

Latinos in Missouri

Connecting Research to Policy and Practice, Hoy y Mañana

Proceedings of the 2005 annual conference



Edited by

Stephen Jeanetta and Corinne Valdivia

Cambio Center

University of Missouri—Columbia

With the assistance of Andrell Bower and W. Pate McMichael

Stephen C. Jeanetta, *Assistant Extension Professor in Rural Sociology, State Extension Specialist for Community Development Process, University of Missouri—Columbia*

Stephen Jeanetta's skills include fostering the development of community organizations, creating community plans, addressing land-use issues and analyzing community infrastructure. Since 1992, Jeanetta has committed much time and energy to developing neighborhood organizations and small nonprofit corporations. Jeanetta's community development experience includes work in both rural and urban areas in Missouri and the Amazon region of Brazil, where he was a fellow in the International Leadership Development Program sponsored by the Partners of the Americas and the Kellogg Foundation. Jeanetta is a certified planner with the American Institute of Certified Planners, a member of the American Planning Association and executive director of the Missouri/Para Chapter of the Partners of the Americas. He is a founding fellow of MU's Cambio Center. He holds a Ph.D. degree in adult education from the University of Missouri--St. Louis and an M.A. degree in community and regional planning and a B.S. in international affairs from the University of Nebraska-Lincoln.

Corinne Valdivia, *Associate Professor of Agricultural Economics, Division of Applied Social Sciences, University of Missouri—Columbia*

Professor Valdivia specializes in economic and rural development. She focuses on how individuals, families and communities adapt to change and how information can support the process of building strategies that are resilient and improve well-being. Valdivia, along with colleagues from MU, initiated Cambio de Colores in 2002. She is a founding member of MU's Cambio Center and serves on its executive board. Her research with Latino families focuses on livelihood strategies, processes of economic integration, economic impacts and effects of community climate and gender on asset accumulation and well-being. She directs a three-year research project on asset-building strategies of newcomers in three new settlement communities in Missouri. She also collaborates with faculty in Mexico focused on sending and receiving communities. Internationally, most of her research and outreach takes place in the Andes of Peru and Bolivia, and in East Africa, especially Kenya and Uganda. Her focus is decision-making, risk management and pathways for technological uptake and market integration that lead to sustainable livelihoods. She directs the Interdisciplinary Minor in International Development of the Graduate School. She is associate director of International Agriculture Programs in the College of Agriculture Food and Natural Resources at MU, director of the interdisciplinary minor in International Sustainable Agriculture and Natural Resource Management Collaborative Research Support Program.

About the Cambio Center

The Cambio Center is an interdisciplinary organization established in 2004 to:

- Provide education and enhance the welfare of all residents of Missouri in the context of the dramatic demographic changes that result in dynamic, multicultural and diverse societies
- Develop a premier source of knowledge, scholarship, outreach and education to respond to the effects of globalization
- Support sustained research to understand the immigration process particularly in Missouri and in the Midwest in general
- Provide knowledge and best practices to facilitate integration of economically vulnerable newcomers to Missouri and the Midwest and prepare all citizens for a diverse society
- Provide a scholarly base from which to extend the Cambio de Colores initiative beyond organizing the annual conferences to sustaining immigration-related research and the outreach work of the University

Cambio de Colores

Latinos in Missouri: Connecting Research to Policy and
Practice, *Hoy y Mañana*
Proceedings of the 2005 annual conference

Edited by Stephen Jeanetta and Corinne Valdivia, Cambio Center
University of Missouri—Columbia
With the assistance of Andrell Bower and W. Pate McMichael
Published by the Cambio Center, 2009

Foreword

The University of Missouri is proud of its close association with the Cambio de Colores Conference. We were host to the groundbreaking, three-day event that took place in March 2002 and again for the 2005 conference.

It is, indeed, a privilege for me to introduce the reader to the third proceedings of the Cambio de Colores Conference, this one from 2005, which Linda Espinosa of our College of Education and Stephen Jeanetta with our Agricultural Extension Division co-chaired. We are fortunate to have Jeanetta and Corinne Valdivia, who served as the content coordinator of the conference, as editors of this highly informative and engaging account of the conference proceedings.

As a land-grant institution, MU is committed to exploring, inquiring and addressing issues and problems facing all Missourians. The Latino population almost doubled in Missouri in the period from 1990-2000, and that rapid growth continues. The focus of the conference was to discuss issues related to the current Latino immigration to the state, and the main goal was to contribute to a smooth and lasting integration of the new population.

The significance of studying immigration as an important global force; appreciating the cultural diversity; learning more about access to jobs and health care; and recognizing the need for preschool and after-school programs, including literacy and English as a second language, is great and urgent.

Herein, we provide a record of the conference, where participants discussed these changes and growth challenges, better understood the opportunities these demographic changes brought to this state and shared relevant scholarship and best practices for the betterment of all citizens of Missouri, certainly including the emerging Latino population.

Brady J. Deaton, Chancellor
University of Missouri—Columbia

Preface

This conference, the fourth Cambio de Colores, started out in response to an urgent need in our state—to better understand the demographic changes occurring in Missouri and their impact.

We knew our places were changing. We had demographic data that showed rural places saw large increases in Latino populations. Some communities saw increases of as much as 2,000 percent. Cambio de Colores was launched so we could better understand what these changes meant for Missouri communities, our local and state economy and our social service and health care systems; encourage research on these topics; share best practices; and facilitate new relationships.

Cambio de Colores encouraged all of us whether we were conducting research, providing services, developing public policy, enforcing laws or educating our residents about these sweeping demographic changes.

The first year we held the Cambio de Colores conference, the organizers identified a handful of people who were actively engaged in research related to demographic changes in Missouri. That first conference was in Columbia and explored issues affecting the state. After subsequent conferences in Kansas City, home of the oldest and largest Latino community in Missouri, and St. Louis, a place with a diverse immigrant population, we have learned much. Now is the time to explore ways our work the past three years can help shape public policy.

The past four years have witnessed an explosion of activity in Missouri. The first year we held this conference, we had difficulty finding people who could talk about what was happening in Missouri. Now, literally dozens of projects are ongoing, and researchers and practitioners are involved in some great collaborations. This year, we issued a call for presenters that yielded more than 50 proposals, most of which originated in Missouri. This is a remarkable transformation and points to our increased capacity to understand the issues affecting Missouri. Some of them are highlighted in this conference proceedings. I like to think this program has helped to stimulate that research and collaboration, but at least it facilitates sharing knowledge.

The opening of the Cambio Center on the MU campus in 2004 enhanced our capacity to conduct additional research and facilitate collaboration on these issues. The center now serves as the permanent home for the conference and will coordinate the research and outreach efforts of this campus and provide a vehicle for linking the research efforts happening to the outreach efforts going on through the Extension Alianzas project.

In 2005, the program focused on research and practice efforts that impact policymaking and shape the practices communities are implementing. The primary questions were:

- To what extent is research affecting policy, and what kinds of programs and practices are resulting from research efforts?
- What are the policy implications of current and ongoing research efforts?
- What are the key issues or policies you would like to see developed in the next year?
- What resources are needed to address these issues?

This year, we really wanted to start thinking about and discussing how the work we have done so far could be used to shape effective policy. These proceedings are a reflection of the discussions we had. As you look through the presentation abstracts and the papers, you might think about the policy implications of the things we have been learning.

Stephen Jeanetta, 2005 Cambio de Colores conference co-chair

Contents

Introduction	1
Abstracts	3
Youth, Families and Community	4
Latinos in Missouri: Connecting Research to Policy and Practice—Hoy y Mañana	4
Newcomer, Settler and Second-Generation Hispanic/Latino Audiences: Delivering The Right Programs To The Right Audiences.	5
Latino Parents and The Context of Reception for Child Rearing in the United States	6
Running Successful Extension Camps for Hispanic Children: From Program Planning to Program Delivery for a One-Week Day Camp.	7
Patriarchal Perceptions of the Use of Birth Control Methods Among Recent Hispanic Immigrants in Boone County, Mo.	8
Catholic Family Services—Southside: Hispanic Family Counseling Project	8
Sending Communities: The Stories of Women and Migration in Rural Communities	9
Health	10
Creating a Model for Training in Medical Interpreting and Cultural Competency	10
Assessing the Needs of Persons with LEP in Assessing Family-Planning Services in Missouri	11
Tobacco is Targeting Our Youth Latinos	11
Secondhand Smoke: A Worksite Rights Issue for Hispanics in the Service Industry	12
Academic and Community Collaboration through the Salud para la Vida (Health for Life) Project	12
The Impact of the 1996 Welfare, Medicaid and Immigration Reform Legislation on Access to Health Care for Low-Income Latina Women	13
A Confessional Tale of Diabetes in a Latina Woman	13
Binational Health Week	14
Diabetes Education by Phone to Hispanic Populations Using an Automated Call Center	15
Community Partners for Parkinson Care: Linking Local Parkinson's Disease Resources with Diverse and Underserved Communities	17
Cultural Competency and Mental Health in the Hispanic Community of Jackson County, Mo.	17
Factors Influencing Family Planning Decision-Making Among Hispanic Immigrants: Results from Focus Groups, Q-sort and Survey	18
Childhood Obesity	19
Social Factors Impacting Health in Southwest Missouri's Immigrant Latino Population	19
Obesity Prevention in the Hispanic Community	20
The Cambio Center: Toward a New Model in Latino and Latin-American Studies	20
Education	20
No Child Left Behind—Where are we now?	20
Including Migrant Students in No Child Left Behind	22

How to Create a Partnership that Works for your Community: The After-School Program	22
Minority Scholarships: Social Need versus Legality	23
Enrolling and Retaining Latinos in Higher Education: Practical Considerations	23
What Happens to a Dream Deferred?—The Case of Undocumented Students	23
Latino and Latina Psychology Research: A Trend Analysis of Five Professional Journals	24
Latino Student Organizations	25
Trends in the Perception of School Climate and Community Satisfaction in Areas Receiving Hispanic Migration in Missouri During the Past 15 Years.	25
Increasing Undergraduate Research Experiences to abet Graduate Persistence for Underrepresented Students	26
Improving Academic Achievement among Hispanic Students.	27
Opening Academic Doors for Hispanic Students with Study Technology	27
Shifting Immigration Trends in Missouri and Implications for the No Child Left Behind Act	29
Strengthening Home-School Communication with PPP	29
The Hispanic Challenge Challenged: A Positive Interpretation of the Hispanic Presence in the U.S. and Midwest	30
Latino Entrepreneurs in Missouri: Policy Implications for Small Business Assistance Programs	30
<i>Change and Well-being</i>	30
Medline	31
Hispanos in la Prensa: Reactions, Perceptions, and Coverage of Missouri's Black Press Toward Latino/Hispanic Growth	31
Cash Assistance Patterns for Noncitizens in Missouri	32
The Use of Internet Mapping as a Tool to Support Latino Population Change Assessment and Community Decision-Making	32
The Criminalization of Immigration Law	33
Latinas Overcoming Social Class Obstacles	34
Responding to Weather Warnings—A Particular Challenge to the Non-English Community	35
Understanding Latinos' Economic Livelihoods, Civil Rights and Opportunities in Missouri to Inform Policies to Achieve Well-Being	35
The Context of Reception and Latinos in Missouri Communities	35
Selected Papers	37
Fostering Change for Immigrant Latinos Through Radio Communications: The Case of a Central Missouri Community	38
The Nature and Extent of Latino Immigrants' Communication with Their Children About Sexual Issues	45
Bilingual Education	56
Immigration Reform: Comprehensive Solutions for Complex Problems	58
Presenter Directory	71
Program	75

Introduction

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

- **Change and Well-being**, which addresses topics of economic, social and political change and their effects on well-being.
- **Youth, Families and Community**, which focuses on issues of family, youth, and community development and well being as newcomer families integrate into the communities in which they settle.
- **Civil Rights**, which addresses a broad set of topics, including: racial profiling at the state and community level, federal immigration policy and the perspectives of the state and knowing your rights.
- **Health**, which includes issues of both mental and physical health such as access to services, cultural competencies and providing health services.
- **Education**, which addresses issues that span from early childhood to higher education, including access, approaches, best practices and cultural competencies.

The conference sessions consisted of presentations of research and best practices by theme, as well as plenary discussions relevant to all participants and networking sessions. These proceedings present abstracts and extended papers on some of the topics covered. A call for abstracts and papers served as the basis for selecting the papers and presentations in these proceedings. Additionally, this publication records presentation topics and offers a list of conference participants. Our hope is that these proceedings will provide useful information about the topics the conference addressed and serve as a reference both for and to the presenters. If you would like more information about a presenter's work, contact him or her and learn more and perhaps collaborate and share in future activities.

The first part of this document is abstracts organized by topic themes we identified in the call for abstracts.

Second are these selected papers:

- Fostering Change for Immigrant Latinos through Radio Communication: The Case of a Central Missouri Community
- The Nature and Extent of Latino Immigrants' Communication with their Children about Sexual Issues.
- Bilingual Education
- Immigration Reform: Comprehensive Solutions for Complex Problems

The final section is the directory of presenters which provides the contact information necessary for following up with presenters and other conference participants. Contacts are 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 subsequent proceedings.

Cambio de Colores began in 2002. Our aim was to elicit a "call to action!" The first publication, *Cambio de Colores: Immigration of Latinos to Missouri*, is an important resource about the changes Missouri was facing highlighted by the 2000 Census. It also provides some of the community stories and strategies developed to address the challenges resulting from the rapid growth of Latino newcomers. A major focus was nonmetro Missouri, and the conference highlighted one important fact: Latino growth

was happening in every county of our state.

The second publication, *Latinos in Missouri: Gateway to a New Community*, is a proceedings of the conferences in 2003 and 2004. Cambio de Colores in Kansas City (2003) focused on metro regions, with a special focus on the oldest Latino city in our state. The patterns of settlement and political power in this city contrasted with those of the Cambio de Colores conference in St. Louis (2004). The Latino population was dispersed in St. Louis. While an older population of Latinos established itself in the 1950s, changes were emerging in cities such as St. Charles. Here, the established Anglo community developed approaches such as the Amigos program to address changes and facilitate integration.

Cambio de Colores returned to Columbia in 2005. The theme of the 2005 conference was “Connecting Research to Policy and Practice.” It provided an opportunity to look at how we could leverage research efforts and best practices in our organizations and communities to inform and help shape public policy. We expect this, and subsequent proceedings, to be a resource to anyone interested in Latinos and changing communities. We intend the document to serve as a resource for strengthening networks and communities of practice, and for understanding challenges and identifying opportunities. We also want to refer you to the online library at cambiodecolores.org, where you can find additional papers and presentations from 2002 through 2007.

Lastly, we need to recognize the critical role of the planning committees and subcommittees in the call for abstracts and revision and in setting up the sessions. We recognize the roles of the executive committee in overseeing the conference and content and of the institutions and private sectors that support Cambio de Colores, including the University of Missouri System, MU Extension and Alianzas. Five Cambio conferences ago, as we welcomed our first Cambio de Colores participants, we said in our welcome that we encouraged all to think about what we can do together. We had, and continue to have, participants from all over the state, the Midwest and beyond. Communities continue to share their experiences, community-based organizations serve children and families and institutions work tirelessly, in hard times of budget cuts, to build inclusive communities. As we believed then, diversity is our strength, and at every Cambio de Colores since 2002, participants have expressed the diverse voices of our state. Cambio de Colores, we believe, is about people, ideas, opportunities to strengthen what we do on a daily basis and efforts to build healthy, pluralistic and thriving rural and urban communities.

Thanks to W. Pate McMichael and Andrell Bower, our technical editors, for their excellent work on the publication, to all the contributors for willingly reviewing their contributions, to Pedro Dozi for the excellent maps included in this edition that nicely follow up on those in the previous publications and to the co-chairs of Cambio de Colores 2005, Stephen Jeanetta and Linda Espinosa. We appreciate your comments.

Corinne Valdivia and Stephen Jeanetta

Abstracts

Cambio de Colores kicks off

*Victoria Okoye
Adelante Staff*

Columbia mayor Darwin Hindman said the 2005 Cambio de Colores was significant in a city that seeks diversity.

“Columbia, like so many other cities, is experiencing rapid growth in its Latino population, and we welcome that,” he said. “We’d like to have as much diversity in Columbia as we possibly can,” he told the crowd of more than 200 participants.

Hindman and MU representatives welcomed attendees to the fourth annual conference at the University of Missouri—Columbia March 30, 2005.

The year’s theme, “Connecting Research to Policy and Practice,” demonstrated the conference’s mission to apply research to Missouri and the Midwest communities.

Tom Henderson, MU vice provost and director of cooperative extension, said the conference was a “privilege and an opportunity

to help the next set of people coming to our country.”

“These individuals want to become part of American culture but at the same time maintain their unique cultural identity,” he said during the welcome ceremony.

“The interest of the community communicates a willingness to positively embrace this change,” presenter Linda Espinosa said in an interview after the event. “The impressive part is the good intentions of community government and leaders to prepare for these changes.”

The three-day conference, organized around the themes of change and well-being, education, civil rights, health, and youth, family and communities, was divided into five major sessions devoted to each theme, with breakout sessions each afternoon. A new feature of this year’s conference was additional time between sessions for informal networking.

The conference returned to MU after dates in Kansas City and St. Louis.

Youth, Families and Community

► The Family Conservancy and Ewing Marion Kauffman Foundation

*Dennis Boody, The Family Conservancy
Blanca Perez, Family Focus Program
Adriana Pecina, Ewing Marion Kauffman Foundation*

The Family Focus Program began in 1991 as part of Project Early, an early childhood and family-support intervention program targeted to Latino families on the west side of Kansas City, Mo. The Ewing Marion Kauffman Foundation initiated the program, and the Family Conservancy, then known as Heart of America Family Services, implemented it. The program has evolved to provide family support and parenting education services to nearly 2,000 Latinos each year from the greater Kansas City metropolitan area. The Family Focus Program is regarded locally and nationally as a model of a community-based, culturally competent, Latino family-support program.

The FFP offers classes, activities and services that help new immigrants build support networks and increase their knowledge of child development, parenting and other life skills. Classes are conducted in the areas of prenatal, childbirth, child development, positive parenting, nutrition, English as a Second Language, GED instruction in Spanish and various other life skills. Materials are presented in Spanish and have been developed or reviewed for cultural appropriateness. Knowledge acquisition is measured through pretesting and post-testing. Activities focus on culturally appropriate holiday celebrations. To

eliminate barriers to participation, most classes are provided in the evening with on-site child care and nutritious snacks. Information and referral services are provided as needed.

A parent advisory committee not only gives feedback and direction to the program, including participating in the staff-hiring process, but is also a leadership development tool for program participants. Partnerships with and referrals to both internal and external programs help address additional needs and also help connect consumers more closely to the broader community. The Family Asset Building Program is a program of The Family Conservancy the FFP refers to consumers. The FAB program addresses economic security by providing matched saving accounts and financial education designed to help participants acquire a first-time home, post-high school education or training and small business creation or expansion.

Recently, FFP expanded services with a Substance Abuse and Mental Health Services Administration grant from the U.S. Department of Health and Human Services by partnering with the Kansas City Health Department to create the Esperanza Para Los Niño's program. This "science to service" initiative builds on existing services to parents by targeting Latinas in the first trimester of their first pregnancy. Through intensive home visits, screening, education and training, bilingual case managers establish rapport with new immigrant mothers, who are often isolated. This relationship and the program services focus on maternal mental-health well-being and positive early maternal-child bonding.

A program officer of The Ewing Marion Kauffman Foundation Another will present a perspective on sustainability, local and national funding trends and similar program initiatives. A consumer of FFP might speak about her participation in the program and the impact its services have had on her family.

► Newcomer, Settler and Second-Generation Hispanic/Latino Audiences: Delivering The Right Programs To The Right Audiences *German Cutz, Ed.D., University of Illinois Extension*

This workshop is intended for extension professionals, service providers, researchers, educators or community leaders whose target population is Spanish-speaking. Participants will learn that Spanish-speaking audiences may be divided into: newcomers, settlers and second-generation Hispanics and Latinos, based on the length of time these groups have lived in the U.S. Each group presents distinctive characteristics that require different program planning and delivery methods. Learning how to distinguish each group and determine which kinds of programs are suitable to each group and how each group can be approached might help to develop the right program to the right audience.

This workshop addresses the differences in issues and needs among newcomer, settler and second-generation Hispanics and Latinos. Although these groups were identified in selected counties in Illinois, the general characteristics of each group could apply to other states. Identifying and understanding the differences among these groups helps program planners and service providers choose programs tailored to the needs of each group rather than launching programs for all Spanish-speaking audiences. For example, although newcomers might be concerned about their immigration status, second-generation Latinos and Hispanics might be dealing with issues such as limited educational opportunities or personal identity.

Identifying the characteristics of each group will also help service providers choose the right strategies to work with them. For instance, when approaching newcomers, providers must be aware of their limited English proficiency. It means that an interpreter may be needed if no bilingual staff is available. When working with settlers, an interpreter might not be needed, but asking the participants to take notes in English might not be appropriate.

As part of this workshop, participants will also learn how the needs and roles of family members of each group change as they move from the newcomer to settler to second-generation groups. For example,

a newcomer mother may be easily found at home—usually taking care of children, but a second-generation mother might work as much as her spouse. An understanding of these situations might reveal the kinds of programs that are appropriate for each particular group.

At the end of this workshop, participants will know the general characteristics of newcomers, settlers and second-generation Spanish-speakers and identify the right programs for the right audiences.

► Latino Parents and The Context of Reception for Child Rearing in the United States

Anne Dannerbeck, Marjorie Sable, James D. Campbell and Eleazar Gonzalez, University of Missouri—Columbia Roxana Huaman, Columbia Department of Health

The second and third generation of Latino immigrants have historically not fared as well as their foreign-born parents on many health measures, such as life expectancy, unplanned pregnancy and drug use. To better prepare the children of immigrants for life in the U.S., we need to provide resources to their parents. As part of a larger study on family-planning service acquisition, 100 male and 100 female Latino immigrants in Boone County, Mo., were queried about their concerns regarding children raised in the U.S. and their intentions for addressing sexual-behavior issues with their children.

Acculturation and adaptation from a family planning perspective

*Victoria Okoye
Adelante Staff*

Assessing sex education strategies of Latino families in Boone County was the focus of study for a professor in the MU School of Social Work. Anne Dannerbeck, an assistant research professor at MU, worked with a team of community outreach workers and research consultants to study how first generation Hispanic immigrants prepare their children for life in the U.S., especially in the context of family planning and sexual education.

The study was originally developed by Marjorie Sable, director of doctoral studies and associate professor in the MU School of Social Work, and James D. Campbell, associate professor and director of research in the MU Department of Family and Community Medicine.

“They were motivated by a concern that Latina immigrants have relatively high rates of unintended pregnancies,” Dannerbeck said after the presentation.

Dannerbeck’s study showed that the family is the main educator regarding sexual matters. Eighty-five percent of men and women surveyed

said they would prefer to have their children educated about sex by either “family only” or “mainly family.” But 18 percent of men and 11 percent of women said that they had received information on sex from their family.

“Because at least some of these individuals don’t plan to talk to their children about sex before marriage, we can better understand why Latino teen birth rates have increased in recent years,” Dannerbeck said.

“As teenagers are integrated into U.S. society, they are losing a lot of touch with family,” Dannerbeck said. “We need to support parents in providing information to their kids.”

Dannerbeck said she is planning to use the research over the next year and a half to develop training materials for health-care providers and to design methods that family planning providers can use to better access and communicate with Latino immigrants.

Dannerbeck and her team surveyed 100 females and 100 males, 184 of which were Mexican. The survey questions were asked in face-to-face interviews in the homes of Columbia Latino families in 2003 and 2004. The respondents were 18-45 years of age and had lived in the U.S. five years or less.

This presentation will first describe demographic characteristics of the respondents, such as level of acculturation, education, age and gender, that might affect their views on how to educate their children. These demographic variables will then be related to how immigrants perceive the context of reception for childrearing in the U.S. Then, the respondents' views on the importance of discussing various sexual issues with their children will be presented. Finally, the role of the family and other social institutions in educating children about sexual issues will be discussed.

► Running Successful Extension Camps for Hispanic Children: From Program Planning to Program Delivery for a One-Week Day Camp

Susan Farner, Ph.D., Sheri Seibold, M.Ed. Barbara Farner, M. Ed. Vivianna Abuchar and German Cutz, Ed.D., University of Illinois Extension

The Hispanic population is the fastest growing and largest minority group in the U.S. This rapid population growth is also reflected in the Illinois. The percent of the total Hispanic population has increased from 9.6 percent in 1996 to 13.4 percent in 2002. In this paper, the terms Hispanic and Latino identify persons whose primary language is Spanish and are used interchangeably.

To address this demographic change and to follow the mission statement of the University of Illinois Extension to “provide practical, research-based information and programs to help individuals, families, farms, businesses and communities in Illinois,” Extension must find ways to reach the Hispanic population. To this end, involving Hispanic audiences must become an integral part of the extension philosophy and not be developed as a separate program, which depends on external funding.

University of Illinois Extension is committed to serving Hispanics in Illinois, but the lack of bilingual staff has turned this commitment into a challenge. As of 2004, Extension only employed two native Spanish-speaking and three bilingual professionals. When attempting to serve Latino populations with non-bilingual staff, these questions need to be answered:

- How do should Extension plan and deliver a camp for Latino children?
- What support do nonbilingual Extension personnel need to deliver programs to Hispanic populations?
- How can Extension work to meet the needs of the Hispanic population?

To answer these questions, University of Illinois Extension conducted a descriptive, quantitative study during the summer of 2004 in Joliet, Ill. Participants in this study were Spanish-speaking children 8-12 years old who attended a five-day summer camp called Fun, Food, and Friends. The study also included their parents. To collect data, randomly selected parents participated in a focus group conducted in Spanish. All parents had the opportunity to respond to a written questionnaire at the end of camp. The questionnaire was available in English and Spanish.

The Fun, Food and Friends camp was held at Sator Sanchez School in Joliet from July 19 to July 23, 2004. A total of 94 children participated in the camp. Of the students attending the first day, 80 percent completed the entire camp. Of the children attending any day of camp, 56 percent were female and 44 percent male. Eight-year-olds made up 24.5 percent of the group, 9-year-olds made up 30.2 percent, 10-year-olds made up 18.9 percent, 11-year-olds made up 17 percent and 12-year-old made up 9.4 percent.

Findings of this study demonstrated that established University of Illinois Extension 4-H Youth Development Programs can be offered to Hispanic youth with very little modification. The important issues to address are: recruitment of the young people through a trusted agency, the necessity of Spanish-speaking helpers to support the non-Spanish speaking educators in presenting the program, and commitment of Extension educators and staff to participate and deliver the program.

► Patriarchal Perceptions of the Use of Birth Control Methods Among Recent Hispanic Immigrants in Boone County, Mo.

*Eleazar Gonzalez, Marjorie R. Sable, Anne Dannerbeck, James D. Campbell, University of Missouri—Columbia
Roxana Huaman, Columbia Department of Health*

This paper analyzes patriarchal perceptions of birth-control methods among recent Hispanic immigrants in Boone County, Mo. Most of these immigrants have been living in Boone County for five years or less. The evidence comes from qualitative data based on open-ended questions given to seven focus groups and quantitative data from 100 interviews with Hispanic men and 100 interviews with Hispanic women. This presentation will analyze patriarchal viewpoints of men and women and how these perceptions influence their choice of birth-control methods. Perceptions of birth-control methods are culturally embedded in relationships. The results of this research justify the implementation of educational programs that would encourage gender equality among Hispanic immigrants in U.S. small communities.

► Catholic Family Services—Southside: Hispanic Family Counseling Project

*Ana I. Pizarro, Catholic Family Services—Southside
Courtney Prentis, Washington University
Kerry Younshonis, Southern Illinois University
Bolivar Fraga, St. Louis University*

Southside is one of the locations of the recently formed Catholic Family Services, named after the merger of Catholic Community Services and Catholic Family Counseling. The center plays a major role in the spectrum of social-service providers in St. Louis. The organization was founded in 1983 as Southside Catholic Charities with the primary purpose of providing material assistance to those in need.

Southside has been concerned with the needs of Hispanic families for psychosocial counseling and therapy to address such problems as child- and adolescent-conduct disorders, acculturation discrepancies between parents and children that affect their relationships, marital turmoil, post-traumatic disorders, familial alcohol abuse, sexual abuse and family violence. Southside has also been concerned about the lack of professional development opportunities that would build Hispanic cultural competency among graduate social workers. Not all Hispanic families face severe mental-health problems, of course, but intervention programs are needed to prevent these problems from arising and to reduce their disruption in families once they occur. A substantial increase in the supply of culturally competent mental-health professionals is needed to meet the current needs but also to accommodate the growing Hispanic population over the next decade.

The Hispanic Family Counseling Project was conceived to address these issues with two broad goals in mind. One goal is to provide holistic, evidence-based psychosocial counseling and therapy to Hispanic families and children. Another is to provide intensive training to nine graduate social work students (and allied professions) in culturally competent counseling and therapy with Hispanic families and children.

