the largest growth rates in the past decade, lost 16 percent of its Latino population.

A major pull factor in growth during the 1990s was meat processing. Demand for labor from meat processing is shown in Map 2. Saline, a county of growth during the previous decade, experienced a loss of 18.6 percent in employment. South of Saline, Pettis County experienced a 27.4 percent increase. Other counties exhibiting this pattern of increase include Newton (21.4%), Lawrence (19.2%), Barry (17%), Taney (17%) and McDonald (9.7%) in the southwest and Dunklin (14.7%) in the southeast.

While meat processing may explain the growth in the population in some counties, it obviously does not explain all the pull forces. If we compare the Latino population change with employment in meat processing in Missouri, we observe that several counties that experienced growth in population have no meat processing businesses. Christian, Laclede and Callaway counties experienced population growth of more than 10 percent and have companies that employ more than 500 workers (Cambio de Colores 2002). Latino population growth in the southeast happened in Cape Girardeau and Mississippi counties, neighboring Dunklin County, where employment grew. In counties like Dallas and Camden in the south-central part of the state, Lincoln and Warren in the east, Monroe and Randolph in the central part, and Grundy and Holt in the north and northwest, population growth also does not match the counties with meat processing, pointing to other employment opportunities, which may include construction, hospitality, services, and agriculture.

Map 3 depicts the number of Hispanic LEP students by county in 2003. The numbers are consistent with the growth experienced during the last decade, and presented in *Cambio de Colores 2002*. The size of the dots represents 1-25, 26-100, or 101 to a maximum of 3,878 Hispanic students in a county. The counties with larger numbers coincide with the meat processing areas, but also are along the I-70 corridor, the central belt. These indicators continue to highlight education as a central issue in programs to facilitate integration of youth into their new communities.

Finally, Table 1 shows the racial profiling disparity indexes, measured by traffic stops for communities in 20 Missouri counties in 2003. These statistics are provided by the Attorney General's Office, calculated from the data reported by each police department. The disparity index is the ratio of stops made to a member of a specific ethnic group in relation to the total number in that ethnic group living in the area (i.e., disparity index = proportion of stops / proportion of population). The indexes for Lawrence, Jasper, McDonald, and Sullivan counties are greater than 10, and as large as 19.88 in Sullivan, and 12.06 in McDonald. In Dunklin, Newton, Jackson, Barry, and Phelps these range between 4 and 6. Racial profiling for 2003 shows similar trends to the previous decade (*Cambio de Colores* 2002). The data also shows that disparity indexes vary among police departments within a county.

Overall, the trends between 2002 and 2003 depicted in Maps 1, 2, and 3 are consistent with those of the past decade. Growth continues, and with it both the opportunities that growth brings and the stresses that change may place on some communities, more than others.
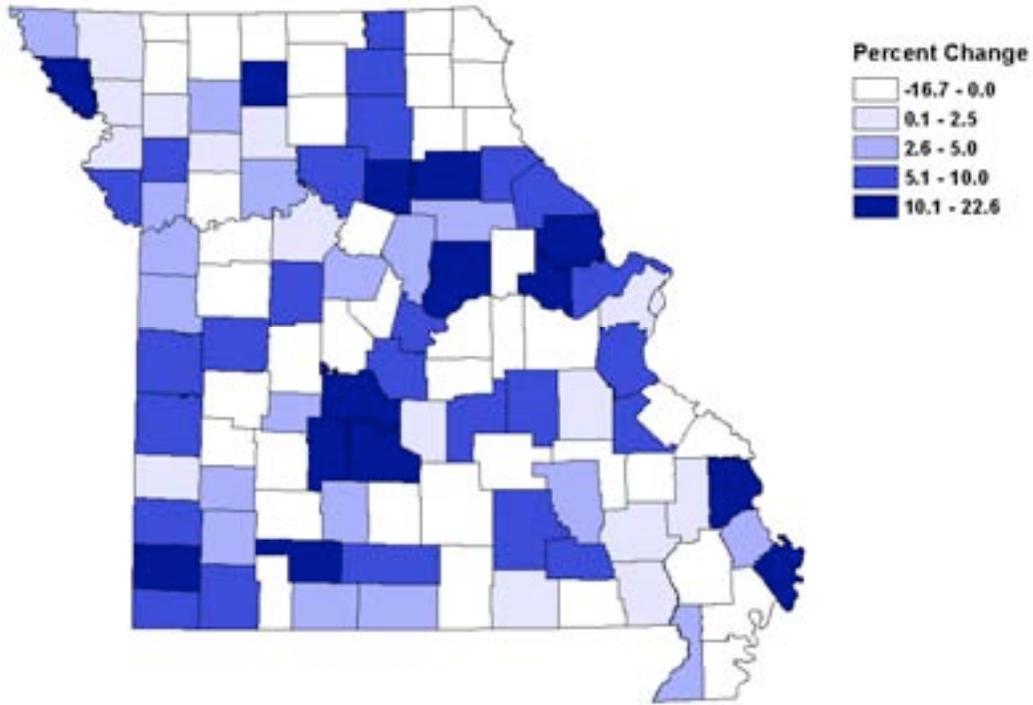
Map 1. Percent change in Latino population by county, 2002 to 2003.

Map 2. Percent change in Latinos working in meat processing by county, 2000 to 2003.
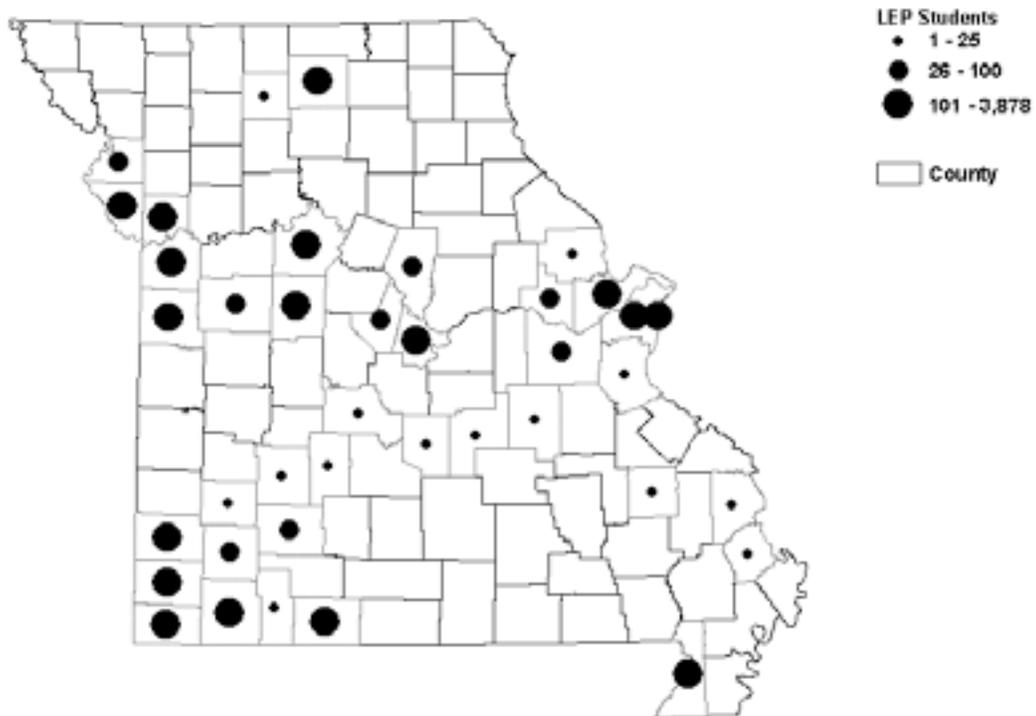
Map 3. Total number of Hispanic LEP students by county, 2003.

Cambio de Colores 2004: Latinos in Missouri: Gateway to a New Community

Table 1. Disparity indexes in selected Missouri counties.

