Latinos in the Heartland

Migration and Shifting Human Landscapes

Proceedings of the 10th Annual Conference
Kansas City, Missouri | June 8-10, 2011

Tenth Annual Conference

CAMBIO DE COLORES

CHANGE OF COLORS

Edited by
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Cambio Center
University of Missouri-Columbia

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Stephen Jeanetta's extension work focuses on fostering the development of community organizations, the development and facilitation of community planning processes, and building inclusive communities. Jeanetta has also served as coordinator of the Community Development Academy since 1999. His research with the Latino community has focused on understanding the effects of community climate and social networks on the process of integration into rural communities. In addition, Jeanetta is currently engaged in research projects that seek to undersand why Latino farmers in Missouri are not utilizing USDA programs, exploring relationships between Latino newcomers and access to healthcare resources, and connecting Latino newcomers to healthcare resources in the community. Jeanetta has been engaged in the leardership of Cambio de Colores since the first conference in 2002 and is a founding member of the Cambio Center and serves on its executive board.

Jeanetta has community development experience in both rural and urban areas of Missouri and has experience internationally with projects in Guyana, Germany, Kenya 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 executive director of the Missouri / Pará Chapter of the Partners of the Americas and serves on the board of directors of Nonprofit Missouri, a statewide organization that supports the work of Nonprofits in the Community Development Society, where he is the treasurer. He holds a Ph.D. in adult education from the University of Missouri, St. Louis and an M.A. in community and regional planning, as well as a B.S. in international affairs from the University of Nebraska, Lincoln.

Corinne Valdivia, *Associate Professor of Agricultural and Applied Economics, Division of Applied Social Sciences, Uiversity of Missouri. Cambio Center Fellow.*

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 Cabio 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 their livelihood strategies and experiences in the process of integrating to a new community. She has completed a research project on asset-building strategies of newcomers in three new settlement communites in Missouri, and has begun a new project on community integration in collaboration with Cambio Center Fellows. Internationally, her research and outreach takes plces in the Andes of Peru and Bolivia and East Africa. 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 University of Missouri Graduate School.

About the Cambio Center:

The Cambio Centor for Research and Outreach on Lations and Changing Communities is an interdisciplinary unit, established in 2004, at the University of Missouri. Its main goals are:

- Provide education and enhance the welfare of all residents of Missouri in the context of the curren demographic and cultural changes
- Develop a premier source of knowledge, scholarship, outreach and education to respond ot the local effects of globalization
- Support sustained reserach to understand the immigration process, particularly in Missouri and the Midwest in general
- Provide knowledge and best practices to facilitate the integration of economically vulnerable newcomers to Missouri and the Midwest and prepare all citizens for a dierse socity
- Understand the international nature of the immigration process, the culture and institutions of Latin America, as a major global partner of Missouri in theexhange of goods and the migration of people

Cambio de Colores: Latinos in the Heartland

Proceedings of the 10th Annual Conference:
Migration and Shifting Human Landscapes
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Stephen Jeanetta and Corinne Valdivia, editors

Preface

¡Ah! desgraciadamente, hombres humanos,
hay, hermanos, muchísimo que hacer.
(Oh, unfortunately, human men,
there is much, brothers, so much to be done!)
-César Vallejo

"Tenth Annual Cambio de Colores conference." The round number suggests, almost invites us, to bask in it, to throw a couple of firecrackers, and to pat ourselves on the back. Let us use the basking time to reflect and plan, the firecrackers to wake us up, and morph the pat into a firm push, to use the information generated and shared by committed stakeholders and rigorous researchers over the years in this unique conference series.

The key word is "cambio", meaning "change." Change in large cities and small towns, change in the level of knowledge we have about the *cambio's* causes and consequences, and change in the political climate, that seems to preclude any intention to address the cambio in a positive and sustainable way.

We tend to think and act as if the *cambio* is caused only by the arrival of people of different languages and cultures to communities both large and small, and omit the fact that national and foreign immigrants are also responding to powerful social, economic, and cultural beacons that our communities and nation are sending to the world: "workers needed," "help wanted to replace aging populations," "investment opportunities." In other words, demographics and labor demands and the powerful attraction of American culture, are pulling factors that work together to form the components of living the American dream, the selling point heard and seen all over the world.

Most of the conference's focus has been on the changes experienced in states and communities where immigrants have not come for several generations, resulting in relatively uniform human landscapes. Recently, the Midwest and the Deep South are experiencing changes in a dramatic way, precisely because the combination of aging and outmigration is larger in these regions. The 2010 Census is showing how much we are aging as regions, and how newcomers, especially young Latino or Hispanic immigrants, are helping to keep the economy going, by providing the services needed, and creating a demand for goods and services that is making survival possible for many small towns in the heart of the country.

Conversely, the fact that these communities have not changed much for decades, has resulted in them being quite unprepared to address migration and the consequent shifting human landscapes (the leitmotiv of the 2011 conference).

Change is often exciting to observe and usually scary to live, especially when one does not understand the factors causing it or the possible outcomes. Fear, on the other side, may bring the need to find blame, preferably somebody different and vulnerable, like an immigrant without documentation. The climate towards "illegal" immigrants has pervaded politics in many states, resulting in draconian initiatives that ignore socioeconomic factors and human rights and may ultimately result in high social, economic and moral costs, affecting all of us.

Yes, this was the "Tenth Annual Cambio de Colores conference." There's so much to be done, and this annual conference needs to keep helping us understand what's going on in the Heartland, hundreds of miles away from the national borders.

Sincerely,
Domingo Martínez
Cambio de Colores 2011 Conference Director
Cambio Center Director
University of Missouri-Columbia

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http://www.cambio.missouri.edu/Library/

Introduction

This is the book of proceedings for the tenth annual conference of Cambio de Colores, Change of Colors, Latinos in the Heartland, that took place in Kansas City June 8-10th 2011. The theme of this year's conference was Migration and Shifting Human Landscapes. Cambio de Colores is an institution that evolved from a Call to Action in Missouri, in 2002, to a Community of Practice about the integration of Latino newcomers to the heartland. The first conference, which took place in Columbia, Missouri, was a fact-finding mission. Participants learned from other states, and explored issues related to immigration, specifically the fast pace of growth and what it meant to rural communities. The conference was literally a call to action. Since then, several institutions have been created at the University of Missouri, such as the University of Missouri Extension Alianzas program (2002), the University of Missouri Cambio Center (2004), and a Latino/Latina Studies program at University of Missouri, Kansas City (2011). It was difficult to find people for the first conference who had research about what was happening in Missouri. Now, there are dozens of projects underway, with researchers and practitioners involved in many impressive collaborative efforts in communities throughout our own state, and across other states. As an institution, Cambio de Colores has been shaped by its stakeholders, who are practitioners, extension professionals, researchers, educators, policy makers, and the community at large, who have "aligned missions," that all seek to foster community wellbeing, and help facilitate the integration of Latino/a newcomers to the economic and social fabric of communities in the Heartland. Every year this conference blends best practices with research, and policy, in order to provide all of its participants with a comprehensive, holistic, and multidisciplinary, view of the factors currently shaping the status of Latinos in the Heartland. This conference also provides knowledge that informs actions and new ways to facilitate integration, education, health, entrepreneurship, and civic participation. In 2011 Cambio de Colores benefitted from the participation of the North Central Extension & Research Activity NCERA 216: Latinos and Immigrants in Midwestern Communities, and SERA 37: The New Hispanic South, increasing the regions where human landscapes are shifting as a result of immigration.

The 2011 conference brought together state-of-the-art research and best practices that informed program participants, decision-makers and policy makers, about the multiple ways that heartland stakeholders are addressing this significant demographic change. The first section of the conference proceedings includes more than 40 abstracts encompassing Change and Integration, Civil Rights, Education, Entrepreneurship and Economic Development, and Health. These abstracts highlight key issues that are currently the focus of practitioners and researchers in the Heartland, with a great emphasis on issues of integration. The second section of the conference proceedings includes 14 papers. This is the largest number of papers submitted so far, and we hope that number will continue to expand in future conferences. The last section includes the program, and the directory of presenters, which serves as a resource to continue learning about each other's work beyond the conference. The current and previous editions of the Cambio de Colores Conference Abstracts and Proceedings can be found at www.cambiodecolores.org/Library/.

The Cambio de Colores conference provided a forum for discussing, sharing, learning, and identifying the critical areas where information and promising practices are being developed, that will help facilitate the successful transition of Latino newcomers into our communities, as well as to provide all members of these communities the information and practices to make these changes in a way that is beneficial to all.

We hope that as you read through the abstracts and papers, and become familiar with the work of presenters, you might consider how your work could contribute to our broader understanding of the demographic changes that are affecting communities, and consider participating in a future Cambio de Colores conference.

Sincerely,
Stephen Jeanetta
Corinne Valdivia
Cambio de Colores Program Co-Chairs
Cambio Center fellows
University of Missouri

Abstracts

Change and Integration

▶ Results from the 2009 Social Climate Survey for Hispanic Immigration in the United States (SCSHI)

Arthur G. Cosby, Monica A. Rosas Gutiérrez, Marissa S. Matta, and Tonya T. Neaves, Social Science Research Center at Mississippi State University and Nydia Valenzuela Salazar, Instituto Tecnológico y de Estudios Superiores de Monterrey

The 2009 Social Climate Survey for Hispanic Immigration in the United States (SCSHI) was a national survey applied to 1,505 U.S. adult residents at the Wolfgang Frese Survey Research Laboratory at Mississippi State University. The survey was developed as a national public opinion poll to screen a comprehensive set of beliefs, attitudes, and behaviors the population holds in regard to the social climate of Hispanic immigration, it was partially developed by experts on immigration policy and also by utilizing existing survey instruments. Households were selected using an enhanced stratified Random Digit Dialing (RDD) sampling. SCSHI results depict a nation whose population holds very complex and, in some cases, conflicted views about Hispanic immigration. Four dominant themes have emerged throughout the dataset that capture many of the attitudes, beliefs, and behaviors underlying some of the most important dimensions of public opinion about this issue: 1) law enforcement and national security; 2) economy; 3) social integration; and 4) ethnic prejudice. Furthermore, a general pattern throughout the U.S. population includes a sharp distinction in the social climate concerning documented and undocumented immigrants; as the more restrictive attitudes and beliefs were clearly reserved for immigrants with an undocumented status. The methodology, results within the mentioned dimensions, and some of the studies currently developing from the results, will be presented and opened for discussion.

▶ Mental Health Response to Spanish-Speaking Telephone Callers: Secret Shopper Study

Bruce A. Eddy, Jackson County Community Mental Health Fund and Mercedes Mora, Guadalupe Centers, Inc

Our study is built upon prior research involving public mental health agencies in Jackson County, Missouri. Agencies that reported being able to provide clinical mental health services in Spanish were contacted by trained community members, whose primary language was Spanish. These secret shopper callers used a brief, structured procedure to request information in Spanish on mental illness and to inquire about how to access care at low or no cost. Quantitative and qualitative data were collected. The callers rated about two-thirds of the agencies' responses to Spanish speaking callers as good or excellent; about one-fourth of the calls yielded poor results, with calls not returned or inappropriate information provided. Secret shopper methodology is widely used and accepted for promoting quality improvement and providing feedback about clinical performance.