Graduate students, or fellows, function as clinicians-in-training. They conduct clinical services from assessment to treatment to advocacy to termination. By creating a dynamic, stimulating service environment, our clients are served by professionals-in-training exposed to state-of-the-art knowledge and techniques for treating families and children, and supported by permanent staff.

Services provided are:

- Psychosocial assessments and treatment planning for children, adolescents, adults and families
- Individual therapy for children, adolescents and adults
- Family therapy interventions
- Crisis intervention

- Advocacy, referrals and case coordination
- Psycho educational programs such as anger management, communication skills and parenting
- Youth development such as gang prevention and violence prevention

The workshop will be presented from the point of view of the fellows. They will discuss their observations about the program, their failures, successes, evaluation of the program, what they have learned and how this program benefits them and the community.

► Sending Communities: The Stories of Women and Migration in Rural Communities

Emma Zapata Martelo, Colegio de Postrados Mexico

This presentation will focus on research on women's experiences as their communities change due to migration. Dr. Zapata and the Gender Program have conducted research for many years on the issues affecting labor and livelihood outcomes. This presentation provides a window into the lives of women and their families amid the process of globalization. The focus on rural communities is relevant to Missouri communities because many of the current newcomers to Missouri have Mexican and rural roots.

Centro Latinos: understanding the community-based organizations that serve Missouri immigrant populations

*Alex Rampy
Adelante Staff*

Although Missouri has four Centro Latinos, or community centers for Latinos, many areas in the state still need one, said Eduardo Crespi, director of Columbia's center.

Centro Latinos provide information, services and assistance in the areas of education, law, health and more. Milan, Marshall, Lake of the Ozarks and Columbia all have centers.

Valentina Mensa, who is originally from Argentina, started the Milan program 10 years ago, but the community center began in 2001. The Milan center receives some volunteers from students at Truman State University but is always looking for more volunteers. They help translate and interpret, assist in ESL classes and provide programs for prenatal care. Other programs include teaching about the law, after-school programs and summer programs for boys and girls.

Carrie Tyler is the director of the Marshall center. It became incorporated in 2002 but opened Feb. 2, 2003. Latinos there face language

barriers, transportation conflicts and trouble with immigration status. They have received the NAACP award for community service. They participate in community events such as Miss Independencia and the homecoming parade. OSHA in the U.S Department of Labor has a partnership with the Marshall center because the ConAgra plant, the Cargill plant and new ethanol plants employ many Latinos. OSHA can do inspections and listen to employee complaints.

Enrique Muruato is the director of the Lake of the Ozarks center, which covers Eldon, California, Camdenton and Jefferson City to Lebanon. Its goal is to locate and rent a place for the actual center. Until then, Latinos are invited to participate in various activities such as a cultural fair and a Cinco de Mayo celebration.

Eduardo Crespi, the director of the Columbia location, wrapped up the presentation by making a call for everyone to support their centers by volunteering and organizing. He made an argument for the centers to receive funding and asked that anyone conducting research to contact the directors. In Nebraska, a researcher partnered with a center to develop a grant through which the center gained funding, he said.

Health

► Creating a Model for Training in Medical Interpreting and Cultural Competency

Cathy Anderson, Jewish Vocational Service

The rise of the Latino population and growing numbers of refugees in the Midwest has catalyzed health- and human-service providers to seek training opportunities in foreign language interpretation and cultural competency. A model developed by Jewish Vocational Service of Kansas City for training foreign-language interpreters and their colleagues in the fields of health and social services might be useful for other communities straddling the urban-rural divide. The program provides both an intensive 40-hour training in medical and social services, foreign-language interpretation for beginning and intermediate interpreters and a 16-hour training in cultural competency for social workers and other staff who work directly with LEP communities. As trainers in both programs, we have endeavored to develop approaches that reach rural and urban communities facing increasing needs for language interpretation and cultural competency.

The lower Midwest and other traditionally homogenous regions of the country are witnessing a quiet transformation in education, health care, social services and commerce as more newcomers are permanently settling in the region. Latino immigrants and refugees from Somalia, Sudan, countries of the Middle East, Asia and Eastern Europe, often secondary migrants, are adding to the cultural mix while revitalizing the formerly neglected cities, towns and regions that make up this mostly rural region of the country. Within the last ten years, the Midwest has emerged as a national magnet for Latinos. According to Census figures from 1990 to 2000, the Midwest had an 81 percent increase in its Hispanic population, the largest of the four Census regions from 1990-2000. (Driever, S. 2003)

Qualified interpreters and health providers skilled in cultural competency are essential in guaranteeing equal access to medical, social and legal services. As trainers who travel the roads to rural Kansas and Missouri towns and within the metropolis of Kansas City, we have discovered an enthusiastic interest in the new cultures that are adding to this changing landscape. We have also found that training becomes a fruitful meeting ground for health care providers, social workers and educators as well as community interpreters to learn about new communities from each other. Our course in medical interpreting, "Bridging the Gap," is designed to be taught in English with supplemental materials provided in the participant's target language. Authored and licensed by Cross Cultural Health Care Program of Seattle, Wash., the curriculum provides a solid background for the beginning and intermediate interpreter and is easily adaptable to courses where more than one language pair is represented. Our training in cultural competency, geared toward staff who work with LEP individuals, covers how to work with an interpreter, LEP individuals' rights to an interpreter and how to assess federally-funded programs so they are in compliance with Title VI of the Civil Rights Act barring discrimination on the basis of national origin and language. A major part of the training is devoted to cultural norms as well. Our main goal is to raise the standard of health care and services for LEP newcomers. Our presentation explores best practices in training in the areas of medical interpretation and cultural competency, with a view to recent progress in professionalizing the field of foreign-language interpretation in health care.

Source: Driever, Steven L. (2003) Demographic and Census Trends of Latinos in the Kansas City Area. University of Missouri Cambio de Colores Conference: Kansas City, Mo. Missouri Family Health Council

► Assessing the Needs of Persons with LEP in Assessing Family-Planning Services in Missouri

*Kathleen Brown, Missouri Family Health Council
Ruthann Gagnon, Consultant*

Our intentions are to present the findings of a needs assessment conducted through the Missouri Family Health Council. This needs assessment addresses barriers and challenges, as well as solutions and opportunities, for persons, primarily women, with LEP accessing family-planning services. The findings will address:

- Qualitative information gained from a focus group of family-planning providers coded into six main areas of challenge: cultural, systemic, staff attitudes, resources, logistics and client challenges
- Qualitative information concerning the same challenges gained from focus groups conducted with persons with LEP who are currently clients at family-planning agencies
- Quantitative county-specific data for Missouri on LEP populations, including the number of LEP persons in a given county, change in population over time, age and sex breakdowns, and language(s) spoken
- Quantitative and qualitative information gained from a survey of family-planning providers throughout Missouri concerning LEP issues. The survey will provide basic demographic data in addition to barriers and solutions family-planning providers perceive to be effective ways to deliver service to persons with LEP.
- Analysis of the issue of provider perceptions of the needs of clients with LEP and the needs actually expressed by clients with LEP seeking family-planning services

While this project is specific to family planning, we believe it will be applicable to all health care arenas, provide vital information on addressing and resolving challenges and barriers to providing health care services to, and minimizing health care disparities for, persons with LEP.

► Tobacco is Targeting Our Young Latinos

Stanley R. Cowan, R.S. and Alma Terrazas Hopkins, Missouri Department of Health and Senior Services

Tobacco companies say that whether to use tobacco is an adult decision.

But is it really?

Tobacco industry documents have revealed marketing strategies targeting the Hispanic market, including our youth. Such strategies included:

- Surveys of Hispanic teenagers
- Advertising specific to Hispanics
- Sponsorships for festivals and events
- Grants for community programs
- Increased promotions at convenience stores shown to have higher percentage of customers who are youths

Tobacco industries know they must capture “replacement customers” in order to stay in business. Over 90 percent of tobacco users began the habit before they were of legal age to purchase tobacco. Youths are more easily addicted to nicotine than adults. By the time they reach adulthood, the addiction is firmly established.

Tobacco robs our youth of good health, disposable income, and for half of them, their lives.

What can be done?

- Education

- Cessation assistance
- Increase price of tobacco
- Smokefree policies

► Secondhand Smoke: A Worksite Rights Issue for Hispanics in the Service Industry

Stanley R. Cowan, R.S. and Alma Terrazas Hopkins, Missouri Department of Health and Senior Services

Often, secondhand smoke is seen as merely an annoyance. However, with more than 4,000 chemical ingredients, including 200 toxins and 69 carcinogens, second-hand smoke is a real risk factor for heart disease, lung cancer, stroke, emphysema, asthma and other diseases.

More than three-quarters of white-collar workers have smokefree workplaces. However, only about one in four workers in service industries such as restaurants and bars have the same protection. As a result, waitresses, compared to other women, are 2 and one-half times more likely to die from heart disease and four times more likely to die from lung cancer.

Due to language barriers, newness to a community, low socio-economic status or all three conditions, a service industry job might be the only employment option for many Hispanics. Nationally, the restaurant industry employs 9 percent of the workforce. Hispanics comprise 18 percent of the restaurant workforce. Hispanics are less likely to be provided with employer-based health insurance.

Heart disease is the leading cause of death in the U.S. Hispanic population. Exposure to secondhand smoke is a cause for heart disease. A case study of Helena, Mont., showed a 40 percent reduction for hospital admissions for heart attack during the period their smokefree ordinance was in effect.

Employees should not have to choose between a paycheck and a preventable risk to their health.

► Academic and Community Collaboration through the Salud para la Vida (Health for Life) Project

Susan Dollar, Ph.D., Southwest Missouri State University

Jim Wirth, Ph.D., University of Missouri Extension

Faculty from the School of Health and Human Services at Southwest Missouri State University in Springfield, along with a collaborative group of agencies in Southwest Missouri, received a grant in December 2004 from the Missouri Foundation for Health that addresses Latino health disparities in five rural counties in Southwest Missouri. The targeted counties include rural Barry, Jasper, Lawrence, McDonald and Newton counties, which have a high concentration of low-income Latino residents. Each of these counties is identified as either a geographic or low-income primary care, health professional shortage area. There remains a critical need for bilingual health education to promote prevention of diabetes, asthma, hypertension, heart disease, HIV/AIDS and injury. Latinos also require improved access to services through outreach, clinical screenings and follow-up in primary care clinics and churches.

This three-year interdisciplinary project required extensive planning in order to coordinate activities between academic departments and community-based organizations. A discussion of the collaborative efforts taken to institutionalize the project in each of the rural counties will be discussed, along with lessons learned regarding program planning, implementation and evaluation. The four major project goals will be presented along with the first-year outcomes:

- Development and implementation of an academic rural health course and rural clerkship for health professions students
- Development and implementation of medical Spanish course for health professionals

- Development and implementation of cultural competency workshops in rural locations for health professionals
- Development and implementation of free health fairs to screen low-income Latinos for chronic illness and to provide clinical follow-up as needed. These screenings will include cholesterol checks, blood-pressure checks, vision and weight screenings and educational sessions for participants

These project goals will serve to reduce disparities in health among low-income Latinos, promote improved access to care and support disease prevention and health promotion. Other areas for discussion, which will be addressed in the context of the project goals, include:

- The community collaboration process and issues surrounding project sustainability at the local level
- The evaluation strategy and issues surrounding informed consent and confidentiality
- The process of developing a resource manual, translator training manual and other training materials

► The Impact of the 1996 Welfare, Medicaid and Immigration Reform Legislation on Access to Health Care for Low-Income Latina Women

Laurie A. Grow, University of Kansas

The purpose of this dissertation is to obtain a broad picture of how the 1996 welfare, Medicaid and immigration reform legislation has changed access to social services in the Latino-American community. The controversial reform legislation has redefined the social and economic context in which low-income Latino immigrants seek and receive access to health care and public social services. Although the intent of the reform legislation was to address specific social and economic problems at the macro-level of the social structure, the provisions of the legislation have had unintended, negative effects at the micro-level of the daily lives of the people affected by the policy changes.

I utilize the social constructionist perspective of sociology to analyze data obtained from qualitative interviews. These interviews were with 38 low-income Latina women and five representatives of three social outreach agencies serving the low-income Latino population in Kansas City hospitals.

Using this data, I seek to understand the shifting meaning and significance of immigration and citizenship status in regard to the rights of immigrants to receive social services. I contend that passage of the 1996 welfare reform and immigration reform legislation has altered the social, political and economic context in which immigrants seek access to public health insurance benefits. Furthermore, the rapid recent increase in the Latino population, coupled with rising concern over the costs of the public benefit programs, has increased levels of racial-ethnic competition, prejudice and discrimination against Latinos that impede access to public insurance benefits and health care services.

I also address the adequacy of current resource-utilization models in medical sociology to adequately represent the changed dynamics of access to and use of health resources in a rapidly changing post-modern society. Finally, I examine the issues of welfare and immigration and concepts of universal citizenship and social rights in a post-modern world characterized by global economic networks and transnational migration.

► A Confessional Tale of Diabetes in a Latina Woman

Stephen C. Hadwiger, Ph.D., R.N., Truman State University

Problem

Significant disparities in the prevalence of Type 2 Diabetes mellitus and its debilitating complications

have been found between Anglo-Americans and Mexican Americans (Harris et al., 1998; National Center for Health Statistics, 1999). In addition, the incidence rates for Mexican Americans have increased from 5.7 percent in 1979 to 15.7 percent in 1988 (Burke, Williams, Gaskill, Hazuda, Haffner, & Stern, 1999).

Purpose

The purpose of this cross-cultural, cross-lingual case study was to explore how a Latina woman, who I had perceived as being vulnerable, competently managed her diabetes care.

Methodology

After her participation in an ethnographic interview, I recruited a 52-year-old Latina, Sabrina, into a case study. Certain risk factors made me perceive her as vulnerable:

- She had replaced her insulin with herbal remedies
- She had been treated recently for heart failure
- She could only speak Spanish in a community where health care clinicians only spoke English
- She was unemployed and living with her family on only her husband's income
- She complained about her vision and numbness in her feet
- Her blood sugar was regularly above 200 mg/dl

An interpreter and I visited her weekly for ten weeks and accompanied her to her appointments with physicians. Sabrina maintained daily recordings of her meals, medications and blood sugars.

Findings

Sabrina achieved control of her blood sugar independently of any interventions or teaching from me. Her knowledge was already quite strong with respect to her medications. She explained her improvement "because you were checking up on me every week, and I had to have something to show you." Two significant barriers she encountered were: 1) language differences with respect to health care clinicians 2) fixed family income. Sabrina was adept at navigating around the fixed family income.

However, the health care clinicians were deficient at accommodating language assistance. This deficiency produced potentially critical situations. Lastly, my assumption of her reported symptoms associated with insulin was partially erroneous; she had a better understanding of what insulin was doing to her heart than I did.

Conclusions

This study supports the importance of patients' perception of their illness to the health care clinician. To fully assess the patient's perception of illness, communication must be complete. Communication barriers such as different languages and different cultures impede the clinician's understanding of the patient's perception. The inadequacy of language assistance for Spanish-speaking patients is evident and has critical implications for health care delivery. Lastly, a Latina woman with diabetes was able to develop her own system for controlling her blood sugar in contrast to the ethnocentric perception of health care clinicians who possess the knowledge and the expertise.

► Binational Health Week

Katy Haas, Alianzas

Background

In 2001, the Binational Health Week was established as a partnership between the California-Mexico Health Initiative and the Mexican Ministry of Health and Foreign Affairs. For the next three years, this partnership supported a week of health-related activities intended to improve the health and well-being of migrant and immigrant workers and their families. These health-related activities, held simultaneously

with Mexico's National Health Week, occurred in selected regions of California and in Mexican states with high rates of international migration.

Although the BHW benefits Latinos regardless of their national origin, it targets low-income Mexican communities lacking access to health care. Its purpose is to increase public awareness, understanding and knowledge of services available at the local level regardless of health care coverage or immigration status.

In October 2004, the BHW initiative was expanded to 17 states, including Missouri. This was due to the increasing health challenges of both recent Latino immigrants and the communities receiving them on a national level.

From Kansas City as Missouri's first BHW site, a network of local and statewide community organizations and health care providers was established to share information and resources on migrant health.

The three primary objectives for Missouri's BHW are:

- To ensure that Spanish speakers receive, and non-Spanish speaking health care professionals provide, proper medical care in a culturally appropriate manner
- To elevate migrant/immigrant health care issues as a policy priority in Missouri
- To expand the BHW to other Missouri regions by developing and distributing an implementation model

Binational results

According to a California-Mexico Health Initiative announcement in November 2004, the 2004 BHW was a collective effort in which:

- More than 214,000 people received health interventions in 182 cities and 18 states
- 667 events took place, including more than 70 health fairs and 200 mobile laboratory and consultation units
- At least 670 participating organizations throughout the nation and about 2,800 people donated their time to put the BHW together

Statewide results

- Seven events were held, including two health fairs, a performance on domestic violence awareness and recovery, discussions on mental health and interpreter standards of practice, a festival on healthy habits and nutrition and a reception at the Mexican Consulate
- Nearly 520 people received information from 31 health care professionals
- Nearly 1,500 packets of bilingual health information were distributed
- At least one "English-Spanish Dictionary of Health Related Terms" was presented to 161 hospitals, 214 ground ambulances and 13 air ambulances in Missouri
- More than 25 organizations collaborated in a working network of service providers and community members that continues to grow

Recognizing that health challenges exist beyond a week of concentrated information sharing, BHW in Missouri acts as more than an annual event. It is a movement toward improved health and well-being of migrant and immigrant workers and their families.

► Diabetes Education by Phone to Hispanic Populations Using an Automated Call Center

Santosh Krishna, Ph.D, Ed.S and Gianluca Deleo, Ph.D, St. Louis University

Diabetes is a chronic disease that causes a great deal of morbidity, mortality and poor quality of life for millions of people. It also costs billions of dollars in treatment and other related expenses. Hispanics are twice as likely as non-Hispanic whites to have diabetes and are also at higher risk for diabetes-related

complications and poorer outcomes. In 2002, on average, Hispanic and Latino Americans were 1.5 times more likely to have diabetes than non-Hispanic whites of similar age (CDC 2004). Maintaining good glycemic control is the key to preventing complications but requires education on how to manage it. Since current available resources are limited to providing that education during physician visits only, system barriers such as language and access to care present significant problems for the Hispanics and Latinos in Missouri. A computer and telephone-based automated system has been developed to deliver educational messages by phone to diabetics at regular intervals and at the time of their choice. The following paragraphs provide a description of the diabetes education call center.

The automated call center is capable of providing people with diabetes educational messages in Spanish to a phone number provided by the patient at patients' preferred time of day. This system is an interactive system that allows a person to navigate through, select relevant information, and respond to questions using a telephone. Twenty-four messages can be delivered, sequentially or not. Patients can call the system 24 hours a day and follow the diabetes educational sections based on their interest and need. The system also permits patients to forward the educational messages to their friends and family members in HTML format.

Educational messages are organized into four main topics: diabetes and prevention, glucose level, diet and activity and management and coping. Each main topic is broken down into its relative subtopics. Educational messages allow patients to learn more and get their progressive knowledge assessed by random questions on these topics. Each educational message takes about 4 minutes to be heard. A question is asked halfway during the educational messages to keep the patient's attention in the message. At the end of each message, patients are asked to provide feedback about the general quality of the messages heard. All educational messages in English are recorded and certified by a certified diabetes educator. The messages in Spanish are translated and recorded by a Spanish-speaking person.

Each patient will receive a laminated, pocket sized card with the call center phone number, his or her personal identification number and the list of topics. In the center of the card is the message to remind

Assessing cultural competency

Rachel Higginbotham

Adelante Staff

The first breakout sessions of Cambio de Colores 2005 included "Assessing Cultural Competency," presented by Mary Lou Jaramillo, executive director of the Mattie Rhodes Center, and Cathy Anderson of Jewish Vocational Service, both in Kansas City.

"Cultural competency," according to Okokon O. Udo and cited in Anderson's presentation, "means...that you hold a deep respect for cultural differences and are eager to learn, and are willing to accept that there are many ways of viewing the world."

Anderson and JVS train medical and social-service organizations in cultural competency throughout the state of Missouri. Training in cultural competency includes understanding

common cultural beliefs and practices.

Jaramillo then presented a report released by the Mattie Rhodes Center in 2003, "Cultural Competency and Mental Health Needs of Hispanics in Jackson County, Missouri." The report gathered information on the growing population of Hispanics in the region. A survey was also conducted among the population to realize the needs of the community.

From this information, the Mattie Rhodes Center then developed a set of recommendations for other organizations striving to reach diverse communities.

"Both of these organizations are excellent models," said session moderator Kym Hemley of the Missouri Foundation for Health.

Gayle Laney of Mattie Rhodes added, "The key to cultural competency is humility. We don't know it all, but we're still striving."

patients to call their doctor in case of health emergency. Every time a patient logs into the call center, the same opening general information message is delivered prior to playing any other educational messages. The educational material has been structured so that, in addition to being delivered by telephone, it can also be offered via text and audio on the Internet.

The automated call center is completely secure. Security and privacy policies are addressed in the system by using user identification number and password authentication and firewall policies and by providing varying levels of access to users. For example, patients are allowed to have access to the educational messages from anywhere, but the administrative access is only available to authorized personnel through user and password authentication. The system uses local risk management and intrusion detection alerts through the firewall software to support deterrence. In order to monitor the authorized and unauthorized access, to determine the duration and frequency of the calls and to keep track of the messages patients listened to, the system stores user actions and the times of login and logout.

► Community Partners for Parkinson Care: Linking Local Parkinson's Disease Resources with Diverse and Underserved Communities

Janice McCauley, Cox Medical Center

Community Partners for Parkinson Care is a National Parkinson Foundation program that targets culturally diverse and underserved populations. CCP provides information, supports persons with Parkinson's disease and improves access to care. Parkinson's disease affects at least 1 million Americans. This complex disease can be treated, but education and training of professionals and patients is essential for effective treatment.

Beginning with NPF Centers, networks have been established with local diverse communities in six regions of the United States, three urban and three rural. CPP project directors worked with center coordinators to identify community liaisons and natural helpers in each region. The roles of each of these key players will be discussed at the presentation.

CPP is a four-phase project:

1. Community engagement
Objective:
 - Identifying partners, training in outreach methods, especially to diverse populations, and emphasizing mutual respect
2. Forming community coalitions, developing action plans
Objective:
 - Develop action plan with outreach strategies
3. Implementing outreach action plans
4. Sustaining and integrating community partnerships

Although this is a national program, southwest Missouri has been chosen as one of the rural project sites. The Parkinson's Clinic of the Ozarks and the local NPF Chapter, as the local CPP team, are partnering with NPF and other community-based organizations to provide education, raise awareness and facilitate access to services for Latinos, African Americans and other medically underserved groups.

► Cultural Competency and Mental Health in the Hispanic Community of Jackson County, Mo.

Mary Lou Jaramillo, Gayle Laney and John Fierro, Maddie Rhodes Center

The presentation is based on both research and best practice. The 81-page report contains demographics using Census 2000 cultural competency benchmarks developed by the Center for the

Study of Issues in Public Mental Health and national mental health trends provided by the Surgeon General's Report on Mental Health and the Department of Health and Human Services' "Mental Health, Culture, Race and Ethnicity."

The report also highlights outcome data from Mattie Rhodes Center's adult and child therapy programs, domestic-violence intervention, and parenting groups. In addition, the document provides a survey of Jackson County, Mo., mental-health providers and their capacity to provide bilingual clinical services.

The presentation will consist of 10 minutes of highlights from the agency study; five minutes on how the organization has used the findings to address critical needs, promote networks and increase resources for service delivery to the Hispanic community of Kansas City, Mo.; and five minutes for questions and answers.

The report will focus on local level demographics for the Hispanic population of Jackson County. A brief overview of the status of education, economic, employment and health care conditions for our target client population will be discussed.

► Factors Influencing Family Planning Decision-Making Among Hispanic Immigrants: Results from Focus Groups, Q-sort and Survey

Marjorie R. Sable, Anne Dannerbeck, James D. Campbell, Eleazar Gonzalez and Roxana Huaman, University of Missouri—Columbia

Purpose

This paper reports on research that was conducted to understand some of the underlying barriers to family planning among Hispanic immigrant women and men. The research is part of an effort to improve family planning services and outreach to this population.

Methods

Based on a pool of about 350 self-referent statements gathered in seven focus groups, we constructed a balanced design of 36 statements for a Q-Method Protocol. Each numbered topic had six statements intended to cover the range of effect regarding the issues. These statements were put on numbered cards and administered as Q-Sorts to 70 Hispanics participants: 31 Hispanic men, 34 Hispanic women and five service providers. The Q-Sorts were done in a forced distribution of values that reflect the range from strongly disagree to strongly agree with the following number of cards assigned to each: valences: -5, -4, -3, -2, -1, 0, +1, +2, +3, +4, +5, and numbers of cards: 1-2-3-4-5-6-5-4-3-2-1. Factor analysis was used to analyze the data. Additionally, we administered a survey to 200 Hispanic immigrants, 100 male and 100 female.

Results

The Q-sort factor analysis revealed three factors that provide an interesting spectrum of attitude types. These types represent the range of operant subjectivity, the deep attitudinal basis of decision-making, among Hispanic migrants in Mid-Missouri on the issues of family life, sexuality and birth control and acculturation and on values. These factors are examined in detail to see what they can tell us about Hispanic attitudes toward birth control. This presentation will describe how immigrants perceive the context of these issues and relate differences in views to designing more effective interventions for family-planning outreach and services. For example, the provider must approach the discussion of condom use with delicacy, especially because condom use can be negatively associated with promiscuity. Those serving Hispanic male patients could benefit from promoting condom use by appealing to the men's sense of responsibility as fathers and husbands, and capitalizing on their concern for taking care of

their families. Culturally competent and relevant information about contraceptive methods should be developed that take into account the resistance and traditional attitudes of some of these individuals so services will be accepted and used. Couples counseling that includes the male partner should be provided, and family-planning information should be incorporated into the general health-care environment.

► Childhood Obesity

Ann Ulmer and Jane Mosley, Institute of Public Policy

Childhood obesity has become an important issue in recent years. The Center for Disease Control reported over the past two decades that the percent of overweight children has increased dramatically. Between 1963-1965 and 1999-2002 children aged 6-11 experienced a mean nine-pound increase in weight. For the same time period, the average weight of boys aged 12 to 17 increased by 15 pounds, and the average weight of girls 12 to 17 increased by 12 pounds. Although rates of overweight status have increased among all children, certain racial and ethnic groups tend to be more at risk. The highest rates were found among American Indians/Alaskan Natives at 18.8 percent, African-Americans at 17.6 percent and Hispanics at 16.1 percent. The increase has been particularly alarming among African-American and Hispanic populations; from 1986 to 1988, the prevalence of obesity increased more than 120 percent for these two groups (Missouri Department of Health and Senior Services, 2002).

In this presentation, we use the 2003 Youth Risk Behavior Surveillance Study to provide data on childhood overweight status by race and ethnicity. We focus in particular on the situation of Hispanic children in Missouri compared to Indiana, Kentucky, Nebraska, Ohio, Oklahoma and South Dakota. This data on outcomes is then combined with state school policies from School Health Policies and Programs Study 2000 to determine how a child's Body Mass Index is affected by school, specifically those focused on food service and physical education policies. We are interested in whether such policies have different effects on particular subgroups of children.

► Social Factors Impacting Health in Southwest Missouri's Immigrant Latino Population

Suzanne Walker and Susan Dollar, Southwest Missouri State University,

Paralleling the increase in Latino populations across the United States, Southwest Missouri has experienced a rapid and dramatic rise in Latino immigrants, particularly over the last decade. Documenting some of the challenges and issues precipitated by this immigration in terms of community health and health-delivery systems provided the impetus for our research. We conducted a study on health status, health needs, barriers to health care and health services use by 300 Latino households in four primarily rural counties, Barry, Lawrence, McDonald and Newton. Our data is derived from focus groups and comprehensive surveys in the target counties.

This presentation focuses on the impact of social factors on emotional health, health-seeking behavior and respondents' perceptions of their physical health. Many respondents report that members of their former support network are lacking here in the U.S.; this frequency is significantly higher for males than for females. For all respondents, primary sources of health information and medical advice differs from that in their native country.

The lack of a satisfactory support network is significantly associated with the degree of stress reported at work and indicators of emotional health, such as feeling sad or lonely or being overwhelmed. Likewise, self-reported proficiency in spoken English is negatively correlated with these types of feelings. A knowledge base that includes information on emotional, as well as physical, health and the primary source(s) of health information in a populace is crucial for effective delivery of health promotion and disease prevention programs at community and regional health facilities.

► Obesity Prevention in the Hispanic Community

Joy Williams and Maria E. Cepeda, Department of Health and Senior Services

Some of the major priorities for the Office of Minority Health are to identify health issues, to assist in departmental policy development and to recommend strategies to reduce the increased incidence of obesity in minority communities. Obesity has been linked to many chronic diseases that are affecting the Hispanic community in Missouri, such as diabetes, hypertension, cardiovascular disease, Alzheimer's and some mental-health issues.