County	Police Agency	Population over 16	% Latino Population	Disparity Index	Search Rate	Ratio Search/ Arrests
Barry	Barry SO	26,132	4.17	1.95	8.57	3/1
	Monett PD	5,650	10.00	2.00	21.21	57/49
Clay	Clay County SO	141,767	3.07	0.99	11.54	0/0
	Smithville PD	4,104	1.44	1.85	35.42	34/27
Dunklin	Dunklin County SO	25,565	1.88	4.36	0	0/0
Grundy	Grundy County SO	8,299	1.16	2.70	0	0/0
	Trenton PD	4,991	1.48	1.01	13.33	2/0
Jackson	Jackson County SO	504,434	4.76	0.69	27.15	41/23
	Lone Jack PD	403	0.50	3.50	0	0/0
	Oak Grove PD	3,961	1.19	1.26	10	2/1
	Ray Town PD	24,377	2.00	1.38	12.85	23/18
	Sugar Creek PD	3,070	3.32	0.97	3.23	1/1
Jasper	Jasper County SO	80,687	2.88	0.97	3.64	2/3
	Carterville PD	1,383	0.72	2.86	27.27	12/8
	Carthage PD	9,829	11.18	1.19	12.7	48/47
	Duquesne PD	1,315	1.22	1.13	14.29	4/2
	Jasper PD	755	1.99	1.27	25	1/1
	Joplin PD	35,992	1.96	1.07	26.5	93/74
	Sarcoxie PD	1,037	0.77	2.84	0	0/0
Lafayette	Lafayette County SO	25,410	0.98	2.52	11.54	3/2
	Lexington PD	3,478	1.98	1.21	21.05	4/3
Lawrence	Lawrence County SO	26,734	2.69	1.16	33.33	2/0
	Aurora PD	5,292	2.14	1.90	9.8	5/6
	Pierce City PD	1,063	0.85	10.47	0	0/0
McDonald	McDonald County SO	16,117	8.07	3.01	12.5	6/0
	Goodman PD	877	0.57	12.06	18.18	6/5
	Noel PD	1,120	32.86	1.73	40.25	97/84
Newton	Newton County SO	40,360	1.72	1.26	11.11	3/1
	Diamond PD	607	0.82	5.00	9.09	3/3
	Neosho PD	8,048	3.52	1.56	8.43	14/13
Perry	Perry County SO	13,978	0.41	2.51	58.33	7/5
	Perryville PD	5,998	0.55	1.50	25	2/2
Pettis	Pettis County SO	30,218	3.29	1.52	22.89	19/23
	Sedalia PD	15,852	4.49	1.03	15.25	52/43
Phelps	Phelps County SO	31,541	1.05	6.33	56.52	13/6
Platte	Platte County SO	56,884	2.72	0.96	17.4	63/51
	Platte City PD	2,922	2.60	0.86	18.92	7/6
Pulaski	Crocker PD	770	0.52	1.05	0	0/0
St. Louis	Eureka PD	5,483	1.08	0.67	10.53	2/2
	Woodson Terrace PD	3,248	1.94	2.37	8.11	3/2
Ste. Genevieve	Ste. Genevieve County SO	13,691	0.65	0.80	0	0/0
	Ste. Genevieve PD	3,609	0.91	0.40	0	0/0
Saline	Saline County SO	18,711	3.64	2.26	36.67	11/2
	Marshall PD	9,720	5.92	1.24	10.27	15/9
Sullivan	Milan PD	1,514	19.88	1.19	2.82	2/3
Taney	Branson PD	4,980	3.47	0.67	17.89	17/13

CONFERENCE PARTICIPANTS - 2003 AND 2004

A

Jamaine Abidogun
Assistant Professor
Southwest Missouri State University
901 S. National Ave.
Springfield, MO 65804
Jaa797@smsu.edu
(P) 417/836-5916
(F) 417/836-5523

Cathy Anderson
Jewish Vocational Service
1608 Baltimore Ave.
Kansas City, MO 64108
canders@jvskc.org
(P) 816/471-2808
(F) 816/471-8358

Sandra Anderson
Migrant and English Language Learning
Specialist
Mell Program/Cooperating School District
8225 Florissant Rd.
Florissant, MO 63121
sanderson@csd.org
(P) 314/692-9738
(F) 314/692-9700

Dolores Arce-Kaptain
Community Liaison
Continuing Education
Columbus State University
arcekaptaind@gmail.com
(P) 706/565-3670

Deborah Ayuste
905 St. Stephens Green
Oak Brook, IL 60523
ayustedb@slu.edu
(P) 630/987-8881

Noor Azizan-Gardner
Diversity Coordinator
University of Missouri
Office of the Vice Provost
403 Jesse Hall
Columbia, MO 65211
Azizan-gardnern@missouri.edu
(P) 573/882-6282
(F) 573/884-2484

B

Anita Barker
Vice President and Director of Education
International Institute of St. Louis
3654 S. Grand
St. Louis, MO 63118
barkera@iistl.org

Joseph P. Berra
Mexican-American Legal Defense and
Education Fund
140 E. Houston St.
San Antonio, TX 78205
jberra@maldef.org
(P) 210/224-5476
(F) 210/224-5382

Virginia Braxs
Hispanic Community and Student Groups Liason
Volunteer Programs
Romance Language and Literature
Washington University
Campus Box 1077
St. Louis, MO 63130
mvbraxs@wustl.edu
(P) 314/863-0570
(F) 314/726-3494

P. Ariel Burgess
Vice President and Director of Social Services
International Institute of St. Louis
3654 S. Grand Blvd.
St. Louis, MO 63118
Burgessa@iistl.org
(P) 314/773-9090

C

Vanessa Cárdenas
Policy/Communications Associate
National Immigration Forum
50 F Street NW, Suite 300
Washington, DC
(P) 202/347-0040

Shawn Cockrum
Director of Migrant Education and English
Language Learning
State of Missouri DESE
P.O. Box 480
Jefferson City, MO 65102-0480
scockrum@mail.dese.state.mo.us
(P) 573/751-2046

Cathy Coffman
Rural Development
USDA
10820 State Rt. 21, Suite 112
Hillsboro, MO 63050
Cathy.coffman@mo.usda.gov
(P) 636/789-3551
(F) 636/789-2175

Mary Cohen
Secretary's Regional Representative
U.S. Department of Education
8930 Ward Parkway, Suite 2002
Kansas City, MO 64114

Kay Conklin
Department of Physical Medicine and
Rehabilitation
One Hospital Dr. DCO46.00
Columbia, Mo 65203
conklinsk@health.missouri.edu
(P) 573/882-2555
(F) 573/884-4540

Lorenzo Covarrubias
311 N. Leonard Ave.
St. Louis, MO 63103

Kerry Crist
Education Policy Advisor for Governor of
Missouri
1800 Chapel Wood Rd.
Columbia, MO 65203

Sara C. Cunningham
Executive Director
Nebraska Area Health Education Center
Sarah@cn-ahec.org

D

Charlotte Daniel
Monett High School
One David Sippy Drive
Monett, MO 65708
Charlotte131@earthlink.net
(P) 417/235-5445

Anne M. Dannerbeck
School of Social Work
University of Missouri-Columbia
700 Clark Hall
Columbia, MO 65211
dannerbecka@missouri.edu
(P) 573/882-3594
(F) 573/882-8926

Judith Davenport
School of Social Work
University of Missouri-Columbia
713 Clark Hall
Columbia, MO 65211
davenportj@missouri.edu
(P) 573/882-3765
(F) 573/882-8926

Brady Deaton
Provost
University of Missouri-Columbia
114 Jesse Hall
Columbia, MO 65211
deatonb@missouri.edu
(P) 573/882-6596

Susan Dollar
Southwest Missouri State University
901 S. National Ave.
Springfield, MO 65804
Scd4916@smsu.edu
(P) 417/836-6359
(F) 417/836-7688

Pedro Dozi
University of Missouri-Columbia
200 Mumford Hall
Columbia, MO 65211
pvdgcf@mizzou.edu
(P) 573/814-5205

E

William L. Elder
Office of Social and Economic Data Analysis
University of Missouri-Columbia
601 Clark
Columbia, MO 65211
elderw@missouri.edu
(P) 573/882-7396
(F) 573/884-4635

F

Cornelia Flora
Iowa State University
N. Central Regional for Rural Development
107 Curtis Hall
Ames, IA 50011
cflora@iastate.edu
(P) 515/294-8321
(F) 515/294-3180

Lisa Flores
Assistant Professor
University of Missouri-Columbia
15 Hill Hall
Columbia, MO 65211
floresly@missouri.edu
(P) 573/884-9724
(F) 573/884-5989

G

Ruthann Gagnon
HIV Counseling and Outreach Coordinator
Planned Parenthood of St. Louis Region
4251 Forest Park Ave.
St. Louis, MO 63108
ruthann.gagnon@ppfn.org
(P) 314/531-7525
(F) 314/531-9731

Karina Galve-Peritore
Columbia Public Schools
2201 E. Smiley Lane
Columbia, MO 65202-1692
kgalvepe@columbia.k12.mo.us
(P) 573/214-3250

Janette García
Girl Scouts-Heart of Missouri Council
230 Metro Drive
Jefferson City, MO 65109
gsjgarcia@msn.com
(P) 573/256-6928
(F) 573/893-6801

José Luis García
Extension Associate Program Coordinator
Community Foods and Sustainable Agriculture
Program
University of Missouri-Columbia
garciajl@missouri.edu
(P) 573/882-3776

Víctor García
Associate Director of Cultural and Ethnic
Studies
Mid-Atlantic Addiction Training Institute
University of Indiana at Pennsylvania
1098 Oakland Avenu, IUP
Indiana, PN 15705
vgarcia@iup.edu
(P) 724/357-4405
(F) 474/357-3944

Teresa Guess
Assistant Professor
Department of Sociology, Room 710 Tower
University of Missouri—St. Louis
One University Drive
St. Louis, MO 63121-4499
guesst@missouri.edu
(P) 314/516-5173

H

Susana Hamilton
President
Arts and Treasures from St. Louis
P.O. Box 775007
St. Louis, MO 63117
(P) 314/738-0524