▶ Strengthening Relationships Between Latino Immigrants and their New Mid-Western Communities

Kimberly Greder, Rosa M. Gonzalez, Nancy Nicho, and Himar Hernandez, Iowa State University Extension

This panel presentation will share three extension outreach efforts in a Midwestern state designed to strengthen family and community capacity to assist Latino immigrant families integrate into their new U.S. communities.

1) Our Families, Our Communities brings together Latino immigrant families and Caucasian college students to learn about quality child care, preparing for preschool, creating a safe community for youth, and the role of culture in parenting. This program focuses on increasing knowledge to address specific

parenting issues, increasing understanding between Latinos and Caucasians, and improving both English and Spanish language skills.

2) Perry L.I.N.K. purposefully links an established rural Caucasian community with its' new Latino residents. Its focus is to help newly migrated families become oriented to the community and connected with the school and other services through individual consultations, small group educational meetings, and information fairs. Parenting education efforts are designed to build on traditional family strengths while adjusting to a new culture. Connection to the larger community is designed to assist new Latino residents in becoming active, contributing residents who share their talents, skills and cultural traditions with the larger community. A grassroots organization, Hispanics United for Perry, developed as a result of Perry L.I.N.K. and strives to 1) increase community participation among Hispanic immigrants; 2) support parental involvement with children; and 3) decrease language barriers.

3) Éxito en el Norte is an educational DVD series designed to help new and established Spanish-speaking residents meet the challenges of daily life in the U.S., providing critical life skills information and tools, and promoting community involvement, self-sufficiency and overall contribution to local communities across the U.S. Topics covered include: Finances, Healthcare, Education, Taxes, Public Assistance, the Legal System and Immigration. The ÉXITO series may be utilized individually, in the privacy of residents' homes, or as part of a group setting, such as workshops, classrooms, etc. Discussion guides provide facilitators suggested discussion questions, activities, and related resources.

▶ Porous Spheres: Direct Observation of Interethnic Interaction in a Small Midwestern Community

Ann Marie Kuchinski, University of Missouri

Indications of community integration in rural communities in which there has been a large increase of immigrants are largely based on survey and interview responses of community members. However, as an anthropologist, I know that there is often a difference between what people say they (or others) do and what they actually do. In my research, I relied on the direct observation of people interacting (or not) in public places in a small Midwestern community with a sizeable Latino population. Through these observations, I discovered that in some cases levels of community integration appeared different than those reported in other studies. This study suggests that multiple methodologies are necessary for understanding the complex social interactions and levels of community integration in these places.

▶ The Policy Dimensions of the Context of Reception for Immigrants (and Latinos) in the Midwest

Rubén Martinez, Jennifer Tello Buntin, and William Escalante, Julian Samora Research Institute, Michigan State University

Latino/as comprise approximately 16.1% of the nation's population (Grieco, 2010). Approximately 37.2% of Latino/as are foreign-born, comprising approximately 6.0% of the nation's population. Nationally, the number of Latinos/as living in the United States grew by 37% since the year 2000. A robust component of that growth was immigration. Immigration to the United States is not a new phenomenon; however, recent waves differ from previous immigrant influxes in significant ways. Immigrants are now coming predominantly from Latin American and Asian countries (Portes & Rumbaut, 1996; Singer 2002); and, they are no longer moving to and staying in the traditional gateway cities or states (Cadge et al., 2008). For example, the geographical distribution of Latino immigrants now include towns and cities of less than 100,000 people located in rural areas in the Northwest, Northeast, Southeast or Midwest regions of the country (Singer 2002, & Cadge et al., 2008).

The focus of this paper is recent legislation in Midwestern states initiated in response to immigration. More specifically it looks at the emergent legislative environment and how it shapes the context of reception for Latinos and Latino immigrants. The context of reception provides a useful conceptual frame

for describing the broader environments in which immigrants and other newcomers to Midwestern town and cities endeavor to make a living. Recent enacted legislation is a reflection of concrete efforts to influence how immigrants should be or are being received into the community; whether they should be excluded, ignored or integrated. The research question to be addressed here is: What state-wide policy legislation shape the contexts of reception for Latino immigrants across the Midwestern states? All state legislatures in the Midwest have passed laws addressing immigration in their states. According to Portes and Rumbaut (1996, 2001) a context of reception can be encouraging, passively accepting, or exclusionary.

In this paper, the enacted legislation in the Midwest relating to immigration has been organized according to three similar categories; integrating, exclusionary or neutral. Of the policies that were enacted in 2009 and the first half of 2010, forty-four laws were found to be integrating, and thirty-nine laws were exclusionary; twelve laws were neutral. States like Illinois, Michigan, and Kansas have passed provisions that were considered to be encouraging people from immigrant backgrounds to integrate with the mainstream population. Legislation in Nebraska, Iowa and North Dakota are examples laws that are exclusionary from the mainstream by way of immigration status or perhaps meant to dissuade immigrants from moving to the state on a permanent basis. In the middle, laws enacted in states like Wisconsin, Minnesota and Ohio were almost evenly split in their policy between integrating, excluding or neutral. The data suggests that while the Midwest is somewhat more integrating than exclusionary in regards to the context of reception, it is still 'on the fence' when it comes to their context of reception as determined by enacted state policy.

▶ A Case Study Analysis of Latino Immigrant Men Living in the Rural Midwest
Alejandro Morales and Corinne B. Valdivia, University of Missouri

Immigration is a phenomenon affecting the social, political, and geographical landscape of the U.S. Each year, a significant number of unauthorized men and women come to the U.S. in hope for a better future. Although the number of immigrant women is increasing, men continue to be the first in their families to migrate. More recently, patterns of immigration are shifting, as people are no longer arriving in ethnic enclaves. The Midwest in particular is experiencing an influx of newcomers from Latin America. Understanding the reasons Latino immigrants come to rural Midwestern communities is an important area of study as resources are limited in their native language and are prone to different forms of discrimination.

The purpose of our study is to investigate the immigration patterns of eight Latino newcomers in three rural Midwestern communities. Using in-depth qualitative case study techniques, men were asked a series of open-ended questions regarding their immigration experience, perception of their host communities, family dynamics, and work environment. The data is currently analyzed through thematic analysis. Preliminary findings suggest that Latino men are coming to rural communities for employment opportunities, understand the benefits of being in the U.S. compared to their home country, experience different forms of discrimination, gender roles in the home changed as women are working, and despite their negative experiences living in a rural community, they are better off than in their home country. We anticipate that 4-7 themes will emerge from the data.

▶ A Success Program that Involves Latino Volunteers
Sonia G. Morales Osegueda, Washington State University Extension

According to the U.S. Department of Labor, by 2050, the United States population will increase by 50%, and minority groups will make up nearly half of the nation's population growth. Hispanics represent the fastest growing population with culturally, demographically, and geographically diverse population. This mosaic of people enriches culture, but at the same time, making it difficult to deliver successfully a homogeneous program. Therefore, before delivering programs for the Latino community, it is important to invest time to know the community history, to build relationships and collaborating

with existing groups. This will support understanding their needs, limitations and barriers. Awareness of the community needs will support developing key strategies for building strong volunteers that will bring new challenges for the community they live. Washington State University Extension in King County has developed a multicultural program, which involves youth and adult Latino volunteers. This workshop will describe how Latinos perceive volunteerism and barriers to be involved in educational programs. The workshop also will show results of successful youth and adult Latino volunteers participating in a multicultural summer program that meet their needs and attract the participation of the community.

▶ Undocumented Latina Networks and Responses to Domestic Violence in a New Immigrant Gateway: Toward a Place-Specific Analysis
Angélica Reina, Marta Maldonado, and Brenda Lohman, Iowa State University

This paper explores the conditions that mediate partner violence and Latina women's ability to respond to it in the context of a new immigrant gateway. Existing scholarship has focused on cultural factors that shape situations of and responses to domestic violence within immigrant populations. Little research has examined how immigrants' experiences with domestic violence are affected by broader structural factors, local institutional contexts, and dynamic and geographically-contingent social and cultural relations. We argue that to understand and address domestic violence situations affecting immigrant populations, it is necessary to attend to particular contexts of reception; to place-specific social and cultural relations and institutional arrangements. The places that have come to be known as new immigrant gateways differ from old areas of settlement in multiple ways, with repercussions for immigrant victims' ability to respond effectively to situations of domestic violence. Through interviews and a focus group with undocumented Latina women, we examine one specific area of such difference, that of formal and informal networks and how these affect women's ability to seek and obtain help and procure their overall well-being. Findings suggest that the incorporation of Latina women into new gateways entails a reconfiguration of social ties and, for some, an increased level of isolation that renders them vulnerable to domestic violence, and ill-equipped to respond to such violence in effective ways. We examine the theoretical and practical implications of our findings.

▶ Exploring the Ethos of Reception: Attitudes Toward Immigration in Missouri
▶ A Comparative Analysis of Public Attitudes toward Immigrants and Immigration in Missouri
J.S. Onésimo Sandoval, Saint Louis University

This paper will discuss new quantitative findings from a statewide statistically representative survey. The survey consists of 800 random telephone interviews completed in October 2010. The paper will focus on the results that compare Saint Louis and Kansas City. The paper will also focus on the findings that show the differences between individuals that are related to immigrants and individuals that are not related to immigrants. We will also present a new statistical scale that measures anti-immigrant attitudes using the questions from the survey. This is first state poll that measures pro and anti-immigration attitudes for the state of Missouri. This paper will explore the social and economic forces that shape the expression of attitudes toward immigrants and immigration in Missouri. The paper will also explore policy implications and conclude with observations about future research regarding immigrants and immigration in Missouri.

▶ Who are Immigrants? The Beliefs and Perceptions of U.S.-Born in Missouri
Lisa Dorner, University of Missouri-St Louis

This paper addresses the question: How do U.S.-born citizens in the St. Louis area and surrounding counties define and view 'immigrants'? The findings are based on qualitative analysis of transcriptions of structured interviews with 28 adults living across the eight counties of the St. Louis area. Almost

unanimously, respondents said that immigrants are people who were not born in the U.S. and who came here to live, lead a better life, and/or work hard. Some felt that current immigrants mirror previous generations, including the doing of 'dirty jobs' or being discriminated against. Others felt that the current wave of immigrants were not as hard-working or trustworthy as prior generations, a common attitude toward immigrants historically (Suárez-Orozco & Suárez-Orozco, 2001). One mentioned that current immigrants are from different countries now, such as Bosnia. Although many respondents first relied on stereotypical descriptions of immigrants-for example, mentioning that immigrants are lower-income Latino or Mexican landscapers -most respondents later shared stories about immigrants based upon their personal experiences: where they lived, who they worked alongside, and who they personally knew through their own families or friends. That is, throughout the interview, individuals answered questions by talking about co-workers, employees, neighbors, family members, or teachers that they soon realized were immigrants to Missouri. Our presentation will talk about the implications of these findings for how an 'ethos of reception'"-beyond just the policies of the local and federal governments, the conditions of the labor market, or the characteristics of one's own ethnic community (Portes & Rumbaut, 2006)-is created, on the ground, by U.S.-born citizens, in the state of Missouri.