To document the current situation, we conducted seven focus groups in Hispanic communities in Springfield, St. Louis, Kansas City, Milan, Marshall, Columbia and Jefferson City. The goal of these small focus groups was to identify and develop viable, culturally sensitive strategies and alternatives that address obesity in the Hispanic population. This session will address opportunities and constraints the Hispanic community has experienced with current health policies on eating and physical activity habits and strategies that foster positive quality of health.

Education

► The Cambio Center: Toward a New Model in Latino and Latin-American Studies

Domingo Martínez, Cambio Center

The recently established Cambio Center — Research and Outreach on Latinos and Changing Communities in Missouri at the University of Missouri— addresses issues related to Latinos in the U.S. as well as Latin-American affairs, but it does so starting as a local response to the changes brought about by globalization. The Cambio Center's main initial thrust is to address—in a multidisciplinary fashion— matters related to the large numbers of Latino workers settling in the heartland. In the international arena, the center plans to contribute to the relationships of state institutions and Latin America, with emphasis in the areas of trade, immigration, education and culture.

In academia across the U.S., Chicano, or Latino, Studies programs are mostly part of American ethnicity studies while Latin-American Studies usually belong with International Area Studies. The presentation will show how the Cambio Center approach is different from those models because it is based on the land-grant mandate to provide for the welfare of the state. The Cambio Center intends, on one side, to contribute to the smooth integration of Latino settlers in the state and the Midwest, and, on the other side, to improve the overall educational offerings of the University for a global stage where economic, cultural, demographic and political relationships with Latin America become more important than ever.

► No Child Left Behind—Where are we now?

Mary Davidson Cohen, U.S. Department of Education

Education is necessary for the growth and prosperity of our country. Satisfying the demand for highly skilled workers is the key to maintaining competitiveness and prosperity in the global economy. A recent report by The Teaching Commission found that raising student achievement directly leads to national economic growth. It could lead to as much as a 4 percent addition, more than \$400 billion, to the Gross Domestic Product over a 20-year period.

Education is primarily a state and local responsibility. Nevertheless, the federal government plays a limited but important role in education policy at all levels throughout the nation.

A Workshop on the Future of the No Child Left Behind in Missouri

*Lynsea Garrison
Adelante Staff*

Hispanic student success in meeting No Child Left Behind standards has a long way to go, said three speakers on the topic.

The No Child Left Behind Act, a federal act passed in 2001 that set standards for students to have higher success rates, was an important topic in the Cambio de Colores presentations.

Phyllis Chase, the superintendent of the district, discussed what her administration is doing for Hispanics and other minorities in a presentation called "Minority Achievement and No Child Left Behind in Columbia, Mo." Chase addressed the administration's three goals, which are to increase achievement for all students, eliminate achievement disparities among groups of students and maximize resource efficiency.

To achieve the goals of the act, Chase appointed a task force in 2002 to research how to close the minority achievement gap among students. The task force reviewed data dealing with student success rates on local, state and national levels and found that early education among children is the key to closing the achievement gap. They found that there are substantial differences in school readiness based on race and socioeconomic status. According to a task force report, minority children entering kindergarten are one-half a standard deviation below their peers, which will only increase as the children continue school, Chase said.

In a second presentation, Mary Davidson Cohen, the secretary's regional representative for the U.S. Department of Education, discussed the act as well as where Hispanics and other minorities stand in relation to it. She said the act increased the accountability of schools for their students' success, which has led to more focus on education. But the education of Hispanics must improve, she said.

According to a study of fourth-graders Cohen

referred to in her presentation, 30 percent of Hispanics are proficient in reading and 14 percent are proficient in math.

"We have to see where the high performers are and see what their practices are so we can use them, too," Cohen said. "I mean, we're having students leave high school illiterate."

Cohen said to reach Hispanic students, high achievement standards must be set and expected, creativity and flexibility with curriculums must be implemented and community support and parental involvement are key. Cohen recognized that parental involvement is a challenge because many parents don't speak English, and they don't know the goals or practices of the act.

Cohen presented several books, informational handouts and a CD that explain the act and how it applies to Hispanic students.

Tara Ramsey, the assistant director of the High School Equivalency Program at Crowder College, gave a presentation titled "Including Migrant Students in No Child Left Behind." She said migrant education must improve. She said Missouri needs to prioritize the needs of immigrants by recruiting and training qualified teachers.

She also said migrants need to have time-specific webs of support.

"They may go three years without needing help, but one day they may need it, and someone needs to be right there," Ramsey said. "A directory can help, but it's not enough."

Recognizing the universal importance of education, the federal government assumed a larger role in financing public schools with the passage of the Elementary and Secondary Education Act in 1965. Since Congress first passed ESEA, the federal government has spent more than \$242 billion through 2003 to help educate disadvantaged children. Yet, the achievement gap between rich and poor and white and minority students remains wide.

In 2001, ESEA reauthorization included No Child Left Behind, which increases federal funding for elementary and secondary education and allows states greater flexibility in how they spend federal funds for education. The law is built on four pillars: accountability for results, an emphasis on doing what works based on scientific research, expanded parental options and expanded local control and flexibility.

Much work remains to close the achievement gap in the early years. Even after four years of public schooling, most students perform below proficiency in both reading and mathematics. Upon graduating from high school, few students have acquired the math and science skills necessary to compete in the knowledge-based economy.

No Child Left Behind has set the goal of having every child achieve proficiency according to state-defined educational standards by the end of the 2013-2014 school year. No Child Left Behind requires states to test all students in reading, mathematics and science in grades 3-8 and in high school. Each state, school district and school is expected to make “adequate yearly progress” toward meeting state standards in reading, mathematics and science and to measure this progress for all students. Through No Child Left Behind, every state has made a commitment that it will no longer ignore when schools are not meeting the needs of every student in their care.

Data is analyzed separately for children of different racial and ethnic groups, students with disabilities, students from economically disadvantaged homes and children who have LEP, so schools can identify students who need additional assistance to meet the state’s academic expectations. Minority and disadvantaged students are most at risk for falling behind.

Education in the United States is continually evolving and progressing toward the goal of ensuring that all children can achieve their highest potential as individuals and as successful citizens in a free society and global economy.

► Including Migrant Students in No Child Left Behind

Tara Ramsey and Alejandra Gudino

One of the most serious and explosive issues in the United States today is how to meet the educational needs of culturally and linguistically diverse students. Cultural patterns of interaction guide the developing child, but they also became the basis for their definitions of themselves, their identity.

Children become what they live. The ability of the school to understand how differences in culture and language affect children’s learning can help us understand what schools can do to improve the outcomes for migrant students.

► How to Create a Partnership that Works for your Community: The After-School Program

Eduardo Crespi, Centro Latino de Salud, Education y Cultura

La Escuela Latina program is the result of three years of hard work and determination.

It comprises all the education programs at the Centro Latino:

- The after-school program
- Teen tutoring program
- English as a Second Language classes

- Computer labs
- University of Missouri service learning partnership
- Latino Parents as Teachers conference
- Summer program

The goal is to educate the Latino community, enabling self-sufficiency and empowerment.

► **Minority Scholarships: Social Need Versus Legality**

Kathleen M. Cross, Saint Louis University

From a legal standpoint, minority scholarships are currently on unstable ground. This presentation will discuss the impact of recent challenges to minority scholarships for Latinos in higher education from both national and state perspectives. On one hand, a compelling social need persists to increase diversity in institutions of higher education, and on the other hand, serious challenges to the legality of minority scholarships and programs exist. In order to fully comprehend the issues involved, this presentation will discuss the case history of minority scholarships, the relevant legal considerations, the recent legal challenges to minority scholarships and the impact on Latinos both nationally and in Missouri.

► **Enrolling and Retaining Latinos in Higher Education: Practical Considerations**

Ms. Kathleen M. Cross, MA, Saint Louis University

This presentation will discuss the current status and barriers for Latino students to higher education and make recommendations on how to work *within* the higher-education system to mitigate many of these barriers. Understanding the numerous and significant barriers to higher-education many Hispanic students face is a crucial first step in the development of an effective enrollment management strategic plan to recruit and retain this targeted population. These barriers are numerous and significant. Practical considerations will then be discussed to aid in the recruitment of Latino students, including admissions and financial-aid considerations. Practical recommendations for the retention of Latino students including academic advising, student activities and career services will also be investigated.

► **What Happens to a Dream Deferred —The Case of Undocumented Students**

David E. Currey, University of Missouri—Columbia

An estimated 65,000 undocumented students will graduate from U.S. high schools in 2004, yet the students might not have the opportunity to realize their dreams for an American college education. Despite attempts to change public policy at the national level, for example the Dream Act and Student Adjustment Act, election-year politics stalled efforts to resolve undocumented students' immigration status and higher-education access.

Many undocumented students have grown up in the American primary and secondary public school system under the legal standard set by the U.S. Supreme Court in the 1982 case *Plyler v. Doe*. More recently, a federal judge dismissed charges by a group of illegal aliens who claimed that state-sponsored colleges in Virginia were violating the Constitution by refusing to enroll them. Though members of the National Association for College Admission Counseling have flooded the U.S. Senate with messages of support for the Development, Relief, and Education for Alien Minors Act (S 1545), known as the Dream Act, the bill hasn't moved forward to a vote. At the state level, California, Delaware, Georgia, Kansas, Illinois, New York, Oklahoma, Texas, Utah and Washington have enacted legislation that offer in-state tuition programs to undocumented students. Panelists will discuss the current status of undocumented students, trends at public universities and policy initiatives currently underway at the federal and state levels.

Dream Deferred

Alex Rampy
Adelante Staff

Once undocumented immigrant students graduate from high school, they are unable to enter places of higher education

In legal terms, there are two different types of immigrants: documented and undocumented. Many undocumented immigrants are students whose parents immigrated to the U.S. when they were younger.

To solve this problem, the DREAM Act was introduced into Congress in July of 2001. But the act never came to a vote because of the 2004 election. Because no federal mandate exists, many states, such as California, Texas, Illinois, New York, Oklahoma and Utah, are now considering similar legislation. In Missouri, Senate Bill 296 was introduced by Sen. Maida

Coleman (D-5).

Senate Bill 296 would offer in-state tuition to undocumented students who have attended at least two years of education in Missouri and who have graduated high school or the equivalent.

To promote the bill, David Currey, director of International Student and Scholar Services at MU, spoke about the options, or lack thereof, undocumented students receive from higher-education institutions. Marie Gonzalez, a graduate from Helias High School in Jefferson City, gave a personal testimony about her family and her current situation. Marie graduated from high school as valedictorian and is unable to attend college because of her immigration status. Ketevan Mamieseishvii, a doctoral student at MU, presented information and gave current statistics related to the issue of undocumented students and higher education.

► Latino and Latina Psychology Research: A Trend Analysis of Five Professional Journals

Matthew Moreno, Monique Padilla, Jessica Hernandez, Dalila Garcia, Raul Mendoza, Julie Krill, Amanda Gomez, Maria Elena Benavides, Carolina Uribe, Lisa Y. Flores, Roger, L. Worthington, and Kathleen Boggs, University of Missouri

It has been documented widely that Latinos are one of the most rapidly growing groups in the U.S. However, scholars have noted that Latinos receive little consideration in psychology (McNeil et al., 2001). Although more attention is being paid to diversity issues in psychological literature, data regarding the changes in the scholarly literature focusing on Latinos is lacking. Understanding the trend of Latino-related publications in applied psychology journals may provide important information regarding the future direction of scholarship in psychology, and specifically, Latino psychology.

The purpose of this study is to examine published articles across six applied psychology journals, including *Journal of Counseling Psychology*, *Journal of Consulting and Clinical Psychology*, *Journal of Multicultural Counseling and Development*, *Cultural Diversity and Ethnic Minority Psychology* and *Hispanic Journal of Behavioral Sciences*.

Specifically, we were interested in: (a) investigating trends within journals and across professional journals in the number of articles focusing on Latinos during the 15-year span of 1989-2003; (b) providing descriptive information on the samples, for example Latino subgroup, population, age and race, and types of articles, for example empirical, conceptual or review (c) identifying the psychological constructs examined; and (d) identifying the major contributors in Latino psychology research.

Descriptive statistics will be provided to identify the number and percentage of Latino psychology articles within a journal across years and across journals by year, type of scholarly contribution, sample characteristics for empirical articles, major variables of study and major contributors to this area of research. Individual scholarly productivity will be determined using the formula developed by Howard,

Cole and Maxwell (1987). Implications of the results will be discussed with regard to the research trends of Latino psychology in general and specifically by each journal being investigated.

Program objectives:

- To identify trends of Latino psychology research over the past 15 years
- To identify the major constructs investigated in empirical studies of Latinos
- To identify the major contributors to Latino scholarship in psychology

► Latino Student Organizations

Dr. Thomas B. Hokanson, Ed. D., Independent Researcher

My presentation will explain the influence that Latino student organizations have on Latino students in higher education. It identifies the wide range of activities undertaken by Latino student organizations and later assesses the influence these organizations are perceived to have on Latino student members. The main areas of this presentation will focus on the role Latino student organizations have on the social integration of Latino students in predominantly white institutions. It will also explain the impact membership has on Latino student academic success, for example GPAs, and student persistence toward graduation. The final part of my presentation will elaborate on some of the gender differences found in responses between Latino male and female presidents interviewed for this qualitative study.

The results of this research study should be of value to Latino students, those who work directly with Latino students and community members who are generally concerned about Latino student success in higher education. The information presented should help people in Missouri better understand Latino student organizations and their influence on Latino students.

► Trends in the Perception of School Climate and Community Satisfaction in Areas Receiving Hispanic Migration in Missouri During the Past 15 Years

Keith Jamtgaard, Office of Social and Economic Data Analysis

For the past 15 years, as a component of the school district accreditation process, the Missouri School Improvement Program has conducted a survey of the opinions of public school teachers, staff, students¹

Reception: the Climate of Changing Communities and Implications for Policy

*Rachel Higginbotham
Adelante Staff*

The welcome mat, or lack thereof, for Hispanic immigrants in Missouri was the topic of this breakout panel discussion.

Panelists included Corinne Valdivia, associate professor of agricultural economics at MU; Anne Dannerbeck, assistant professor of social work at MU; Sylvia Lazos, professor of law at the University of Nevada-Las Vegas; Keith Jamtgaard, associate professor of rural sociology at MU; and Stephen Jeanetta, state specialist for community development for University of Missouri Extension.

The five panelists took turns addressing

the reception immigrants receive in Missouri. Topics included average income for immigrants in Missouri, as well as positive and negative receptions in rural Missouri schools.

Jeanetta and Lazos presented ideas for creating a more welcoming climate. Centro Latinos were presented as examples of community organizations that create a positive climate.

Lazos also encouraged dialogue with local and federal leaders to create more positive climates for immigrants.

“The most important thing to get from this session is to understand that the welcome mat is dynamic, it’s always changing, and each of you can help make a difference,” Lazos said.

and their parents². This represents a longitudinal archive of school and community indicators that has the potential to inform other issues.

One of the topical areas that has received coverage during the 15-year period³ is that of “school climate,” or classroom learning environment, as well as perceptions about the community in which the school is located, which together might provide us with an indicator of the context of reception in areas where Hispanics reside. This archive represents an interesting opportunity for an examination of the possibly changing perceptions of Hispanic students and their parents about how the latter regard the climate in their children’s schools and the communities in which they are located. It also should be useful for exploring trends in perceptions of non-Hispanic members of the community regarding school climate and community well-being over this same time period. This paper will give primary attention to those schools located outside the state’s largest metropolitan areas and will focus on communities that have experienced growth in their Hispanic populations during the 1990s. A “control group” of otherwise similar schools that have not experienced such growth will be included to help interpret changes in school climate and community well-being.

► Increasing Undergraduate Research Experiences to Avert Graduate Persistence for Underrepresented Students

Jami P. Joyner, Stephanie White Thorn, Lisa Flores Ph.D. and Debora Rivera, University of Missouri—Columbia

In 2001, Latinos earned 3 percent of doctoral degrees, 1,500, while whites earned 61 percent and blacks earned 5 percent, Asian/Pacific Islanders earned 6 percent, and nonresident aliens earned 24 percent of doctoral degrees (U.S. Department of Education 2002). The primary doctoral degrees earned by Latinos were education, psychology and biological and life sciences (U.S. Department of Education 2002). Despite the increase in minorities earning graduate and professional degrees or being enrolled in graduate programs, a need still remains to further and consistently work to fulfill a commitment to collegiate achievement by seeking to increase the number of underrepresented students who receive degrees in science, technology, engineering and mathematics and behavioral and social sciences.

It is essential that talented, underrepresented, undergraduates are offered a bridge to and are prepared for graduate school. Undergraduates of color are in need of mentoring, including financial, educational and career development, to help them successfully enter and complete graduate degree programs.

The panelists will base the discussion on their experiences recruiting, mentoring and participating in research internships aimed at increasing opportunities of graduate study for underrepresented groups. This panel will discuss and respond to questions pertaining to strategies to increase the diversity of graduate-degree earners and tenure-track faculty of color. It will also entail a dialogue in regards to successfully mentoring students of color. This panel will communicate the benefits of minority students participating in the research internship programs in which students of color are provided with research experience under the direction of faculty mentors or workshops to prepare them to obtain an advanced degree. Additionally, the panel will discuss how it is incumbent upon university and college administrators and faculty to recognize exceptional underrepresented, undergraduate students for opportunities to participate in research and obtain a terminal degree.

Source: US Department of Education, National Center on Education Statistics (NCES), Digest of Education Statistics, 2002, Tables 270 and 271.

² Parents were first included in 1992. Spanish language versions of the parent questionnaire have been in use since 1998.

³ Districts are surveyed once every five years, so there will be data from three points in time for most school districts.

► Improving Academic Achievement among Hispanic Students

Nancy Malugani, University of Missouri—Columbia

This program is intended to help a group of ninth-grade Hispanic students make passing grades in their classes while also learn self-discipline. One of the problems Hispanic students have is the inability to comprehend the complex language of subjects such as science or math. Another problem is the lack of self-discipline necessary to comply with the different aspects of academics requirements. The overall problem is exacerbated, or perhaps partially engendered, by lack of a supportive familial environment that aids in achieving the objectives. This is not to impugn family support but rather point to difficulties in teacher-parent communication due to language barriers.

This group of students has a daily study hall with a teacher who speaks Spanish and helps them with several aspects of their education. The teacher receives help from an ESL teacher who has access to all the materials of the current core subjects. Several of these students' teachers also help provide information and materials for the students during the study hall. The students are monitored daily on their academics and behavior in each class. Electronic progress reports are sent home on a weekly basis so parents can be informed about their students' progress.

This class involves only Hispanic students, thus facilitating the opportunity to develop leadership roles and, at the same time, learn how to work together and empower each other's progress. Often, in mixed classes, Hispanic students feel insecure about their abilities. Students who are struggling with certain concepts feel comfortable asking a friend who, at the same time, feels reassured of her own abilities.

Frequent telephone conversations and evening meetings between the teacher and the parents have increased familial support, which improves not only the academic aspects of their children's education but also student attendance. The parents are trying to understand the system, and they are establishing certain rules at home to help their children finish homework and study for tests. This teacher is also acting as a liaison among the core subject teachers, administration and parents to increase the communication.

This program has been implemented since the second part of the first quarter. At that time, almost all these students were obtaining multiple Fs. At this time, even though they are still struggling with one or two subjects, the overall improvement of student performance has been noticeable—not only by their parents but by all other teachers.

► Opening Academic Doors for Hispanic Students with Study Technology

Bonnie E. Paull, Applied Scholastics International

This presentation deals with the empowerment of Latino students through the acquisition of a breakthrough methodology for learning how to learn called Study Technology. When understood and applied, Study Technology could close the achievement gap.

I will introduce Study Technology and its impact on students around the world, with particular emphasis on Latin America.

I will also share the successes of my Latino students with this technology at the College of Alameda, where I have used it for 20 years.

The first part of my presentation will introduce a key body of data from Study Technology, including the three barriers to study, the physical and mental reactions caused by them and the appropriate remedies. It will also include demonstrations of these barriers and how students learn to monitor their own comprehension. The second part will be a presentation demonstrating the impact of Study Technology worldwide that highlights reception and results in Latin-American countries and among Latino students in the U.S.

Enhancing academic achievement by recognizing cultural strength

Tara Leitner

Columbia Missourian

The effort to close the educational achievement gap between white students and Latino students—especially those who are learning English as a second language—still has a long way to go, said presenters.

Educators are especially concerned about the gap in math, reading and writing. Discussion about the achievement gap between black and white students has been growing in Columbia, but a gap also exists between Latino and white students.

“This is not something that just fell out of the sky,” said Juanita Simmons, assistant professor of education at MU.

Simmons said parents, educators and administrators must understand the gap to close it. Opportunity, expectation and performance gaps are what she said make up the larger achievement disparities.

Gaps in opportunity refer to children of poverty, under-qualified teachers and historical factors. Expectation gaps include inferior curricula and lack of a culturally responsive perspective. Ineffective accountability and lack of strategic planning are some of the performance gap issues.

Simmons said it’s important for educators and administrators to reach out to Latino parents in an effective way, so parents understand the schools want them involved. This is part of the expectation gap.

“They want to be involved, but there’s a cultural mismatch,” Simmons said.

She also said it is crucial for teachers and parents not to automatically filter Latino students—especially those for whom English is a second language—into the least challenging courses, which also speaks to the expectation gap.

“We can’t dumb classes down for minority

students in lower track courses; they need to be challenged,” she said.

She also said educational studies have shown that minority students perform better when in higher-level courses that push them to grow academically.

Another problem facing Latino students in the area of opportunity is the quality of their learning environment. Simmons said there are more uncertified teachers—those teaching outside their field—in schools with more minority students and students in poverty.

Goals including teacher sensitivity, parent involvement and clear teacher expectations will create an environment in which the gap can close, Simmons said. Progress is already being made.

“There are several states where they are out-writing other students,” she said.

Jay Scribner, an associate professor of education at MU, then addressed how well schools serve students with diverse learning needs. He said an effort must be made to have certified teachers in both urban and rural areas instructing Latino children.

Delores Beck, coordinator of federal programs for the Missouri Department of Elementary and Secondary Education, discussed how the gap can be closed for students who are learning English as their second language. She stressed that the best way for these children to succeed is through early education.

If students come into the school system with English as their second language during or after kindergarten, it takes about five to seven years for them to become proficient.

“If kids have had a quality pre-K experience, all the other differences are leveled out by kindergarten,” she said.

Beck said Missouri wants to make its pre-school program universal, meaning it would be open to all students. Currently, the program is available in select districts at Title I schools. A recent call from a budget analyst in Jefferson City

gave her much hope for the program to expand.

“Here we get a call asking how much money we would need for our pre-school program to be in every district,” she said. “I was almost jumping up and down.”

Beyond early education, Beck said a federal program called Reading First is working in districts with low performance to make all students learning English as a second language proficient in reading by third grade. The new funding formula, which the general assembly

is working to change, may include a weighted amount for these students.

Beck mentioned a task force that stresses rigor for Latino children. She said these programs will continue to succeed if students, parents and educators can work together to create the best possible experience for students learning English and Latino students in general.

“Any help you can give us, we’ll need it for the kids we’re most concerned about at this conference,” she said.

► Shifting Immigration Trends in Missouri and Implications for the No Child Left Behind Act

Sita Sengsavanh, University of Missouri Columbia

Shifting immigration patterns over the past decade have left many schools unprepared to address specific needs of immigrant students. Providing services to the new student population is an unfamiliar process for many school districts. At least 3.5 million children are classified as having LEP. According to the 2003 Limited English Proficient Student Census of the Missouri Department of Elementary and Secondary Education, the number of LEP students has increased by 13 percent over the year. The number has almost doubled to 14,855 from five years ago when there were only 7,679 LEP students. An important issue from the Census is that some areas are experiencing high growth rates that add pressure for school districts to quickly adapt to the changes. The No Child Left Behind Act of 2001 seeks to address the issue of availability of a quality education for all students. For many immigrant students who are English language learners, NCLB makes funds available to help schools provide services to the target students and measures the English proficiency level of the students as progress. Language research indicates that, in order to become language proficient, students need between five and seven years to reach academic proficiency. Many students are adapting to more than just a new language, they are settling into a new environment, culture and social setting. Addressing these other issues immigrant students experience when adapting to Missouri schools could help facilitate students’ overall learning process, not just their language proficiency. If these issues are not addressed, Missouri student achievement levels will decline overall, which will decrease the amount of funding received from NCLB.

In this presentation, I address two central questions:

- How are school districts using Title III funds of NCLB to address issues that might hinder learning of LEP Latino students in Missouri?
- To what extent are cultural differences an obstacle for Latino student academic achievement in Missouri schools?

► Strengthening Home-School Communication with PPP

Janet Shepard and Richard Sandoval, Practical Parenting Partnerships

Practical Parenting Partnerships —Missouri’s framework for parent involvement in the K-12 school setting — was created in 1992 by the Department of Elementary and Secondary Education and the Danforth Foundation as the follow-up to Parents As Teachers. PPP works with over one-third of Missouri’s school districts and has a presence in 12 other states. PPP provides training and resources to schools for parent involvement.

PPP has tried to be responsive to the needs of schools and the families it serves. This has included translating many of our printed resources into Spanish and helping schools encourage families from other cultures to be involved at school.

In this session, we will share the resources available in Spanish and best practices from rural and urban schools around the state that have been successful in engaging Latino families. Publications in Spanish include the "Parent's Guide to No Child Left Behind" and booklets for parents on reading and math.

Change and Well-being

► **The Hispanic Challenge Challenged: A Positive Interpretation of the Hispanic Presence in the U.S. and Midwest**

Michael Armijo, Washington University

The continued presence of Latino immigrants has and will continue to profoundly influence U.S. society. Although many researchers have opened up new avenues for discussing the positive contributions of these immigrants and proposed new ways to deal with the inflow of Latino immigrants, there has been a reactionary discourse developing as well. Epitomized in Samuel Huntington's work, *The Hispanic Challenge*, this discourse asserts:

"(T)he shifting U.S. demographics foretell the replacement of white culture by black or brown cultures that are intellectually and morally inferior."

I choose to refute Huntington's critique of Latino immigrants in the U.S., based on fieldwork I conducted during the summers of 2003 and 2004 with Latino immigrants, mostly of Mexican descent, living in St. Louis. I will counter Huntington's argument that "almost no one in the Mexican community believes in...hard work" by recounting the experiences of Mexican business owners on Cherokee Street. I will also describe how Latinos have served to revitalize the Catholic Church through my analysis of their experiences at St. Cecilia Catholic Church. In this way, I will address how Latinos have assisted in the revitalization of parts of St. Louis and are in essence representative of the U.S. values of hard work and moral integrity, instead of posing "the single most immediate and most serious challenge to America's traditional identity."

► **Latino Entrepreneurs in Missouri: Policy Implications for Small Business Assistance Programs**

Lucia DeMaio and David Peters, Missouri Department of Economic Development

Preliminary research by the Missouri Department of Economic Development shows that the large number of Latino-owned businesses in Missouri is growing. Evidence of this growth can be found in the fact that during the 1990s there was over an 80 percent increase in Latino-owned firms and an increase in sales by these firms of more than 120 percent. This information indicates that business ownership is an important avenue of income generation for the Latino population in Missouri. The presence of Latino entrepreneurs also helps to strengthen the Missouri economy. Given that the Latino population in Missouri is growing, it benefits both the Latino community and the state of Missouri to understand who Latino entrepreneurs are and what can be done to help them be more successful in their business pursuits.

This presentation will provide important information to help Missouri policymakers and community organizations understand the best way to promote Latino small business throughout the state. Currently, a lack of statewide information exists on important characteristics of Latino entrepreneurs such as: English language proficiency, education level, economic status and major industries of business

concentration.

Three objectives of our work are:

- To provide baseline data on Latino entrepreneurs in Missouri that is currently lacking
- To review small-business assistance programs nationwide and identify best practices for business assistance
- To synthesize Missouri data and national best practices in order to craft policies that are specifically focused on the needs of Latino entrepreneurs with the socioeconomic characteristics exhibited in various regions of Missouri

Research on the geographic location and demographic characteristics of Latino entrepreneurs will be done using quantitative data from the 2000 Public Use Microdata Sample produced by the U.S. Census. Best practice research on programs offered to Latino entrepreneurs throughout the state will be based upon a review of economic development literature and contact with economic development departments in other states. Finally, research on existing programs for Latino entrepreneurs in Missouri will be based upon interviews with state agencies and Missouri foundations.

► Medline

Barb Jones, University of Missouri—Columbia

MedlinePlus is a website created for consumers by the U.S. National Library of Medicine and provides free quality health information from reliable sources in English and in Spanish. Some of the features of MedlinePlus are consumer health information on more than 650 health topics, drug information, interactive tutorials that teach about health conditions in English and Spanish (also in audio), health news stories from the past 30 days and a medical encyclopedia with articles, pictures and photographs. MedlinePlus also contains special sections for seniors, children and low-vision users.