Kym Hemley
Missouri Foundation for Health
Grand Central Bldg.
1000 Union Station Suite 400
St. Louis, MO 63103-2269
khemley@mffh.org
(P) 314/345-5534
(F) 314/345-5599

Daryl J. Hobbs
Senior Extension Associate
Office of Social and Economic Data Analysis
University of Missouri
224 Lewis Hall
Columbia, MO 65211
hobbsd@ext.missouri.edu
(P) 573/882-7396

J

Stephen Jeanetta
State Specialist
Community Development Process
229 Gentry Hall
Columbia, MO 65211
jeanettas@missouri.edu
(P) 573/884-3018
(F) 573/882-5127

Karen Johnson
Migrant English Language Learner
301 E. Cleveland Ave.
Monett, MO 65708
kjohnson@mo-mep.org
(P) 417/235-6534
(F) 417/234-8094

K

Laurence Kaptain
Grant Hall
University of Missouri—Kansas City
5100 Rockhill Rd.
Administrative Center 359
Kansas City, MO 64110-2499
kaptainl@umkc.edu
(P) 816/235-6091
(F) 816/235-5264

Hortencia Kayser-López
Professor/Associate Dean of Graduate School
Communication Sciences and Disorders
St. Louis University
McGannon Hall, Suite 23
St. Louis, MO 63108
kayserhr@slu.edu
(P) 314/977-2941
(F) 314/977-3360

James Klahr
Assistant Attorney General
State of Missouri
P.O. 899
Jefferson City, MO 65102
James.Klahr@ago.mo.gov

Santosh Krishna
Assistant Professor of Community Health in
Biostatistics
School of Public Health
St. Louis University
3545 Lafayette Ave 300
St. Louis, MO 63104
krishnas@slu.edu
(P) 314/977-8280
(F) 314/977-3234

L

Rogelio Lasso
Professor
School of Law
University of Missouri—Kansas City
500 E. 52nd
Kansas City, MO 64110
lassor@umkc.edu
(P) 816/235-2384

Edward Leahy
Coordinator
Immigrant Rights Network of Iowa and
Nebraska
3605 Q Street
Omaha, NE 68107
eleahy@neappleseed.org
(P) 402/546-1013
(F) 402/734-8887
www.neappleseed.org

Nicole Mari Lopresti
Language Access Metro Project (LAMP)
8050 Watshon Rd. Suite 128
St. Louis, MO 63119
nlopresti@ccstl.org
(P) 314/842-0062
(F) 314/842-1303

M

Miguel Madrigal
Attorney and Commissioner 5th District
Missouri Commission on Human Rights
Kansas City, MO 64108

Nancy Izelda Malugani
University of Missouri-Columbia
School Agriculture
Columbia, MO 65211
maluganii@missouri.edu
(P) 573/356-5106
(F) 573/886-2767

Mary A. Márquez
Director of Legal Services
Sixteenth Judicial Circuit Family Court Division
625 E. 26th Street
Kansas City, MO 64108
MMarguez@osca.state.mo.us
(P) 816/435-4886
(F) 816/435-4831

Donna Martin
Rural Development
Farmington Area Office
United States Department of Agriculture
812 Progress Drive
Farmington, MO 63640
Donna.martin@mo.usda.gov
(P) 573/756-6488
(F) 573/756-8037

Domingo A. Martínez Castilla
International Agricultural Programs
University of Missouri-Columbia
221 Gentry Hall
Columbia, MO 65211
dmartinez@missouri.edu
(P) 573/882-4746
(F) 573/882-5127

Mira A. Mdivani
Immigration Law Practice
The Law Firm of Klamann and Hubbard
7101 College Blvd., Suite 120
Overland Park, KS 66210
(P) 913/237-7600
www.kh-law.com/immigration

Louise Miller
Assistant Professor of Clinical Nursing
Sinclair School of Nursing
S303 School of Nursing
Columbia, MO 65211
lmiller@missouri.edu
(P) 573/884-9542
(F) 573/884-4544

Hector Molina
Director Hispanic Ministry
Archdiocese of St. Louis
20 Archbishop May Drive
St. Louis, MO 63119
(P) 314/792-7890
(F) 314/792-7898

Sergio Muñoz
St. Louis Community College
1017 Olive Street
St. Louis, MO 63101
smunoz@slate.work.state.mo.us
(P) 636/464-30004
(F) 314/622-3232

N

Sherry F. Nelson
Human Development Specialist
Marion County Courthouse Room 201
100 S. Main Street
Palmyra, MO 63461
Nelson@missouri.edu
(P) 573/769-2177
(F) 660/785-2533

P

Virginia Elizabeth Padilla
Language Access Metro Project (LAMP)
8050 Watson Road Suite 128
St. Louis, MO 63119
vpadilla@ccstl.org
(P) 314/878-4259
(F) 314/842-1303

Ana Beatriz Paul
Director
Catholic Family Services-Hispanic Services
2647 Ohio Street
St. Louis, MO 63118
bpaul@ccstl.org
(P) 314/773-6100

Huyen Pham
Associate Professor
School of Law
University of Missouri-Columbia
306 Hulston Hall
Columbia, MO 65211
PhamH@missouri.edu
(P) 573/882-8113
(F) 573/882-4984

Ana Pizarro
Catholic Family Services-Hispanic Services
2647 Ohio Street
St. Louis, MO 63118
apizzaro@ccstl.org
(P) 314/773-6100

R

Magarita Rademacher
Jackson County Family Court
3100 Main Street
Kansas City, MO 64111
Margarita_v_Rademacher@osc.state
(P) 816/735-0624
(F) 816/753-0978

Gwen Richtermeyer
University of Missouri—Kansas City
4747 Troost Street
Kansas City, MO 64110
richtermeyer@umkc.edu
(P) 816/235-6343
(F) 816/235-2947

Ann Rynearson
Senior Vice President
Director of Cultural and Community Services
International Institute of St. Louis
3654 S. Grand
St. Louis, MO 63118
rynearsonc@intlinst.org
(P) 314/773-9090f
(F) 314/773-6047

S

Marjorie Sable
Director of Doctoral Studies/Associate Professor
Associate Dean for Research and Graduate Studies
School of Social Work
College of Human Environmental Sciences
University of Missouri—Columbia
726 Clark Hall
Columbia, MO 65211-4470
sablem@missouri.edu
(P) 573/882-0914
(F) 573/882-8926

Judy R. Shreves
Hazelwood School District
15875 New Halls Ferry
Florissant, MO 63031
jshreves@hazelwoodschools.org
(P) 314/953-4994
(F) 314/953-4956

Elizabeth Slosar
Director of Economic Development
International Institute of St. Louis
3654 S. Grand Blvd.
St. Louis, MO 63118
slosarb@intlinst.org
(P) 314/773-9090 ext. 156
(F) 314/773-4081

Becky Smith
Director
Migrant Even Start Project
2806 Matthew Drive
Sedalia, MO 65301
Bsmith1ms@sbcglobal.net
(P) 660/829-0713

T

James Michael Topolski
Director
Evaluation, Policy and Ethics Division
Missouri Institute of Mental Health
5400 Arsenal Street
St. Louis, MO 63139
topolski@mimh.edu
(P) 314/539-5176
(F) 314/340-5736

V

Corinne Valdivia
Research Associate Professor
Department of Agricultural Economics
Social Sciences Unit
University of Missouri—Columbia
200 Mumford Hall
Columbia, MO 65211
valdiviac@missouri.edu
(P) 573/882-4020
(F) 573/882-3958

Christina Vasquez Case
Graduate student
University of Missouri-Columbia
00257Hsb Floor #3
Kansas City, MO 64108
ladyc@socket.net
(P) 573/808-4067
(F) 660/882-8527

W

Suzanne Walker
Assistant Professor
Department of Sociology and Anthropology
Southwest Missouri State University
901 S National Ave.
sew841f@smsu.edu
(P) 417/836-6358
(F) 417/836-6416

Marcia Wilderman
Program Manager
Interpretation Services
International Institute of St. Louis
3654 S. Grand Blvd.
St. Louis, MO 63118
wildermanm@intlinst.org
(P) 314/773-9090 est. 179
(F) 314/773-4081

James Wirth
Human Development Specialist
Outreach and Extension
University of Missouri
833 N. Boonville Street
Springfield, MO 65802
wirthj@missouri.edu
(P) 417/862-9284

Eileen Wolfington
AmericaCorps VISTA volunteer
Economic Development
International Institute of St. Louis
3654 S. Grand Blvd.
St. Louis, MO 63118
wolfingtonone@intlinst.org
(P) 314/733-9090 est. 194
(F) 314/733-4081

Roger Worthington
Assistant Professor
Department of Educational and Counseling
Psychology
University of Missouri—Columbia
16 Hill Hall
Columbia, MO 65211
worthingtonr@missouri.edu
(P) 636/970-3000
(F) 636/279-3310

Z

Suzanne Zemelman
Consumer and Economic Specialist
St. Charles County University of Missouri
Extension
260 Brown Road
St. Peters, MO 63376
zemelmans@missouri.edu
(P) 636/970-3000
(F) 636/279-3310

Ann Ziebarth
Associate Professor
Department of Design, Housing, and Apparel
University of Minnesota
240 McNeal Hall
Saint Paul, MN 55108
aziebart@che.umn.edu
(P) 612/625-8795
(F) 612/624-2750

APPENDIX I

Cambio de Colores (Change of Colors) – Latinos in Missouri
Neighbors in Urban and Rural Communities

March 12 – 14, 2003
University of Missouri - Kansas City

2003 Conference Program

Day 1 – Wednesday, March 12, 2003

10:00 a.m. – Noon   Registration
10:00 a.m. – Noon   Viewing of Posters and Table Displays
12:00 – 1:00 p.m.   Conference Welcome

Co-Chairs and Panelists:
Dolores Arce-Kaptain, Director, Alianzas; Co-chair 2003 Cambio de Colores
Dr. Elson Floyd, President of the University of Missouri
Dr. Martha Gilliland, Chancellor of the University of Missouri-Kansas City
Domingo Martínez, International Agriculture, University of Missouri-Columbia; President, HLAFSA

1:10 – 2:10 p.m. Kansas City Latinos: Past, Present, and Future

Bring participants to the same "page of understanding" concerning Latino (im)migration to the U.S.,
specifically to Missouri and Kansas. This will involve an examination of the census and demographic
information, as well as reports of personal experiences.