▶ Attitudes toward Immigrants in Missouri: Public Conceptions of 'the System'
Joel Jennings, Saint Louis University

The focus in this presentation is on attitudes about 'the system' of immigration. A key aim of this research was to develop an understanding of what non-immigrant residents of St. Louis know about the legal immigration process (and conversely where gaps exist in the public knowledge). Our research is based on 28 semi-structured interviews conducted in the counties that comprise the Missouri side of the St. Louis metropolitan area. Research participants were recruited in public spaces around St. Louis, including public libraries and community centers. We find that the common trait shared among each of our respondents was a significant lack of knowledge about immigration and the process of becoming a legal resident or United States citizen. Many respondents acknowledged knowing very little about how immigrants can legally enter the United States, though many of these same respondents would voice strong feelings about immigration. These findings suggest an vast opportunity for public education around the issue of immigration in Missouri, this presentation will conclude with a discussion of several possible 'channels' or themes of communication about immigration and immigrants that could strengthen public knowledge and understanding of the immigration process.

▶ Celebrating Latino Heritage and Culture Through Preservation-Based Community Revitalization
Session coordinator: Jennifer Sandy, National Trust for Historic Preservation

Speakers: Amy Cole, Mountains/Plains Office, National Trust for Historic Preservation, Norma Ramírez de Miess, National Trust for Historic Preservation, Luis Cristóbal Medina, Guadalupe Centers Inc.

Recognizing and celebrating Latino heritage is important for both newer arrivals and established communities alike. Whether through the identification of buildings and sites important to local Latino history, the economic revitalization of a historic downtown through Hispanic-owned businesses, or the rehabilitation of a historic building to serve the Latino community, preservation and place have an important role to play in celebrating Latino heritage and culture. In this session, attendees will learn the basics of historic preservation practices, including identification of local heritage sites, available financial incentives, and partnership opportunities. An overview of the Main Street® approach to community revitalization will be shared, along with ideas for engaging Latino businesses and entrepreneurs. Lastly, participants will learn about the Guadalupe Center, a historic building in Kansas City's Westside neighborhood that is listed on the National Register of Historic Places. Serving the greater Kansas City area's Spanish-speaking community through programs on health, education, culinary arts, and youth

recreation since 1919, the historic Guadalupe Center was one of the nation's first social service agencies for Latinos. These case studies and examples will equip participants with tools for engaging stakeholders in preserving Hispanic cultural heritage and landmarks.

▶ Integration and Sustainable Rural Communities: A Framework for Linking Long-Time Residents and Latino Newcomers (A Panel)

Panel Presenters: Corinne Valdivia, Lisa Y. Flores, Stephen C. Jeanetta, Domingo Martínez, and Alex Morales, University of Missouri

Discussants: Miguel Carranza, University of Nebraska-Lincoln, and Sylvia Lazos,University of Nevada, Las Vegas.

According to recent Census figures, rural Midwestern communities are undergoing dramatic demographic changes. Many of these places are seeing a large influx of newcomers (primarily Latino) who are taking positions in agriculture processing, farming, construction, manufacturing, and food and hospitality services. Our prior research indicates that these rural communities often struggle with the integration of newcomers, which can lead to inefficiencies in resource allocation and underutilization of the capacities of the newcomers with a negative impact on the sustainability and viability of rural places. In addition, newcomers in rural places often speak a different language, lack knowledge of local institutions and norms, have different cultural values, experience a negative perception of the community towards newcomers, and their perceived questionable immigration status impedes their access to local public institutions. All of these contribute to an overall negative effect on community integration among the receiving and newcomer communities. One of the keys to bridging differences between newcomers and receiving communities is to identify ways to create connections between the two that will lead to integration. Our project explores how a co-learning process affects perceptions, knowledge and action towards increased integration. We will undertake a study of three Midwestern communities in Missouri over a three year period to study the factors and mechanisms that lead to integration by implementing a community-based process, which include focus groups and Photovoice as means to elicit information, and community forums that aims to change the knowledge, perceptions, abilities and skills of receiving and newcomer communities in rural places, leading to integration.

▶ SERA-37: The New Hispanic South: Bringing Together Researchers and Land-Grant Faculty to Meet the Needs of Latinos in the South

Kathleen Tajeu, Auburn University; Julia F. Storm, Cintia Aguilar, and Andrew Behnke, North Carolina State University and Maria Navarro, University of Georgia

Demographic shifts in the South have created a need for a new framework for meeting the needs of immigrant Latinos migrating to new arrival communities. The land-grant universities in the South, including Cooperative Extension with its deep rural roots and new urban programs, are a rich potential resource for meeting social and economic needs. In order to better prepare university faculty and Cooperative Extension researchers and educators to respond effectively SERA-37: The New Hispanic South was created.

The purpose of this panel is to provide participants with practical lessons learned by SERA-37 leaders and concrete insights from the last 4-years of this collaborative. The proposed panel presentation will describe the organizational processes involved in initiating and developing the structural framework, the key foundational elements which anchored new directions, and the approaches to creating and sustaining energy and productivity across a large region of the U.S. Because one of the early principal projects was a multi-cultural capacity building regional training program, one significant portion of the panel will be devoted to a description of this major undertaking, the evaluation results, and new training directions that emerged as a result of the experience. The evaluation data will be presented in the context of larger lessons learned and implications for state and/or local cultural competency building workshops. In terms of continuing to grow capacity and staff competency, a regional survey was created and data was collected

from 1065 Cooperative Extension educators from the South.

The objective of this research was to gather data regarding Extension educators' desire and perceived ability to work with the new Latino audiences in their communities and inform the development of cultural competency training. Our research shows how the rapid growth of the Hispanic population in rural communities in the South has left many Extension offices ill-prepared to meet these new clients' needs. This applied research offers suggestions for helping educators develop effective partnerships and provide bilingual services.

An additional panelist will provide a basic overview of a Latino Domestic Immersion Project, one of the key approaches developed to build Cooperative Extension capacity and collaboration with community organizations and partners. The basic components of this innovative approach, which includes a year and a half commitment, an in-depth 10 day experience with local Latino communities, will be described and some preliminary evaluation results and lessons learned will be shared. This project is a great example of what caring individuals plus a shoestring budget can accomplish. Finally the panel presentation will wind up with current ideas for next steps and time for interactive question and answers that will enable participants to probe for information useful for their own potential replications.

▶ From All Alone to Safely Home: Mitigating Risk Factors for Unaccompanied Children

Dawnya Underwood and Weihui Wang, Lutheran Immigration and Refugee Service

Children migrating alone, with or without immigration status, are especially vulnerable. Many have experienced maltreatment, homelessness, civil war and been witness to severe forms of violence in their home countries. The dream of living safely and the possibility of reunifying with a family member already in the US are what attract many children to undertake dangerous travels alone. During the migration journey some suffer abuse, assault, and other traumatizing experiences that may inhibit their ability to fully integrate into American society. Whether unaccompanied children reunite with family members in this country, enter foster care, end up on the streets or in detention, they are at risk for severe isolation. Depending on the length of family separation, children and their relatives may be virtual strangers. Depending on circumstances and protections within the American child-welfare system, children may be in foster care with parents who are unfamiliar with their culture or language. How does a person or community care for a child who is likely to have significant trauma history, mental health issues, and behavioral problems? How does our nation and cope with this responsibility? Can the US welcome children from around the world into its communities? Can we teach them about America while encouraging them to maintain their unique cultural heritage? Communities in the US and in other destination countries for unaccompanied children are grappling with how to protect this vulnerable population and prevent further negligence. Lutheran Immigration and Refugee Service works with youth from around the world as they embark on life in America, alone. With or without legal immigration status, children seek safety and comfort in this country; however, lack of data about risks that undermine their treatment presents a serious challenge to an appropriate community response. The purpose of this panel is to empirically describe the risk factors threatening child well-being throughout the migration and acculturation processes in America. Participants will understand:A. The general circumstances of unaccompanied children in the US and the reasons/methods of their migration.B. Risk factors complicating the safe and fair integration of refugee and immigrant children in America.C. Benefits of supportive services for mitigating risk while caring for traumatized youth alone in this country. D. Implications of the risk analysis data for immigrant and refugee children who never receive support services.This panel is relevant to the Change and Integration theme of 2011 Cambio de Colores. The presentation will focus on the federal programs established to meet the needs of unaccompanied children, as well as the state and local approach to providing direct services to this population. Panelists will discuss the gaps in our society's ability to care for migrant children, best practices for working with foreign born persons and how communities or individuals can provide a safe and welcoming environment for

immigrant and refugee children. Panelists all have experience working with unaccompanied youth in the Midwest.

Civil Rights

▶ Naturalization: The Official Integration
Westy Egmont, Graduate School of Social Work, Boston College, Eva Millona, Executive Director of the Massachusetts Immigrant Advocacy Coalition and Executive Committee of the Partnership of New Americans

While the nation has focused on the border and questions about the undocumented, the local population of both immigrants and the receiving community experience the issue of newcomers by their integration, participation levels in various civic organizations and impact on the political process. Often neglected is the importance of naturalization and the pathways toward it. This presentation explores the concept of citizenship, its benefits and the barriers immigrants face when attempting to naturalize. Who facilitates the naturalization process and how? What is the role of the federal government and what is the role of local providers? Emerging efforts across the country will be included as encouraging signs of growing attention to the agenda of increasing levels of naturalization.

▶ Reducing Racial and Ethnic Disparities in the Juvenile Justice System: A Blueprint for Community Engagement and Action
Christine M. Patterson and Anne Dannerbeck Janku, Missouri Office of State Courts

This presentation will discuss the approach we have taken as part of a statewide initiative to reduce Disproportionate Minority Contact (DMC) in the Missouri Juvenile Justice System. DMC looks at the experiences of minority youth compared to Caucasian youth at all stages of the Juvenile Justice System (referrals, detention, petitions, probation, transfers to adult courts, etc.). African American and Latino youth in Missouri are almost twice as likely to be referred to the juvenile office as Caucasian youth. By working intensively in three counties, we have built community teams to analyze local policies, practices, and procedures that produce these disparities. We will discuss how and why we formed local teams, the data analysis process, and lessons learned through our experiences working with these communities. Finally, we will discuss the solutions proposed by the three communities, the successes those communities have experienced, and the challenges they face in striving to reduce disparities.

▶ Immigration Enforcement in America's Heartland
Juan Manuel Pedroza, The Urban Institute

America's Heartland is now home to surging immigrant populations which buoy state and local communities. Uncertain about whether and how to integrate foreign-born newcomers, state and local leaders (legislators, law enforcement agencies) accelerated immigration enforcement experiments after the collapse of comprehensive immigration reform during 2006-2007. Immigration control advocates in Nebraska, Oklahoma, Arkansas and Missouri have joined or led efforts to repel unauthorized immigrants. Efforts include restrictive 'omnibus' laws and increased arrests and deportations. This paper presents qualitative evidence from research conducted by The Urban Institute alongside newly available quantitative data (the U.S. Census American Communities Survey and Syracuse University's Transactional Records Access Clearinghouse). The evidence demonstrates how restrictive policies and programs (a) needlessly foster a culture of fear in immigrant communities and (b) fail resolutely to achieve their central goal of reducing the number of immigrants (including the unauthorized) in new communities.

▶ Dropout Prevention with Latino Families: The Juntos Program

Andrew Behnke and Cintia Aguilar, North Carolina State University

Attendees will learn about the educational challenges and opportunities of Latino youth. They will be introduced to the program Juntos para una Mejor Educación/Together for a Better Education: an experiential program that provides Latino parents and youth with knowledge and resources to prevent students from dropping out and to encourage families to work together to gain access to postsecondary education. This workshop will share the free curriculum with participants and allow them to experience the research and some of the activities that make Juntos Program effective.