Missouri Go Local is a database linked to MedlinePlus designed to help residents of Missouri find health care resources in various geographic areas within the state. Missouri Go Local provides information to consumers on individual local health resources and includes such information as: location, phone number, contact person, description of services offered, a map and driving directions to the facility.

► Hispanos in la Prensa: Reactions, Perceptions and Coverage of Missouri's Black Press Toward Latino/Hispanic Growth

Lorenzo Covarrubias, Ph.D., St. Louis University

This is a qualitative case study of Missouri's African-American press coverage and positions on the increased presence of Hispanic/Latino communities in the state, region and nation. To do this, I drew on St. Louis-based newspapers, mostly weeklies and monthlies, such as the *St. Louis American*, *St. Louis Argus* and *St. Louis Limelight*. The intent is to view these community-based and regional prints as windows through which we can observe how other ethnic groups, in this case African Americans, react to and represent the physical and symbolic growth of the resident and immigrant Hispanic/Latino population.

This study will also address:

- How the African-American community is reacting to the recent U.S. Census reports that place the populations of Latin-American descent as the largest national minority group
- How this changing of the minority guard has been covered in the national print and electronic media

Preliminary observations point to a critical assessment from the black press toward the national or white-owned media, particularly the sense that the white media is not only reporting on this crucial demographic change, but also celebrating it.

► Cash Assistance Patterns for Noncitizens in Missouri

Jane Mosley and Shannon Stokes, University of Missouri—Columbia

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) dramatically affected immigrants' access to safety net services. Welfare reform had several key provisions that affected immigrants, primarily by tying eligibility for programs more closely to citizenship. Additionally, immigrants entering the country after Aug. 22, 1996, were treated differently with respect to eligibility. It is clear from other research that nationally, participation rates for all types of programs have declined dramatically for immigrants since the passage of PRWORA (Fix and Passel 2002). However, as with most welfare provisions, there is great variation in implementation at the state level.

In Missouri, as in all states, qualified immigrants entering before to Aug. 22, 1996, are eligible for cash assistance. For those entering after that date, several qualified groups are also eligible immediately, including refugees, asylees, veterans or military personnel on active duty. All other immigrants who legally entered the U.S. after August 1996 have a five-year ban before becoming eligible to receive benefits. After the waiting period, qualified immigrants in Missouri can receive benefits. Missouri has a stricter admission standard for the cash-assistance program, and Missouri's economic, cultural and demographic characteristics vary to produce differences in the dynamics of poverty for urban and rural areas.

Using administrative data from the Missouri Department of Social Services, this paper analyzes the patterns of cash assistance for noncitizens in Missouri from 2000 to 2004. Specifically, the research seeks to analyze trends in use of cash assistance for noncitizens and whether use varies by region in Missouri. If so, what geographic areas are more likely to provide cash assistance, and do those areas correlate with the recent immigration patterns in Missouri? Finally, the paper will provide a demographic overview of noncitizens in Missouri receiving cash assistance. The current availability of social benefits for noncitizens in Missouri can help policymakers and others in determining the best methods of helping noncitizens in need.

► The Use of Internet Mapping as a Tool to Support Latino Population Change Assessment and Community Decision-Making

Ann K. Peton, Rural Policy Research Institute at the University of Missouri

The success of researchers, policymakers and community leaders is highly dependent on the quality of their tools. Internet mapping has proven to be a popular and highly resourceful tool in assessing population change dynamics and community policy. To quickly assess disparate variables, researchers and community decision makers alike have found the free Internet-mapping tool provided by the Community Resource Information Center to be an invaluable ally.

The Rural Policy Research Institute's Community Information Resource Center has developed an Internet-mapping tool specifically designed for supporting community decision-making. While the Internet-mapping interface was originally designed to support rural health, it has since expanded to include stakeholders such as the City of New York, the American Osteopathic Association, AmeriCorps and many other groups interested in viewing data spatially.

Internet mapping can be used as a tool to support research on Latino population change and the implications on health and community development. By learning to use the CIRC Internet Mapping interface at <http://circ.rupri.org>, individuals could assess the change in population dynamics in an area

and identify gaps in services geared toward Latino individuals, among many other uses. CIRC's Internet-based analytical tools were crafted to help rural stakeholders more effectively visualize, analyze, query and map the issues impacting rural America. CIRC's unique online data-creation tool allows the user to generate a geospatial data layer and attribute and edit data based on desktop imagery or other geospatial data. This online data creation tool also allows users to attribute and edit data created through the Internet mapping application they can easily download onto their desktop.

This presentation will also highlight examples of how GIS has been used in support of public policy development and how it can be used in an advocacy role for Latino causes.

The participants will also view a tutorial built to support public access to health data in preparation of grants.

► The Criminalization of Immigration Law

Huyen Pham, University of Missouri—Columbia

The focus of my talk today is the continued trend in the United States toward the criminalization of immigration law. What do I mean? Simply that the list of crimes for which a noncitizen can be deported has grown exponentially, with the following result:

- More noncitizens are being deported on criminal grounds than ever before
- Many of these noncitizens are being deported for crimes that most of us would agree are not serious enough to merit deportation

For at least for the past 100 years or so, noncitizens who commit crimes have always been subjected to returning to their home country. The most common criminal grounds for deportation, historically, were committing a crime of moral turpitude. A crime of moral turpitude is broadly defined as “an act that [is] intrinsically and morally wrong.” Despite this rather vague definition, courts have generally agreed about what crimes constitute crimes of moral turpitude: serious crimes against people and property, for example murder, kidnapping and arson, or crimes involving fraud, for example securities fraud or writing bad checks. There is an important limitation on this ground for deportation: the crime of moral turpitude can only be the basis of deportation if it's committed within five years of the noncitizen's entry to the United States. So if noncitizens commit a crime of moral turpitude in their sixth year, they can't be deported on that basis.

Where we see the broad expansion of crimes—the trend that I call the criminalization of immigration law—is the different criminal category of aggravated felonies. In 1988, when Congress first made committing an aggravated felony a ground for deportation, “aggravated felony” was limited to mean murder, drug trafficking and trafficking in arms. The idea was to target crimes committed by those involved in the drug trade.

But the list of aggravated felonies has expanded exponentially since then. The biggest expansion came in 1996 when Congress passed the Anti-terrorism and Effective Death Penalty Act and the Illegal Immigration Reform and Immigrant Responsibility Act of 1996. This was one year after the Oklahoma City bombing, and the legislative history of these federal acts shows that the bombing was a big impetus for their passing.

The main thrust of the AEDPA was to give broader powers to the FBI and other law enforcement officials investigating terrorism. But AEDPA also expanded the list of aggravated felonies and severely restricted the relief that noncitizens convicted of aggravated felonies could seek to avoid deportation. The dramatic effect of AEDPA on immigration law is ironic because the Oklahoma City bombers were Americans, not foreigners. President Bill Clinton, in signing the AEDPA into law, criticized its immigration provisions as “major, ill-advised changes in our immigration laws having nothing to do with fighting terrorism.”

So now the list of aggravated felonies includes theft, burglary, forgery, drug possession, statutory rape and any crime of violence where the possible punishment is a year or more in prison. And unlike crimes of moral turpitude, an aggravated felony can be the basis for your deportation, no matter how long you've been in the U.S.

This exponential increase in the number of crimes that constitute aggravated felonies has led to some outrageous results. For example, in *Pacheo*, a case coming out of the Second Circuit in 2000, the defendant's theft of a \$10 video game was an aggravated felony. In another case that received a lot of publicity, a woman who had been a permanent resident of the U.S. since infancy faced deportation for pulling another woman's hair during a catfight over a boyfriend. She never served any jail time because the judge in her case suspended her sentence, but that didn't matter because the crime for which she was convicted had a possible sentence of a year or more in prison. This woman was lucky; because of all the sympathetic publicity she received, the governor of her state granted her a pardon, and she was allowed to stay in the U.S.

Most noncitizens who have been convicted of aggravated felonies are not as lucky. The immigration consequences of an aggravated felony conviction are severe. As I've mentioned earlier, a person who has been convicted of an aggravated felony is subject to deportation. She is also permanently barred from re-entering, even as a visitor. If she does re-enter, she can also be sentenced up to 20 years in a U.S. prison. And, again, Congress has severely limited the relief that a person in this situation can seek; she can't seek, for example, political asylum as relief from deportation. Courts, in most cases, can't help.

There is one bright spot in all of these bad developments. Last year, in a unanimous decision, the U.S. Supreme Court said that the offense of driving under the influence is not, under Florida law, a crime of violence because there is no physical force involved and therefore cannot be the grounds for deportation. In subsequent cases, courts will have to look more carefully to see whether the crime of conviction actually involves violence and should be a crime of violence and the basis for deportation.

But that was just one case that involved a pretty narrow legal issue. The general trend of criminalizing immigration law continues. In our post-Sept. 11 world, there are even more anti-immigrant sentiments, so I don't expect Congress to stop this trend any time soon.

What this means is noncitizens who are charged with a crime and their lawyers should be aware of the immigration consequences of any possible criminal conviction. Many cases in our criminal justice system are settled through plea bargains where a defendant pleads guilty to an offense in exchange for lesser punishment. Many of these defendants are actually guilty; some are not. Understand in that situation whether the crime that is pled to is ground for deportation. If possible, the noncitizen would be well-advised to plead to a lesser offense that does not involve moral turpitude, has a maximum sentence of less than a year and is not classified as an aggravated felony.

There are technical distinctions in the law, but without awareness of these distinctions, noncitizens could plead guilty to a crime, whether or not they actually committed the crime, with the promise of a suspended sentence or probation and then unhappily discover that their guilty plea makes them deportable. Once that happens, it is a "too bad, so sad" situation because courts have little discretion to grant relief.

► Latinas Overcoming Social Class Obstacles

Gwen Richtermeyer, Ph.D., University of Missouri—Kansas City
Mary Sanchez, The Kansas City Star

Working-class Latinas often overcome significant obstacles and barriers to attain educational and professional success. Richtermeyer's research shows that the very attitudes and methods the Latinas use to gain their new-found middle-class stature begin to derail them later. These once-productive attributes

actually prevent the women from reaching their goals as adults. Richtermeyer's research reveals the unrecognized salience of social class in shaping the views of women who have moved from the working class into the middle class. These undesirable effects remain hidden as Latinas struggle to comprehend why they are stymied in their professional careers.

Sanchez has taken this research and used it to reach out to young Latinas. Her efforts to give practical application to the findings have included using Richtermeyer's work to mentor and otherwise guide young Latinas. She helps them to understand and overcome many of the barriers she experienced in her own life and career. Her real-life examples show how knowledge of these unseen barriers can transform thinking and, therefore, behavior. The vignettes are a stirring reminder that not all the issues Latinas face are visible and tangible. In fact, some of the most harmful begin to be absorbed at a young age.

► Responding to Weather Warnings—A Particular Challenge to the Non-English Community

Steve Runnels, National Weather Service

Using the May 4, 2003, tornado outbreak, which killed a 4-month-old Latino boy along with 24 others, this discussion will center on the challenges for the non-English community to understand and respond appropriately to life threatening hazardous weather events. This discussion will help identify methods to maximize mitigation, warning reception, comprehension and response.

► Understanding Latinos' Economic Livelihoods, Civil Rights and Opportunities in Missouri to Inform Policies to Achieve Well-Being

Corinne Valdivia and Pedro Dozi, University of Missouri—Columbia

Sylvia Lazos, University of Nevada—Las Vegas

Economic livelihood, education and civil rights, along with language proficiency, mobility and racial profiling are found to affect the level of income that Latinos made in 2000, according to data analyzed from the 2000 Census. A quantitative study that includes citizenship status along with other indicators of context of reception, such as racial profiling and education, will analyze stay-in-building communities. Differences are found between citizens and noncitizens regarding the mobility and level of income. These were significant factors, along with employment. We also found that racial profiling has a significant impact on the income of the noncitizens, which draws attention to the issues of turnover and integration of Latino families.

► The Context of Reception and Latinos in Missouri Communities

Corinne Valdivia, Anne Dannerbeck, Keith Jamtgaard and Stephen Jeanetta, University of Missouri Columbia

Sylvia Lazos, University of Nevada—Las Vegas

Emma Zapata, Colegio de Postgraduados—Mexico

This panel includes four presentations that look at the livelihood outcomes of Latinos and their connection to the context of reception of receiving communities in Missouri. Research on the perceptions of school climate by students, parents and teachers; the experiences of community organizations working to facilitate the integration of newcomer; the climate in the communities; and experiences with racial profiling provide a context of reception. Special focuses are communities experiencing rapid growth. The aim of the panel is to provide a perspective of the importance of context in facilitating positive experiences of integration.

Topics addressed by the panel:

- Context of reception and its relevance for integration
- Factors affecting economic well-being

- Civil rights with a focus on racial profiling
- Climate in the schools
- Organizations linking Latinos and communities

Framing the panel is the context of reception. A revision of its relevance for building inclusive communities will be presented, to set the discussion of topics that follow. The second topic is the economic well-being and security of Latino citizens and residents in Missouri, with a special focus on communities experiencing fast growth and immigration rights. If we are able, we will also address the changes in sending communities, with a look at the livelihoods of women in rural communities across the border. The third is a look into the climate of communities with a focus on racial-profiling indicators and school climate in the schools of communities growing at a rapid pace. And the fourth is a look into the strategies for integration at the community level, successes and constraints, all of which inform policy.

International migration is expected to continue to rise, which affects sending and receiving communities. Growth of Latinos in Missouri nearly doubled, according to the last Census, to almost 120,000. Of Latinos that responded to the 2000 Census, 78 percent are U.S. citizens; of those, 10 percent were born abroad. Thirty-two percent of Latinos in the Census are foreign-born; 66 percent are of Mexican descent or came from Mexico, and almost 27 percent are from other Latin-American countries, excluding Cuba and Puerto Rico.

In the past, immigrants tended to settle in ethnic enclaves and remain somewhat isolated from greater U.S. society. Today's Hispanic immigrants are dispersing much more rapidly as they move throughout small and large U.S. and Latin-American communities. Consequently, societal changes are occurring at a much more rapid pace as the newcomers and members of the sending and receiving communities interact. Scholars have begun to understand differential patterns of incorporation by examining the context of reception newcomers find in receiving communities. This context is shaped by government immigration policies, labor markets, attitudes toward newcomers and social networks available to them. The context of reception of receiving communities might be affecting how newcomers integrate into our economy and communities (Dozi and Valdivia, 2004). A recent study of the census data in nonmetro areas shows a correlation between wage earnings and education, racial profiling and mobility, and citizenship status (Dozi and Valdivia, 2004).

Selected Papers

► Fostering Change for Immigrant Latinos through Radio Communication: The Case of a Central Missouri Community

Laura Crank, University of Missouri—Columbia Department of Rural Sociology

Abstract

In central Missouri, the rapid influx of Latinos has posed several challenges for the community's public services. High levels of illiteracy and inability to English among newly arrived Latinos has created difficulty disseminating vital community and social services information to Latinos. In the early- to mid-20th century, limited blocks of time for Spanish radio programming tied Latinos to their local communities in the United States and to their homeland (Sanchez 1998:120). Spanish radio programming has flourished. In 1996, as many as 461 radio stations had Spanish programming. Spanish radio programs still facilitated a sense of belonging for Latinos through news, special programs and public service announcements (Puig 1991: 89).

To investigate the use of Spanish programming and its success in a central Missouri community, which will be referred to as Greenwood, empirical data was gathered by conducting three interviews: two at a local radio station and one at a local community service agency. Interview questions focused on the present use of Spanish programming and its use in the future. Results of the interviews are discussed within the context of community studies literature. This paper examines the possibility of future cooperation between the local radio station and local community services to create public service announcements in Spanish for Latinos from the area.

Introduction

In 1990, 61,702 Latinos lived in Missouri. By 2000, the Latino population had grown to 118,592 Latinos out of 5,433,154 total residents (Census 2000). Many areas in Missouri had more Latino immigrants than others due to the attraction of work opportunities or through connections to family who had already become permanent residents. According to Campbell and Case (2000), in 2000, 71 percent of the 188 Latinos interviewed in Greenwood came to Missouri for job possibilities. This county grew from 268 Latinos in 1990 to 1,527 Latinos in 2000 (Census 2000).

The most pressing concern of Greenwood and other communities with higher Latino populations in Missouri is the language barrier. About 1.9 percent of Latinos in Missouri speak Spanish, with English spoken less than "very well" (Census 2000). Only one in four Latinos in a Central Missouri town are comfortable with English although more than 90 percent are motivated to learn English (Campbell and Case 2000). Once children are settled into school and social activities, they usually become more comfortable with English and work to become more proficient in English (Campbell and Case 2000).

Fortunately, the community service agency in Greenwood has added a Family Literacy Center and Spanish interpreter services, which has begun to facilitate a great deal of change for Latinos who wish to learn English. The social service agency is one of the most multi-faceted resource outlets for Latinos in Greenwood. The multicultural approach of the agency has created a comfortable and safe haven for Latinos in Greenwood. The agency has created cooperative relationships with local businesses, churches and social services in order to provide a better quality of life for newly arrived Latinos. Unfortunately, the agency has limited financial resources and only a few volunteers. Their time and energy are spread thin in attempting to teach literacy classes, visit homes to meet Latino families and communicate information regarding community and social services. The agency has, and will continue to succeed in its efforts, but it cannot succeed alone. There is a dire need for the participation of local community businesses, service industries and educators who can play a role in the physical and mental well-being of Latinos in the community.

Statement of the Problem

Because many Greenwood Latinos have limited English proficiency, it is difficult for the gatekeepers of information, such as the radio stations with programming in English, to disseminate information effectively to local Latinos. A local radio station broadcasts a two-hour radio show in Spanish on Saturday mornings. The show includes music, news, and public service announcements in Spanish. At first glance, this show seems to fit the needs of a somewhat illiterate, mostly Spanish-speaking community. However, some Latinos in Greenwood are not listening to this special program. Therefore, local Greenwood community and social services need to re-evaluate the use of public announcements that are now restricted to broadcast once a week during the Spanish radio program. Unlike the 1920s and 1930s, when radio was a primary form of communication of information, many Latinos can now watch cable television with Spanish-speaking anchors, sitcoms, soap operas and music videos. Those who are still listening to the local radio stations are listening to American music, not Spanish programming or music (County literacy class: October 2001). Thus, announcements in Spanish regarding community and public services need to be included in radio show in English to inform Latinos about local access to services.

Literature Review

Language

The language barrier that exists between newly-arrived Latinos in Greenwood and local businesses, service industries and schools creates the need to understand the importance of language. "Language is the mediating force of knowledge; but it is also knowledge itself" (Freire 1994:102). According to Hobsbawm (1992: 147), language can connect individuals who are not related to each other by citizenship in a state. Language is one of the components that create collective identity within a community (Sanchez 1998:110). Latinos in Greenwood are a heterogeneous ethnic group that neither recognizes a single national identity nor places an emphasis on race (Sanchez 1998:110). However, there is an importance placed upon language (Sanchez 1998:110). Interestingly, while most Latinos in Greenwood wish to learn English, as mentioned earlier, they want to keep using Spanish as well (Campbell and Vasquez-Case 2000). In a lecture given at the University of Maryland on September 24, 2001, regarding his book, "Jihad vs. McWorld," Barber (2001) asks how in the United States, the most multicultural society, most American-born citizens speak only English. Barber asks, "How can we co-exist if we can't understand each other?" Although language barriers exist between English and Spanish speakers in Greenwood, there are communication tools that might create understanding and collective action within both groups in the community.

Radio communication

Sanchez discusses different means of communication to disseminate information to Latinos: literature, poetry, theatre, newspaper and radio (Sanchez 1998). Local radio stations, in particular, could act as an important means of information diffusion for many illiterate Latinos. Local radio stations could also create a community network and promote a sense of belonging and identification with other Latinos in Greenwood.

In the 1920s and 1930s, Spanish language programming not only tied Latino communities to their immediate Latino neighbors but also connected them to their homeland (Sanchez 1998:120). In 1939, International Broadcasting Company was established in El Paso, Texas, to produce and sell programs in Spanish across the country (Subervi-Velez 1997:231). In the late 1970s, numerous Latino radio stations facilitated a sense of belonging for Latinos through news, special programs and public service announcements (Puig 1991: 89). By 1996, 461 radio stations had different types of Spanish programming (Whisler and Nuiry 1996:11).

Most radio programs with full-time Spanish programming are in areas with extremely high

concentrations of Latinos, particularly large cities, such as Los Angeles, San Francisco Bay, San Jose, San Joaquin Valley, and Fresno, California (Subervi-Velez 1997:232). Latinos own many of the Spanish radio stations, including one nonprofit station. The Radio Bilingue network is a grass-roots effort involving local farmers that was started by a Catholic charity in 1976 (<http://www.radiobilingue.org/archive>). Now, the Radio Bilingue network is funded by local businesses, community members and foundations. It now owns three radio stations in California with many affiliates across the United States. Radio Bilingue is the only national distributor of Spanish language programming in public radio. Through two satellites, Radio Bilingue broadcasts information for Latinos across the country regarding health, education, immigration, civic action, public service, music and arts.

Sometimes, as mentioned, Spanish radio stations are either not available within an area or a limited decision-making body within a community decides the content of the radio broadcasts. Gaventa's (1991) studies in the Appalachian Valley in Tennessee discuss how strong control over information by local elites, or "gate-keeping," was used to limit the awareness and knowledge of industrial workers in the 1930s regarding local and national news (1980:105). Gaventa stated that there are multiple dimensions to power and powerlessness. Interactions between A, the powerful group, and B, the powerless group, reflects this through the defeat of B due to the lack of resources and nonparticipation of B. This nonparticipation of B is due to barriers and anticipated defeat; susceptibility to myths, ideologies, legitimations; sense of powerlessness; uncritical or multiple consciousness about issues; and the influencing of B by the shaping of A for the maintenance of nonparticipation by B (1980:21).

The defeat of the powerless due to their lack of resources might cause them to become disengaged in the community altogether, which allows the dominant group to control their community and their lives.

Social structure and social capital

Obstacles of communication for Latinos in Greenwood are hampering the growth of social capital for Greenwood as a whole. One form of social capital is the availability of information in a community (Coleman 1988:S102). Information must be easily accessed by everyone in order to produce the best possible solutions in any situation.

Accessible information is an important source for creating social relationships and networks. Coleman (1998) believes that communities that are embedded in a norm of less self-interested, individualistic attitudes will act instead in the best interests of the community. Wilkinson's (1991) community development approach maintains that social well-being of the community is the indicator of a healthy community. The five conditions of social well-being are distributive justice, open communication, tolerance, collective action and communication (Wilkinson 1979). Most importantly, Wilkinson states the following about the communication links of communities:

Community requires communication. Community is interaction, and interaction is based on communication. I'm speaking here of the one-to-one kind and of the kind that flows through public media. A rule of thumb way to assess the potential for development of a community is to count the number of breaks or gaps in the local communication structure. Breaks come at points of class separation, of ethnic, political or interest cleavage, and sometimes along family lines. To paraphrase Marshall McLuhan, the communication is the community (Wilkinson 1991).

Unfortunately, the language barriers that Latinos face in Greenwood are limiting the amount of information disseminated to them, which may, in turn, be creating a stratified social structure. Wilkinson (1991) suggests that community development should be devoted to developing the community as a human relationship structure rather than developing things in, or through, the community. Wilkinson believes the interactional approach begins with a system and then assesses the different levels and types of community behavior. Through the interactional approach, Luloff believes that it is important to evaluate

whether actions are community-oriented (1990). All community members in Greenwood must work together for the betterment of the community as a whole.

Coleman mentions there are many differences in social structures in communities due to: the differences in people's needs, the amount and types of aid or assistance, the culture of lending aid, the degree of affluence and the process of establishing social relationships, among other factors (1988: S101). Latinos might have different cultural norms and beliefs and different ways of approaching relationships that must be taken into account when working with Greenwood Latinos to build trust and reciprocity. Portes and Sensenbrenner (1998) discuss a source of social capital called bounded solidarity. Bounded solidarity affects economic behavior that applies to social relationship building among Latinos and between non-Latinos. Bounded solidarity refers to situations leading to group-oriented behavior from a reaction of people faced with common problems (Portes and Sensenbrenner 1998). This might lead to group identity, which leads to new social ties and entrepreneurial activities that might lead to greater success (Aldrich and Zimmer 1986:14). Although bounded solidarity might create positive outcomes for Latinos, it could also create too tightly bound networks that create closed social structures and thus deny access to necessary resources. These tightly bound networks might create bonding social capital that is associated with dense, multiplex networks; long-term reciprocity; shared norms; thick trust; and less instrumentality, in which bridging social capital is more influential than bonding social capital (Leonard and Onyx 2003). Bridging social capital is associated with large loose networks, relatively strict reciprocity, greater norm violation, a thinner or different sort of trust and more instrumentality. Bridging ties are usually associated with Mark Granovetter's (1973) notion of "weak ties" associations that might actually contribute to one's resource access and collective action.

In communities with high social capital, social relationships are rooted in the norms of trust, cooperation and reciprocity. The more bridges built between diverse groups, the more likely the needs of diverse groups will be heard, and collaboration on community projects will occur in the future. O'Brien et al. (1998:124) found the most distinguishable factor between communities of higher and lower variability is, within communities with higher social capital, community leaders have had a greater amount of experience working with one another on community projects, which in turn develops further collective activity. O'Brien also adds that through these experiences, trust and cooperation are being built, which further increases social capital.

Methodology

Community Development Participatory Action Research is used to create more resources to maintain a healthier egalitarian, social and economic environment for Latinos in Greenwood. Wilkinson believes community development must reflect and express the values and desires of the local population. PAR could help reach this goal by working toward social change through the processes of research, collective action and education, especially for the powerless. Through PAR, local service providers and citizens formulate a request for research on a particular topic. Depending on the circumstances, research might be carried out with or for the community group.

For this study, first a group of Spanish-speaking clients of a Greenwood community agency were observed discussing in a meeting issues of concern. One of these issues was the lack of information and announcements on the radio available to them in Spanish. Then, three personal semi-structured interviews were conducted in Greenwood. One interview was conducted with the general manager of the local radio station, another was conducted with one of the deejays of the local radio station and the third was conducted with the director of a local community service agency. Although the interview questions for each respondent varied, the questions were developed around four key points:

- Acceptance, tolerance and willingness to help newly arrived Latinos

- Collective activity among community groups to help Latinos
- A closer description of the Spanish radio show and an evaluation of its present success on Saturdays
- The possibilities for future extension of Spanish programming and public and community service announcements.

Interview results will be considered in light of the theoretical constructs of community development and the community studies literature discussed above.

Findings: Interview Results

1. Greenwood local radio station

The General Manager, who will be referred to as Bill, was asked about comments from Greenwood Latinos and how the station might respond to them. Bill stated that the station's employees noticed that local businesses were posting signs and printing menus and literature in Spanish, which indicated interest in serving Spanish-speaking persons. The interview included questions about the Spanish radio show on Saturday mornings, but Bill referred me to speak with the Spanish show deejays for more details about the programming. Bill added that two local Latinos inquired about creating a Spanish radio show, and Bill accepted their proposal to create a time for the show. This local radio station invited other interested parties, such as those stakeholders who are interested in the welfare of Latinos in Greenwood, to take part in the creation of a Saturday morning Spanish program. Development for the one-hour show began in June 2000 and went on air in July 2000. Since its inception, the Spanish radio programming has been generally well-received. However, Bill stated that there have been some phone calls from both Latino and non-Latino members of the community who were upset by the new Spanish radio program and felt that Latinos aren't welcomed in Greenwood. At the same time, Bill received phone calls from pleased listeners who enjoyed the Spanish music even though they did not understand Spanish.

The interview ended with discussion about the willingness of the radio station to include public service announcements in Spanish in regular hourly updates, such as the updates of weather or news, throughout its regular English broadcasting. Bill answered that it was a good idea and that it would be considered.

2. Spanish radio show

One of the deejays of the Spanish radio show was interviewed; we will call this person Pedro. During the interview, it was gathered that this person is a key person in expanding the group of settled Latinos in the area. Pedro is also a realtor who targets Spanish-speaking clients, so he also helps to connect local Latinos through both his personal and professional networks. Pedro is a community-minded person who is the president of a local Hispanic organization in Greenwood, and he sits on the board of a community service agency. He volunteers much of his extra time to host the radio show with Paula, the other deejay. She is a young Mexican woman who is the daughter of the owners of a local Mexican restaurant in Greenwood, where she is employed.

Interview questions focused on the content, organization and audience demand for the Spanish radio programming on Saturday morning. Pedro provides a vital connection for information, jobs and entertainment for newly arrived Latinos.