Moderator: Corinne Valdivia, Research Associate Professor, Department of Agricultural Economics,
University of Missouri-Columbia

Panelists:
- Steve Driever, Professor of Geography, University of Missouri-Kansas City
  " Demographic and Census Trends of Latinos in the Kansas City Area" (PDF, 175 kb)
- Thomas Longoria, Associate Professor, Department of Public Administration, University of Kansas,
  "Latinos in Kansas: Demographics and Implications for Governance"
- John Glaser, Pastor, Pilgrims of Peace, Community of Christ
- Melinda Lewis, Special Projects Coordinator, El Centro, Inc.

2:10 – 2:20 p.m. Refreshment Break. Viewing of Posters and Table Displays

2:20 – 3:50 p.m. Health Care Panel
Discuss the current status of health care for Latinos in the Midwest and what is being done to make it more
accessible to Latino (im)migrants.

Moderator: William Chignoli, Ph.D., Director, La Clínica
- Public Health: Impact on the Future
  Joy Williams, Chief, Office of Minority Health, Department of Health and Senior Services
- Federal and State Assistance on Community Health Clinics
  Harold Kirbey, Rural Health and Primary Care, Missouri Department of Health and Senior Services

- Ensuring Women and Children's Health for the Next Generation
  Kay Libbus, Ph.D., RN, Professor, University of Missouri-Columbia; Sinclair School of Nursing
- Assessment of State Law: Regulations and Practices
  Manuel Navarro, Recruiter, Boone Hospital Center
- Diabetes: New Researches, Prevention, and Treatment
  David W. Moskowitz, MD, MA (Oxom), FACP Molecular Medicine

4:00 – 5:20 p.m. CONCURRENT PANELS – I
Panel: The Latino Workforce: Its Contributions and Potential
Discuss the employer-worker relationship, legal issues affecting workers, and how Latino workers' potential and entrepreneurial aspirations can be realized.

Moderator: Sergio Muñoz, St. Louis Community College
Panelists:
- Latino Entrepreneurship: Realizing Entrepreneurial Aspirations?
  Patricia G. Greene, Ph.D., Ewing Marion Kauffman/Missouri Chair in Entrepreneurial Leadership, Henry W. Bloch School of Business and Public Administration
- Immigrant Workers in the Global Economy
  Judith Ancel, Professor, University of Missouri-Kansas City Labor Studies; President, Cross Border Network
- Impact of the U.S. Immigration Law on the Latino Workforce
  Mira Mdivani, Immigration Law Practice, Klamann & Hubbard, P.A.
  Clyde McQueen, President and CEO, Full Employment Council

Panel: Financial Security

Identify and discuss the financial services that are available to Latinos in the Midwest, as well as the means to access capital. Communicate the subjects of remittances, consumer protection and/or fraud, as well as the lack of employee benefits that Latinos receive. Examine the opportunities that exist to increase savings and develop retirement planning, such as Individual Development Accounts and Savings.

Moderator: Alan Corbet, Executive Director, Growth Opportunity (GO) Connection
Panelists:
Kevin Shields, Community Affairs Specialist, Division of Supervision Consumer Protection, Federal Deposit Insurance Corporation-Kansas City Region
Julie Riddle, IDA Program Director, Heart of America Family Services
Ian Bautista, Deputy Director,El Centro, Inc.
Steve Galvan, Senior Vice President, Industrial State Bank

5:30 – 6:30 p.m. CONCURRENT WORKSHOPS – II
Identify what has occurred in the past year to answer the questions posed at the 2002 conference, as well as what is presently being done to accommodate the needs acknowledged by each of the conference themes.
A. Education
B. Employment, Financial Security, Housing
C. Health Care
D. Mental Health
E. Immigration

6:30 – 7:00 p.m. Poster Presentation

7:00 p.m. Dinner and Cultural Event
El Grupo Atotonilco, a Mexican folkloric dance troupe based in Kansas City.
Presented by Maria Chaurand, Artistic Director
Sponsored by the Mexican Consulate of Kansas City, Missouri
Master of Ceremonies: Domingo Martínez, International Agriculture, University of Missouri-Columbia; President, HLAFSA

Day 2 – Thursday, March 13, 2003

7:00 – 8:00 a.m.   Breakfast
Reporters from the concurrent workshops on March 12th will inform conference participants on the progress that has been achieved since the 2002 "Cambio de Colores: A Call to Action! conference

Moderator: Steve Jeanetta, Community Development State Specialist, University of Missouri Outreach & Extension

8:00 – 9:30 a.m.   Education Panel
Discuss the current status of Latino (im)migrant education in the Midwest and what Missouri's institutions are doing to help children and parents meet their educational goals.

Moderator: Karen Johnson, Migrant Education Center
• No Child Left Behind Act
• Development, Relief, and Education for Alien Minors (DREAM) Act

Panelists:
Dr. Lisa Flores, Department of Education and Counseling Psychology, University of Missouri-Columbia
Dr. Kent King, Commissioner, State of Missouri, Department of Elementary and Secondary Education, Division of Instruction
Dee Beck, Coordinator of Federal Programs, State of Missouri, Department of Elementary and Secondary Education, Division of Instruction
Joe Tillman, State Director, Migrant English Language Learners
Yvonne Vazquez Rangel, Director, LULAC National Educational Service Centers

9:40 – 10:30 a.m. CONCURRENT EDUCATION WORKSHOPS – III
A. No Child Left Behind Act: Question and Answer Session
Dee Beck, Coordinator of Federal Programs, State of Missouri, Department of Elementary and Secondary Education, Division of Instruction
Joe Tillman, State Director, Migrant English Language Learners
B. Post High School Opportunities
Jorge Zapata, Assistant Director of CAMP, Crowder College
C. How to Develop English as a Second Language (ESL) Programs
Yolanda Zapata, ESL Teacher, Westport High School
Charlotte Daniels, Content ESL Teacher, Monett High School
D. Community and Parent Involvement
Karen Johnson, Education Consultant, Title 1-C Migrant Education Program
Alma Villagrana, Misión Hispana de la Iglesia Metodista Grupo Superación
E. Bilingualism
Carmen Bartlick, Migrant Even Start Program, Sedalia, Missouri
Nancy Castillo Gutiérrez, Bilingual Cultural Exchange Program for Educators
Judith Martínez Díaz, Bilingual Cultural Exchange Program for Educators
Selene Torres Aguiano, Bilingual Cultural Exchange Program for Educators
Alicia Miguel, Director, English as a Second Language, Kansas City Missouri School District
F. Translation/Interpretation in the Courtroom
Phyllis Launius, Juvenile and Adult Court Programs, Office of the State Courts Administrator
G. Teaching in the Classroom
Sandra Del Río, Teacher, John Fiske School
H. Encouraging Latino Engineers and Latino Students with Physical Disabilities
Tom Marrero, College of Engineering, University of Missouri-Columbia
I. LEP Obligations in Education
Office of Civil Rights, United States Department of Education
- Document: Final LEP regulations issued by the Department of Justice

10:30 – 10:45 a.m. Refreshment Break. Viewing of Posters and Table Displays

10:45 a.m. – Noon   Mental Health Panel
Define mental health and the challenges and misconceptions that it poses. Examine its importance to a Latino client and the measures that are being taken to accommodate non-English-speaking clients.