The educational challenges of Latino youth are popularly associated with language and cultural differences while research has shown that there are many other factors involved. The Juntos Program was created three years ago to address the educational challenges of Latino youth while providing Latino parents and youth in the 8th through 12th grades with knowledge and resources to prevent students from dropping out and to encourage families to work together to gain access to postsecondary education. The program brings together families with partners from schools, local community agencies, college-age mentors, and Cooperative Extension staff to make graduation a reality. Juntos also uses success coaches and college-age mentors to provide weekly afterschool clubs and activities with the target students before and after the 6-week program.

The 2-hour workshops meet once a week for six weeks and focus on experiential activities that help the parents and youth work towards their educational goals. Weekly topics covered are: making education a family goal, communicating with teachers and guidance counselors, knowing how to succeed in the current school system, financing college and money matters, getting ready for the college application process, and being an advocate for your teen.

The program has been held in 30 schools around North Carolina and is being piloted in ten schools in Nevada. Juntos has served over 700 Latino parents and youth and pre- and post-test evaluation data from Latino youth and parents that have completed the program showed significant increases in learning, attitudes, and skills gained. Results from these evaluations using a Wilcoxon sign test have revealed significant mean differences from pre- to post-tests. Parents and youth reported an increased understanding of NC graduation requirements, classes needed, higher education options, financial aid options, and necessary tests. Parents report a significant increase in their monitoring their child's homework, meeting with school staff, and increased skills and knowledge about the college application process. Youth reported significant increase in their planning for after high school and sharing those goals with their parents.

In addition to statistics, 92% of parents increased confidence in working with their child's school and 93% of parents reported that they felt they had the information they needed to help their teenager successfully complete high school. In addition, 72% of participants attended all of the workshop sessions, and more than 60% of the families had a father present.

We will share our models for funding and expanding the outreach of this program. We also will discuss how we have incorporated 4-H and the Youth and Families with Promise (YFP) mentoring program to serve younger elementary and middle school Latino students and their families.

▶ Beyond Good Intentions: Rethinking Curriculum Delivery

Alejandra Gudiño, University of Missouri Extension
Kimberly Allen, North Carolina State University
Roxana Meneses, Columbia, Boone County Health Department
Amy Rhodes, Central Missouri Community Action

In this presentation, we analyze the process of a three-year, team-taught curriculum developed for low- income low-resource Latino families focusing on Family Communication. Throughout the process, our aim was to achieve a more comfortable teaching-learning experience for the families as well as for ourselves, facilitating an environment that would look and feel different from a traditional adult class setting. Sharing knowledge with families while teaching a curriculum is normally visualized as a unidirectional practice where knowledge is constructed, and information flows from the academy to the participant. Within this model, audiences are viewed as passive recipients of information and knowledge. As we achieve dialogues where the power dynamics in the room shift from teaching to facilitating, and as we explore how power over learners can become power with learners, we use self-reflexivity and collective reflexivity to engage participants as active members in the dialogue. The purpose of this presentation is to share our teaching experience and offer suggestions for practitioners who work with families and who wish to transform difficult subjects into reflective ideas and practices while producing more culturally-relevant methodologies and curricula

▶ What Mexican Immigrant Women Want in Cervical Cancer Education
Jennifer L. Hunter, University of Missouri-Kansas City

Adult literacy, and specifically health literacy, entered health care discourse when the 2003 National Adult Literacy Survey revealed that nearly half the adult population of the U.S. has serious deficiencies in reading & computational skills, with one in four Americans (40-44 million) being functionally illiterate. Functional literacy is defined as, 'The ability to read, write, and speak . . . and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential.' Findings from a recently completed NCI-funded study entitled, 'Learner Verification of Cervical Cancer Education with Mexican Immigrant Women' exemplify the impact of literacy and language on understanding a disease process and possible prevention.

The study explored how first generation Mexican immigrant women with less than 9th grade education understand the content of cervical cancer prevention and treatment messages. Findings showed that terms used in Spanish translations were often not the words preferred and understood by the women; many women lacked basic anatomic information on which to build reproductive health knowledge- knowing the terms, but not the 'arrangement' of the female reproductive system; various imagined models of female organs existed; and 70% of women interviewed could not identify what or where was the 'cervix.' In short, they lacked basic information on which to build reproductive health knowledge. In contrast to shorter, simpler formats commonly encouraged for low-literacy learners, these women consistently expressed desire for more information and greater detail, calling for re-evaluation of the best approach to teaching low-literacy learners. Inadequate biological knowledge creates inequities in all health promotion comprehension. Although adapting educational materials for low-literacy learners is an appropriate short-term intervention, efforts to improve overall adult literacy is a more upstream, far-reaching approach which could positively affect many people including many immigrant populations. Low literacy impacts far more than health issues. Examples of life tasks requiring literacy include reading a bus schedule; using an automatic teller machine; reading a medicine label; completing job applications, payroll and tax forms; reading maps; balancing a check book; determining interest on a loan; and having the confidence to communicate with others to establish the social capital important for a productive life. Without this confidence, individuals can easily get lost, make errors, assume a passive role, retreat into silence, lose their entitlements and rights, and deny society the benefit of their unrealized talents. Findings of the cervical cancer research provide a basis for development of new approaches to both health education and general education programs.

In this presentation, problem areas for Mexican immigrant women's understanding of cervical cancer messages will be discussed, along with suggestions for new multimedia approaches for health education related to this topic. Multimedia approaches, in clinic or home, can provide learner directed, extensive, basic to complex information, in ways that transcend literacy limitations related to reading, and that make

far more information realistically available than is possible for health care professionals to personally deliver within clinical situations.

▶ Improving the Health Literacy of Latino Newcomers: The Impacts of a Promotoras de Salud Program

Stephen Jeanetta and Jamie Christianson, University of Missouri and Eduardo Crespi, Cambio Center

Health Literacy is defined by Health Literacy Missouri, a nonprofit focused on addressing health literacy in Missouri as the ability to make good health decisions in everyday life. A project at the Centro Latino in Columbia, Missouri piloted a demonstration to increase the health literacy of Latino newcomers to the community through a Promotoras de Salud program.

The program had two primary components. The first was to develop and pilot educational programs around health issues common to this community such as obesity, diabetes, dental care, and seven others. A curriculum, PowerPoint, video and evaluation instruments were developed for each of the health issues and more than 100 people participated in the pilot programs. The second component was designed to help newcomers understand and successfully utilize the health services in the community. Promotoras built networks with healthcare providers so they could serve as bridges between the services and the Latino newcomers in the community. There were 351 participants in this program. All were able to access health services and 89% were able to successfully follow through with the treatment recommended by the healthcare providers. The primary reason for those who were not able to complete treatment was expense. They simply did not have the resources necessary to complete the treatment.

A telephone survey of program participants was conducted to collect evaluation data on the program to see whether or not the program participants felt as if they were able to make better health decisions. Phone numbers existed for 171 participants. When contacted, 48 numbers no longer worked and 71 did not answer. The survey was completed by 52 of the program participants. This presentation will look at the results of the evaluation and discuss implications for conducting health literacy programs with Latino newcomers.

▶ Exploring the Career Aspirations of Latino English Language Learners (ELL) High School Students in the Rural Missouri

Chair: Alejandro Morales, University of Missouri

▶ Studying the Career Aspirations of Latino ELL Students

Jasmine Tilghman, University of Missouri

As the nation's largest racial/ethnic minority group, the Latino population continues to populate at a rapid pace. However, the increased number of Latinos does not seem to be translated into greater college enrollment. In fact, it appears that there seems to be an even greater percentage of Latinos not moving on from high school into higher education. In high schools, ELL students have increased in numbers with many families not knowing English. These students may spend a lot of time learning the language, but teachers and administrators may overlook their desires and career aspirations. In rural communities, ELL students are at an even greater disadvantage because of the lack of resources afforded to them. The purpose of this presentation is to provide an overview of a qualitative study to better understand the career aspirations of high school ELL students in a rural high school in Missouri. Specifically, this presentation will highlight the methods used, challenges, and recommendations to investigate this understudied and ever growing community. Implications for the economy from the perspective that this specific population is the backbone of society will be discussed.

▶ Career Exploration Intervention with ELL Students
David Aguayo, University of Missouri

Immigrant students may not benefit from the U.S. educational system's career developmental process due to cultural (e.g. acculturation level, ethnic identity, race, and the experience of discrimination, Arbona, 1995) and contextual factors (e.g., lack of resources and support; Arbona, 2000). This presentation will discuss a career intervention developed for Latino adolescent immigrants, English Language Learners (ELL) in a Midwestern rural area. Specifically, this presentation will describe the activities used to increase awareness of Latino ELL students' career exploration process. These activities were created to expand the students' awareness of their vocational network of the career process utilized in the U.S. educational system. The career intervention was based on the Race/Gender Ecological model (Cook, Heppner, & O'Brien, 2004) to help students understand the external factors that may be supporting or hindering the educational and vocational success. Suggestions for future research and practice will also be discussed.

▶ Latino ELL Adolescent Boys' Career Aspirations
Wenxu Xu and David Aguayo, University of Missouri

This presentation will highlight the findings of a qualitative study that explored the educational needs and career aspirations of Latino English Language Learner (ELL) students in rural Missouri. The aims of this study was to identify the unmet educational and career needs of Latino ELL students in a rural high school in Missouri, and to inform school staff and administrators how to better serve this vulnerable population. A sample of 24 adolescent Latino boys was interviewed. The themes that arise from this qualitative study will reflect the unique educational and career needs that Latino ELL adolescent boys face while attending a rural high school.

▶ Latina Adolescent Girls' Career Aspirations
Christina Wilson and Hang Shim Lee, University of Missouri

Career development is an ongoing process throughout life; however, the period of adolescence is the most critical period regarding decisions for higher education. Latina adolescents are overrepresented in low-paying occupations traditionally occupied by women (Arbona & Novy, 1991). Compared to Latino male adolescents, Latina female adolescents have more career barriers such as lacking of exposure to nontraditional career paths, sex discrimination and gender bias, and lack of female career role models. In terms of this perspective, adolescent Latinas in a Midwestern rural area have more difficulties to develop their career. Thus, this presentation will provide the findings of a qualitative study focusing on the career aspirations of female ELL Latina adolescents attending high school in a rural community. Specifically this presentation will highlight the themes will reflect the unique educational and career needs of this underserved but important group of adolescents.

▶ Reaching Over Boundaries: Underserved Audiences and the Native Plants Program
Nadia Navarrete-Tindall, Yvonne Matthews, and Sue Bartelette, Cooperative Extension, Lincoln University

The main goals of the Native Plants Program (NPP) at Lincoln University are increasing awareness among diverse audiences of different ethnicities and ages about native plants' importance in conservation and identifying value-added uses of native plants as specialty crops. To accomplish these, the NPP is developing Native Plant Outdoor Laboratories at Lincoln University campus in Jefferson City and Martin Community Center in Marshall, MO, and is creating smaller gardens elsewhere with Spanish and English signage. Special emphasis is placed on the importance of native plants for wildlife, especially native pollinators and other beneficial insects. Laboratories and gardens are established with forbs, grasses,

sedges, ferns, shrubs, vines, and/or trees. Spanish-English brochures with descriptions of native plants, their importance, and growth requirements are available upon request to disseminate information about native plants among Hispanics. The NPP also organizes seminars, workshops and field days for training and hands-on demonstrations related to native plants. Two annual events: 'Nature and Agriculture in the City' in Kansas City and 'In Touch with Nature' in Jefferson City focus on integrating conservation and agriculture in urban and rural communities. Collaborators include MU-Extension, NRCS, MDC, Missouri Native Seed Association, nurseries, organizations, such as the Missouri Prairie Foundation, the Center for Equitable Education in Kansas City, and the Missouri Native Plant Society, and local communities. Native plant gardens will be inaugurated and open to the public, schools, and extension educators in summer 2011. The Native Plants Program receives funding from the National Institute of Food and Agriculture (NIFA).