Due to the time and energy invested by both deejays, the Spanish radio program is enjoyed and appreciated by many Greenwood Latinos. At the end of 2000, they believed the desire for Spanish programming had grown in the Greenwood community. Pedro and Paula approached the general manager of the radio station to inquire about a longer broadcast for the Spanish show. The general manager believed that as long as airtime could continue to be purchased by businesses, there were no qualms about extending the program to a two-hour time block. The airtime was extended from one to two hours in January 2001.

Through their efforts to create the Spanish radio program and their other Latino-related volunteerism, both Pedro and Paula shared a desire to reach out to the newly arrived Latinos and to provide a sense of their homeland, just as Spanish radio programs did more than 50 years ago (Sanchez 1998:120). Cumbia, salsa and romantic music are the most popular requests. Most of the Latino music aired was donated by record companies at the onset of the Spanish show. Now, both Pedro and Paula have created working relationships with many record companies who are sending free CDs to promote Latin music artists on their label. Latinos in Greenwood also call in to dedicate songs in Spanish to loved ones back home.

On average, the Spanish show receives about 50 to 60 phone calls between 10 a.m. and 12 p.m. Local businesses, community organizations and health-related offices are using the radio station as a way to promote their services. Pedro mentioned that the local, free community clinic is announced every week with dates, times and locations. Although most calls are for dedications, Pedro added that some calls from Latinos are inquiries about social and health services in the community. Although many Latinos are listening regularly to the Spanish program on Saturday mornings, it is evident through Pedro's experiences that many Spanish-speaking and illiterate Latinos need greater access to important social and public service information.

Both Pedro and Paula not only spend a great deal of time hosting the radio show but also calling companies, translating business advertisements and commercials into Spanish and gathering local announcements and community information. When I asked Pedro if others would like to get involved with the radio show, he stated that he has tried to encourage others to volunteer their time to host the show, but most do not feel comfortable talking freely on the radio.

3. Greenwood community service agency

The director of a Greenwood community service agency was interviewed. She will be referred to as Martha, and the agency will be referred to as GCS. Martha is proud of Greenwood and said, "[Greenwood] is philanthropic, educational and full of social capital." Interview questions centered on finding out more about the agency's projects, especially those that involved Spanish-speaking persons. GCS has produced many successful projects that have helped the Latino community with health care, English classes, Spanish-speaking translators and Spanish-speaking tutors for children. GCS works with other businesses and organizations that are a part of the multicultural forum to better serve Latinos, as well as Ukrainians, another prominent immigrant group in Greenwood. Martha believes that there are a few progressive small business owners who have cared a great deal for the newly arrived Latinos.

In interviewing Martha, it was important to find out whether social service providers could receive local, national or state funding in order to provide hourly public service announcements at the local radio station and whether there are alternate plans of action to finance such announcements. When asked if it is possible for other community groups, organizations and businesses to financially contribute to the creation of the regularly scheduled public service announcements in Spanish, she stated with some frustration, "The city government pats [GCS] on the back and asks us why they should interfere...Family services has a very low budget, so they can't help."

Martha feels that the implementation of regular broadcast announcements in Spanish would be quite beneficial to the Latino community. She thinks public service announcements would create a more efficient atmosphere for local social and health services and organizations, such as the partnership. It seems that Martha and GCS would like to help Greenwood Latinos although there is a lack of financial support for many community-based programs and organizations.

Discussion and Future Recommendations

The Greenwood community must seriously consider Wilkinson's argument that community requires communication. Communication heavily impacts the development and future of the community. All

members of the community must possess equal access to public and social service information.

How does Greenwood go about initiating change to expand the dissemination of information for Latinos through regular public and community service announcements in Spanish? In order to increase the lines of communication for everyone, Greenwood residents must first accept Latinos into their town and their lives. Latinos have a different ethnicity, social norms, language, tastes and preferences that must be respected by local citizens. Community leadership must become informed and attentive to the needs of newly arrived Latinos. Existing organizations need to take inventory and mobilize their resources. It is important to recognize that although a stable group of community organizations invest its time, energy and resources in the Latino community, there is still a need for new stakeholders in the Latino community to commit themselves to becoming involved. It is important to note that there may be a need for a renewal of community leadership and the development of new Latino-specific community groups to meet the needs of Greenwood Latinos (Duffy 2001). Instead of just a “pat on the back,” the Greenwood community service agency must receive more funding through local, state or national governments or nongovernmental agencies to maintain and expand its programs for Latinos. Financial assistance must be obtained to purchase airtime at the local radio station.

Therefore, I propose the following process to expand the dissemination of information for Spanish speaking Latinos:

1. First, an organized group of concerned Greenwood citizens, social service providers and organizations needs to be created to focus solely upon the betterment of communication for Latinos in Greenwood
2. This group needs to invite all citizens to “town meetings” to seek support from the whole community
3. This group needs to solicit local businesses to purchase airtime in exchange for advertising and ask them for donations
4. The group needs to research other cities with Spanish radio programming to seek a model or process for receiving funding for radio shows
5. Seek assistance and money from the University of Missouri system through departments of specific disciplines, such as communications, rural sociology, sociology, social work and political science. These departments might direct the group to a student or faculty research group such as the Missouri Area Research Connection, online at <http://www.missouri.edu/~moaction/index.html>, in order to assess the needs and desires of Greenwood Latinos through interviews or focus groups
6. Seek grant proposals linked with an academic institution to obtain funding from the National Science Foundation, a community development national organization or society or a nationally known telecommunications society or organization.

Further research needs to be done to evaluate the willingness of Greenwood residents to volunteer their time and energy to aid newly arrived Latinos in the community. The social capital of Latinos in Greenwood must be nurtured and cultivated in order to create a positive impact on Greenwood as a whole. Greenwood residents must realize that the future of Greenwood depends on the social, economic and physical well-being of all of its residents.

► The Nature and Extent of Latino Immigrants' Communication with Their Children about Sexual Issues

Anne Dannerbeck, Ph.D., Marjorie R. Sable, DrPH, James D. Campbell, Ph.D., Eleazar Gonzalez and Roxana Huaman

University of Missouri—Columbia

Much remains to be learned about how to promote responsible teen sexual behavior, especially in ethnically diverse populations (Raffaelli & Green 2003). Recent trends demonstrate the need for more focus on Latinos in particular. Although overall teen pregnancy and birth rates have declined in the United States, among Latino teens the rate of decrease has been slower than for other population subgroups. From 1990 to 2002, the proportion of births to unmarried Latino teens rose from 25 percent to 74 percent. Latinos are projected to make up 24 percent of the teen population by 2025 (U.S. Census Bureau 2004). Much of the general teen population decrease in pregnancy and births can be attributed to the promotion of sexual responsibility through abstinence programs and the use of contraception among those who are sexually active. Hispanic teens, however, are less likely to use contraception than other teens. (Erickson 1998; Ryan, Franzetta, & Manlove, 2004). Researchers have not determined whether these differences in contraceptive use rates and pregnancies are related to some aspect of culture, the acculturation process, a lack of knowledge and skills or other factors (Pesa & Mathews 2000). The purpose of this study is to understand the role that recently immigrated Latino adults intend to play in educating their children about sexual issues.

Promoting Sexual Responsibility through Programming and Parenting

The main societal response to promoting sexual responsibility has been pregnancy prevention programs, namely sex education programs in schools; promotion of access to family planning clinics (Hoff, Greene, McIntosh, Rawlings & D'Amico 2000); and, in recent years, an emphasis on abstinence promotion (Wilson 2003). Many of these programs are directed toward the teens and do not include the rest of the family, especially the parents, even though researchers recognize the role of parents in encouraging sexual responsibility (Jaccard, Dittus, & Gordon 1998). Latinos tend to have a cultural orientation that is familial, not individualistic (Kwak 2003). Thus, programs that target only the teens might not deliver their message effectively to Latinos.

Across cultures, parents are the primary source of socialization for children and establish their basic values and orientation. Parents model gender roles, provide supervision and monitoring of behavior and pass on the beliefs and norms to the next generation. In the process, they pass on some basic information about sexual behavior. Much of the research on how this information gets transmitted from parents to teens has focused on how, through communication patterns, parents socialize teens regarding sexuality (Rosenthal, Senserrick, & Feldman 2001). Some research has found that the timing rather than quantity of information exchanged impacts sexual risk-taking behaviors (Clawson & Reese-Weber 2003). No conclusive relationship has been found between parent and child communication and youth sexual risk-taking behaviors (Kirby 1999; Miller 2002). In some situations, increased communication does seem to affect risk behaviors, but in other cases no relationship seems to exist. The inconclusive results have been attributed to study designs that do not account for the relevant variables, particularly the nature of the communication (Miller, Benson, & Galbraith 2001). Little research has been conducted on communication among ethnically diverse populations. The few comparative studies that have been conducted indicate that Latino parents communicate less than Anglo- and African-American parents about sexual issues (Baumeister, Flores, & Marin 1995; Hofstetter et al. 1995). The reasons for the lower levels of discussion have not been identified in research.

Some parents might not be comfortable transmitting sexuality knowledge, or because of the changing

social context, they might be ill-equipped to pass on information that is relevant in contemporary youth culture. Latino teens and parents, especially recent immigrants, might encounter a social context that limits the parents' effectiveness in communicating about relevant sexual information. Many originate from traditional cultures in which people marry in their teens and early twenties. Many are from small communities in which youth are chaperoned or closely monitored by the community and have few opportunities for sexual relations outside of marriage. Once they arrive in the United States, the social context is different — people marry later or not at all, cohabitation is common and sexual images and behaviors are openly displayed in the media. The parents might be unaware of what issues they need to discuss with their teens. They may not have the coping resources to counteract the pervasive influence of sexuality in the media and society. Yet, the parents of Latino youth might present the best means to reach this group of teens with a sexual responsibility and pregnancy prevention message. The teens interact with them on a regular basis, and the parents are the individuals most likely to be responsive to the teens' immediate needs (Schreck 1999).

Factors Impacting Parent/Child Communication about Sexuality

Previous studies have shown a relationship between a variety of sociodemographic variables and the extent of parent and teen communication about sexual issues. Using non-Latino samples, some studies found that gender influences communication, with mothers communicating more than fathers (Hutchinson & Cooney 1998; Miller, Kotchick, Dorsey, Forehand, & Ham 1998; Di Iorio, Kelly, & Hockenberry-Eaton, 1999). Other studies found that Latino mothers communicate more than fathers, and they communicate more to daughters than to sons (Raffaelli & Green 2003). Education levels also seem to influence communication, with more educated Latino parents tending to talk more with their children (Raffaelli & Green 2003).

Cultural attributes have not been examined closely in previous studies of parent and teen communication about sexual issues although Raffaelli and Green found a difference between parents of Mexican and non-Mexican origin; those who were non-Mexican were more open in communicating about such issues. Numerous studies have found that acculturation, the degree to which an individual has adopted the language and customs of a new society, impacts behavior in a variety of settings (Bell & Alcalay 1997; Weigers & Sherradan 2001; Zane & Mak 2002). Commonly used proxies for acculturation level are length of time in the United States and language abilities and preference (Arcia, Skinner, Baily, & Correa 2001). Those who have been here a shorter period of time might respond differently to some questions based on a different cultural orientation. Those who intend to stay might respond differently than those who intend to return to their country of origin. Those who intend to stay are more likely to think about the situation in the U.S. and what they need to do to prepare their children to live here. Those who speak mainly Spanish might not be as aware of the social context in which their children are living. Besides the general process of cultural adaptation, religious beliefs and affiliation might also influence communication about sexuality. One study found that Hispanics are more likely than Caucasians and African-Americans to say that religion shapes their sexual behavior (Manay, Laumann, & Michaels 2001).

Another constellation of factors might affect the nature of what is communicated about sexuality. The attitudes and values that parents transmit through their actions and words might impact teen sexual behavior. Past research has shown that the stricter the values of parents regarding premarital sex, the longer teens delay initiating sex, the less frequently they have sex and the fewer partners they have. In addition, the more positive the parents' views about using contraception, the more likely teens are to use it. The more negative the parents' views about early childbearing, the more likely teens will delay childbearing (Kirby 2001.)

What seems to be important in understanding the transmission of sexual information from parents

to children is not just the extent of the communication but also the nature. Some studies have found that parents provide little direct, specific information about sexuality issues (Kisker 1985; King & Larusso 1997). The Raffaelli and Green study found that parents were more likely to discuss relationships and values rather than specifics about sexual behaviors and protection. Other studies (Baumeister et al. 1995; Raffaelli & Ontai 2001) have also found that parents are less likely to discuss topics such as birth control and sexually transmitted illnesses than topics such as values and relationships.

This study seeks to expand our knowledge about parent and child communication about sexual issues. The study sample consists of recent Latino immigrants, many of whom do not even have children yet. Those who do have young children. Consequently, we cannot directly observe how these Latino adults will socialize their children regarding sexual behavior. This study examines the levels of importance expressed by recent immigrants regarding strategies and topics for socializing children about responsible sexual behavior. This information can inform the design of sexuality education programs for Latino youth and parents.

Methods

Instrumentation

The items used in this analysis were part of a 170-item survey instrument. The first set of four items was designed to gauge the level of concern people had about raising children in the United States. A female native speaker and trained parent educator developed the items based on her experiences working with Latino families with adolescents. The rest of the questions used in this particular analysis were derived from an earlier study by Jordan, Price, & Fitzgerald (2000) on rural parents with teenagers. The questions included respondents' own experiences in being educated about sexual issues, their intentions for informing their children about such issues and a list of specific issues for which they rated the importance of talking to their children about each one. A thorough review of the literature on sexual socialization confirmed the relevance of the included items, thus establishing face validity. The questions and response sets were modified to fit the context of the current study population, namely the fact that the respondents were being asked about future intentions, not current behaviors. The entire instrument was reviewed by an advisory group to the project consisting of family planning service providers who work with recent Latino immigrants. They provided useful feedback and confirmed the content validity of the items.

Response sets consisted of either categorical answers or Likert-type formats, for example "not very important" to "very important" or "strongly disagree" to "strongly agree". The instrument was originally written in English, then translated into Spanish, reviewed by several native speakers to ensure that terminology was culturally appropriate for the study population, and finally back-translated into English to ensure that the original meanings were retained. The questionnaire was pilot tested with five men and five women. Final adjustments were made based on their feedback.

Participants and procedures

The study population consisted of Latino immigrants in a small Midwestern city and surrounding area who were between 18 and 45 and had lived in the U.S. less than five years. A Mexican male recruited and interviewed 100 men, and a Peruvian female recruited and interviewed 100 females. They both used a snowball sampling technique. They first contacted people with whom they were already acquainted, and then, asked them for the names of other people to contact. Both interviewers were already fairly well-known and trusted in the Latino community, a fact that facilitated the task of finding recent immigrants willing to talk about issues related to family planning.

Potential respondents were asked if they would be willing to take part in a research study. They were told it would take about 90 minutes to go through the questions. The interviewer would record their

answers in writing. They would be given a voucher worth \$10 in merchandise from a local Latino store. For items with a Likert-type scale, the response sets were listed on cards that were laid out before the respondent so she or he could indicate where a response fell. The interviews took place over a 4-month period in 2004, usually at the home of the respondent.

Data was entered and analyzed using SPSS, version 12. Descriptive statistics provide background information on the respondents. Bivariate techniques were used to study variable relationships.

Results

Demographic and background characteristics

Referring to Table 1, similar proportions of men and women were married. Significantly more women were cohabiting, and more men were single. The majority of female respondents had at least one child. In contrast, 44 percent of the men had no children. Significantly more of the women had about 12 years of schooling. Almost half of the respondents had been in the U.S. less than one year, and most spoke Spanish at home, which indicated they were not well-acclimated. More women were in the youngest age range, 18-25, and more of the men were in the oldest age range, 36-45. To identify the potential impact of religion, respondents were asked how often they attended church services. The majority did not attend often, with a higher proportion of women not attending. Finally, the interviewees were asked if they intended to stay in the United States. The majority of respondents did not intend to stay, with significantly more men, at 78 percent, than women, at 53 percent, indicating an intention to return to their country of origin.

General concerns about raising children in the U.S.

The first step in addressing any issue is to be aware that it is an issue. As illustrated in Table 2, the women tended to voice stronger agreement than men that their children would have more opportunities growing up in the U.S. The men were less certain about this issue. Fifteen percent did not agree, and another 7 percent were not sure. Just 4 percent of the men strongly agreed with this statement compared to 63 percent of the women. In reflecting on more negative aspects of life in the United States, the majority of women, at 67 percent, and men, at 89 percent, agreed or strongly agreed that their children were more likely to get involved in sex before marriage in the United States. More women than men did not agree or were not sure about this issue. Another potential concern in the U.S. is the abuse of drugs and alcohol. The majority of both genders, but more men than women, agreed or strongly agreed that their children were more likely to abuse alcohol and drugs in the U.S. The final query in this set of items was designed to evaluate the extent to which individuals were so preoccupied with earning money that they would worry less about their children in the United States. A much higher proportion of men than women agreed with this statement.

Importance of talking to children about specific sexuality issues

Table 3 illustrates the beliefs about the importance of talking to children about different topics specific to sexuality issues. More men, at 37 percent, than women, at 23 percent, said it would not be important or were neutral about talking to their children about sex outside of marriage. No other topic generated as many combined "not important" or "neutral" responses. One topic, marriage and divorce, generated a majority of neutral responses for both genders. Just two topics, parenting responsibilities and sexual abuse and rape, generated a majority of "very important" responses for both men and women. For the other topics, listed at the bottom of Table 3, no distinctions emerged between men and women or between topics; the most common response was "important" for men and women.

Experiences and preferences regarding the role of various institutions in providing sexuality education

To understand respondents' preferences for how to educate their children about sexuality issues,

they were asked where they got most of their information. As illustrated in Table 4, differences emerged between men and women. The majority of women received information from health providers, followed by friends. The men were more divided. One-third received the majority of their information from health providers, followed by school and parents.

A majority of both men and women felt the family should be the main source of information about sexuality issues. Ten percent of the men thought the family should be the only source of such information. Only 2 percent of the men felt all information should be provided by institutions other than the family. The vast majority of men and women thought that schools, clinics and health departments were appropriate institutions to provide information. The respondents were split over whether the church was an appropriate place. The majority of women, 51 percent, and 40 percent of men responded that it was not an appropriate source of information.

Clearly, the majority of recent Latino immigrants who participated in this study perceived that the family should play the lead role in educating youth about sexuality issues. To better understand how outside institutions might support parents in this important task, the respondents were asked what forms of information transmission they would use. The majority of women preferred the option of attending seminars with their children. The men were more split, with about one-third choosing the seminar option and another one-third preferring to attend meetings for parents only. A third group of men expressed a preference for classes that only included the youth. Some women also preferred these latter two approaches, but the proportions were smaller.

Discussion

In expanding our knowledge about sexual education through parent communication, these results indicate some gender differences in education strategies and in what are considered important topics to discuss with children. This study is unique in that it elicited the perspectives of men on issues related to family planning. Including the perspective of men allows us to identify potential similarities and differences in what kind of programming would appeal to both mothers and fathers. It is limited in that levels of agreement about the importance of various topics do not always reflect actual behavior and those behaviors have not been observed for the sample. Forty-four percent of men and 21 percent of women do not even have children yet, and their views might change once they do become parents.

This study builds on past studies by replicating the items used in a study on rural parents and by conducting the study with an ethnic minority group that is rapidly increasing in the United States and tends to have a high rate of unmarried teen pregnancies. The sample, recent Hispanic immigrants in one Midwestern community, might not be representative of all recent Hispanic immigrants, but it is typical of the demographic phenomenon in this region of the country in that most participants are from Mexico, have been in the United States one year or less and have a low education level.

Consistent with past research, this study found differences between genders in the areas and extent of concern about children growing up in the United States, the importance of talking to children about various topics related to sexuality and preferences for institutional involvement in educating children about these topics. In general, men were more concerned than women about the influence of the United States on their children, yet many men stated they would be too busy working to worry much about their children. The men perceived less importance in talking about certain topics related to sex.

The respondents revealed some surprising findings about family formation. Many men and women were neutral about discussing marriage and divorce with their children. This finding might be related to their own marital status. Half of the sample was not married, and many mothers were single. Given their own family status, the respondents might not feel comfortable discussing marriage with their children. Another surprising finding is that significant numbers of both men and women indicated

feeling "neutral" or that it was "not important" to talk about sex outside of marriage. These two items relate strongly to values about family and sexual behavior. The source of most values lies in our family of origin and is transmitted through conversations and observations. Programs targeting teens through their parents should consider encouraging parents to effectively express their own values and to model responsible sexual behavior (Kirby 2001).

Another item that reflects values is parenting responsibilities. All the women and most of the men thought it was "important" or "very important" to discuss parenting responsibilities with their children. Thus, programs that support parents might not be effective if they focus on issues related to marriage and sex outside marriage; framing the issue in the context of responsible parenting might be more effective because so many respondents felt it was important.

The most commonly reported source of information about sexuality was health providers. Even though their own main source of information was not from their family, respondents indicated that the family should be the main source of information for their own children. These findings highlight the need for culturally relevant programs that support parents in the sexual socialization of their children.

The results also give us important insights into who the respondents perceived would be appropriate providers of supplemental information. Schools, clinics and health departments were considered appropriate by the vast majority of both men and women. Fewer people indicated that the church would be an appropriate provider of such information. Religion does not seem to have much role in their lives, at least in socializing children about sexual behavior. The Catholic Church has traditionally set the standard for norms and values in many Latin American countries, including Mexico. Among our study participants, its influence seems to be diminishing both in terms of strength of affiliation, or lack thereof, and in terms of having a role in sexual education. This finding might be related to the role of religion in the respondents' lives. At least 75 percent of the men and women seldom or never attend church. If a religious institution is not part of their daily lives, they might not see it as having a role in sexual education. Most of the sample, 80 percent, identified as Catholic, and the Catholic Church does not support forms of birth control other than the rhythm method. Consequently, the respondents might perceive that it would not be an ideal institution to provide complete information.

The men and women were more divided on how they would prefer to get information from outside institutions. A majority of the women, 62 percent, felt that youth and parents should get information together. The men were more split. About half of them preferred either parents-only or youth-only information sessions. This difference in preferences extends the previous research that has shown that men are less likely to talk to their children about sexuality issues (Miller et al. 1998; Di Iorio, Kelly, & Hockenberry-Eaton 1999). These findings suggest that different approaches might be needed to support mothers and fathers. Mothers can be reached through programs designed for them and their children. Fathers might support efforts outside the family to educate their children but not necessarily as a joint activity.

The findings suggest that at least some differences in rates of unmarried teen pregnancies and contraceptive use could be attributable to differences in the sexual behaviors and attitudes of parents. An influential factor in what children learn about sexual behavior might not be the quantity of information conveyed, but the nature of the topics discussed. This group of individuals indicated that more value would be put on the role of parenting than on marriage and discouraging sex outside of marriage.

This study has provided us with some useful insights into similarities and differences in how Latino men and women view sexual education for their children. Program developers would be wise to view their programs as supports for what Latino parents teach their children. Structuring the programs to reflect the priorities of the parents might encourage families to participate. This group of study participants is aware of the difference in social context between the United States and their country

of origin, as evidenced by their concerns about raising children in the United States. They should be a responsive audience for programs that help parents socialize their children.

Table 1

Background and Demographic Characteristics of Respondents, n=100

Question	Percentage among females	Percentage among Males
Marital Status***		
Single	19	38
Married	46	48
Cohabiting	33	8
Divorced/widowed	2	6
Number of children*		
0	21	44
1-2	59	33
3+	10	23
Years in school		
6 years or less	29	39
12 years	61	54
More than 12 years	10	7
Length of time in U.S.		
Less than 1 year	48	47
1-5 years	52	53
Age range		
18-25	50	42
26-35	38	37
36-45	12	21
Regularity of church attendance		
Never	24	14
Not often	49	65
1-2 times per month	9	9
Almost weekly	15	12
Intend to stay in U.S.??		
Yes	33	13
No	53	78
Don't know	14	9
Language spoken at home		
English	3	7
Spanish	94	93

Chi-square:*p<.01; **p<.001; ***p<.0001

Table 2*Concerns about Raising Children in the U.S.*

Question	Percentage among females	Percentage among males
My children will have more opportunities growing up in the U.S.		
Strongly agree	63	4
Agree	31	74
Disagree	3	15
Strongly disagree	1	0
Not sure	1	7
My children are more likely to get involved in sex before marriage in the U.S.		
Strongly agree	25	9
Agree	42	80
Disagree	19	10
Strongly disagree	2	0
Not sure	10	1
In the U.S., my children are more likely to abuse drugs and alcohol		
Strongly agree	20	12
Agree	42	68
Disagree	18	16
Strongly disagree	2	2
Not sure	15	2
Because I am preoccupied with earning money, I worry less about my children		
Strongly agree	1	7
Agree	8	49
Disagree	31	34
Strongly disagree	54	4
Not sure	5	6

Table 3*Importance of Talking to Children about Specific Sexuality Issues*

Issue	Percentage among Females	Percentage among Males
Marriage and divorce		
Not important	2	4
Of little importance	4	7
neutral	68	48
Important	26	39
Very important	0	1
Not having sex outside marriage		
Not important	4	9
Of little importance	9	17
neutral	10	11
Important	64	37
Very important	13	23
Parenting responsibilities		
Not important	0	0
Of little importance	0	1
neutral	0	3
Important	7	34
Very important	92	61
Sexual abuse and rape		
Not important	0	2
Of little importance	0	4
neutral	0	3
Important	28	37
Very important	72	53

Note: For the following issues, at least 85 people of the respondents indicated they would be "important" or "very important" topics to discuss with their children, and there were no significant differences between men and women: menstruation, reproduction (how a baby is conceived), sexual relations with a partner, dating, contraceptives, abortion and alternatives, media pressure to have sex and sexual abuse and rape.

Table 4*Experiences and preferences regarding the role of various institutions in providing sexual education*

Question	Percentage among females	Percentage among males
Personal information source		
Parents	11	18
School	14	23
Friends	18	6
Media	2	12
Written materials	6	8
Health providers	49	33
Preference for educating children about sex		
Family only	0	10
Mainly family	85	75
Mainly outside organizations	15	13
Outside organizations only	0	2
Which of the following should provide sex education?		
Schools	95	96
Clinics	94	97
Health Department	95	97
Church	49	60
Which of the following would you use to get information?		
Class with peers	10	18
Library	5	7
Seminars for youth and parents	62	37
Radio and TV	1	2
Parent meetings	22	34

References

- Arcia, E., Skinner, M., Bailey, D., & Correa, V. (2001). "Models of acculturation and health behaviors among Latino immigrants to the US." *Social Science and Medicine*, 53, 41-35.
- Baumeister, L., Flores, E. & Marin, B. (1995). "Sex information given to Latina adolescents by parents." *Health Education Research*, 10, 233-239.
- Bell, R., & Alcalay, R. (1997). "The impact of the wellness guide/guia on Hispanic women's well-being-related to knowledge, efficacy beliefs, and behaviors: The mediating role of acculturation." *Health Education and Behavior*, Thousand Oaks.
- Clawson, C. & Reese-Weber, M. (2003). "The amount and timing of parent-adolescent sexual communication as predictors of late adolescent sexual risk-taking behaviors." *Journal of Sex Research*, 40, 3, 256-265.
- Di Iorio, C. Kelly, M. & Hockenberry-Eaton, M. (1999). "Communication about sexual issues: Mothers, fathers and friends." *Journal of Adolescent Health*, 24, 181-189.
- Erickson, P. (1998). *Latina adolescent child bearing in east Los Angeles*. Austin: University of Texas Press.
- Hoff, T., Greene, L., McIntosh, M., Rawlings, N. & D'Amico, J. (2000). *Sex Education in America A Series of National Surveys of Students, Parents, Teachers, and Principal*. Kaiser Family Foundation, Menlo Park, CA.
- Hofstetter, C., Hovell, M., Myers, C., Blumberg, E. Sipan, C. Yuasa, T. & Kreimer, S. (1995). "Patterns of communication about AIDS among Hispanic and Anglo adolescents." *American Journal of Preventive Medicine*, 11, 231-237.