Moderator: William Chignoli, Ph.D., Director, La Clínica
Panelists:
Judge Christine Sill-Rogers, Associate Circuit Judge, Division 31, Jackson County. Circuit Court-Kansas City.
Renee Valdovino, Therapist, Rose Brooks Shelter
Iberty Gedeon, LPC, Bilingual Family Therapist, Mattie Rhodes Counseling and Art Center

12:15 – 1:45 p.m. Lunch
Speaker: LTC (Ret.) Consuelo Kickbusch, Founder, Educational Achievement Services

Literary Contest Award
Moderator : Karen Johnson, Title 1-C Migrant Education Program

1:50 – 3:10 p.m. Post-September 11, 2001: Immigration Law and Civil Rights Panel
Communicate how the events of September 11, 2001, have impacted the civil rights of Latinos.
Moderator: Sylvia Lazos, Professor of Law, William S. Boyd School of Law, University of Nevada-Las Vegas
• Respecting the Rights of Mexican Nationals
Fernando Gonzalez Santoyo, Consul, Mexican Consulate in Kansas City
• Counterterrorism and the Latino Community Since September 11th
Michele Waslin, Senior Immigration Analyst for the National Council of La Raza:
• Needed reforms to Immigration Law, Post-September 11th
Anna Williams Shavers, Professor of Law, University of Nebraska-Lincoln
• Law Enforcement and Latinos: A Report Card
Leigh E. Herbst, Assistant Professor, University of Nebraska-Omaha
• Does the Latino Vote Really Matter in Missouri?
Honorable Marvin Singleton, Senator of the State of Missouri

3:20 – 4:20 p.m.   CONCURRENT WORKSHOPS – First Session – IV
Foster brainstorming among participants on what activities or recommendations for legislation should be done in the time between the 2003 and 2004 conferences.
Immigration

A. Immigration Law Basics Post-September 11th: Question and Answer Session
Suzanne Gladney, Managing Attorney, Legal Aid of Western Missouri
Teodoro García, Jr., Law Offices of Stephen M. Kirschbaum

B. Family Separation and Deportable Aliens Post-September 11th
Nancy Malugani, Community Activist, Columbia, MO
Anna Williams Shavers, Professor of Law, University of Nebraska-Lincoln

C. The Impact of the Hoffman Case on Litigation of Undocumented Workers
Rogelio Lasso, Professor of Law, Washburn University, University of Missouri-Kansas City
Huyen Pham, Associate Professor, University of Missouri-Columbia School of Law

D. The 2003 Farm Bill - Changes in Food Stamp Benefits
Jody Cornwell, Assistant Deputy Director, Division of Family Services
Judith A. Davenport, School of Social Work, University of Missouri-Columbia
Entrepreneurship

E. *Realizando el Sueño Americano*: Helping Latino Immigrants Become Homeowners through Education and Access to Capital
Lending Programs for Nontraditional Buyers
Ian Bautista, Deputy Director, El Centro, Inc.
Albert Hernandez, Loan Program Manager, El Centro, Inc.
Homebuyer Education and Pre-Post Purchase Preparation
Licha Ibarra, Homebuyer Education Coordinator, El Centro, Inc.
Health Care

F.   Diabetes: Demographics and Tendencies Among Latinos
Jo Anderson, Manager, Missouri Diabetes Control Program, Missouri Department of Health and Senior Services

G.   Documented and Undocumented Limited English Proficiency (LEP) Clients; Resources Available to Minorities
Maria Smith, Investigator, Office for Civil Rights, United States Department of Health and Senior Services
Maria Carpena, Health Program Representative II, Office of Minority Health, Missouri Department of Health and Senior Services
- Document: Final LEP regulations issued by the Department of Justice

H. Health Issues, Concerns, and Barriers to Health Care for Latinos in Southwest Missouri
Suzanne E. Walker, Assistant Professor of Anthropology, Department of Sociology and Anthropology, Southwest Missouri State University
Susan Dollar, Assistant Professor, School of Social Work, Southwest Missouri State University
Christina Vazquez Case, Ph.D. candidate, Department of Rural Sociology, University of Missouri-Columbia; Research Assistant, St. Louis University
Mental Health

I. Substance Abuse
Luis Córdova, International and Missouri Certified Substance Abuse Counselor, National Mental Health Association Safe Schools/Healthy Students Action Center.
Political Participation

J. Latino Voters: The Untapped Resource
Elida Cárdenas, Kansas City Chronic Disease Coalition
Antonio Ramírez , Attorney at Law
Leo Prieto, Central States Coordinator, United States Hispanic Leadership Institute
Honorable Marvin Singleton, Senator of Missouri
- Document: 2003 Legislative Agenda for Missouri Latina/os

4:30 – 5:30 p.m. CONCURRENT WORKSHOPS – Second Session – V

Immigration

A. Immigration Law Basics Post September 11, 2001: Question and Answer Session
Suzanne Gladney, Managing Attorney, Legal Aid of Western Missouri
Teodoro García, Jr., Law Offices of Stephen M. Kirschbaum
B. Missouri Driver's Licenses for Immigrants Post-September 11, 2001
Lynda Callon, Director, Westside Community Action Network (CAN) Center
Pat Williams, University of Missouri Outreach & Extension
Michele Waslin, Legislative Analyst, National Council of La Raza, Washington, D.C
Ezekiel Amador, Missourians for Safer Roads

C. Law Enforcement and Racial Profiling
Leigh E. Herbst, Assistant Professor, University of Nebraska-Omaha: Racial Profiling: Patrol Experience
Dee Al-Mohammed, University of Missouri-Columbia School of Law

Gary Maddox, Director, Law Enforcement Training Institute
- Document: Racial profiling hot spots in Missouri

D. The 2003 Farm Bill - Changes in Food Stamp Benefits
Jody Cornwell, Assistant Deputy Director, Division of Family Services
Judith A. Davenport, School of Social Work, University of Missouri-Columbia
Entrepreneurship

E. Understanding the Mexican Culture as it Relates to the Immigrant Workforce
Havaca Rose Johnson, Diversity Outreach Developer, Workforce Development Board of Western
Missouri, Inc.
Housing

F. Private and Public Partnerships for Affordable Housing
Mark Stalsworth, Manager, Homeownership Department, Missouri Housing Development Commission
Sandy Goodwin, Senior Deputy Director, Fannie Mae
Macie Houston, Regional Director, Housing and Urban Development
Ana Velázquez-Stone, Community Organizer, Old Northeast, Inc.
Health Care

G. MC+ for Documented and Undocumented Children
Kim Lynch, Outreach Coordinator, MC+ Advocacy Project, Legal Aid of Western Missouri
Katherine Weno, J.D., MC+ Advocacy Project, Legal Aid of Western Missouri

H. Dental Health for Latino Children
Michael McCuniff, DD, MS, Associate Professor and Director of Outreach, Department of Dental Public
Health and Behavioral Science, UMKC Dental School
Mental Health

I.   Domestic Violence
Judy González, Phys.D., LMFD, Executive Director, Mano a Mano; Forest Institute – Southwest Missouri
Elena Morales, Counselor; Founder, Mujeres Unidas Saliendo Adelante (MUSA)

J.   Depression as it Relates to the Family and Adolescents
Ana Maria Bellatin, Ph.D., Therapist, Mattie Rhodes Counseling and Art Center
Derrick Willis, Coordinator, Office of Multicultural Affairs, Missouri Department of Mental Health;
Regional Coordinator, Division of Comprehensive Psychiatric Services

K.   Reaching Out to Latino Families with Developmental Disabilities
Irene Martínez, Director, Fiesta Educativa
Olga Suro, Parental Advocate for Latinos with Developmental Disabilities, Los Angeles, California

5:30 – 6:00 p.m.   Viewing of Poster and Table Displays

6:00 – 7:30 p.m.   Dinner
Kanwarpal Dhaliwal, Project Coordinator
New Americans Community Campaign

7:30 – 8:30 p.m.   Entertainment
Marimba Yajalon, an authentic Mexican marimba quartet based in Kansas City.

Day 3 – Friday, March 14, 2003

8:00 – 9:00 a.m. Breakfast

8:00 – 9:00 a.m. Speaker: Honorable Kay Barnes, Mayor of Kansas City

9:05 – 10:40 a.m. LEARNING STATIONS – VI
Learning stations are based on the idea that participants will benefit from being exposed to a wide variety of ideas and experiences, not just those in which they are skilled or interested. The 20-minute learning stations, which will be repeated four times, present a multitude of best practices and programs that participants can replicate in their own communities.