▶ New Educational Initiatives: IME-Becas and Consular Protection Information Services
Jacob Prado, Consulate of Mexico in Kansas City, Missouri

Educational initiatives are improving the livelihoods of newcomers as the Consulate of Mexico in Kansas City supports Mexican nationals and individuals of Mexican descent in Kansas, Missouri, and part of Oklahoma. The educational program IME-Becas provides resources to adult training institutions through community learning centers (Plazas Comunitarias), circles of study, and distance learning opportunities. This year, the project focused on institutions offering labor training certification programs. This program is aimed to raise the education and training level of the Mexicans living abroad, and to help them to better integrate into the labor market of their respective communities. It is also an effort to strengthen partnerships with organizations through the advancement of training endeavors. Further collaborations with different law offices, community organizations, and U.S. agencies, such as the Department of Labor; provide Consulate clients with information on legal and labor issues, occupational safety, and financial education through instructive sessions provided by the Consulate. This program, initiated in 2011, is expected to contribute to the well-being and advancement of Mexican residents in our region.

▶ Latinos in North Central Indiana: Education Need and Asset Study
Robert Reyes and Ana Juarez Lopez, Center for Intercultural Teaching & Learning, Goshen College

The Center for Intercultural Teaching and Learning (CITL) in collaboration with the Institute for Latino Studies (ILS) at the University of Notre Dame completed a study of the needs and assets of the Latino communities in three counties of North Central Indiana. This presentation examines the findings from the third component of our research; the educational need and assets study.

Methodology and Sample:
The data discussed were gathered using semi-structured interviews and focus groups that collected the perspectives and experiences of members of the community. Three different types of subjects were selected to participate in the study: 15 educators (teachers and school staff), 36 Latino students attending local high schools (in Elkhart, St. Joseph and Noble Counties), and 24 Latino parents of children attending local high schools.

Findings:
One of the key themes examined in this study is the school experiences of Latino students. The findings demonstrated that though many Latinos face the same challenges as other students, many Latinos have the added challenges of language acquisition, navigating between two cultures, and sometimes a quest for role models they can look up to. These challenges affect students' participation in extracurricular activities and their experience in academic setting.

The second theme explored was parental involvement. The parents we interviewed often expressed worries about the future of their children and a desire to see their children get a good education so they can succeed. Both parents and students reported three primary ways in which parents are engaged: by providing moral support, by serving as a provider of material and social needs, and by monitoring the behavior of their children and being aware of their needs. However, parents also have barriers to parental involvement such as language proficiency, lack of knowledge about the educational system, discrimination factors, and employment factors.

Finally, the third theme discussed in this study is access and transition to college. All of the students in the focus group had high aspirations and goals for their future. The parent focus groups also revealed the parent's desire for their children to be academically successful and pursue educational opportunities that had not been available to them. Parents, students, and educators discussed many barriers to achieving this goal including socioeconomic, academic, legal, and personal challenges experienced by students and their families. At the same time, the focus groups and interviews also revealed the support and encouragement offered by students' families, hopeful narratives of success, and the lasting resilience of the students and their families in the face of significant challenges.

As schools strive to adapt and grow, it is vitally important that parents, educators, and school policymakers be aware of not only the challenges, but also the opportunities that these changes offer. During our presentation, we will be discussing in further detail the findings, implications, and recommendations for consideration as we work together to improve the educational prospects outcomes for all students in our area schools.

▶ Latina's Educational Endeavors Past, Present and Future
Christina Vasquez Case, Alianzas/MU Extension/UMKC/IHD and Edna Talboy, MANA de Kansas City

MANA de Kansas City (KC) is a volunteer organization that seeks to further educational aspirations for Latinas in the Kansas City Metro area, by promoting leadership and educational endeavors for Latinas in their communities. MANA de KC was established in 1981 as a volunteer organization for the greater Kansas City area, with the goal to assist Latinas in achieving their full potential personally and professionally, while at the same time serving their community through civic engagement. MANA de Kansas City is a member of MANA, a national Latina organization founded in 1974 and headquartered in Washington D.C., and is part of a network of Latinas throughout the United States who value service, advocacy, and leadership development. Participants will develop a greater understanding of how this grassroots organization promotes higher education through scholarships, and provides resources and support that enable Latinas to increase their personal and professional leadership skills, while developing their special interests in service and advocacy. Learn how MANA de KC encourages networking, develops leadership skills, advocates, assists young Latinas through the Hermanitas program, and sponsors educational advancement leading the way to develop future Latina leaders in Kansas City area communities. Membership for MANA de KC is open to anyone and members include individuals with varied interests, careers, education, and lifestyles that support the MANA de KC mission to empower Latinas through leadership development, community service, and advocacy. Meet MANA members and learn how this grassroots effort continues to make a difference for Latinas in the Kansas City Metropolitan area.

Entrepreneurship and Economic Development

▶ Involving Immigrant Latino Farmers in Local Food Systems: A Community Capitals Approach
Jan Flora, Cornelia Butler Flora, Mary Emery, Diego Thompson, and Claudia Marcela Prado-Meza, Iowa State University

Using complexity theory and the community capital framework, this study analyzes the creation and implementation of a farm incubator program for both immigrant Latino farmers and beginning native (Anglo) farmers and the subsequent organization of a local foods group in a non-metropolitan Iowa community. The paper uses multiple sources and methods to document the successes and shortcomings in building a multicultural food system. These include focus groups with Latino/a farmers and organizers of the program, participant observation in and notes from steering committee meetings, analysis of participatory evaluations, and content analysis of documents from meetings and classes. Human, social, and cultural capitals are essential elements for these programs to succeed. The interaction among these three capitals mobilizes other community capitals for program improvement. In a multicultural situation, these capitals can inadvertently challenge continuity and success. The intergroup relations that emerge from the interaction among these capitals can be unpredictable. Recommendations center on how to reduce risk in mobilizing the most critical community capitals.

▶ Access and Utilization of USDA Programs Among Latino Farmers and Ranchers in Missouri and Nebraska

Eleazar González and Stephen Jeanetta, University of Missouri
Christina Vasquez Case, University of Missouri-Kansas City
Miguel Carranza, University of Nebraska-Lincoln
Kathie Starkweather, Jon Bailey, and Rafael Martínez, Center for Rural Affairs, Nebraska

The U.S. Census of Agriculture reported that from 2002 to 2007, the number of Latino farm operations was significantly reduced. Principal Latino farm operators went from 703 to 444 in Missouri and from 295 to 166 in Nebraska. Nebraska and Missouri are the only states with rapidly increasing numbers of Latinos but a declining number of Latino farmers and ranchers. This research project will explore the issues affecting the decline in the number of Latino farmers and ranchers in these two states. Part of the drop in the number of Missouri operators might be due in part to their lack of utilization of USDA programs. A large number of Latino farmers in Nebraska have used USDA programs while few in Missouri participate. Interviews will be conducted of the Latino farmers and ranchers in each state to better understand the factors that are affecting their ability to do business in these two states and to learn more the support systems and resources they access in the process of developing their businesses. In addition, interviews will be conducted with USDA Rural Development, FSA, NRCS, and other agencies and resource organizations farmers utilize, to identify the kinds of programs that are available to Latino farmers and identify the barriers facing resource people as they try to conduct outreach to the Latino farmers and ranchers. Analysis of the interviews will help us understand 1) why a large number of Latino farm operators stopped farming, 2) identify resources that may provide support to Latino farmers and ranchers, 3) track the path of Latino farmers and ranchers in Nebraska who were able to access and use USDA programs and 4) develop strategies that will connect Latino farmers and ranchers to the resources that can help them grow their farming enterprises.

▶ Barriers to Migrant Latin American Entrepreneurship -A Comparison between Key Informants and Entrepreneurs

Zola K. Moon, Frank L. Farmer, Wayne P. Miller, and Stacey McCullough, University of Arkansas
Cristina Abreo, Oportunidades NOLA, St. Anna's Episcopal Church

Arkansas has seen an explosive growth in its Latin American population over the last two decades. As the migrant populations have expanded, so has participation by migrants in business creation. Results are reported from research on barriers to business creation and continuation for Latin American migrants. One hundred seventy-one migrant Latino business owners were interviewed representing more than 200 businesses from 59 communities in 26 counties in western Arkansas. Twenty-six key informants from business, government, and financial sectors were also interviewed. Comparisons are made between the

biggest barriers as reported by the entrepreneurs and key informants. A closer examination of the barriers show nuanced differences between rural and urban communities. Findings present clear needs for outreach to bridge gaps between viewpoints of entrepreneurs and key informants. Although all businesses are located in Arkansas, results are generalizable to other states with recently arrived migrant populations.

▶ Promoting Latino and Women Entrepreneurial Development in Idaho
Abelardo Rodriguez, University of Idaho

Public Use Micro-data Sample 2005-2007 is used to analyze ethnic and gender gaps of self-employed individuals, or entrepreneurs, to enrich the context of business support training for women and Latinos in Idaho. Logit and OLS regressions are used to examine the effect of demographic variables on the probability of becoming an entrepreneur and how these variables contribute to explain entrepreneurial income. Age has a positive effect at a decreasing rate on the likelihood of individuals to become entrepreneurs. Educational attainment increases the probability of individuals becoming entrepreneurs but does not have much effect on entrepreneurial income. Wealth and less metropolitan populations lead to a higher probability of being an entrepreneur. The ethnic and gender gaps are related to the individual characteristics of men and women such as age and school attainment, and also to the occupations in which they work. The evidence derived from the data is used in outreach programs for minority-owned small businesses and business startups. The programs begin with a reality check, asking whether the individual has certain human capital and financial attributes, clear goals, market analysis and a mission statement for the desired business. The principal assumption in the business support training is that one can always improve business performance through the acquisition of skills regardless of the prevailing personal situation. The expected outcomes, not yet ascertained, are that training participants lay out better business plans than non-participants.

▶ Exploring Individual, Family, and Community Factors Predicting Business Success in Hispanic/Latino Entrepreneurs
Rosanna Saladin-Subero, Institute on Family and Neighborhood Life at Clemson University

This research examines what selected individual, family, and community factors best predict Hispanic/Latino male and female entrepreneurs' engagement in entrepreneurial activities and business success. In this study, individual factors are circumscribed to motivational, attitudinal, behavioral, and subjective well-being factors that have been found to influence entrepreneurship (Ajzen, 2005; Diener & Suh, 1997; McClelland, 1961). Family factors are circumscribed to those associated to family members influence on the business (Klein, Astrachan, & Smyrnios, 2005). Community factors are not only circumscribed to a territorial dimension, they are viewed as a set of meaningful social relations that weave the economic, institutional, and political dimensions together (Piselli, 2007). This literature review will inform a quantitative research to pursue a Doctoral degree.