- Hutchinson, M. & Cooney, T. (1998). "Patterns of parent-teen sexual risk communication: Implications for interventions." *Family Relations*, 47, 185-194.
- Jaccard, J., Dittus, P. & Gordon, V. (1998). "Parent-Adolescent congruency in reports of adolescent sexual behavior and in communications about sexual behavior." *Child Development*, 69, 1, 247-261.
- Jordan, T., Price, J., & Fitzgerald, S. (2000). "Rural parents' communication with their teen-agers about sexual issues." *Journal of School Health*, 70, 8, 338-344.
- Kirby, D. (1999). "Sexuality and sex education at home and school." *Adolescent Medicine*, 10, 195-209.
- Kirby, D. (2001). *Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy*, Washington, DC: National Campaign to Prevent Teen Pregnancy.
- Kisker, E. (1985). "Teenagers talk about sex, pregnancy, and contraceptive." *Family Planning Perspectives*, 17, 83-90.
- King, B. & Lorusso, J. (1997). "Discussions in the home about sex: different recollections by parents and children." *Journal of Sex and Marital Therapy*, 23, 52-60.
- Kwak, K. (2003). "Adolescents and their parents: A review of intergenerational family relations for immigrant and non-immigrant families." *Human Development*, 46, 115-136.
- Manay, J., Laumann, E.O., & Michaels, S. 2001. "Race, gender and class in sexual scripts." In Laumann, E. & Michael, R. (Eds.), *Sex, Love, and Health in America*, Chicago, Univ. of Chicago Press.
- Miller, B. (2002). "Family influences on adolescent sexual and contraceptive behavior." *Journal of Sex Research*, 39,1, 22-27.
- Miller, B. Benson, B. & Galbraith, K. (2001). "Family relationships and adolescent pregnancy risk: A research synthesis." *Developmental Review*, 21, 1-38.
- Miller, B., Kotchick, B., Dorsey, S., Forehand, R., & Ham, A. (1998). "Family communication about sex: What parents are saying and are their adolescents listening?" *Family Planning Perspectives*, 30, 218-222, 235.
- Pesa, J. & Mathews, J. (2000). "The relationship between barriers to birth control use and actual birth control use among Mexican-American adolescents." *Adolescence*, 35, 140, 695-707.
- Raffaelli, M. & Ontai, L. (2001). "She's 16 years old and there's boys calling over to the house': An exploratory study of sexual socialization in Latino families." *Culture, Health, and Sexuality*, 3, 295-310.
- Raffaelli, M. & Green, S. (2003). "Parent-adolescent communication about sex: Retrospective reports by Latino college students." *Journal of Marriage and Family*, 65, 2, 474-481.
- Rosenthal, D., Senserrick, T., & Feldman, S. (2001). "A typology approach to describing parents as communicators about sexuality." *Archives of Sexual Behavior*, 30, 3, 2001.
- Ryan, S., Franzetta, K., & Manlove, J.(2005). "Hispanic teen pregnancy and birth rates: Looking beyond the numbers." *Child Trends Research Brief*, Washington, D.C.
- Schreck, L. 1999. "Adolescent sexual activity is affected more by mothers' attitudes and behavior than by family structure." *Family Planning Perspectives*, 31, 4, 200-201.
- U.S. Census Bureau (2004). U.S. Interim Projections by Age, Sex, Race, and Hispanic Origin, Retrieved October 23, 2005 from <http://www.census.gov/ipc/www/usinterimproj/>
- Weigers, M. & Sherradan, M. (2001). "A critical examination of acculturation: The impact of health behaviors, social support, and economic resources on birth weight among women of Mexican descent." *International Migration Review*, 35, 3, 804-839.
- Wilson, S.W. (2003). "Sexuality education: Our current status and an agenda for 2010." *Family Planning Perspectives*, 32, 5, 252-254.
- Zane, N. & Mak, W. (2002). "Major approaches to the measurement of acculturation among ethnic minority populations: A content analysis and an alternative empirical strategy." In Chun, K., Organista, P., & Marin, G. (Eds.) *Acculturation: Advances in Theory, Measurement, and Applied Research*. Washington, DC, American Psychological Association.

► Bilingual Education

Linda Espinosa, University of Missouri—Columbia

Bilingual education in the United States has traditionally referred to the education of children whose home language is not English; typically, the goal of bilingual programs has been to raise the English fluency of the students to a level that will allow them to function in English-language classrooms. Once they are judged to be sufficiently fluent in English, usually through a mixture of academic achievement and language fluency testing, the students are transitioned to English-only instruction. Rarely is the goal to promote high levels of proficiency in two languages, but rather to provide sufficient instruction and support that allows the child to exit from the bilingual program as quickly as possible with no ongoing support for the home language. Thus, the term bilingual education is typically a misnomer in light of the actual goals and program practices.

Currently, in the United States, it is estimated that about 20 percent of the school-aged population speaks a language other than English at home; between 14-16 percent of children speak Spanish as their home language (Reyes & Moll 2004), and another 4-6 percent speak something other than Spanish. Bilingualism, or nearly equal proficiency in two languages, has been studied and debated for decades in this country. In 1968 the Bilingual Education Act was passed, which required teachers and schools to meet the cultural and linguistic needs of children who did not speak English. This led to the proliferation of bilingual programs in school districts, followed by many studies evaluating the effectiveness of different approaches to bilingual education. Eventual disagreements over the value of bilingualism in the context of U.S. social policies has recently resulted in an English-only movement that has severely restricted bilingual education programs in some states.

Children whose home language is not English are considered English-language learners. They are also frequently described as linguistic minority students, or more recently as linguistically diverse students. As children acquire a second language, one language might be more dominant because they are using that language more than the other at a particular point in time. Frequently, children demonstrate a language imbalance as they progress toward bilingualism. During this time, children might not perform as well as native speakers in either language. This is a normal, and most often temporary, phase of emergent bilingualism. It is rare for young children to achieve a balanced bilingualism, but most can achieve it given sufficient exposure, opportunities and motivation for use. For this reason, it is important to assess bilingual children on both their first language and English to monitor the progress of their bilingualism.

There are several models for early childhood bilingual education.

Bilingual education programs divide classroom interaction between English and the child's first or home language. The percentage of time devoted to native language versus English varies enormously depending on the language fluency of the teaching staff and the goals of the program. These settings have at least one teacher who is fluent in the child's first language. Examples of bilingual programs include: dual-language classes, which include minority-language and English-speaking children, maintenance bilingual education, transitional bilingual education, English submersion with native language and ESL support and integrated bilingual education. The goals might include transitioning into English as quickly as possible, maintaining and supporting home language development while simultaneously supporting English acquisition or promoting second-language development for both English speakers and non-English speakers, for example dual language programs.

Dual language programs are increasingly found in the United States. There are a variety of terms used to describe these programs: two-way immersion, two-way bilingual education, developmental bilingual education and dual language education. Dual language classrooms contain an approximate balance of language minority and native English-speaking children. Both languages are used throughout the

curriculum in about equal amounts so that all children will become bilingual and eventually biliterate and multicultural. English-language learners are expected to become proficient in their home language as well as English. Native English speakers are expected to develop language and literacy skills in a second language while making normal progress in English.

A second approach to bilingual education is through Primary/Native Language Programs. In these programs, all or most interactions are in the child's first or primary language. In these settings, the teachers must be fluent in the child's home language. The goals include development and support for the child's first language with little or no systematic exposure to English during the early phases. The child's home language is used for the majority of classroom time with the justification being that the concepts, skills and knowledge will transfer from the first language into English. The home language is promoted to support cognitive and literacy development in a language the child understands, and to preserve cultural identity. The Carpenteria Preschool Program, a Spanish-language preschool, has been studied and evaluated to determine the long-term effects of first language instruction during the preschool years on future language and literacy skills. Researchers concluded that first language instruction during the preschool years fostered both native language and English language fluency (Campos and Rosemberg, 1995).

English immersion is another common approach to bilingual education. Immersion simply means that students learn everything in English. The extreme case of this is called "sink or swim." However, teachers using immersion programs generally strive to deliver lessons in simple and understandable language that allows students to internalize English while experiencing the typical educational opportunities in the preschool or kindergarten curriculum. Sometimes students are pulled out for English as a Second Language programs, which provide them with instruction — again in English — geared for language acquisition. The goals of English-only classrooms include development of English, but not development or maintenance of the child's first language.

Transitional bilingual programs are the predominant model in school-age programs. The purpose of this approach is to achieve enough English language proficiency to move quickly into the English-only mainstream. In early childhood settings, although the research is limited, there is some evidence that this model is also the most common one, particularly when multiple languages are represented in the child population or the primary grade classrooms are English-only, or both. This approach typically provides one or two years of support for the home language while children transition into English-only classrooms. The goal is to increase the use of English while decreasing the child's reliance on the home language for communication and instructional activities. Early childhood programs that explicitly use this model are helping the child transition quickly into English and become assimilated into the majority culture. The amount of support for home language development and culture varies according to multiple program and community factors.

Historically, research on the effectiveness of bilingual education programs has produced mixed results because program evaluation studies – featuring appropriate comparison groups and random assignment of subjects or controls for pre-existing differences – are extremely difficult to design. Moreover, there is considerable variation among the instructional approaches, settings, children, and communities being compared. Although numerous studies have documented the benefits of bilingual programs, much of this research has faced methodological criticisms – as noted by a recent expert panel of the National Research Council (August and Hakuta, 1997).

Recent program evaluations have tended to favor models that allow children to develop their native language skills to high levels of proficiency while they are learning English. The results of preschool program evaluations have demonstrated the following: native language instruction could confer long-term language and literacy advantages; high-quality preschool bilingual programs could promote both

home language and English acquisition; and well-designed and carefully implemented English immersion programs for ELLs could lead to short-term gains in English acquisition (Rice and Wilcox, 1995) but loss in native language fluency over time (Oller and Eilers, 2002).

The literature on bilingual education has repeatedly reported linguistic, cognitive, metalinguistic and early literacy advantages for children who successfully become bilingual over monolinguals. It is clear that many conceptual, literacy and language skills transfer from the child's first language to English. However, there are many unanswered questions about the impact of social class and bilingual education for young children who have not yet developed proficiency in their first language. When ELL children from low SES families enter early childhood programs, what are the costs of adding English when their native language abilities are significantly delayed? How much native language fluency is necessary before adding a second language? Does this vary by a child's individual characteristics and the resources of the program? While there are clearly social, economic and cultural benefits to becoming bilingual and biliterate, the research has yet to conclusively describe the best methods for achieving this goal.

Nevertheless, a consensus of researchers in bilingual education and language acquisition recognizes that the following propositions have strong empirical support and implications for early childhood:

- Native-language instruction does not retard the acquisition of English
- Well-developed skills in the child's home language are associated with high levels of long-term academic achievement
- Bilingualism is a valuable skill, for individuals and for the country

References and further resources:

- August, D. and Hakuta, K. (1997). *Improving schooling for language minority children: A research agenda*. Washington, DC: National Council Research.
- Bialystok, E. (2001). *Bilingualism in development: Language, literacy & cognition*. Cambridge, UK: Cambridge University Press.
- Campos, M.M. and Rosenberg, F. (1995). *Our day care settings respect children: Quality criteria for day care*. ERIC Document Reproduction Service, ED 394646.
- Espinosa, L. and Burns, S. (2003). "Early literacy for young children and English-language learners." In C. Howes (Ed.). *Teaching 4-8 year-olds literacy, math, multiculturalism, and classroom community* (pp.47-69). Baltimore, MD: Paul H Brookes.
- Oller, D.K. and Eilers, R. (eds.) (2002). *Language and literacy in bilingual children*. Clevedon, UK: Multilingual Matters.
- Rice, M.L. and Wilcox, K.A. (Eds.). (1995). *Building a language-focused curriculum for the preschool classroom: Vol.1. A foundation for lifelong communication*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Rodriguez, J.L., Duran, D., Diaz, R.M., & Espinosa, L. (1995). "The impact of bilingual preschool education on the language development of Spanish-speaking children." *Early Childhood Research Quarterly*, 10, 475-490.
- Tabors, P. (1997). *One child, two languages: A guide for preschool educators of children learning English as a second language*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Winsler, A., Diaz, R.M., Espinosa, L., & Rodriguez, J. L. (1999). "When learning a second language does not mean losing the first: Bilingual language development in low-income, Spanish-speaking children attending bilingual preschool." *Child Development*, 70(2), 349-362.

► Immigration Reform: Comprehensive Solutions for Complex Problems

By Michele Waslin, Ph.D.

National Council of La Raza

Overview

In January 2004, after more than two years of silence, President George Bush reignited the national immigration debate when he proposed a new guest worker program. Members of Congress of both political parties have entered the debate by introducing proposals of their own. While the content of immigration reform proposals varies – sometimes dramatically – nearly everyone from all sides of the

immigration debate agrees that the current system is not functioning well, is not in the best interests of the U.S. and needs to be reformed. This debate is likely to continue for several years; immigration reform has always been a contentious issue in this nation of immigrants. This paper explains why the current system is inadequate and needs to be overhauled and lays out National Council of La Raza's principles for comprehensive immigration reform.

Problems with the Current Immigration System

Although the current immigration system appears generous and reasonable on paper, it is not in tune with current economic or social realities. Immigrants with work or family needs feel pressure to enter the U.S. without visas for several reasons: employers continue to hire undocumented labor, needed workers who do not fit into the employment-based immigration preference system have few legal channels to come to the U.S., and the system separates close family members for long periods of time.

NCLR's significant experience on this issue suggests the current legal immigration system is insufficient. One common question is why don't immigrants enter the U.S. legally. The answer is that most immigrants who come to the United States each year do come legally. However, the law's employment-based and family-based visas are limited to individuals with particular skills or family relationships. People who wish to come on an employment-based visa and who fit into one of the categories must have a job offer in the U.S. and an employer willing to sponsor him or her – a process that can be expensive and take a long time. Although many sectors of the economy rely on the hard work of immigrants who do not qualify for the "highly-skilled" visa categories, the law provides only 5,000 permanent visas each year for "unskilled" workers. This means that employers in restaurants, hotels, and other service jobs who want to petition for immigrant workers because the local labor pool does not meet their demand face visa backlogs reaching 10 years. As a result, the system provides no legal avenue for those who wish to come to the United States to work in industries that need them. Family-based immigration is also restricted in that only close family members of persons who are U.S. citizens and legal permanent residents can immigrate to the U.S. The product of this imbalance is a significant population of undocumented immigrants who live and work in the United States and who have no way to obtain a legal visa.

Millions of undocumented immigrants are contributing to the U.S. economy. Although estimates vary, researchers calculate about 9 million undocumented immigrants living in the U.S. Unauthorized urban workers, a subset of the total undocumented population, number about 6 million, or 5 percent of all U.S. workers. Ninety-six percent of undocumented men are in the labor force, which exceeds by more than 15 points the labor-force participation rate of legal immigrants or U.S. citizens. Updated estimates of the number of undocumented immigrants are not available, but in 2001 an estimated 620,000 undocumented workers worked in the construction industry, 1.2 million worked in manufacturing, 1.4 million worked in wholesale and retail trades and another 1.3 million worked in the service industry. These immigrant workers are already filling important gaps in the labor market; legalizing their status would bring them into the formal economy, increase tax revenues and improve wages and working conditions for all workers. Alan Greenspan, former chairman of the Federal Reserve Bank, recognized the need to re-examine U.S. immigration policies in order to maintain a strong economy. He stated,

I've always argued that this country has benefited immensely from the fact that we draw people from all over the world. And the average immigrant comes from a less benign environment, and indeed that's the reason they've come here. And I think they appreciate the benefits of this country more than those of us who were born here. And it shows in their entrepreneurship, their enterprise, and their willingness to do the types of work that make this economy function.

Undocumented immigrants pay taxes. Many Americans believe that undocumented immigrants do

not pay taxes. However, there is strong evidence that they do pay far more in taxes than they receive in benefits. Immigrants who use false Social Security Numbers have taxes withheld from their paychecks but never receive credit for those taxes paid. The greatest evidence is the existence of the Social Security Administration's Earnings Suspense File, a fund with more than \$420 billion of cumulative earnings paid by employees who never claim benefits. Much of this is the taxes undocumented immigrants paid using false SSNs. Furthermore, many undocumented immigrants file tax returns using Individual Taxpayer Identification Numbers. More than 1 million taxpayers reported wages of almost \$7 billion and paid more than \$305 million to the IRS in 2001 using ITINs. More importantly, three-quarters of all ITINs issued were reflected in tax returns, prompting Nina Olson, the taxpayer advocate, to refer to the ITIN population as a "very compliant sector of the U.S. taxpayer population."

Family reunification backlogs have increased. Even those immigrants who are eligible to apply for family-based visas have difficulty receiving their green cards. Waiting to be reunited with their families, millions of close family members remain in visa backlogs for years. These backlogs are threefold. First, each year the U.S. Citizenship and Immigration Service, the agency within the Department of Homeland Security responsible for processing immigration benefits, receives more applications than there are visas available. Second, even when family-based applications are approved and visas are available, the USCIS takes a long time processing applications, which adds additional years to the long waiting times. Third, a 1976 immigration law created equal per-country caps for all countries in the world, regardless of size and demand. Mexico, which was previously excluded from all numerical quotas, is assigned the same annual quota as every other country, thereby severely limiting the number of visas available each year for

Exploring the implications of changing demographics on policy

*Rachel Higginbotham
Adelante Staff*

Since between 1990 and 2000, Missouri has seen a 50 to 99 percent increase in immigrant families, who often live in poverty and have at least one parent with limited English proficiency, said presenter Donald Hernández.

Hernández, professor of Sociology at the University of Albany, SUNY, provided research and census data on the growing number of immigrant children and families in the U.S., particularly in Missouri. In the spirit of connecting research to policy, the breakout including his presentation opened the plenary sessions.

According to 2000 census data, 20 percent of children in the U.S. are from immigrant families, compared to 13 percent in 1990. Sixty-two percent of these immigrant families are from Latin America.

Hernández noted that his information was somewhat inaccurate because it was recorded in

2000 and because it does not take undocumented immigrants into account.

Michele Waslin, senior immigration analyst for the National Council of La Raza, connected Hernández's research to federal, state and local immigration policy.

"The current (immigration) system is desperately broken and in need of repair," she said, noting that a green card holder could wait up to 13 years to legally bring a spouse to the U.S.

Waslin spoke specifically about the increasing interest in immigration policy as an attempt to curb terrorism since Sept. 11. Waslin said that policies such as Arizona Proposition 200 and the federal CLEAR and Real ID Acts could violate civil rights for many immigrants.

Waslin concluded the session by encouraging attendants to write government officials to prevent such policies from being implemented and to promote positive immigration reform, "so that families can be reunited, workers can be treated fairly and people don't have to live in the shadows."

Mexicans and creating a backlog for Mexican applicants. This backlog is already large due to the country's proximity to the U.S., its economy and the size of its origin immigrant population.

The convergence of these three backlogs means that more and more family members are waiting an extremely long time to receive their visas. U.S. citizens who petition for unmarried children over 21 years old from Mexico must wait as long as nine years to be reunited. Legal permanent residents from Mexico who petition for their immediate family members, spouses and minor unmarried children, might wait as long as seven years. Because of the strict laws on issuance of temporary visas, many spouses and children do not qualify for tourist visas to the U.S. because immigration officials fear they will overstay the visa and remain in the U.S. Rather than endure long waiting periods, some family members add to the undocumented population by choosing to risk their lives and coming to the U.S. without a visa to be reunited with loved ones. The current allocation of visas in the family preference system is clearly inadequate to account for the millions of immigrants attempting to play by the rules and enter the U.S. legally.

Increased border enforcement has not slowed the tide of unauthorized migration. Enforcement of immigration laws is ineffective, yet the U.S. Border Patrol continues to receive an increased budget. In 1986, the border patrol was a relatively small agency with an annual budget of \$151 million. Since the mid-1990s, the number of agents has tripled, and the border patrol's budget has gone from \$740 million in 1993 to \$3.8 billion in FY 2004. The border patrol has also increased technological resources, such as sensors, fences, cameras and aircraft. However, the number of undocumented immigrants trying to enter the U.S. has not decreased but remained at roughly 500,000 per year, and migrants' length of stay in the U.S. has increased. Researchers have demonstrated the inefficiency of increased border patrol funding by examining the number of apprehensions per linewatch-hour. In 1986, for every 1,000 hours spent patrolling the border, there were 700 arrests made; in 1998 the number dropped to 340. By 1998 the number of arrests dropped to 240 per 1,000 linewatch-hours. Despite a 176 percent increase in linewatch-hours from 1986 to 1998 and a 130 percent increase in the number of border patrol officers, the number of undocumented immigrants apprehended fell dramatically. Looking at it another way, the amount of taxpayer money spent per undocumented entry has increased dramatically in the last two decades. U.S. taxpayers now spend billions of dollars annually to fund border enforcement that has not slowed the rate of unauthorized border crossings.

Immigrants die on the U.S.-Mexico border every day. Immigrants continue to risk their lives because they want to work and reunite with their families. Operation Blockade and Operation Gatekeeper, initiated in 1993 and 1994, respectively, and other enhanced border enforcement measures have succeeded in closing off the traditional ports of entry and have diverted migrants into more dangerous crossing areas. Because the number of immigrants attempting to enter the U.S. has not decreased, the probability of death or injury as the result of drowning, heat exhaustion, suffocation and exposure has increased. Data shows that the number of border deaths has increased dramatically in recent years and now reaches an average of nearly one death per day. Since the beginning of the border enforcement buildup in 1993, there have been more than 2,600 deaths related to border crossings, which amounts to 10 times more lives than the Berlin Wall claimed during its 28-year existence.

Smugglers are profiting from increased border enforcement. Because of the government's policy of increased enforcement along the U.S.-Mexico border and the associated risks of crossing the border, many unauthorized immigrants cannot survive the trip alone and rely on professional smugglers. Since the increased border control of the 1990s, migrants are now paying tremendous sums to smugglers, coyotes, to assist them and their family members in crossing the border. According to Doug Mossier, spokesperson for the border patrol's El Paso sector, coyotes charge between \$100 and \$500 to cross people from Ciudad Juárez, Mexico, to El Paso, Texas. A move from the interior of Mexico into the U.S.

costs \$1,500 to \$5,000. Often, migrants are indebted to these coyotes for years after they arrive in the U.S. and sometimes work as indentured servants until they pay their fees. The border patrol approximates that at least 20 networks of coyotes are active in the Ciudad Juárez region. Moreover, there have been increased reports of violence associated with rivalries between smuggling networks, which affects both immigrants and border communities.

The length of stay in the U.S. has increased. Before to the buildup of border enforcement in the mid-1990s, a portion of undocumented immigration to the U.S. tended to be circular. Immigrants came to the U.S. to work for a short period of time and earn money and then returned to their home countries. They often repeated the cycle several times. This phenomenon has changed in recent years as migrants who intend to return to their home countries find themselves stuck in the U.S. Research has found that increased border enforcement has not succeeded in deterring people from entering the U.S., but it has discouraged those undocumented immigrants already in the U.S. from returning to their home countries. Because of increased border enforcement and the increased risks and costs of crossing the border, the length of time undocumented immigrants remain in the U.S. has increased. According to Massey, Durand and Malone, “the end result of a border buildup is typically longer trip durations, lower probabilities of return migration, and a shift toward permanent settlement.” In the early 1980s, the average stay of an undocumented immigrant was about two to three years; by 1990 it was nine years, and the probability that any one undocumented immigrant would return home had decreased. What had been a circular flow of temporary migrants has transformed into permanent settlement.

Undocumented immigrants often receive poor wages and endure dangerous working conditions. Their lack of legal immigration status makes them extremely vulnerable. They have few labor protections and are often afraid to assert their rights, join an organizing campaign or complain about workplace conditions. A recent study by the Associated Press found that death rates of Mexican workers are rising even as the U.S. workplace grows safer overall. In the mid-1990s, Mexicans were about 30 percent more likely to die on the job than native-born workers; now they are about 80 percent more likely. The annual death rate for Mexicans in the workforce is now one in 16,000 workers while the rate for the average U.S.-born worker is one in 28,000. Although Mexicans represent one in 24 workers in the U.S., they constitute one in 14 workplace deaths. Furthermore, Mexicans are nearly twice as likely as the rest of the immigrant population to die at work. Construction and agriculture are the most dangerous occupations for Mexicans. The AP found that, while their odds of dying in the southeast and parts of the west are far greater than the U.S. average, the fatalities occurred across the country. Mexicans died cutting North Carolina tobacco, processing Nebraska beef, felling trees in Colorado, welding a balcony in Florida, trimming grass at a Las Vegas golf course and falling from scaffolding in Georgia.

The Supreme Court has curtailed immigrants’ rights and, as a result, wages and labor conditions have suffered even more. When one sector of workers accepts low wages and poor working conditions and is fearful of reporting safety hazards or labor law violations or participating in labor organizing campaigns, all workers suffer. This situation was made worse by a recent Supreme Court decision. In March 2002, the Supreme Court issued a decision that overturned the long-standing precedent that all workers are covered equally by labor laws, regardless of their immigration status. In the *Hoffman Plastic Compounds v. National Labor Relations Board* decision, the Court decided that employees working in the United States with false documents are not entitled to back pay from employers, even if they are fired illegally. By denying a remedy to one group of workers, the Hoffman decision undermines the status of all workers and strengthens employers’ incentive to hire unauthorized workers because they can fire these employees when they engage in any activity deemed unfit without suffering any legal ramifications. The Hoffman decision hurts all American workers because it lowers wages, encourages poor working conditions, discourages organizing and harms law-abiding employers who receive unfair competition

from employers who take advantage of undocumented labor.

Undocumented immigrants live in the shadows of society in fear of contact with the authorities and vulnerable to crime. Undocumented immigrants are often more vulnerable to crime because they are more likely to have a lot of cash on hand. Because many cannot open bank accounts due to a lack of proper documentation, undocumented immigrants use check-cashing outlets. These immigrants are often reluctant to report to the police crimes that they have witnessed or been a victim of because they fear that they might be reported to the immigration authorities. For example, Mexican national Petra Martinez, 31, was murdered along with her son, Urel Martin, 2, on July 19, 2003, in their home in a predominantly immigrant neighborhood in Clearwater, Fla. The local police department believes that some members of the community have information on the case but are declining to come forward for fear of immigration-related repercussions. In some areas of the country, criminals have exploited this fear and have targeted immigrants for crime. In Durham, N.C., thieves told their victims that if they called the police, they would be deported. Local police officers have found that people are being robbed multiple times and are not reporting the crimes because of such fear instilled by thieves and other police. Undocumented immigrants are vulnerable to crimes other than robbery; domestic violence victims often fail to report their abusers because their immigration status is used to threaten them. In 1998, a New Jersey woman was found murdered in the basement of her apartment. Friends of the woman reported that the suspected murderer, her former boyfriend, threatened to report her to the immigration authorities if she did not do what she was told.

The USCIS is unable to handle its workload, which leaves more immigrants vulnerable. Since the Immigration and Naturalization Service was abolished and immigration services were moved into the Department of Homeland Security, the USCIS has not decreased the backlogs and waiting times for applications for naturalization, green cards, travel documents, work authorization documents, and other immigration transactions. A January 2004 General Accounting Office report claims that 6.2 million applications for immigration benefits were pending as of September 2003 — a 59 percent increase from the previous two years. In fact, despite the Bush administration's vow to cut backlogs and \$160 million earmarked for such backlog reductions, the average processing times increased dramatically; the wait to replace a lost green card has grown from four months to 19. Some people who already have been awarded permanent legal status in immigration court have waited six months or more to receive the paperwork that proves it. Immigrant workers and students have trouble closing gaps in their legal status due to USCIS bureaucracy and backlogs. As a result, an increasing number of immigrants find themselves out of status, unable to travel, unable to work and vulnerable to immigration violations.

Immigration law prohibits some people from gaining legal status and forces them to remain undocumented. The 1996 Illegal Immigration Reform and Immigrant Responsibility Act created three-year, 10-year, and permanent bars on admission to the U.S. for individuals who have been unlawfully present in the U.S. for a specified period of time. Individuals who have been unlawfully present in the U.S. for more than 180 days but less than one year and who voluntarily depart may not re-enter the U.S. for three years. People unlawfully present in the U.S. for an aggregate period of one year or more who voluntarily depart are subject to a 10-year bar. The permanent bar applies to anyone who was ever ordered removed, leaves the U.S. and then returns or attempts to return unlawfully. Because of these bars, individuals who are eligible for employment-based or family-based visas are unable to adjust their status in the U.S. because Section 245(i) of the Immigration and Nationality Act has expired, and if they leave the U.S., they are unable to receive a green card at a U.S. consulate abroad until the three- or 10-year period has passed. As a result of these harsh penalties, undocumented immigrants eligible for visas are encouraged to stay in the U.S. undocumented rather than be separated from family members for up to 10 years or even permanently. An example of the result of this policy is the death of Juan Jose

Morales, who as the husband of a U.S. citizen was eligible for a family visa. However, because he had been undocumented for a period of time, he was subject to the bars of admissibility. This essentially forced him to remain undocumented; processing his visa would require him to leave the United States without the ability to enter again for many years. Rather than separate from his family, he chose to remain undocumented. He returned to Mexico secretly to visit his mother for Mother's Day in 2003, then used a smuggler to return to his home and his wife; he was one of 19 who suffocated in a trailer trying to re-enter the United States. It is widely believed that a substantial portion of the undocumented population are immigrants who are eligible for family visas but cannot use them without separating from their families.

The current immigration system impedes our national security goals. In the post-Sept. 11 world, the public is understandably concerned about national security. Like all Americans, Latinos want to be safe and prevent future terrorist attacks. Although immigrants and terrorists cannot and should not be equated, it is important to look at immigration policy and its relationship with security. Unfortunately, the current immigration system does not enhance national security. Nearly 10 million people in the U.S. live in the shadows and fear reporting suspicious activity to the police. Because they cannot obtain valid government-issued identification documents, many immigrants buy fraudulent documents on the black market or misuse the documents of others. Americans cannot be secure under a system in which smugglers and traffickers, rather than the U.S. government, decide who enters the country. Immigration reforms that bring people out from the shadows, correctly identify all people and encourage immigration to occur through legal channels would be beneficial to U.S. security efforts.