A. 2003 Hispanic Legislative Agenda
Elida Cardenas, Kansas City Chronic Disease Coalition
Antonio Ramirez , Attorney at Law, St. Louis, Missouri
Sylvia Lazos, Professor of Law, William S. Boyd School of Law, University of Nevada-Las Vegas
-Documents: 2003 Legislative Questions and Agenda for Missouri Latina/os

B. Parent Involvement in Education
Maria Jackson, LULAC National Educational Service Centers

C. Talking to Law Enforcement about Racial Profiling
Leigh Herbst, Assistant Professor, University of Nebraska-Omaha (Law Enforcement and Latinos: A Report Card)
Gary Maddox, Director, Law Enforcement Training Institute
- Document: Racial profiling hot spots in Missouri

D. Financial Security: Individual Tax Identification Numbers (ITIN), Money Smart Program
Liz Kelderhouse, Community Affairs Officer, Division of Supervision and Consumer Protection, Federal Deposit Insurance Corporation-Kansas City Region
Kevin Shields, Community Affairs Specialist, Division of Supervision Consumer Protection, Federal Deposit Insurance Corporation-Kansas City Region

E. Collaborative Learning Across Borders: Partnering Students, Faculty, and Community (presentation) (Also available: narrative)
Alice Kuehn, Associate Professor, Sinclair School of Nursing, University of Missouri-Columbia

F. Ensuring Meaningful Access for Limited English Proficiency (LEP) Clients
Maria A. Smith, Investigator, Office for Civil Rights, United States Department of Health and Senior Services
Office for Civil Rights, United States Department of Education
- Document: Final LEP regulations issued by the Department of Justice

G. How to Become an Active Citizen
Leo Prieto, Central States Coordinator, United States Hispanic Leadership Institute
Genaro Ruiz, Economic Development Specialist, Hispanic Economic Development Corporation
Ianthe Jackson, Communications Director, Office of United States Representative Kenny Hulshoff

H. Educating Latino Immigrants on Their Legal Rights and Obligations
Jamie Thompson, Consumer and Family Economics Specialist, University Outreach and Extension
Dee Al-Mohammed, University of Missouri-Columbia School of Law
- Documents: Missouri Laws,   Law Enforcement Flyer

I. Internet Communication: Bridging the Gap
Stephanie Goad, Project Coordinator and Web Editor, Missouri Multicultural Network; National Center for International Education, Missouri Southern State College
Domingo Martínez Castilla, Information Chair, 2003 Cambio de Colores

J. Improving Access to Social Services by Latinos
Maria E. Carpena, Health Program Representative II, Office of Minority Health, Missouri Department of

Health and Senior Services
Roberto Parra, CSAC II, Substance Abuse Counselor, Guadalupe Centers, Inc.

K. Helping Workers to Advocate for Their Rights
Judith Ancel, Professor, University of Missouri-Kansas City Labor Studies; President, Cross Border Network (Immigrant Workers in the Global Economy)

L. Rent Smart: How to Acquire and Keep Affordable Housing
Marsha Alexander, Regional Environmental Design Specialist, University Outreach and Extension
Carole Bozworth, Regional Consumer and Family Economics Specialist,
University of Missouri Outreach and Extension

M. Developmental Disabilities: Resources for Individuals and Parents
Irene Martinez, Executive Director, Fiesta Educativa, Los Angeles, California
Jenny Hatfield-Reed, Parental Outreach Coordinator, Missouri Developmental Disabilities Resource Center, UMKC Institute for Human Development
Olga Suro, Parental Advocate for Latinos with Developmental Disabilities, Los Angeles, California

N. Latino Immigrants and the Media: Covering the Whole Story
Peter Morello, Assistant Professor, Communication Studies Department, University of Missouri-Kansas City
Kanwarpal Dhaliwal, Project Coordinator, New Americans Community Campaign

10:50 a.m. – 12:20 p.m.   Setting Goals and Outcomes for 2004
Develop an agenda of specific, do-able actions that will be compiled into a "booklet". Establish a follow-up discussion/event that would utilize these actions, such as a mini-conference in September (the halfway point between the 2003 and 2004 conferences) and/or a Legislative Day.
Moderator:
Steve Jeanetta, Community Development State Specialist, University of Missouri Outreach & Extension

12:20 a.m. – 12:30 p.m.   Summing Up
Review the conference's accomplishments and identify the challenges that lie ahead.
Dolores Arce-Kaptain, Co-Chair, 2003 Cambio de Colores
Sylvia Lazos, Co-Chair, 2003 Cambio de Colores

12:15 – 12:30 p.m.   Farewell and Invitation to the Cambio de Colores 2004 Conference
Dr. William Chignoli, Ph.D., Director, La Clínica

2003 Conference Organizing Committee

- Co-Chair: Dolores Arce-Kaptain, Alianzas
- Co-Chair: Sylvia Lazos, Professor of Law, William S. Boyd School of Law, University of Nevada - Las Vegas
- Coordinator: Katy Haas, Alianzas
- Financial Chair: Christiane Quinn, HLAFSA
- Information Chair: Domingo Martínez Castilla, International Agriculture, MU; President of HLAFSA
- Logistics Coordinator: Lucy St. John, MU Conference Office
- Sponsorship Chair: Linda Taylor, UMKC Center for the City

Planning Committee

- Marsha Alexander, University of Missouri Outreach & Extension
- María Carpena, Missouri Department of Health and Senior Services
- William Chignoli, La Clínica
- Jenny D'Achiardi, Alianzas
- Judith Davenport, MU School of Social Work
- Celeste Eby, UMKC Center for the City
- Alejandra Gudiño, MU Research Reactor, HLAFSA
- Jinny Hopp, University of Missouri Outreach & Extension
- Steve Jeanetta, University of Missouri Outreach & Extension
- Karen Johnson, Migrant Education Center
- Melinda Lewis, Special Projects Coordinator, El Centro, Inc.
- Danny Moritz, State of Missouri – Department of Social Services
- Sergio Muñoz, St. Louis Community College
- Jamie H. Thompson, University of Missouri Outreach & Extension
- Corinne Valdivia, MU Agricultural Economics, HLAFSA
- Pat Williams, University of Missouri Outreach & Extension
- Ann Winston, Don Bosco Nationalities Center

2003 Conference Sponsors

Funding that made the conference possible came from the following sources:

- Alianzas
- University of Missouri System
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- University Outreach and Extension
- University of Missouri-Columbia
  Office of the Chancellor
  Office of the Provost
  Office of Minority Affairs, International Programs, and Faculty Development
  School of Law
  Hispanic and Latin American Faculty and Staff Association (HLAFSA), University of Missouri-Columbia
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- Great Plains Energy
- Mexican Consulate in Kansas City, Missouri
- DST Systems
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APPENDIX II

Cambio de Colores (Change of Colors) – Latinos in Missouri
Gateway to a New Community

10-12 March, 2004
Millennium Center
University of Missouri-St. Louis

2004 Conference Program

Day 1 - Wednesday, March 10, 2004

10:00 AM – Noon : Registration
                               Viewing of Posters and Table Displays
12:00 - 1:00 PM
Conference Welcome

> Opening Words: Kay Gasen, Conference Co-Chair, UMSL
> Remarks: UM System President Elson S. Floyd (represented by David Russell,   University
> Relations: Dr. Floyd addressed the conference the following day, at 12:30 p.m.).
> Remarks: UMSL Chancellor Thomas F. George
> About the Conference: Domingo Martínez, Conference Co-Chair, HLAFSA, MU

1:00 - 2:15 PM
Plenary - Change and Wellbeing: Gateway to New Communities in Missouri

> Demographic, social, and economic changes experienced in St. Louis and Missouri. How
> organizations and proactive policies have benefited communities.
> Moderator: Corinne Valdivia, Social Sciences Unit & HLAFSA, MU
> Presenters:
> * Ann Rynearson, International Institute, St Louis: Hidden Within the Melting Pot: Hispanics in 1970 St. Louis
> * Daryl Hobbs, Office of Social and Economic Data Analysis, MU: Latinos in St. Louis Today
> * Patricia M. York, Mayor of St. Charles, Missouri: The St. Charles Amigos Program
> * Carlos de la Peña, La Clínica, Latino Health Centers: La Clínica, Beyond Healthcare

2:20 - 3:35 PM
Plenary - Youth, Families, and Communities. Latino Youth and Juvenile Delinquency: Should We be Concerned?

> Panelists who work in the juvenile justice community present statistics on Latino youth involvement
> in the court system, case studies, and experiences working with youth, families, and communities.
> Moderator: Anne Dannerbeck, MU School of Social Work
> Panelists:
> * Margarita Rademacher, Deputy Juvenile Officer; Sixteenth Judicial Circuit-Family ourt Division, Jackson County, Missouri
> * Mary A. Márquez, Director, Legal Services; Sixteenth Judicial Circuit-Family Court Division, Jackson County, Missouri

3:40 - 4:10 PM
Break and Poster Displays

4:10 - 5:30 PM
BREAKOUT SESSIONS (Concurrent)
Breakout 1: Change and Wellbeing - Research: Rural Communities: Diversity, Vulnerabilities and Opportunities
Moderator: José Luis García, Community Food Systems and Sustainable Agriculture Program & HLAFSA, MU
Presenters:

- Juan Marinez and Víctor García, Michigan State University.   New Latino Farmers in the US Heartland: An Example of a Growing Trend in US Agriculture
- Cornelia Flora and Jan L. Flora, Iowa State University.   Bridging and Bonding Social Capital in Communities with Latin In-Migrants.
- Pedro Dozi and Corinne Valdivia, MU: Livelihoods, Vulnerabilities, and Opportunities in Rural Missouri

Breakout 2: Youth, Families, and Communities - Research: Cultural Influences on Behavior and Adaptation of Latino Families.
Moderator: Deborah Burris, Office of Equal Opportunity, UMSL
Presenter:
- Jamaine Abidogun, Assistant Professor, Southwest Missouri State University. Monett, Missouri – Cultural and Educational Interactions.
- Anne Dannerbeck, Marjorie Sable and Jim Campbell.   Mechanisms of Acculturation for Hispanic Immigrants: Family Planning Exchanges, Attachments, and Bridges.