Health

▶ Psychology of Integration

▶ Part 1: Matachines in the Midwest: A Case Study of Gender, Religion and Ethnicity.
Stephen R. Christ, University of Missouri

This article analyzes the transformation in expectations of gender roles among immigrant Mexicans in the rural Midwest. Since Mexican-Americans are often influenced by multiple cultures, the transmission of culture and ideologies pertaining to expectations of gender roles, religious practices, and ethnic

boundaries all become intertwined. This case study focuses on a group of Matachines in order to understand the role of religion in the transmission of Mexican culture and identity from parents to children in the rural Midwest. Matachines are religious dancers who dance in predominantly Mexican and Mexican-American Roman Catholic ceremonies. The participants in this case study are of particular interest because of their participation in a traditional Matachines dance group in the rural Midwestern United States. Living in relative isolation from their homeland, many of the dancers look to the dance group as a vehicle to demonstrate their ethnic pride. However, this research has found that traditional Mexican gender roles are suspended and replaced with an egalitarian ideology amongst the members of the Matachines dance group. This transformation of gender role ideologies is analyzed through a series of assimilation models in an attempt to explain the acculturation of Mexican immigrants into mainstream American society.

▶ Part 2: Expanding the Horizons for Understanding Immigrants' Adjustment: Ecological perspectives

Hang Shim Lee and Hung Chiao, University of Missouri

Acculturation Theory (Berry, 1986) and Systems-Ecological Model (Bronfenbrenner, 1977) are two of the most widely referenced theories that guide multicultural and cross-cultural counseling research and practice. To understand immigrants' adjustment issues in new cultural contexts, it is important to examine both individual factors (e.g., cultural identities, psychological well-being) and environmental factors (e.g., individual interactions with local agencies, institutional support or barriers). Therefore, this presentation aims to (a) provide an overview of both Acculturation Theory and Systems-Ecological Model; (b) examine the values of the using both frameworks to understand immigrants' adjustment experiences; and (c) discuss the applications of applying both models in working with immigrant individuals and families. Consistent with merging trends in the immigrant research area, this presentation incorporates the individual as a system into our conceptual framework. Among characteristics of individuals (e.g., personality, life experience, etc.), this presentation will specifically highlight immigrants' acculturation process, which significantly influences their interaction and adjustment in the environment. In this presentation, the authors will discuss immigrants' acculturation in the following systems: (b) microsystem, or interpersonal interactions between immigrants and their environment, includes family, peers, instructors and advisors, school, cultural organizations; (c) the mesosystem, consisting interactions between two or more microsystem environments, includes factors such as the extent to which immigrants' peers or colleagues at work and social circles as well; (d) the exosystem, or the connections between subsystems that indirectly influence immigrants, includes the community, administration and offices such as the mental health center, the local community and media; and (e) the macrosystem, comprises the overall cultural and institutional elements of which the other systems are a part of, such as immigration and visa regulations, economic and political situation, and policies related to immigrants. Finally, through examining the adjustment of immigrants with ecological perspectives, applications and suggestions for educational and mental health service providers will be discussed.

▶ Part 3: Latina/o Food Industry Employees: Barriers, Facilitators, Motivators, Training Preferences and Perceptions of Work

Marlen Kanagui-Muñoz, Patton Garriott, Lisa Flores, Seonghee Cho, and James Groves, University of Missouri

The present study explored factors that influence work performance and adherence to food safety regulations among Latina/o food service workers through 10 semi-structured focus group (N = 75) interviews conducted in the Midwest and Southwest. Using the Consensual Qualitative Research method (CQR; Hill, et al., 2005; Hill, Thompson, & Williams, 1997), five domains emerged across focus group interviews: barriers (i.e., time, language, negative perceptions of training, and managers and coworkers), facilitators (i.e., formal training, and informal training), motivation (i.e., recognition, concern for others, concern for job security, personal values, and tangible rewards), cultural context (i.e., perceptions

of Latina/o workers), and training preferences (i.e., practice, audiovisual, comfort with computers, discomfort with computers, and language preferences). Findings suggest that Latina/o food service workers face considerable barriers in accessing effective food safety training and implementing training in the workplace. Recommendations for career counseling practice and research with Latina/o workers in this sector are provided.

▶ 3V's for Life: Vitality, Vim, and Vigor for Life/ Vitalidad y Vigor para la Vida
Judith R. González, Forest Institute
Julie K. Humphrey, Hand In Hand Multicultural Center

3 V's - Vitality, Vim, and Vigor for Life - Vitalidad y Vigor para la Vida has provided education, motivation, and opportunities to encourage children, youth, and adult Hispanic/Latinos, in Greene and Christian Counties, to change their lifestyles by adopting healthful eating behaviors, engaging in regular physical activity, and adopting behavioral strategies for a healthier lifestyle through four major components: Health Parties, Fitness In Training (FIT) Teams, Individual and family coaching and/or counseling through "The Healthier You"; and community Health Celebrations. The 3Vs Program was developed in partnership between Hand In Hand Multicultural Center in Springfield, MO., University of Missouri Extension in Southwest Missouri, Forest Institute, and the Missouri Foundation for Health.

▶ Rural Latino Immigrant Mothers' Perceptions of Local Food and Health
Kimberly Greder and Flor Romero de Slowing, Iowa State University

Throughout the U.S., there is increased interest in health and locally grown foods. There is also interest regarding how people's food consumption and health change after immigrating to the U.S. This paper will explore these concepts through interviews with 60 Latino immigrant mothers in a Midwestern state who have at least one child age 12 or under, and who have a household income at or below 185% of the federal poverty level. Three Latino mothers who met the study criteria and are well connected in the community were identified by Extension staff to serve as 'seeds'. Each seed completed a three hour in-person interview, and were provided three coupons to distribute to members of their own networks who met the study criteria. Mothers call a number on the coupon to participate in a screening interview. If they are determined eligible for the study, an in-person interview is scheduled at a time and location convenient for the mother. Once the interview is completed, the mother receives three coupons to distribute within her own network, and receives $50 in gift cards. This process continues until 60 mothers are interviewed. Fifteen interviews have been completed. We project completing 60 interviews by April 30, 2011. The interview consists of questions pertaining to: 1) mothers' and children's physical and mental health; 2) presence of family stressors and parenting support; 3) mothers' satisfaction with how they are feeding their children and foods their children consume away from home; 4) satisfaction with living in their community; and 6) economic well-being.

This paper will focus on the findings related to mothers' satisfaction with how they are feeding their children and the foods their children consume away from home. Quantitative data will be analyzed using SPSS software. Qualitative data will be analyzed using the process of thematic analysis.

Results

Preliminary findings of the open-ended questions (N=15) reveal that mothers want their children to consume food that will nourish their bodies (i.e., fresh meat, vegetables and fruits; specific herbs). Some mothers don't have enough money to buy the foods they desire for their family to eat well. Mothers report that fresh food is expensive and there is limited availability of a variety of fresh fruits and vegetables. School meals are not fresh and are not healthy. Mothers try to prepare healthy food at home. Mothers try to access locally-grown foods and herbs (e.g., grow themselves or by family member, farmers' market).

Implications for practice: Involve families in discussions to explore opportunities to grow food locally

either at home in containers or in community gardens. Involve community leaders (e.g., elected officials, school and youth program staff) in dialogues with families about increasing access to locally grown food, especially for use in school meals.

Implications for research: Survey/interview a larger number of immigrant families in rural and urban communities to learn of their perspectives, experiences, and interest in creating local change regarding foods available to youth and families in the community.

Implications for policy: Increase representation of immigrant families on school wellness and community program advisory committees to ensure policies are informed by needs and interests of immigrant families.

▶ Transnationalism and Housing and Health Risks of Rural Latino immigrant Families

Kimberly Greder and Christine Cook, Iowa State University

In-depth interviews with rural low-income Mexican immigrant mothers explored 'How, if at all, do the housing and health issues of rural Latino immigrant families vary based on level of transnationalism?' Transnationalism in this study refers to family relationships that transcend national boundaries and was based on language spoken at home, nature and frequency of contact with family and friends in the country of origin, and the extent and frequency of travel to the country of origin. We examined the notion that support networks among families can be portrayed as existing along a continuum. At one end of the continuum, families have frequent contact with relatives in their country of origin and experience a high degree of solidarity and interdependence with them; they are high in transnational activity. At the other end of the continuum, families who are not in regular contact with relatives in their country of origin and do not feel a strong sense of mutual obligation with them are characterized as low in transnational activity.

Study participants were mothers age 18 or older, had at least one child age 12 or younger, and resided in a household with an annual income at or below 200% of the federal poverty line. Data were drawn from interviews with 78 Latino mothers in three project states (California n=33, Iowa n=28 and Oregon n=17). Families responded to questions in a semi-structured interview protocol, as well as survey questions: Adult and Child Health Survey (Richards, Pamulapati, Corson, & Merrill, 2000), Center for Epidemiologic Studies Depression Scale (CES-D) (Radloff, 1977), and the U.S. Household Food Security Survey Module (Nord & Andrews, 1999). Responses were examined to understand the nature and extent of transnational experiences among families and how, if at all, housing and health risks differed by families' degree of transnationalism. Qualitative data were coded and entered into MAXqda2 (2005) and quantitative data were coded and entered into SPSS vs. 15.0. Transcripts were read multiple times to develop sub-codes related to health and housing risks and transnationalism. Researchers reviewed the data several times using the process of constant comparative analysis to identify emerging themes to inform the development of the transnational continuum and the health and housing risk scales.

Findings revealed that most of the families in the study were categorized as low (45 of 78 cases) than high (23 of 78 cases) in transnational activities with 10 families classified 'modestly' transnational. Low and high transnational families differed across characteristics and health concerns; however, both struggled to meet their housing and health needs. Both high and low transnational families strived for home ownership; families low in transnational activity were more likely to be homeowners. Housing risks were present among high and low transnational families; both groups indicated housing quality and affordability problems and little knowledge of programs that could improve their housing conditions. Health risk indicators were present in more than half of the families. There were significant associations with four items in the depression scale and transnationalism, and qualitative findings reveal loneliness and depression in families.

▶ Nutrition & Physical Activity in a Summer Migrant Classroom

Jill F. Kilanowski, Case Western Reserve University

Interventions to arrest childhood obesity have been designed for the majority student population. However, national data inform that health disparities exist within ethnic/racial categories and the limited studies of Mexican-American children show higher rates of overweight. An even more vulnerable Latino group is children of migrant farmworkers (MFWs).

This was a two-year pilot embedded in a summer Migrant Education Program (MEP): A free program that offers MFW children remedial instruction. Curriculum content has been controlled by local domain, guided by state standards, and teacher preferences. Year 1 objectives were to examine differences between students who did and did not receive a nutrition and physical activity intervention. Year 2 objectives were to identify what percent of children returned to the same MEP; observe body mass index (BMI), BMI percentile (BMI-p) changes from year 1 to year 2; and determine the knowledge retained by the children from year 1.