In summary, Although the current U.S. immigration system appears fair, reasonable and highly regulated on paper, the facts illustrate that the current system is broken and in vast need of reform. Under the current system, people die at the border, families endure long separations, people are forced to live an underground existence in the shadows of society and U.S. government resources are spent tracking people who would prefer to comply with the law rather than those who wish to do us harm. Because of these problems, the current immigration system hurts U.S. businesses, families and security while it benefits unscrupulous employers, traffickers and smugglers who profit from the broken system. The status quo is unacceptable, and the problem will continue to worsen unless comprehensive reforms are initiated immediately.

The Need For Comprehensive Immigration Reform

Because the problems with the current immigration system are so complex, truly comprehensive reforms are needed to get to the root causes of undocumented immigration and fix the system so that it can benefit the U.S. economy, American families, and national security more effectively. Rather than the chaotic, poorly functioning, unfair system the U.S. currently has, a reformed immigration system would be safe, orderly and fair. Perhaps most importantly, the U.S. immigration system would encourage and allow legal immigration. Immigrants currently living undocumented in the U.S. should be allowed to earn their legal status, future flows of immigrants should have channels to come legally and those families who are playing by the rules and attempting to enter lawfully must be allowed to do so in a reasonable timeframe.

Toward these ends, NCLR has developed principles for a three-pillared comprehensive immigration reform package.

Legalization or earned adjustment of status

The first step in any comprehensive immigration reform is to legalize the status of undocumented immigrants currently in the U.S. This is not an amnesty. Immigrants who can prove they have been living and working in the U.S. for a specified period of time, paid their taxes and otherwise obeyed the law and

who undergo background checks and are proven not to be threats to the U.S. would be eligible to apply for earned legalization. Furthermore, applicants would have to pay an application fee and a fine in order to qualify for the program. An added benefit, therefore, is that the revenue generated from this program could cover the costs of administering the legalization. Legalizing current undocumented immigrants would bring them out of the shadows. They could obtain valid identification, travel to and from their home countries and work in the formal economy, which would generate more annual tax revenues. In addition, legalization would greatly diminish the number of suspicious individuals. The DHS could focus its enforcement resources and concentrate on finding the dangerous people, including terrorists, smugglers, traffickers and unscrupulous employers.

Temporary worker program

NCLR recognizes that legalizing all of the undocumented immigrants already in the U.S. would not stop future migrants from entering the country without visas. The root causes of undocumented immigration must be addressed in order to control the future flows of migration and deter undocumented immigrants. Because the overwhelming majority of undocumented immigrants come to the U.S. to work, creating legal channels for needed workers is an important pillar of comprehensive immigration reform. However, the Latino population has a long history with temporary worker programs like the Bracero program and has suffered abuse and exploitation as a result. Any new temporary worker program must be markedly different than past or present programs, must protect both U.S. and immigrant workers and must provide a path to permanent residency for those who desire it. The following principles are critical to the success of any new temporary worker program:

- Wages and benefits

There must be some method for determining foreign temp workers' minimum wages that would be comparable to U.S. workers' wages. It would be insufficient and catastrophic for U.S. workers, including immigrants with permanent visas, if the only requirement is that employers will observe all federal, state and local laws regarding minimum wage. Should a temporary worker program be enacted without a more stringent wage requirement, foreign workers would be left vulnerable. Wages and benefits of U.S. workers would be reduced because foreign workers might come to the U.S. willing to work long hours at minimum wage and without benefits, even in the most dangerous industries.

- Job portability

Foreign workers must not be tied to a particular employer for the entire length of the program. Past experience has shown that tying workers to a particular employer allows unscrupulous employers to exploit those workers who have no alternative but to accept bad working conditions and wages or leave the program and return to their home country. Such a situation is bad for both immigrant and U.S. workers.

- Labor protections, including the right to organize

All workers must be granted the same workplace conditions and protections – not doing so is harmful to vulnerable foreign workers and U.S. workers. To the extent that foreign workers have different and fewer rights in the workplace than U.S. workers, any employer might seek to lower their employee costs by relying on foreign workers rather than U.S. domestic workers. Unscrupulous employers cannot be allowed to hire vulnerable foreign workers with few rights at the expense of U.S. workers. Labor protections must go beyond minimum wage and must include protection from sexual harassment and discrimination of any kind, workers' compensation, health and safety laws, a mechanism for these workers to accrue benefits under Social Security for work during their participation in the program and the right to organize. It is also absolutely necessary that protections afforded to foreign workers be enforceable.

- Path to legal permanent residency and citizenship

Without a path to citizenship, temporary foreign workers will forever remain vulnerable, second-tier workers without the ability to attain the full rights of U.S. citizenship and full participation in U.S. society. Guestworker programs in Europe and even here in the United States have shown that this is not desirable. Foreign workers must have the option after a reasonable and specific time period to choose to become lawful permanent residents of this country. Some will prefer to work in this country for a period of time and ultimately choose to return to their country of origin, but others would eventually like to become U.S. citizens. They must have that choice.

- Family unity

Any foreign worker program that contemplates bringing in workers for more than just a few months must also allow such workers to bring in their spouse and minor children during the period of the program. Not only is it inhumane to separate nuclear families for long periods of time, but the lack of family unity provisions might inadvertently lead to more unauthorized entries of family members who do not wish to remain separated.

Reduce family backlogs

NCLR recognizes that the current backlogs in the family-based immigration system either separate close family members for long periods of time or encourage family members to enter the U.S. before their paperwork is completed. This adds to the total undocumented population. To be truly comprehensive, immigration reforms must address the family backlogs and ensure that those who have waited to immigrate to the U.S. legally are first in line to receive their green cards.

In addition to these three basic pillars of comprehensive immigration reform, two other areas that must be taken into account: immigration enforcement and international economic development.

Immigration enforcement must be conducted strategically. A successful comprehensive immigration reform that includes a temporary worker structure would not entirely eliminate the need to conduct immigration enforcement at U.S. borders and the interior. But this enforcement must be aimed at large-scale smugglers and employer networks that deliberately import workers from other countries in order to skirt U.S. wage and other laws that protect workers. Enforcement at the border and the interior must also be conducted according to a strict set of standards to protect the civil and human rights of those who come into contact with enforcement personnel. In addition, the ineffective and discriminatory employer sanctions regime should be replaced by a new system that emphasizes labor law enforcement and eliminates the economic incentive for unscrupulous employers to hire unauthorized workers.

Economic development efforts must be targeted to create opportunity in areas where migrants originate. If the experience of the 15-plus years since the Immigration Reform and Control Act of 1986 was enacted has taught us anything, it is that even the toughest laws, vigorously enforced, are no match for the global social and economic forces that drive migration. As the U.S. properly revises the laws that affect what happens within its borders, it must also look closely at the so-called “push” factors that drive migration. Migration is clearly a global phenomenon, and U.S. domestic policy can only go so far in stemming the conditions that produce immigration to the U.S. In the long term, if we wish to alter the migrant stream that originates in Mexico and other countries, we must include economic development in those communities as part of our overall migration strategy.

Taken together, this discussion clearly shows that the current U.S. immigration system is not meeting the nation’s economic, social, or security needs. Creating a safe, orderly and fair immigration system that makes legal immigration the norm is possible and highly desirable. Although most people agree that reform is necessary, the debate over how the immigration system will be reformed is likely to continue

for several years. NCLR will continue to work closely with ethnic organizations, business groups, labor organizations and other interested persons as well as with both political parties to craft comprehensive immigration reforms that benefit U.S. families, communities and the economy.

The National Council of La Raza (NCLR) is the largest national Hispanic civil rights and advocacy organization in the U.S. NCLR is a private, nonprof t, nonpartisan, tax-exempt organization established in 1968 to reduce poverty and discrimination and improve life opportunities for Hispanic Americans. This paper is based on Immigration Reform: Comprehensive Solutions for Complex Problems, NCLR Issue Brief #13, <http://www.nclr.org/content/publications/detail/28596/>.

References

- Bernstein, Nina, "Wait for U.S. Residency Soars Over 18-Month Span," *New York Times*, April 6, 2004.
- Cornelius, Wayne, "Evaluating Enhanced U.S. Border Enforcement," <http://www.hispanicvista.com/html4/051504gc.htm>.
- Cowen, Richard, "Slain Woman Was 'Vulnerable,'" *The Record*, June 29, 1998.
- Ewing, Walter A., "The Cost of Doing Nothing: The Need for Comprehensive Immigration Reform." Washington, DC: American Immigration Lawyers Foundation, January 2004.
- Garrett, Amanda and Deborah Robiglio, "Immigrants Find Abundance of Insecurity," *The News & Observer*, November 12, 1997.
- General Accounting Agency, "Immigration Application Fees: Current Fees Are Not Sufficient to Fund U.S. Citizenship and Immigration Services' Operations," *GAO-04-309R*. Washington, DC: General Accounting Office, January 5, 2004.
- Gregoire, Natasha, "Police Appeal For Clues In Slaying Of Mom, Son," *Tampa Tribune*, July 22, 2003.
- Lowell, B. Lindsay and Roberto Suro, "How Many Undocumented: The Numbers behind the U.S.-Mexico Migration Talks." Washington, DC: The Pew Hispanic Center, March 21, 2002.
- Massey, Douglas, Jorge Durand, and Nolan J. Malone, *Beyond Smoke and Mirrors, Mexican Immigration in an Era of Economic Integration*. New York, NY: Russell Sage Foundation, 2002.
- Passell, Jeffrey S., Randolph Capps, and Michael E. Fix, "Undocumented Immigrants: Facts and Figures." Washington, DC: The Urban Institute, January 12, 2004.
- Peabody, Zanto, "Suit to proceed as class action against Homeland Security: Delays alleged in immigration papers," *Houston Chronicle*, April 1, 2004.
- Pritchard, Justin, "Mexican-Born Workers More Likely to Die on Job," Associated Press, March 14, 2004.
- Saenz, Cesar Cruz, *El Diario* (Ciudad Juárez, Mexico), September 4, 2003.
- Sevigny, John, "Husband of U.S. Citizen Among Victims of South Texas Migrant Smuggling Tragedy," Associated Press, May 19, 2003.
- Shirk, David and Alexandra Webber, "Slavery Without Borders: Human Trafficking in the U.S.-Mexican Context," *Hemisphere Focus*, Volume XII, Issue 5. Washington, DC: Center for Strategic and International Studies, Americas Program, January 23, 2004.
- Testimony on The "ITIN" and Social Security Number Misuse, presented by Patrick P. O'Carroll, Jr., Social Security Administration, Office of the Inspector General, to the House Committee on Ways and Means, Subcommittee on Oversight, Subcommittee on Social Security, U.S. House of Representatives, Washington, DC, March 24, 2004, www.ssa.gov/oig/communications/testimony_speeches/03102004testimony.htm.
- Testimony on Social Security Number and Individual Taxpayer Identification Number (ITIN) Mismatch and Misuse, presented by Raul Yzaguirre, National Council of La Raza, to the House Committee on Ways and Means, Subcommittee on Oversight, Subcommittee on Social Security, U.S. House of Representatives, Washington, DC, March 24, 2004.
- "Used and Abused: The Treatment of Undocumented Victims of Labor Law Violations Since Hoffman Plastic Compounds v. NLRB." MALDEF and National Employment Law Project, 2003.

Appendices

Presenters

A Viviana Abuchar

Cathy Anderson
Jewish Vocational Service
Kansas City, Mo.

Arbuckle J., graduate student
University of Missouri—Columbia

Michael Armijo, student
Washington University, St. Louis, Mo.

B Beth Barham

University of Missouri—Columbia

Alex Bartlett, attorney
Jefferson City, Mo.

Dennis Boody, vice president
Family Conservancy Community Services
Kansas City, Mo.

Kathleen Brown, director of program services
Missouri Family Health Council
Jefferson City, Mo.

C James D. Campbell, associate professor Dept. of Family and Community Medicine University of Missouri

Maria Cepeda, HPR II
Health and Senior Services
Missouri Office of Minority Health

Dr. Phyllis A. Chase, superintendent
Columbia Public Schools
Patricia Churchill, general council
Department of Revenue
Jefferson City, Mo.

Mary Davidson Cohen
U.S. Department of Education
Kansas City, Mo.

Jim Corwin, chief of police
Kansas City Police Department

Lorenzo Covarrubias, professor
Saint Louis University

Stanley R. Cowan, program coordinator
Missouri Department of Health
Jefferson City, Mo.

Laura Crank, graduate student
University of Missouri—Columbia

Eduardo Crespi, Director-Health Coordinator
Centro Latino de Salud, Educacion y Cultura
Columbia, Mo.

Kathleen Cross, Ph.D graduate assistant
Saint Louis University
St. Louis, MO

David Currey, Director
International Student & Scholar Services
University of Missouri—Columbia

German Cutz, Extension Specialist
University of Illinois Extension

D Anne Dannerbeck, research assistant professor University of Missouri—Columbia

Scott Decker, curators professor
University of Missouri—St. Louis
Gianluca Deleo

Lucia DeMaio, research team leader
Mo. Department of Economic Development

Susan Dollar, assistant professor
Southwest Missouri State University
Springfield, Mo.

Pedro Dozi, PhD graduate assistant
University of Missouri—Columbia

E Linda Espinosa, associate professor
University of Missouri—Columbia

F Barbara Farner, extension educator
University of Illinois Extension

Susan Farner

John Fierro

Lisa Flores
Center for Multicultural Research, Training,
and Consultation
University of Missouri—Columbia

Bolivar Fraga

G Ruthann Gagnon, consultant
Missouri Family Health Council
Jefferson City, MO

Jose L. Garcia, Extension assistant professor
University of Missouri—Columbia

Suzanne Gladney, managing attorney
Legal Aid of Western Missouri
Kansas City, MO

Eleazar Gonzalez, graduate student
University of Missouri—Columbia

Laurie Grow, candidate in Medical Sociology
University of Kansas
Overland Park, KS

Alejandra Gudino, project coordinator
Missouri Migrant English Language Learners
University of Missouri – Columbia

H Katy Haas, Alianzas Coordinator
Institute for Human Development
University of Missouri— Kansas City

Stephen Hadwiger, associate professor
Truman State University
Kirksville, MO

Tom Hokansen

Roxana Huaman, social worker
Puertas a la Salud (PALS)
Columbia/Boone County Health Department

Phil Hwang
Lawyer's Committee for Civil Rights
San Francisco, CA

J Keith Jamtgaard, research associate professor
Office of Social and Economic Data Analysis
University of Missouri—Columbia

Mary Lou Jaramillo, executive director
Mattie Rhodes Center
Kansas City, MO
Stephen Jeanetta, state Extension specialist
Community Development
University of Missouri—Columbia

Barbara B. Jones, NN/LM Missouri liaison
National Network of Libraries of Medicine
University of Missouri—Columbia

Jami Joyner, doctoral student ELPA
University of Missouri—Columbia

K James Klahr, assistant attorney general
Missouri's Attorney General's Office
Jefferson City, MO

Santosh Krishna
Saint Louis University

Alice Kuehn, Ph.D., director
North American Mobility in Nursing Project
University of Missouri – Columbia

- L** Gayle Laney
 Amber Langston, graduate student
 University of Missouri—Columbia
 Sylvia Lazos, professor
 William S. Boyd School of Law
 University of Nevada - Las Vegas
- M** Nancy Malugani, adjunct instructor
 University of Missouri—Columbia
 Domingo Martinez, Cambio Center
 University of Missouri—Columbia
 Janice McCauley, director
 Parkinson’s Services
 Springfield, MO
 Valentina Mensa, executive director
 Centro Latino of Milan
 Jane Mosley, research assistant professor
 Institute of Public Policy
 Truman School of Public Affairs
 University of Missouri—Columbia
 Enrique Muruato
 Centro Latino of the Lake of the Ozarks
- P** Bonnie E. Paull, professor emeritus
 Applied Scholastics International
 St. Louis, MO
 Adriana Pecina, senior program officer
 Ewing Marion Kauffman Foundation
 Kansas City, MO
 Blanca Perez, program manager
 Family Conservancy
 Kansas City, MO
 David Peters, research manager
 Missouri Dept. of Economic Development
 Jefferson City, MO
 Ann Peton, director
 Community Information Resource Center
 Rural Policy Research Institute
 University of Missouri—Columbia
 Huyen Pham, associate professor
 University of Missouri – Columbia
 Ana I. Pizarro, project manager
 Catholic Family Services - Southside
 Hispanic Family Counseling Project
 St. Louis, MO
- R** Tara Ramsey, assistant director
 High School Equivalency Program
 Crowder College
 Neosho, MO
 Gwen Richtermeyer, director BRIDG
 University of Missouri— Kansas City
 Debora Rivera
- S** Marjorie R. Sable
 University of Missouri—Columbia
 Mary Sanchez, columnist
 The Kansas City Star
 Richard Sandoval, consultant and PPP trainer
 Practical Parenting Partnerships
 Jefferson City, MO
 Sheri Seibold
 Sita Sengsavanh, graduate school
 Truman School of Public Affairs
 University of Missouri – Columbia
 Janet Shepard, training coordinator
 Practical Parenting Partnerships
 Jefferson City, MO
 Shannon Stokes, research analyst
 Institute of Public Policy
 University of Missouri – Columbia

T Alma Terrazas Hopkins

Joe Tillman, graduate student
University of Missouri—Columbia

Carrie Tyler, executive director
Centro Latino de Apoyo, Recursos, y
Oportunidades (CLARO) of Marshall

U Ann Ulmer, research analyst
Institute of Public Policy
University of Missouri—Columbia

V Corinne Valdivia, research associate professor
University of Missouri—Columbia

David Valentine, senior research analyst
Institute of Public Policy
University of Missouri—Columbia

W Suzanne Walker, assistant professor
Southwest Missouri State University
Springfield, MO

Michele Waslin, National Council of La Roza
Washington, D.C.

Stephanie White Thorn, law student
University of Missouri—Columbia

Joy Williams, chief
Health and Senior Services
Mo. Office of Minority Health

Jim Wirth, regional specialist
University of Missouri Extension
Springfield, MO

Y Kerry Younshonis

Z Emma Zapata, professor
Colgio de Postraduaados, Mexico

Program

Day 1 – Wednesday March 30, 2005

10:00 a.m. - Noon: Registration Open/Viewing of Posters and Table Displays

12:00 - 12:50 p.m.: Conference Welcome

Opening Words: Linda Espinosa, Conference Co-chair, University of Missouri—Columbia

Welcome to Columbia: Mayor Darwin Hindman, City of Columbia, Missouri

Remarks: Stephen Lehmkuhle, UM System Vice President for Academic Affairs (on behalf of UM President Elson Floyd)

Remarks: Tom Henderson, Vice Provost and Director of Cooperative Extension, University of Missouri Extension

Remarks: Lori Franz, Interim Provost, University of Missouri—Columbia

About this conference: Stephen Jeanetta, Conference Co-chair, University of Missouri Extension

1:00 – 2:20 p.m. Plenary Session – Change and Wellbeing

Positioning the Heartland: Exploring the Implications of Changing Demographics on Policy

Moderator:

Gwen Richtermeyer, Director, Business Research & Information Development Group (BRIDG), University of Missouri—Kansas City

Presentations:

- “A Portrait of Latino Children and Families”

Donald J. Hernández, Department of Sociology and Center for Social and Demographic Analysis, University of New York, Albany

Michele Waslin, Senior Immigration Analyst, National Council of La Raza

2:30 – 3:30 p.m. Plenary Session – Youth, Families and Communities

The integration of the Latino Population into U.S. Communities: Successful Outcomes or Lost Opportunities

This plenary will highlight the entry of both long-term and recently arrived Mexicanos/Latinos into communities in two regions, and the roles that social institutions, agencies and organizations play in achieving success. Dr. Carranza will discuss the challenges of integrating Latinos into Midwestern communities.

Moderator:

Anne Dannerbeck, Research Assistant Professor, School of Social Work, University of Missouri—Columbia

Presentations:

Miguel Carranza, Associate Professor of Sociology & Ethnic Studies and Director, Institute for Ethnic Studies, University of Nebraska-Lincoln

3:30 - 4:00 p.m. Break/Encuentros (Extended break time for networking)

4:00 – 5:00 p.m. Breakout Sessions I (Concurrent)

Breakout 1: Education – A Workshop on the Future of No Child Left Behind in Missouri

- *No Child Left Behind– Where are we now?*

Moderator:

Alejandra Gudiño, Project Coordinator, Missouri Migrant English Language Learners, University of Missouri

Mary Davidson Cohen, Ed.D., Secretary's Regional Representative, U.S. Department of Education

Presentations:

- "Minority Achievement and No Child Left Behind in Columbia, Missouri"
Dr. Phyllis A. Chase, Superintendent, Columbia, Missouri, Public Schools
- "Including Migrant Students in No Child Left Behind"
Tara Ramsey, Assistant Director, High School Equivalency Program, Crowder College; Alejandra Gudiño, Project Coordinator, Missouri Migrant English Language Learners

Breakout 2: Change and Wellbeing – Latinos in Agriculture: Visibility and Best Practices

Moderator:

Gwen Richtermeyer, Director, Business Research & Information Development Group (BRIDG), University of Missouri—Kansas City

Presentations:

- "Our Food Providers of "Hoy y Mañana": The Latino Agricultural Community in Missouri"
José L. García, Extension Assistant Professor, Rural Sociology, University of Missouri—Columbia
- "Serving Migrant Farm Worker Families in the Midwest"
Joe Tillman, Graduate Student Rural Sociology, University of Missouri

Breakout 3: Health – Assessing Cultural Competency

Moderator:

Kym Hemley, Missouri Foundation for Health

Presentations:

- "Cultural Competency and Mental Health in the Hispanic Community of Jackson County, Missouri"
Mary Lou Jaramillo, Executive Director, Mattie Rhodes Center; Gayle Laney, Clinical Director, Mattie Rhodes Center; John Fierro, Development Director, Mattie Rhodes Center
- "Creating a Model for Training in Medical Interpreting and Cultural Competency"
Cathy Anderson, Jewish Vocational Service, Kansas City

Breakout 4: Youth, Families and Communities – Acculturation and Adaptation from a Family

Planning Perspective

Moderator:

Anne Dannerbeck, Research Assistant Professor, School of Social Work, University of Missouri—Columbia

Presentations:

- "Patriarchal Perceptions of the Use of Birth Control Methods among Recent Hispanic Immigrants in Boone County, Missouri"
Eleazar González, Graduate Student, Department of Rural Sociology, University of Missouri; Marjorie R. Sable, Associate Professor, School of Social Work, University of Missouri; Anne Dannerbeck, Research Assistant Professor, School of Social Work, University of Missouri; James D. Campbell, Associate Professor Department of Family and Community Medicine, University of Missouri; Roxana Huamán, Social Worker, Columbia Dept. of Health
- "Latino Parents and the Context of Reception for Child Rearing in the United States"
Anne Dannerbeck, Research Assistant Professor, School of Social Work, University of Missouri; Eleazar González, Graduate Student, Department of Rural Sociology, University of Missouri; Marjorie R. Sable, Associate Professor, School of Social Work, University of Missouri; James D. Campbell, Associate Professor Department of Family and Community Medicine, University of Missouri; Roxana Huamán, Social Worker, Columbia Dept. of Health

Breakout 5: Health – Impacts of Health Policy

Moderator:

María Cepeda, Office of Minority Health, Health and Senior Services, State of Missouri

Presentations:

- “Social Factors Impacting Health in Southwest Missouri’s Immigrant Latino Population”
Suzanne Walker, Ph.D., Assistant Professor of Anthropology, Southwest Missouri State University; Susan Dollar, Ph.D., Assistant Professor, School of Social Work, Southwest Missouri State University
- “The Impact of the 1996 Welfare, Medicaid and Immigration Reform Legislation on Access to Healthcare for Low-Income Latina Women”
Laurie Grow, Ph.D. Candidate in Medical Sociology, University of Kansas

Breakout 6: Civil Rights – Drivers Licenses: Implications of the Intelligence Reform Bill (Report)

Presentation:

Michele Waslin, Ph.D., National Council of La Raza, A representative of the Department of Revenue, Jefferson City, Missouri

Breakout 7: Change and Wellbeing – Latino Livelihoods, Vulnerabilities and Access to Cash Assistance

Moderator:

Christina Vásquez-Case, Director, Alianzas, University of Missouri—Kansas City

Presentations:

- “Shifting Safety Net After PRWORA? Use of Cash Assistance by Non-Citizens in Missouri”
Jane Mosley, Research Assistant Professor, Truman School of Public Affairs, University of Missouri; Shannon Stokes, Research Analyst, Truman School of Public Affairs, University of Missouri
- “Informing Policy on Latino Economic Livelihoods, Civil Rights, and Opportunities in Missouri”
Corinne Valdivia, Research Associate Professor, Agricultural Economics, University of Missouri; Sylvia Lazos, Professor, William S. Boyd School of Law, University of Nevada-Las Vegas; Pedro Dozi, Doctoral Graduate Research Assistant, Agricultural Economics, University of Missouri

5:00 - 6:00 p.m. Cash Bar, Reception

6:00 - 7:30 p.m. Dinner

7:30 - 10:00 p.m. Entertainment: “Abatería” - a 6-piece Latin Dance and Latin Jazz band.

Day 2 - Thursday March 31, 2005

7:00 – 8:00 a.m. Continental Breakfast

8:00 – 9:10 a.m. Plenary Session – Education

Enhancing Academic Achievement by Recognizing Cultural Strength

Moderator:

Juanita Simmons, Assistant Professor, Department of Educational Leadership and Policy Analysis, College of Education, University of Missouri—Columbia

Presentations:

- “No Hispanic Left Behind - Garden City”
James Mireles, Principal, Garden City High School, Garden City, Kansas
- “The Impact of Cultural Differences”
Darío Almarza, Assistant Professor of Learning, Teaching and Curriculum, University of

Missouri—Columbia

- “Preparing Teachers for the Diversity of Today”
Linda Espinosa, Associate Professor of Learning, Teaching and Curriculum, University of Missouri—Columbia

9:20 – 10:30 a.m. Plenary Session – Civil Rights

Law Enforcement and Immigration Law

This plenary addresses the increased criminalization of immigration law, federal efforts to enlist local police to enforce immigration laws, and the implications for Missouri communities.

Organized by the Faculty of the School of Law, University of Missouri—Columbia

Moderator:

Professor Phil Peters, School of Law, University of Missouri—Columbia

Presentations:

Huyen Pham, Associate Professor of Law, University of Missouri—Columbia

Phil Hwang, Lawyer’s Committee for Civil Rights, San Francisco, California

Jim Corwin, Chief of Police, Kansas City, Missouri

10:30 – 11:00 a.m. Break/Encuentros (Extended break time for networking)

11:00 a.m. – 12:20 p.m. Breakout Sessions II (Concurrent)

Breakout 1: Youth, Families and Communities – Immigrants: From Sending Communities to the Second Generation

Moderator:

Anne Dannerbeck, Research Assistant Professor, School of Social Work, University of Missouri—Columbia

Presentations:

- “Sending Communities: The Stories of Women and Migration in Mexican Rural Communities”
Emma Zapata Martelo, Professor, Sociology, Colegio de Postgraduados, Mexico
- “Newcomer, Settler and Second Generation Hispanic/Latino Audiences: Delivering the Right Programs to the Right Audiences”
Germán Cutz, Ed.D. Extension Specialist, Spanish Language Programming, University of Illinois Extension

Breakout 2: Civil Rights – Racial Profiling

It is now close to 5 years since Missouri enacted a statute requiring that law enforcement agencies report traffic stop statistics by race and ethnicity, and adopt policies banning the unlawful use of race in conducting traffic stops. Because many individuals have their only contact with law enforcement in the context of a traffic stop, this session is important in understanding the nature of this issue.

Moderator:

Michael Middleton, Deputy Chancellor and Professor of Law, University of Missouri Columbia

Presentations:

James Klahr, Assistant Attorney General, Missouri Attorney General’s Office

- “Racial Profiling in Missouri: Data, Process and Policy”
Scott Decker, Curators Professor, Criminology and Criminal Justice, University of Missouri—St. Louis
Jim Corwin, Chief of Police, Kansas City, Missouri
Lizette Ojeda, doctoral student, Educational, School, & Counseling Psychology, College of Education, University of Missouri—Columbia.
- “Racial Profiling: Prejudice or Protocol?”