Breakout 3: Change and Wellbeing - Workshop: The experience of the AMIGOS Program in St. Charles
Moderator: Sergio Muñoz, St. Louis Agency on Training and Employment (SLATE)
Presenters: Anna Chandler, Francisco "Paco" Martínez, Members of Amigos, St. Charles, Missouri.

Breakout 4: Education - Panel: Recruitment and Retention Issues in Higher Education
Moderator: Hortencia Kayser, Professor and Associate Dean, Saint Louis University
Presenters:
- Lorenzo Covarrubias, SLU: Student Demographics in the State of Missouri
- Ana Pizarro, MSW Catholic Community Services, International:The High School Senior and Preparing for College
- Ismael Batancourt, International Programs, SLU: Issues in Undergraduate Education Recruitment & Retention
- Hortencia Kayser, SLU. Issues for Graduate School Recruitment & Retention

Breakout 5: Civil Rights - Panel: Workers Issues
Moderator: Rogelio Lasso, School of Law, UMKC
Presenters:
- Miguel P. Madrigal, Attorney, Missouri Commission on Human Rights, Process for Filing Complaints with the Commission of Human Rights
- Aldo Caller, Attorney, Employer Abuse of Undocumented Workers.

Breakout 6: Health - Panel: Cultural Factors Affecting Reproductive Healthcare Decisions of Hispanic/Latina Women.
Moderator: Kay Conklin, MU

Presenters:
- Marjorie Sable, James Campbell, Anne Dannerbeck, Judith Davenport, Karina Galve-Peritore and Patrick Peritore, MU: The Role of Knowledge and Attitudes on Family Planning Behaviors and WIC Utilization Among Hispanic Immigrants in Missouri: Results from Focus Groups
- Ruthann M. Gagnon, Planned Parenthood of the St. Louis Region: Cultural Factors Affecting Reproductive Healthcare Decisions of Hispanic/Latina Women
- Patricia Rapplean, St John's Mercy Health Care, St. Louis: Teaching Hispanic Couples the Creighton Model: Experience from St. Louis & St. Charles Counties

5:30 - 6:00 PM
Cash Bar-Reception

6:00 - 7:00 PM
Dinner

7:30 - 9:00
Cultural Event: Latin American Rainbow
Music and dances of different cultures and countries of Latin America.
Performed by St. Louis groups. (Nelly Patiño, Artistic Director.)

Day 2 - Thursday, March 11 2004

7:30 - 8:30 AM
Continental Breakfast

8:30 - 9:45
Plenary: Gateway to Educational Success for Latino Students: Challenges, promises, and predictions

Moderator: Mary D. Cohen, U.S. Education Department Secretary's Regional Representative (Region VII)
Commentary by Brady Deaton, Provost and Executive Vice Chancellor for Academic Affairs, MU
Panelists:
- Linda Espinosa, MU College of Education & HLAFSA, and former Co-Director of the National Institute for Education Research.
- Shawn Cockrum, Migrant English Language Learner (MELL) Program, Missouri Department of Elementary and Secondary Education (DESE)
- Dr. Kerry Crist, Education Policy Advisor, Governor of Missouri
- Lisa Flores, MU College of Education & HLAFSA

9:50 - 11:05
Plenary: Derechos Civiles: Latinos, Civil Rights and Homeland Security
Moderator: Rogelio Lasso, School of Law, UMKC
Panelists:
- James Klahr, Assistant Attorney General for the State of Missouri: Racial Profiling in Missouri
- Huyen Pham, MU School of Law:The Policy and Legal Problems with Local Enforcement of Immigration Laws
- Joseph P. Berra, Mexican-American Legal Defense and Education Fund: Racial Profiling

11:05 - 11:20 AM
Break and Poster Displays

11:20 AM - 12:20 PM
BREAKOUT SESSIONS (Concurrent)

Breakout 1: Change and Wellbeing - Research: Economic Integration of Latino/as: Financial Services, Asset Building, and Business Development
Moderator: Sergio Muñoz, St. Louis Agency on Training and Employment (SLATE)

Cambio de Colores 2004: Latinos in Missouri: Gateway to a New Community

Presenters:

- Gwen Richtermeyer, UMKC: Listening to Latino Business Owners.
- Eileen Wolfington, International Institute of St. Louis; Margaret S. Sherraden, UMSL & Washington University, Betsy Slosar, Economic Development, International Institute of St. Louis: Financial Services and Asset Building among Latinos in Missouri

Breakout 2: Civil Rights - Q&A Session on
Legislative Issues of Interest to Latinos in Missouri
Moderator: Huyen Pham, MU
Presenter: Assistant Attorney General James Klahr, Office of the Attorney General of Missouri.

Breakout 3: Education - Workshop:
From Theory to Reality: Best Practices in Education, the Southwest Missouri Way
Moderator: Karen Johnson
Presenters: Charlotte Daniel, and High School Students from Southwest Missouri.

Breakout 4: Education - Panel:
Higher Education and Latinos: Engaging Faculty and Students.
Moderator: Patricia Somers, College of Education, UMSL
Presenters:

- Roger Worthington, MU: How People from Different Backgrounds Experience University Life.
- Dolores Arce Kaptain, Alianzas: Enrolling Higher Education Faculty in Research and Education for the Latino Immigrant Population
- Laurence Kaptain, UMKC: Higher Education Faculty in Research and Education for the Latino Immigrant Population from a Faculty Perspective

Breakout 5: Health - Research & Consumer Panel: Perceptions of Healthcare Quality
Moderator: Christina Vasquez Case, MU and SLU
Presenters:

- Christina Vasquez Case, Rex Campbell, Santosh Krishna, Andrew E. Balas. MU and SLU: Perceptions of Health Care Quality: Does Culture Matter?
- Followed by a panel of consumers that will share their experiences.

Breakout 6: Youth Families and Communities - Best Practices: Latino Youth Development Programs (Report)
Moderator: Anne Dannerbeck, School of Social Work, MU
Presenters:

- Janette García, Girl Scouts-Heart of Missouri Council, uniquely ME! A Girl Scout Self-Esteem Program for the Latino Community, made possible through grants from Unilever Corporation.
- Linda Manning, Developing Responsive Programs for Latino Youth, El Centro Latino, Columbia, MO.

Breakout 7: Change and Wellbeing - Workshop: The State of Latinos in Missouri

Presenter: William L. Elder, Office of Social and Economic Data Analysis (OSEDA, UO/E),   The Demographics of Latinos in Missouri- What we know and what we could know

12:30 - 2:00 PM
Lunch
UM System President Elson S. Floyd briefly addressed the conference.
Keynote Speaker: Sylvia Lazos, Professor, William S. Boyd School of Law, University of Nevada-Las Vegas
Crouching Tiger, Hidden Jaguar: The Future of Latinos in the U.S.

2:00 - 3:15 PM

Plenary: Hablamos Juntos: We Talk about Health
Moderator: Louise Miller, School of Nursing, MU
- Kym Hemley, Missouri Foundation for Health, Introductory Remarks
- Sarah C. Cunningham, Executive Director, Central Nebraska Area Health Education Center; P.I.,

    Hablamos Juntos program

3:20 - 4:35 PM
BREAKOUT SESSIONS PM1 (Concurrent)

Breakout 1: Change and Wellbeing - Panel: Universal Values: Perception and Realities
Moderator: Stephen Jeanetta, MU & HLAFSA
Presenters:

- Noor Azizan-Gardner, Diversity Coordinator, MU: Universal Values – An Obstacle to Embracing Diversity
- Teresa Guess, Sociology, UMSL

- Sandra Hodge, Community Development, MU: Deliberation and Diversity: Understanding Differing Values and Building Public Knowledge in SW Missouri

- Juan Marinez, Michigan State University: Changing Faces of our Communities: Latino/Hispanic People Of Michigan

Breakout 2: Change and Wellbeing - Panel:
Hispanic Leadership in St. Louis: Cultural, Political, and Business Environments
Moderator: Rafael Nun, St. Louis Hispanic Chamber of Commerce
Presenters:

- Luz María Zywiciel, Hispanic Chamber of Commerce: The Impact of the Hispanic Business Owner
- Jaime Torres, Saint Louis Community College; Hispanic Leaders Group of the Greater St. Louis (Anthony Ramírez presented.)
- Susana Hamilton, Arts & Treasures from Latin America, St. Louis

Breakout 3: Civil Rights - Panel: The CLEAR & DREAM Acts and other Immigration Issues
Moderator: Rogelio Lasso, School of Law, UMKC
Presenters:
- Vanessa Cárdenas, National Immigration Forum: CLEAR and Comprehensive Immigration Reform
- NCLR: The DREAM Act
- Ed Leahy, Immigrants Rights Network of Iowa-Nebraska: Immigration Policy and Practice: Legislative Updates and Grassroots Organizing in Immigrant Communities

Breakout 4: Education - Panel: From Research to Practice to Policy: Education for Young English Language Learners
Organizer: Linda Espinosa,College of Education & HLAFSA, MU
Presenters (Panelists):
- Shawn Cockrum, Director of the Migrant Education and English Language Learning (MELL) project for the State of Missouri
- Becky Smith, Director, Migrant Even Start Project

Breakout 5: Health - Research Panel:
Health Interventions with Hispanics in the Midwest
Moderator: Louise Miller, School of Nursing, MU
Presenters:
- James Topolski, Missouri Institute of Mental Health: Substance Abuse Treatment Admissions for Midwestern Hispanics: The 1992-2000 Treatment Episode Data Set.