This quasi-experimental, pre-test/post-test study used two Michigan MEPs. Intervention groups received health education in nutrition and physical activity, and daily structured recess to supplement the standard curriculum. Middle school students were challenged to produce health commercials. Participants were MFW children (grades 1-8) enrolled in a summer MEP: year 1 n=138 intervention, n=33 comparison; year 2 n=215 intervention students. Parents completed a short questionnaire; students had growth parameters, muscle strength and flexibility, and tests of knowledge, both at baseline and outcome.

Outcome variables were BMI, BMI-p, muscle strength, muscle flexibility, and knowledge. In pilot year 1, close to 48% of students were overweight /obese. MEP attendance correlated with weight changes (r=.24, p=.03) and BMI (r=.27, p=.01); mean BMI and BMI-p changes were in the negative direction. The intervention group weighed less (p=.05) and had more than fourfold decrease in BMI change (-.14) than the comparison group (-.03). Knowledge scores increased from baseline and outcome were found in 2 assessments (70% and 63%). In paired t-test the intervention group had significant decrease in BMI-p (p=.02). In pilot year 2010, recruitment of students into the study improved from 47% to 67%, and 58% of students were overweight/obese. Students showed non-significant baseline and outcomes intervention comparisons, but trends showed promise. Increases in means were seen in curriculum knowledge and in food attitudes to reduce fat and drink skim milk (n =44-46). In the 7-week intervention, 44% of students reduced their BMI; 39% reduced their BMI-p. There was an individual significant decrease in BMI-p from baseline to outcomes (p =.016), and significant increases in bilateral muscle flexibility (p=.000). For those students returning to the MEP for year 2 who were enrolled in the study, post year 1 compared to pre year 2 showed a significant improvement in food attitudes in 2 categories (p<.001, <.0001) and was marginally significant with changing attitudes in physical activity (p=.057).This pilot study positively affected the health of MFW students. It will inform a future multisite study of the effects of the intervention in a larger sample. Results can inform MEP curriculum change.

▶ Health Policy, Health Disparities, and Immigrant Health: There is More to Health Than Health Care (Health Plenary Session)

Nancie McAnaugh, Center for Health Policy at the University of Missouri

In recent years, numerous studies have shown that health outcomes, whether it be average lifespan, infant mortality, or rates of chronic disease, are closely linked to what the World Health Organization in 2005 first described as the "social determinants of health." Income, education, race, environment, access to good housing and safe neighborhoods all shape an individual's chances for a long healthy life. Ignoring this global view of health leads to mounting economic costs. A 2009 report from the Joint Center for Political and Economic Studies estimates that eliminating health disparities would have reduced direct medical expenditures by nearly $230 billion in the 2003-2006 period. Differences in access to health care

between immigrants and non-immigrants exacerbate health disparities. For immigrants, lack of insurance and crippling payment systems discourage many immigrants from seeking the health care they need. Those accessing care may feel their concerns are minimized when language and cultural differences make it difficult to be understood. The result? Poor health for immigrants and increased expenses to our health care system. In this presentation, we will explore the concept of health disparities, how they impact both immigrant and native-born populations, and how changes at the federal level through health care reform and the widespread adoption of electronic medical records could improve, or aggravate, the situation.

▶ Stop Bullying Now! Campaign Pilot Evaluation: A Qualitative Assessment of its Usefulness and Cultural Appropriateness for Hispanic Populations

Rosanna Saladin-Subero and Katherine Hawkins, Clemson University

The Stop Bullying Now! (SBN!) campaign is a media-based national effort launched in 2004. It was developed by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services, with the purpose of raising awareness about bullying, preventing and reducing bullying behaviors, identifying appropriate interventions for tweens, and fostering linkages among partners' organizations. The campaign targets youths aged 9 through 13 and those who influence them (e.g. family members, educators, law enforcement, health, safety and mental health professionals). This pilot study was the first effort to evaluate the national campaign with Hispanics. Focus groups with mothers, one-on-one interviews with fathers, and in-depth interviews with tutors were held. The findings suggested that, despite minor formatting issues, the materials used in the SBN! campaign appeared to be appropriate for use with Hispanic parents. The study also suggested that the campaign may not have been effective in reaching Hispanic parents living in the two towns sampled, as the parents involved had a low level of knowledge of what bullying was, did not know of the SBN! campaign, and had not seen the materials created for the campaign.

▶ Ethnic Differences on the Effect of Mother's Perception of Child's Physical Activity on Child's Weight Status: A Focus on Hispanic Children in the Midwest.

Olga J. Santiago, Rubén Martinez, and Joey C. Eisenmann, Julian Samora Research Institute, Michigan State University

Background

Parents' perceptions of their child's physical abilities can influence the child's actual and future physical activity (PA) level and sports involvement, and the child's weight status. The aim of this study was to examine race/ethnic differences on the effect of mother's perception of child's PA in kindergarten (MP-K) on child's obesity over time (at third grade and fifth grade), in a cohort of children living in the Midwest.

Methods

We utilized four waves of data from the Early Childhood Longitudinal Study Kindergarten Class of 1998-99. The study sample consisted of a cohort of children in the Midwest and for whom their biological mothers served as the primary respondents (Whites n=2,838 and Hispanics n=286). The primary outcome was child's obesity (Body Mass Index at the 95th percentile). The main predictor was MP-K. It was assessed in three settings (i.e., structured activities, free time, and aerobic exercise) with the question 'thinking about child's overall activity level, would you say {he/she} is less active than their (boy/girl) peers, as active as peers, or more active than peers? Answers to these three questions were combined to create a measure of perceived activity level by mothers. We created three ordinal categories of MP-K: low level of MP-K; medium level of MP-K; and high level of MP-K. Linear regression and logistic regression were used to test the study hypotheses. To test if there were statistically significant differences between race/ethnic groups in terms of the regression coefficients of MP-K with child's obesity we used Wald tests.

Results

At kindergarten, there were a lower proportion of white children spending more than two hours/day watching television, DVD, or video games than Hispanics (36% vs. 49%). Whites had a lower prevalence of obesity (10% vs. 15%) than Hispanics in kindergarten, third grade and fifth grade. In general, MP-K had an inverse relationship with children's obesity, after controlling for gender, child's disability, family's structure, mother's country of birth, mother's age, and socioeconomic status (SES). This study's findings suggest that MP-K had a long-term effect on children's weight status. Nevertheless, the effect seems to be stronger for Hispanics than for Whites. Hispanic children in the medium and high categories of MP-K had a lower likelihood of being obese in third grade (medium Adjusted Odd Ratio [AdOR] = 0.17, p <.001; high AdOR = 0.29, p <.05) and fifth grade (medium AdOR = 0.18, p <.001; high AdOR = 0.27, p <.01) than those children in the low category of MP-K. However, for Whites the effect of MP-K on child's obesity was significant only for third grade (medium AdOR = 0.46, p <.001; high AdOR = 0.39, p <.01). There were statistically significant race differences in the magnitude of the effect of MP-K on children obesity over time.

Conclusions

MP-K had an effect on Hispanic children's weight status; mothers' perception might be a tool to consider for future obesity intervention with Hispanic families. Future research is necessary to confirm these findings, and to examine possible mechanisms of how MP exerts its influence on Hispanic children's weight status.

Selected Papers

▶ Dropout Prevention with Latino Families: The Juntos Program

Andrew Behnke & Cintia Aguilar, North Carolina State University

Abstract

Attendees will learn about the educational challenges and opportunities of Latino youth. They will be introduced to the program Juntos para una Mejor Educación/Together for a Better Education: an experiential program that provides Latino parents and youth with knowledge and resources to prevent students from dropping out and to encourage families to work together to gain access to postsecondary education. This workshop will share the free curriculum with participants and allow them to experience the research and some of the activities that make Juntos Program effective.

The educational challenges of Latino youth are popularly associated with language and cultural differences while research has shown that there are many other factors involved. The Juntos Program was created three years ago to address the educational challenges of Latino youth while providing Latino parents and youth in the 8th through 12th grades with knowledge and resources to prevent students from dropping out and to encourage families to work together to gain access to postsecondary education. The program brings together families with partners from schools, local community agencies, college-age mentors, and Cooperative Extension staff to make graduation a reality. Juntos also uses success coaches and college-age mentors to provide weekly afterschool clubs and activities with the target students before and after the 6-week program.

The 2-hour workshops meet once a week for six weeks and focus on experiential activities that help the parents and youth work towards their educational goals. Weekly topics covered are: making education a family goal, communicating with teachers and guidance counselors, knowing how to succeed in the current school system, financing college and money matters, getting ready for the college application process, and being an advocate for your teen.

The program has been held in 30 schools around North Carolina and is being piloted in ten schools in Nevada. Juntos has served over 700 Latino parents and youth and pre- and post-test evaluation data from Latino youth and parents that have completed the program showed significant increases in learning, attitudes, and skills gained. Results from these evaluations using a Wilcoxon sign test have revealed significant mean differences from pre- to post-tests. Parents and youth reported an increased understanding of NC graduation requirements, classes needed, higher education options, financial aid options, and necessary tests. Parents report a significant increase in their monitoring their child's homework, meeting with school staff, and increased skills and knowledge about the college application process. Youth reported significant increase in their planning for after high school and sharing those goals with their parents.

In addition to statistics, 92% of parents increased confidence in working with their child's school and 93% of parents reported that they felt they had the information they needed to help their teenager successfully complete high school. In addition, 72% of participants attended all of the workshop sessions, and more than 60% of the families had a father present.

We will share our models for funding and expanding the outreach of this program. We also will discuss how we have incorporated 4-H and the Youth and Families with Promise (YFP) mentoring program to serve younger elementary and middle school Latino students and their families.

Introduction

Between 1990 and 2010, there was an almost twelve-fold increase in North Carolina's (NC) Latino population, which grew from 69,020 to 800,987 (U.S. Census, 2011). From school years 2001- 2005, Hispanic students accounted for 57% of total growth in NC public schools (Kasarda & Johnson, 2006). In fact, in NC, the Latino high school senior population is expected to increase from the current number of 4,483 in 2008 to over 27,000 in the year 2020 (WICHE, 2003).

Despite the fact that Latino students are the fastest growing ethnic group in NC schools, they also have the highest dropout rates and face great risk for academic underachievement (Hess, 2000; Laird, DeBell,

& Chapman, 2006). For example, 2010 statistics indicate that Latino youth are dropping out of school at a higher rate than any other ethnic group in the state, with only 61% of Latino youth in North Carolina graduating from high school in 4 years (NCDPI, 2011). Hence, substantial numbers of Latinos risk challenges in their future economic quality of life, including decreased job prospects and future poverty (Glennie & Stearns, 2002; Martinez, DeGarmo, & Eddy, 2004).

The economic impact of high school dropouts in NC is staggering. In 2006, dropouts cost the state seven and a half billion dollars in lost income (Gottlob, 2007). These statistics point to the need for the development of programs that support Latino families and help to promote school success and retention for Latino students. Our most recent study of 500 Latino youth from NC showed that parental involvement was a strong predictor for grades and homework completion (Behnke & Gonzalez, 2009). We also found that lack of involvement in extracurricular activities and work and family pressures were significant risk factors leading to youth's intentions to dropout.