George Rice

Breakout 3: Education – A New Model for Latinos in Higher Education

Moderator:

Darío Almarza, Assistant Professor, Learning, Teaching & Curriculum, University of Missouri—Columbia

Presentations:

- “The Cambio Center: Towards a New Model in Latino & Latin American Studies”
Domingo Martínez, Coordinator, Cambio Center, University of Missouri—Columbia
- “Minority Scholarships: Social Need v. Legality”
Kathleen Cross, Ph.D. Graduate Assistant, Education Leadership and Higher Education, Saint Louis University
- “Latino/a Psychology Research: A Trend Analysis of Five Professional Journals”
Lisa Flores, Ph.D., Assistant Professor & Co-Director, Center for Multicultural Research, Training, & Consultation, University of Missouri. Presenters: Matthew Moreno and Monique Padilla, students, University of Missouri—Columbia
- “Increasing Undergraduate Research Experiences to abate Graduate Persistence for Underrepresented Students”
Jami Joyner, Doctoral Student, Educational Leadership & Policy Analysis, University of Missouri; Stephanie White Thorn, MU Law School Student, University of Missouri; L Flores, Ph.D., Assistant Professor & Co-Director, Center for Multicultural Research, Training, & Consultation, University of Missouri; Debora Rivera, Graduate Student, Educational, School, and Counseling Psychology, University of Missouri—Columbia

Breakout 4: Youth, Families and Communities –Serving Latino Youth and Families

Moderator:

Eleazar González, Graduate Student, Department of Rural Sociology, University of Missouri

Presenters:

- “Running Successful Extension Camps for Hispanic Children”
Susan Farner, Ph.D., Faculty Department of Community Health, University of Illinois; Sheri Seibold, M.Ed. Extension Specialist, 4-H and Youth Development, University of Illinois Extension; Barbara Farner, M. Ed. Extension Educator, Nutrition and Wellness, University of Illinois Extension; Vivianna Abuchar, Graduate Student, Department of Community Health, University of Illinois Extension; German Cutz, Ed.D. Extension Specialist, Spanish Language Programming, University of Illinois Extension
- “Catholic Family Services-Southside/Hispanic Family Counseling”
Ana I. Pizarro, MSW, LCSW, Project Manager, Hispanic Family Counseling Project, Catholic Family Services-Southside; Courtney Prentis Social Work Intern Washington University; Kerry Younshonis, Social Work Intern, Southern Illinois University; Bolivar Fraga, Social Work Intern, Saint Louis University

Breakout 5: Youth, Families and Communities – Centros Latinos: Understanding the Community-based Organizations that Serve Missouri Immigrant Populations

Moderator:

Stephen Jeanetta, State Specialist, Community Development, University of Missouri Extension

Presentations:

Valentina Mensa, Executive Director, Centro Latino of Milan, Missouri
Carrie Tyler, Executive Director, Centro Latino de Apoyo, Recursos, y Oportunidades (CLARO) of Marshall, Missouri

Enrique Muruato, Centro Latino of the Lake of the Ozarks
Eduardo Crespi, Director & Health Coordinator, Centro Latino de Salud, Educación y Cultura,
Columbia, Missouri

Breakout 6: Education – Education in Missouri Schools: Findings in Research, Best Practices and Policy

Moderator:

Linda Espinosa, Associate Professor; Learning, Teaching & Curriculum; University of Missouri—Columbia

Presenters:

- “Strengthening Home School Communication with Practical Parenting Partnerships”
Janet Shepard, Training Coordinator, Practical Parenting Partnerships; Richard Sandoval, Consultant and Trainer, Practical Parenting Partnerships
- “Shifting Immigration Trends in Missouri and Implications for the No Child Left Behind Act”
Sita Sengsavanh, Graduate Student, Harry S. Truman School of Public Affairs, University of Missouri
- “Trends in the Perception of School Climate and Community Satisfaction in Areas Receiving Hispanic Migration in Missouri During the Past 15 Years”
Keith Jamtgaard, Research Assistant Professor, Office of Social and Economic Data Analysis, University of Missouri
- “Latina Parenting Practices in Missouri”
Linda Manning, Dept. of Human Development and Family Studies, University of Missouri—Columbia

12:30 – 1:45 p.m. Lunch

Remarks & Greetings

Introduction by Domingo Martínez, Coordinator of the Cambio Center, University of Missouri—Columbia

President Elson Floyd, University of Missouri System

Chancellor Brady Deaton, University of Missouri—Columbia

2:00 – 3:10 p.m. Plenary – Health

Binational Health Week: Opportunities for a National Collaboration Effort

Introduction by Katy Haas, Alianzas Coordinator, Institute for Human Development, University of Missouri, Kansas City

Presentations:

- “Binational Health Week: Opportunities for a National Collaboration Effort”
Maria Giuriato, Department of Social and Employment Services, and Binational Health Week Director, County of Monterey, California

3:10 – 3:40 p.m. Break/Encuentros (Extended break time for networking)

3:40 – 4:40 p.m. Breakout Sessions III (Concurrent)

Breakout 1: Change and Wellbeing – Identity, Perceptions, and Perspectives

Moderator:

Ann Rynearson, Senior Vice President and Director of Cultural and Community Services, International Institute, St. Louis, Missouri

Presentations:

- “The Hispanic Challenge Challenged”
Michael Armijo, Student, Washington University, St. Louis

- “Latinas Overcoming Social Class Obstacles”
Gwen Richtermeyer , Director, BRIDG, University of Missouri Kansas City; Mary Sánchez, Columnist, Knight Ridder Tribune, Kansas City Star
- “Hispanos en la Prensa: Reaction, Perceptions, and Coverage of Missouri’s Black Press toward Latino/Hispanic Growth”
Lorenzo Covarrubias, Assistant Professor of Anthropology, Saint Louis University

Breakout 2: Youth, Families and Communities – Where are they now? Revisiting the Experiences of Communities Undergoing Change in Missouri

Moderator:

Stephen Jeanetta, State Specialist, Community Development, University of Missouri Extension

Breakout 3: Health – Family Planning Decisions and Access

Moderator:

Kay Conklin, Clinical Instructor, Physical Medicine and Rehabilitation, University of Missouri—Columbia

Presentations:

- “Factors Influencing Family Planning Decision-Making among Hispanic Immigrants: Results from Focus Groups, Q-sort, and Survey”
Marjorie R. Sable, Associate Professor, School of Social Work, University of Missouri; Anne Dannerbeck, Research Assistant Professor, School of Social Work, University of Missouri; James D. Campbell, Associate Professor Department of Family and Community Medicine, University of Missouri; Eleazar González, Graduate Student, Department of Rural Sociology, University of Missouri; Roxana Huamán, Social Worker, Puertas a la Salud (PALS), Columbia/Boone County Health Dept.
- “Assessing the Needs of Persons with LEP in Accessing Family Planning Services in Missouri”
Kathleen Brown, Director of Program Services, Missouri Family Health Council; Ruthann Gagnon, Consultant

Breakout 4: Civil Rights – Panel on Local Issues in Immigration Law

Organizer and moderator:

Suzanne Gladney, Managing Attorney, Legal Aid of Western Missouri

Presentations:

- “Current Immigration Law Issues for Missouri Immigrants”
Alejandro Solorio of Garcia & Solorio Attorneys, Kansas City

Breakout 5: Education – What Happens to a Dream Deferred? The Case of Undocumented Students

Organizer:

David Currey, Director International Student & Scholar Services, University of Missouri

Panelists:

Ana I Pizarro, Program Coordinator, Hispanic Family Counseling Project

Marie González, Graduate from Helias High School, Jefferson City, Missouri

Ketevan Mamiseishvii, Doctoral Student, Educational Leadership & Policy Analysis, University of Missouri—Columbia

Breakout 6: Health – Obesity Prevention

Moderator:

Vicky Padilla, Spanish Team Leader, Language Access Metro Project, St. Louis

Presentations:

- “Childhood Obesity”

Ann Ulmer, Research Analyst, Institute of Public Policy, University of Missouri; Jane Mosley, Research Assistant Professor, Institute of Public Policy, University of Missouri

- “Obesity Prevention in the Hispanic Community”
Joy Williams, Chief, Office of Minority Health, Health and Senior Services, State of Missouri;
María Cepeda, HPR II, Office of Minority Health, Health and Senior Services, State of Missouri

Breakout 7: Change and Wellbeing – Information Technology Resources for Latino Integration

Moderator:

José L García, Extension Assistant Professor, Rural Sociology, University of Missouri—Columbia

Presentations:

- “The Use of Internet Mapping as a Tool to Support Latino Population Change Assessment and Community Decision Making”
Ann Peton, Director, Community Information Resource Center, Rural Policy Research Institute, University of Missouri
- “MedlinePlus/Missouri Go Local – Free Spanish Resources for Health Care”
Barbara B. Jones, NN/LM Missouri Liaison, University of Missouri—Columbia

4:50 – 5:55 p.m. Breakout Sessions IV (Concurrent)

Breakout 1: Health – Academic Preparation and Community Collaboration

Moderator:

Louise Miller, Assistant Professor of Clinical Nursing, School of Nursing, University of Missouri—Columbia

Presentations:

- “Preparing Nurses for Culturally Competent Practice: An Immersion Experience with Mexico and Canada”
Alice Kuehn, Ph.D., RN, Associate Professor, Emeritus, School of Nursing, University of Missouri
- “Academic and Community Collaboration Through the Salud para la Vida (Health for Life) Project”
Susan Dollar, Ph.D., Assistant Professor, School of Social Work, Southwest Missouri State University; Jim Wirth, Ph.D., Regional Specialist, University of Missouri Extension

Breakout 2: Civil Rights – Education as a Civil Rights Issue: The Test Score Gap

Moderator:

Tamra Wilson Setser, Assistant Dean for Career Services & Lecturer in Law, School of Law, University of Missouri

Presentations:

- “School Funding Litigation as a Civil Rights Remedy”
Alex Bartlett, Attorney for the Plaintiffs in the Missouri School Funding Case
- “What DESE is Doing to Address the Achievement Gap in Early Childhood”
Delores Beck, Coordinator of Federal Programs, Division of School Improvement, Department of Elementary and Secondary Education, State of Missouri
- “How Well do Schools Serve Children with Diverse Learning Needs?”
Jay Scribner, Associate Professor, College of Education, University of Missouri—Columbia
- “The Educational Achievement Gap from an Educator’s Perspective”
Juanita Simmons, Assistant Professor, College of Education, University of Missouri—Columbia

Breakout 3: Education – Best Practices in Community, School, and Higher Education

Moderator:

Alejandra Gudiño, Project Coordinator, Missouri Migrant English Language Learners,
University of Missouri

Presentations:

- “Improving Academic Achievement Among Hispanic Students”
Nancy Malugani, Adjunct Instructor, College of Agriculture, University of Missouri
- “How to Create a Partnership that Works for Your Community: The After School Program Example”
Eduardo Crespi, Director & Health Coordinator, Centro Latino de Salud, Educación y Cultura, Columbia, Missouri
- “Opening Academic Doors for Hispanic Students with Study Technology”
Bonnie E. Paull, Professor Emeritus, Academic Dean, Applied Scholastics International

Breakout 4: Change and Wellbeing – Reception: the Climate of Changing Communities and Implications for Policy

Moderator:

Corinne Valdivia, Research Associate Professor, Agricultural Economics, University of Missouri Columbia

Presentations:

- “The Context of Reception and Latinos in Missouri Communities”
Corinne Valdivia, Research Associate Professor, Agricultural Economics, University of Missouri; Anne Dannerbeck, Research Assistant Professor, Social Work, University of Missouri; Sylvia Lazos, Professor, William S. Boyd School of Law, University of Nevada-Las Vegas; Keith Jamtgaard, Research Associate Professor, Rural Sociology, Office of Social and Economic Data Analysis, University of Missouri; Stephen Jeanetta, State Specialist, Community Development, University of Missouri Extension

Breakout 5: Change and Wellbeing – Latinos in Missouri: Theoretical and Practical Perspectives on Communications, Capital, and Entrepreneurship

Moderator:

Beth Barham, Assistant Professor Rural Sociology, University of Missouri Columbia

Presentations:

- “Radio Communications to Translate Public Service”
Laura Crank, Graduate Student, Rural Sociology, University of Missouri
- “The Impact of Capital’s Capacity to Move Across Borders”
J Arbuckle, Graduate Student, Rural Sociology, University of Missouri
- “Latino Entrepreneurs in Missouri: Policy Implications for Small Business Assistance Programs”
Lucía DeMaio, Research Team Leader; David Peters, Research Manager, Missouri Department of Economic Development

Breakout 6: Health – Diabetes and Latinos

Moderator:

Santosh Krishna, Ph.D., Ed.S., School of Public Health, Saint Louis University

Presentations:

- “Diabetes Education by Phone to Hispanic Populations using an Automated Call Center”
Santosh Krishna, Ph.D., Ed.S., School of Public Health, Saint Louis University; Gianluca Deleo, Ph.D., School of Public Health, Saint Louis University
- “A Confessional Tale of Diabetes in a Latina Woman”
Stephen Hadwiger, Ph.D., R.N., Associate Professor of Nursing, Truman State University

Breakout 7: Youth, Families and Communities – Family Focus Workshop

- “Latinos in Missouri: Connecting Research to Policy and Practice—Hoy y Manana”
Family Focus Program (FFP)
Dennis Boody, Vice President, Community Services, Family Conservancy; Blanca Pérez,
Program Manager, Family Focus Program, Family Conservancy; Adriana Pecina, Senior Program
Officer, Ewing Marion Kauffman Foundation

Day 3 - Friday April 1, 2005

7:30 – 8:30 a.m. Continental Breakfast

8:30 – 9:30 a.m.

Presentation by the Missouri Governor’s Commission on Hispanic Affairs

Introduction by Dr. Handy Williamson, Vice Provost for International Programs and Faculty Development, University of Missouri—Columbia

Members of the Commission will talk about their mission and work, and receive feedback from conference participants.

9:30 - 10:45 a.m. Learning Stations

Mini-workshops and presentations to develop new skills and learn about different programs and projects related to the themes of the conference.

Education

- “How to Identify Migrant Students”
Tara Ramsey, Assistant Director, High School Equivalency Program, Crowder College; Alejandra Gudiño, Project Coordinator, Missouri Migrant English Language Learners
- “Strengthening Home School Communication with Practical Parenting Partnerships”
Janet Shepard, Training Coordinator, Practical Parenting Partnerships; Richard Sandoval, Consultant and Trainer, Practical Parenting Partnerships
- “Enrolling and Retaining Latinos in Higher Education: Practical Considerations”
Kathleen Cross, Ph.D. Graduate Assistant, Education Leadership and Higher Education, Saint Louis University
- “What Everyone Should Know About the Missouri Center for Safe Schools”
Dr. Glenn Berry, Director, Missouri Center for Safe Schools, University Missouri—Kansas City

Change & Wellbeing

- “Communicating Academic Research to Policymakers”
David Valentine, Senior Research Analyst, Truman School of Public Affairs, University of Missouri
- NEW “Responding to Weather Warnings - a particular challenge to the non-English community”
Steve Runnels, Warning Coordination Meteorologist, National Weather Service, Springfield, Missouri

Civil Rights

- “Workplace Safety and Health Issues Affecting the Hispanic Workforce” (Report)
Mark Banden, Compliance Assistant Specialist; and Manuel Olmedo, Area Director, Occupational Safety and Health Administration, Kansas City Area Office.

Health

- “Tobacco is Targeting Our Latino Youth”
Alma Terrazas Hopkins, Missouri Department of Health and Senior Services
- “MedlinePlus/Missouri Go Local – Free Spanish Resources for Health Care”

Barbara B. Jones, MLS, Network Membership and Missouri Liaison, National Network of Libraries of Medicine

- “Binational Health Week Best Practice”

Katy Haas, Alianzas Coordinator, Institute for Human Development, University of Missouri—Kansas City

- “A Worksite Rights Issue for Hispanics in the Service Industry”

Stanley R. Cowan, R.S., Program Coordinator, Tobacco Use Prevention, Missouri Department of Health and Senior Services

- “Community Partners for Parkinson Care (CPP): Linking Local Parkinson’s Disease Resources with Diverse and Underserved Communities”

Janice McCauley, Director of Parkinson’s Services, Cox Medical Center, Springfield, Missouri

10:45 – 11:00 am - Break/Encuentros (Extended break time for networking)

11:00 a.m. – 12 p.m. New Communities of Practice: Strengthening Communities around Critical Needs

Dialogues exploring what has been learned, identifying the issues that remain unaddressed and setting an agenda for future policy-oriented research and action.

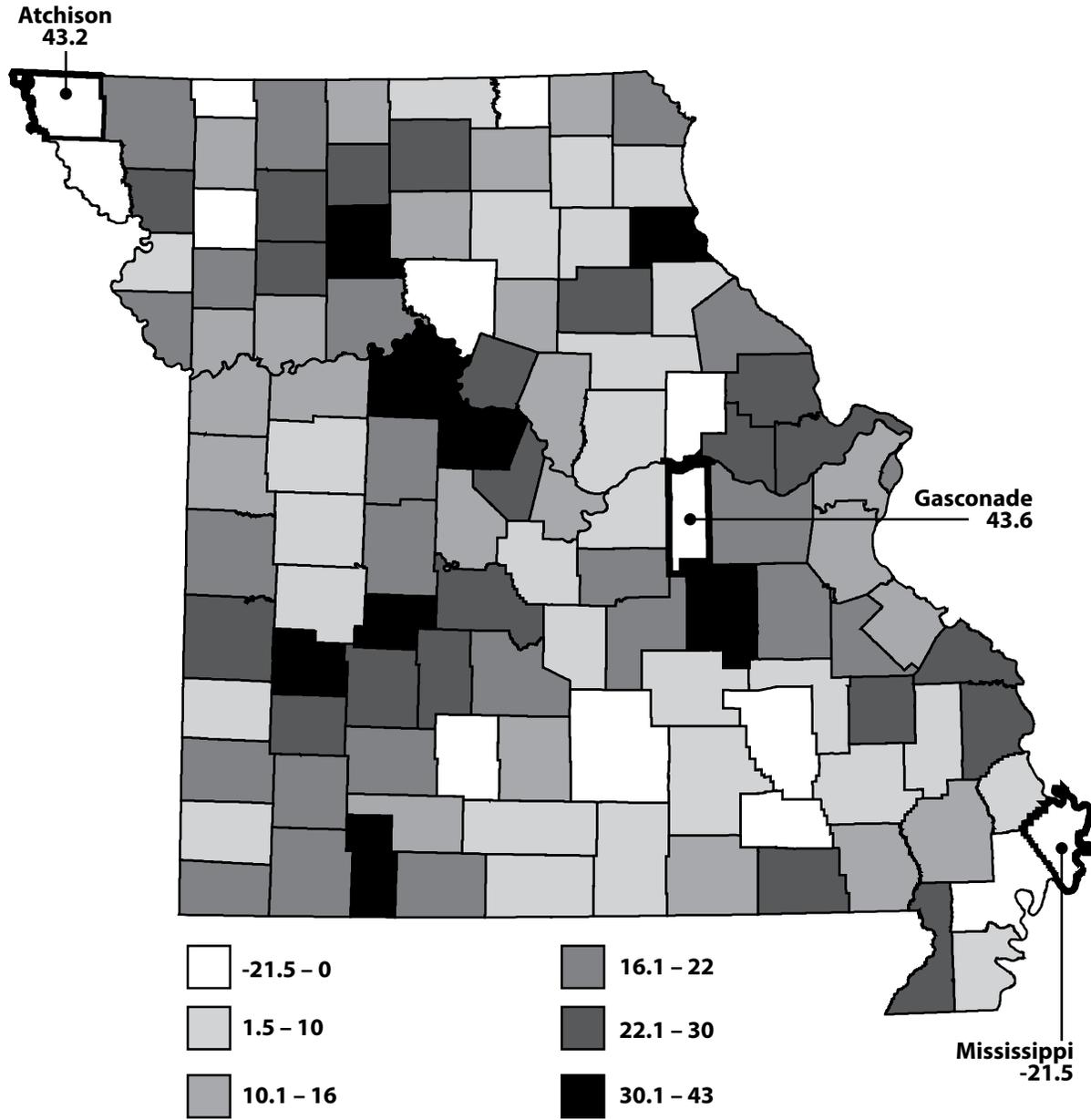
12:00 -12:30 p.m. Plenary Closing Session

Adjourn

Maps

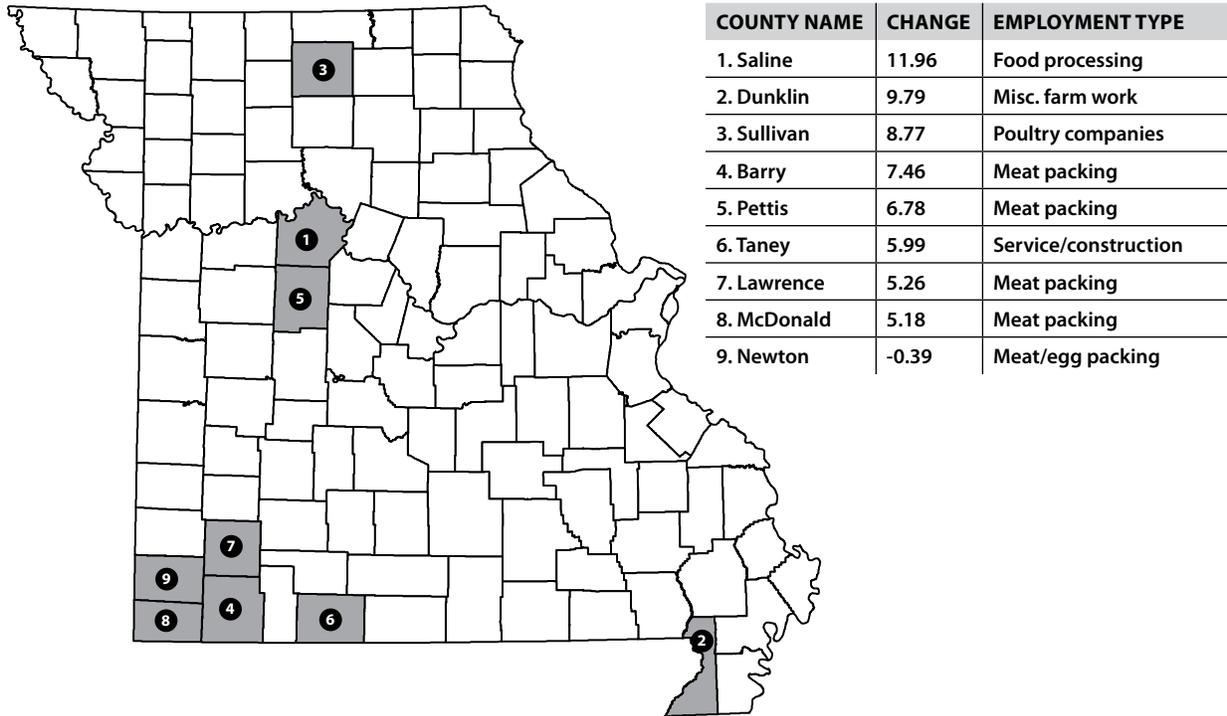
Percent change in Latino population by county, 2004-2005

Source: U.S. Census Bureau



Percent change in Latinos working in selected areas of employment

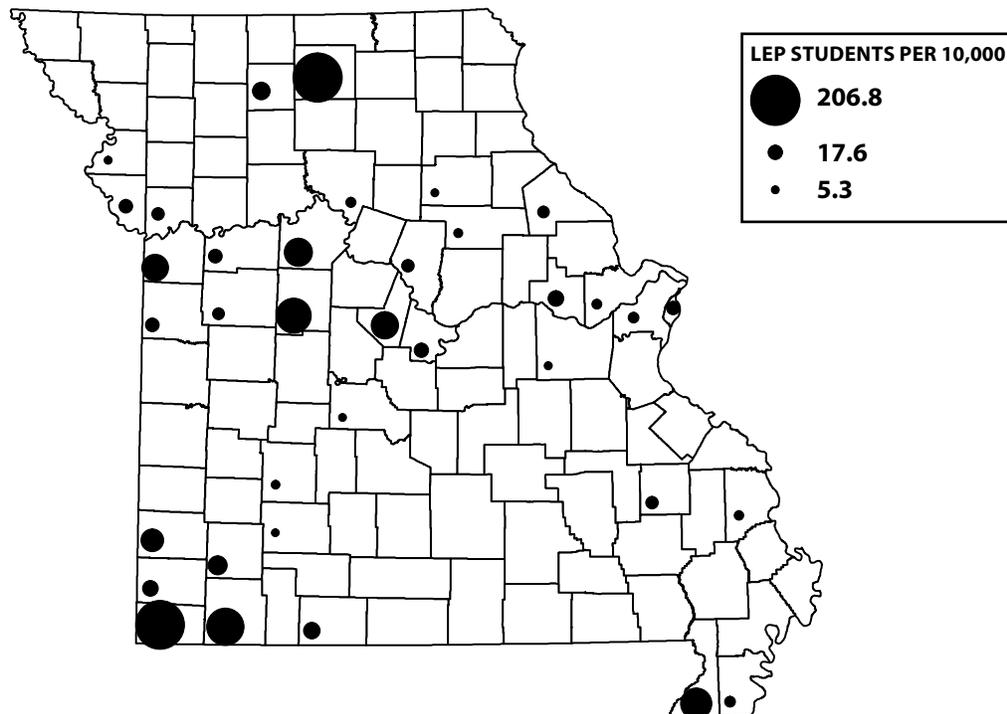
Source: Missouri Census Data Center



Spanish-speaking LEP students in selected counties, number per 10,000 residents

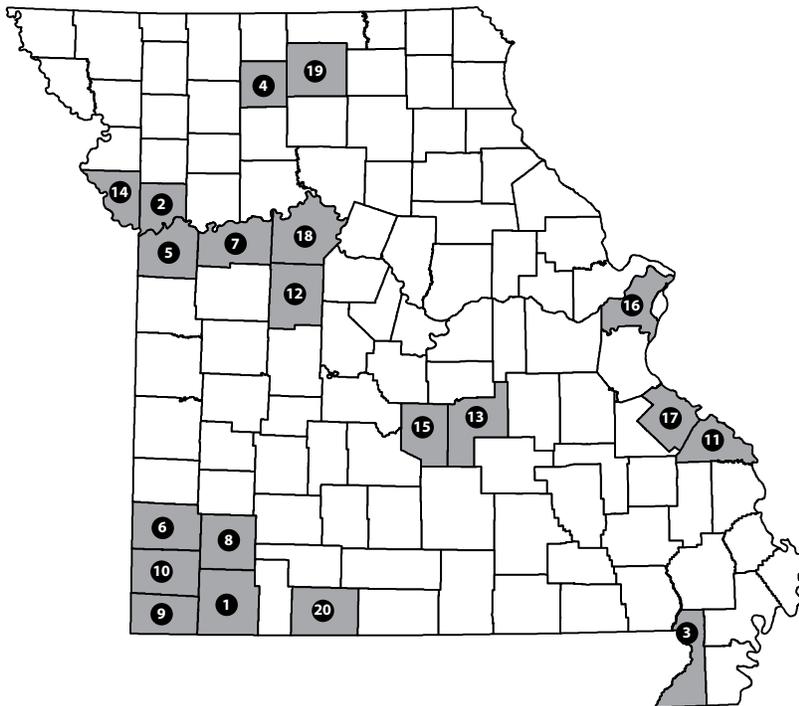
04-05 school year

Sources: Department of Elementary and Secondary Education and U.S. Census 2005 population estimates



Disparity indexes for Hispanics in selected Missouri counties

Source: Missouri Attorney General's Office



Disparity index is the proportion of stops divided by the proportion of the population. A disparity index of 1 means the rate of stops for Hispanics equals their representation in the total population. Police agencies with disparity indexes over 1 stopped Hispanics at a greater rate, which might indicate racial profiling, according to the attorney general's office.

COUNTY NAME	AGENCY	INDEX	COUNTY NAME	AGENCY	INDEX
1. Barry	Barry	1.56	9. McDonald	McDonald	1.25
	Monett	2.34		Goodman	1.15
2. Clay	Clay	.6		Noel	1.52
	Smithville	1.43	10. Newton	Newton	1.8
3. Dunklin	Dunklin	1.19		Diamond	.87
	4. Grundy	Grundy		.55	Neosho
5. Jackson		Jackson	.56	11. Perry	Perry
	Lone Jack	.42	Perryville		.97
	Sugar Creek	.57	12. Pettis	Pettis	1.28
6. Jasper	Jasper SD	1.9		Sedalia	1.02
	Cartersville	.59	13. Phelps	Phelps	5.91
	Carthage	1.85		14. Platte	Platte
	Duquesne	1.3	Platte City		.48
	Jasper PD	2.01	15. Pulaski	Crocker	.64
	Joplin	.62		16. St. Louis County	Eureka
Sarcoxie	1.56	17. Ste. Genevieve	Ste. Genevieve SD		1.33
7. Lafayette	Lafayette		2.14	Ste. Genevieve PD	6.25
	Lexington		18. Saline	Saline	1.72
8. Lawrence	Lawrence	1.23		Marshall	1.4
	Aurora	1.18	19. Sullivan	Milan	1.3
	Pierce City	1.02		20. Taney	Branson



Domingo Martínez Castilla, Director
301 Gentry Hall
Columbia, MO 65211-7040

Phone: 573-882-2978
E-mail: cambio@missouri.edu

www.cambio.missouri.edu
www.cambiodecolores.org