- Suzanne Walker and Susan Dollar, Southwest Missouri State University: Quantitative & Qualitative Findings - Research from Southwestern Missouri.

- Santosh Krishna (presenter), Christina Vasquez Case, Andrew Balas, SLU: Health Interventions: Do They Work?

Breakout 6: Education - Workshop: ESOL for Adult Immigrants CANCELLED

Breakout 7: Youth, Families, and Communities: Mentoring workshop where presenter will discuss how to start and run a mentoring program for Latino youth. Moderator: Ana Pizarro, MSW Catholic Community Services
Presenters:
- Virginia Braxs, Hispanic Community & Student Groups Liaison Volunteer Programs, Dept. of Romance Languages & Literatures, Washington University
- Ana Beatriz Paul, Catholic Family Services, Centro Hispano,   After School Mentoring Programs - Hispanic Immigrant Youth Group

4:40 - 5:55 PM
BREAKOUT SESSIONS PM2 (Concurrent)

Breakout 1: Change and Wellbeing - Workshop on Multiculturalism, Missouri Latinos and Cross-Cultural Tips
Organizers and presenters:
- Patrick Williams, UO/E, Springfield
- Jim Wirth, UO/E, Springfield

Breakout 2: Youth, Families and Communities - Panel: Community Level Approaches to Helping Latino Families
Moderator: Hortencia Kayser, SLU
Presenters:
- Sherry F. Nelson, Human Development Specialist, Marion County, Disaster Preparedness Outreach for Hispanic Populations in Missouri
- Ann Ziebarth, University of Minnesota, Central Campesino - Housing Migrant Workers
- Donna Martin, Farmington Area Office, USDA Rural Development, Missouri,   Helping Communities with Facilities and Services for the Latino Population. Assisting Citizens and Documented Immigrants with their Housing Needs.

Breakout 3: Civil Rights - Workshop: Protecting Your Consumer Rights
Moderator: Suzanne Zemelman, Extension Consumer & Family Economics, UO/E
Presenter: Laura Krasser, Assistant Attorney General for the State of Missouri

Breakout 4: Education - Workshop:
English Language Learners Classroom and Community
Organizer/presenter: Sandra Anderson, Migrant and English Language Learning Specialist, Cooperating School Districts of St. Louis: The Community in the ELL Classroom and the ELL Classroom in the Community.

Breakout 5: Health - Research/Practice:
Developing Regional Strategies for Improved Culturally Competent Care
Presenters:
- Deborah Ayuste, SLU: Medical Training, Changing Demographics, and Latino Healthcare: The Case of Saint Louis University School of Medicine
- Maria Carpena: Partnership to Improve Quality Care for Hispanic Seniors
- Kym Hemley, Missouri Foundation For Health: Discussion: The CLAS Challenge - Supporting Organizational, System & Clinical Strategies.

Breakout 6: Change and Wellbeing - Panel:
Role of the Church in Grassroots Responses to New Immigrant Needs
Moderator: Ann Rynearson, International Institute
Organizer: Hector Antonio Molina, Jr., Director of Hispanic Ministry, Archdiocese of St. Louis

Breakout 7: Health - Workshop: Skills Building, Cultural Assessment, and Interpreters
Moderator: Louise Miller, School of Nursing, MU
Presenters:
- Ruthann Gagnon: Considering Cultural Assessment in a History & Physical Assessment
- Nicole Lopresti and Vicky Padilla, LAMP (Language Access Metro Project of St. Louis): Working with Interpreters

With the support of Lewis & Clark Bicentennial Commission and Harris-Stowe State College, and the participation of the "Club Candela" and the "Solución Latina" band, a free special Latin Dance event was organized.

Day 3 - Friday, March 12, 2004

7:30 - 8:30 AM
Continental Breakfast

8:30 - 9:45 AM
Learning Stations
Mini-workshops and presentations to develop new skills and learn about different programs and projects. Each learning station lasts 20 minutes, and is repeated three times in succession. Participants may attend three stations.
- Education: "Family Education Programs which Provide Parent Outreach Support to Become Active Participants in Children Education." Judy R. Shreves, Hazelwood School District.
- Education: "Using the 'New Americans Program' to Educate Communities about the Challenges of Immigration." Cathy Anderson, Jewish Vocational Services.
- Education: "Fiesta Educativa." Jenny Reed, Institute for Human Development, UMKC.
- Change and Wellbeing: "Traditional and Non-Traditional Apprenticeship Programs." Don Reese ATR, CWDP and Kimberly Davis ATR, U.S. Department of Labor.
- Change and Wellbeing: "Integration of Colombian Refugees into Existing Latino/a St Louis Communities." P. Ariel Burgess, International Institute of Metro St. Louis.
- Change and Well-being: "Teaching English to Adult Spanish Speakers." Anita Barker, International Institute of Metro St. Louis.
- Change and Well-being: "Tips and Techniques for Working through an Interpreter." Marcia Wilderman Language Links, International Institute of Metro St. Louis.
- Health: Discussion: "The CLAS Challenge: Supporting Organizational, System & Clinical Strategies." Kym Hemley, Missouri Foundation for Health.
- Health: "Considering Cultural Assessment in a History and Physical Assessment." Ruth Ann Gagnon, Planned Parenthood of the St. Louis Region.
- Health: "Working with Interpreters." Nicole Lopresti and Vicky Padilla, LAMP (Language Access Metro Project of St. Louis).
- Health: "Incorporating Cultural Assessment into Health." Christina Vásquez Case, Saint Louis University.
- Youth, Families and Communities: "Available Assistance and How to Apply for USDA Rural Development Loans/Grants for Communities and Individuals." Cathy Coffman, Hillsboro Local Office, Rural Development, USDA.

9:45 - 11:00 AM
Strengthening Communities around Critical Needs: New Communities of Practice
Dialogues, break out by each of the five themes, exploring what has been learned, identifying the issues that remain unaddressed and setting an agenda for future research and action.

Discussions summaries reported in this session:
- Change & Wellbeing
- Civil Rights
- Education
- Health
- Youth, Families, and Communities

11:00 AM - 12:15 PM
Plenary Closing Session
Moderator: Handy Williamson, Vice Provost for Minority Affairs, International Programs and Faculty Development, MU
- Representative Kathlyn Fares, Chair, Missouri House of Representatives Appropriations Education Committee, will open the plenary: "Tips on Addressing Policy Makers on Educational Concerns of a Diverse Community."
- Steve Jeanetta, coordinator: Rapporteurs from each theme will present a brief summary of the Communities of Practice discussions.
- Tom Henderson, interim Vice Provost for Extension and Director of Cooperative Extension, UO/E: Closing Comments.

     Co-Chairs final messages.

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Executive Commitee

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- Co-Chair: Domingo Martínez Castilla, Research Associate, International Agriculture; Hispanic and Latin American Faculty and Staff Association (HLAFSA), University of Missouri-Columbia (MU)
- Financial Chair: Christiane Quinn, HLAFSA
- Content Co-Chair: Corinne Valdivia, Agricultural Economics - Social Sciences Unit & HLAFSA, MU
- Content Co-Chair: Stephen Jeanetta, Community Development & HLAFSA, MU & University Outreach & Extension (UO/E)
- Dolores Arce-Kaptain, Director, Alianzas, University of Missouri – Kansas City (UMKC), UO/E

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- Sponsorship Chair: Rafael Nun Marín, President, Hispanic Chamber of Commerce of Metropolitan St. Louis.
- Conference Manager - St. Louis: Noel Koranda, Continuing Education and Outreach, UMSL
- Conference Manager - Columbia: Cindy Hazelrigg, MU Conference Office
- Coordinator: Katy Haas, Alianzas

Theme Chairs

- Youth, Families, & Communities: Anne Dannerbeck, MU School of Social Work
- Health: Kym Hemley, Missouri Foundation for Health, St. Louis; Louise Miller, MU School of Nursing
- Education: Linda M. Espinosa, MU College of Education & HLAFSA; Dolores Arce-Kaptain, Alianzas
- Civil Rights: Rogelio Lasso, UMKC School of Law; Huyen Pham, MU School of Law
- Change & Wellbeing: Corinne B. Valdivia, MU; Stephen C. Jeanetta, MU; Sergio Muñoz, St. Louis Agency on Training and Employment (SLATE)

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- Nelly Patiño, artistic director of the cultural event
- Laura Cárdenas, designer of the 2003 and 2004 *Cambio de colores* logos
- The Hispanic Leaders Group of Greater St. Louis

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