A key factor associated with academic success and dropout prevention is parent involvement (Gonzalez-DeHass, Willems, & Holbein, 2005) and parental academic motivation (Alfaro, Umaña-Taylor, & Bámaca, 2006). Therefore, it is critical that programs be developed that promote these two factors in Latino families. A recent survey, administered during a workshop for 90 Latino-serving Extension professionals from around NC, indicated that "education on how to help Latinos navigate the US school system" was the number one issue of interest (Behnke, 2008). Another study administered to 501 Latino youth in North Carolina found that parents play an essential role in dropout prevention, and that schools that work closely with Latino parents can be much more effective in reducing the dropout rate (Behnke, Gonzalez, & Cox, 2010).

Research and experience have indicated that family-oriented educational delivery modes, rather than child-only ones, are more culturally appropriate among Latino communities (Hobbs, 2004). The programs described below use this "family approach" to encourage Latino families to work together in making academic success a reality. This article outlines the unique efforts currently taking place through the Juntos program, which serves youth and their parents in the 8th through 12th grades.

The Juntos program educates both parents and youth about the school system and encourages communication between home and school, by including both parents and youth in each of the six workshop sessions, involving more experiential activities and games, involving school staff (e.g., guidance counselors, English as a Second Language (ESL) teachers, and representatives from community colleges) and using college age peer mentors to serve as role models (Table 1).

Juntos Program Evaluation

The six-week, 15 hour workshop series uses experiential activities that help Latino parents and youth work towards their educational goals and bridge the gap from high school to college. In the last three years the program has served 587 individuals from 42 middle and high schools in two states (NC and NV). The Juntos program generally has 30-80 participants during each of the weekly sessions.

Currently the program conducts self-report pre- and post-test surveys at the beginning and end of the workshop series. Parents and youth take separate tests, but questions on both surveys are designed to examine changes in participants': 1) awareness that attending college is a realistic goal; 2) understanding about the requirements for graduation and success in high school; 3) skills and knowledge of the college application process; 4) awareness of options for financing college expenses; 5) understanding about the importance of positive communication between parents, youths and school personnel; 6) frequencies of such communication; and 7) understanding about the importance of having peers who plan to go to college.

Pre- and post-test surveys were collected from 176 Latino parents and 134 Latino youth who had participated in all six sessions of the program (Behnke & Kelly, 2011). Each question was answered on a four-point Likert-type scale (from strongly agree to strongly disagree), and a Wilcoxon sign test was used to assess the change from pre- to post-test. Additionally, post-tests included open-end questions for use as formative evaluation, to determine participants' impression of the program, their satisfaction with the program, and perceived strengths and weaknesses of the program.

Table 1. Wilcoxon Pre- and Post-Test Mean Differences for the Juntos Program.

Parent Questions	Pre-Test	Post-Test	Mean Difference	
My teenager and I have started talking and planning for his/her future after high school.	2.54	3.48	.94	**
I understand how to prepare for an effective parent/teacher conference.	2.31	3.36	1.05	**
I know exactly what my teenager's goals are for after high school.	2.59	3.35	.76	**
I understand what is required to graduate from high school in North Carolina.	2.21	3.42	1.21	**
I know what classes will help my child meet his/her goals after high school.	2.01	3.20	1.19	**
I understand what higher education options are available to my teenager after high school graduation.	2.05	3.29	1.25	**
I have the skills and knowledge necessary to help my teenager apply for financial aid.	1.75	3.12	1.37	**
I am aware of the different tests that are required for entereance into four year colleges.	1.74	3.25	1.50	**
I feel that i have the skills and knowledge necessary to help my teenager complete the college application process.	1.72	3.21	1.48	**
I know who to contact at my teenager's school with questions about my teenager's education.	2.25	3.48	1.23	**
I feel comfortable contacting scool personnel to requst help regarding my teenager's education.	2.36	3.42	1.06	**
I feel I have the information needed to help my teenager successfully complete high school.	2.05	2.86	.81	**
I monitored my teenagers homework.	2.12	3.25	1.13	**
I met with school counselors when I had questions about my teenager's future.	1.36	2.52	1.17	**

Table 1, cont. Wilcoxon Pre- and Post-Test Mean Differences for the Juntos Program.

Student Questions	Pre-Test	Post-Test	Mean Difference	
I feel that I receive the support I need from my parent(s) to successfully complete high school.	3.17	3.53	.36	
My parent(s) and I have started talking and planning for my future after high school.	2.76	3.28	.52	*
I help my parent(s) remember to attend parent teacher conferences at school.	2.58	3.10	.51	*
My parent(s) know what my goals are for after high school.	2.67	3.43	.73	**
I understand what is required to graduate from high school in North Carolina.	2.84	3.38	.55	*
I know what course of study is most appropriate to help me meet my goals after high school.	2.64	3.21	.57	*
I understand what higher education options are available to me after high school graduation.	2.60	3.34	.74	**
I have the skills and knowledge necessary to apply for financial aid.	2.48	3.14	.66	**
I am aware of the different tests that I am required to take if I choose to apply to a four year institution.	2.48	3.28	.80	**
I feel that i have the skills and knowledge necessary to complete the college application process.	2.66	3.13	.47	
I've talked about going to college with my friends.	2.07	3.22	1.15	**
I've discussed my progress in school with my teachers.	2.39	2.71	.32	
I've thought about my goals for after graduating from high school.	2.75	3.72	.98	**
*p < .05. **p < .01.				

Results from these evaluations using a Wilcoxon sign test have revealed significant mean differences from pre- to post-tests (Table 1). Parents and youth reported an increased understanding of NC graduation requirements, classes needed, higher education options, financial aid options, and necessary tests. Parents reported a significant increases in monitoring their child's homework, meeting with school staff, and increased skills and knowledge about the college application process. Youth reported significant increases in planning for after high school and sharing those goals with their parents.

In addition to statistics found in Table 1, increased confidence in working with their child's school was reported by 92% of participating parents. Ninety-three percent of parents reported that they felt they had the information they needed to help their teenager successfully complete high school. One Latino father reported, "This course was very good because it informed us about a lot of things we didn't have any idea about and other things we had concerns about." In addition, 72% of participants attended all of the workshop sessions, and more than 60% of the families had a father present. A team of four bilingual educators (with the input of school guidance counselors, school administrators, university recruiters, and other partners) used the results from in-depth pre- and post-test surveys to improve the program content and methodology with each iteration of the program.

Discussion

Research indicates a clear need for programs that help promote parental involvement in schools and promote academic achievement within Latino families. Our findings demonstrate that these two promising programs have, at least, short-term impacts on the parents and youth who participate in them. Parents in both programs indicated increased knowledge and skills that will help their children achieve academically. By implementing programs such as Juntos, Cooperative Extension can help educate and empower Latino parents and improve the academic outcomes of Latino children. These types of programs also help Latino parents learn that Extension staff are trustworthy and will provide them with safe and reliable resources for their families.

These types of programs are models for other programs that wish to serve Latino youth and their families because they were developed in Spanish for the Latino parents and older teens of North Carolina. Rather than simply translate a program developed for English-speaking families, these programs use culturally appropriate activities and specially crafted concepts that were specifically designed to meet the needs of Spanish-speaking parents and youth.

During the development of these programs we learned some lessons that are worth sharing that can help Extension professionals effectively work with Latino families, their communities, and their schools. We are often asked how we do so much Latino programming with so few Spanish speakers on staff, and our short answer is: We have the best partners. The key to the success of programs like these is true collaboration with key partners. These collaborations include ESL teachers/coordinators, guidance counselors, family involvement coordinators, principals, school administrators, community college representatives, members of local faith and business communities, university college student mentors, community center staff, local Extension FCS and 4-H agents, Extension staff, community family strengthening groups, and so on. To engage partners there must be a real benefit for the partner, and a real commitment to the program. Though many of our partners speak Spanish, and many do not, they all have a special place in their hearts for Spanish-speaking families. Having the heart for this kind of work is what really matters most!

However, to make programs like this successful, collaborations also require commitment. We suggest requiring all partners to volunteer in a substantial way to ensure positive outcomes for the families being served. This echoes the saying, "Give them a responsibility, and they will act responsibly." For example, we have found that it is not enough to simply have the permission of school officials or the blessing of district administrators. We suggest having an initial partners meeting and leaving this meeting with a signed letter of commitment and scope of work, to make it clear who will be contributing, in what ways, to the programming. Most partners want to be involved in a meaningful way, but most feel they don't have a lot of time and need direction and support to understand where they can contribute usefully. We split up

tasks like coordinating meals for each session (we often have potlucks when permissible), transportation, child activities, teaching, scheduling, materials for families, participant recruitment, and so on.

We find the importance of sharing responsibilities to hold just as true for the parents and youth in the program as for the professionals and partners putting involved. All parties benefit by literally, "bringing something to the table." For example, trusted parents and partners are essential to the effective recruitment and retention of Latino families. Though flyers and phone calls can help, the face-to-face invitation is what really makes the difference for some of the hardest-to-reach families.

One of the innovative approaches we have used to engage hard-to-reach parents is working with the children or youth to prepare dances, videos, presentations, skits, and other talents to share, at the first workshop night. Parents generally come to see their youths' presentations and are usually inclined to continue to attend because of the fun and interactive activities in the workshops. We have also had success with hosting student led "telethons," where students call and invite their parents, and the parents of their classmates, to attend the workshops. We also suggest sending home colorful calendars, magnets, or other items in Spanish that can be both informative and a reminder of the benefits of participating.

Another innovation involves inviting key school and community partners to attend a daylong training on the program curriculum, where they learn how to conduct the workshop series and are then provided with free materials and resources. Participants commit to either co-teach or "shadow" with the program staff as they deliver the workshops and programs in their community during the first year. This enables partners in each community to gain the experience and "know-how" to facilitate the program in subsequent years.

Due to the initial success in these communities of programs like Juntos, it is the intention of the program developers that these programs be replicated by Extension agents and other partners to support and educate Latino families and youth across the United States. For example, all of the curriculum resources for the Juntos program are available online at http://ncfamilies.com /juntos. The free Juntos program resources include the brand new: 1) 300+ page curriculum (how to conduct the program on a week-by-week basis, handouts for parents and youth, teaching aids, etc.); 2) promotional videos; 3) DVDs with successful practices for parents; 4) PPTs for each session; 5) double-sided posters (Spanish/English) on how to get to college; 6) and various games and activities (e.g., The Quest for Success family board game specially created for this program).

Upon going through the training, one Cooperative Extension agent commented, "I attended the Juntos training last week and wanted to let you know how pleased I was with the materials. During my time in extension I have not had the opportunity to use a program that is so well put together. I appreciate the work Andrew, Cintia, and the team have done on the curriculum. It is great to have flyers, power points, evaluations, etc. ready for use. A professional from Kannapolis City Schools attended the training with me and we will definitely be implementing the program in the fall."

The dilemma surrounding Latino dropout will not be resolved quickly without concerted effort. As prominent scholars of the dropout crisis, Velez and Saenz have commented that, "improving educational opportunities for Latino youth will require significant cooperation among different key players including students, families, teachers, administrators, policymakers, community and business leaders, researchers, and governmental officials" (2001, p. 465).

What Has Been Done

In just three years the Juntos Para Una Mejor Educación Program has grown from a pilot program in one county to a funded program serving families from across the state.

The North Carolina Department of Public Instruction (DPI) has awarded the program two Dropout Prevention Grants for $349,900 which will help quadruple the program in size.

Website at: www.NCFamilies.com/juntos

Impact

Formative evaluation from in-depth pre- and post-test surveys of the Juntos program, in each of the 7 counties where it was piloted this last year, were gathered and used to improve content and methodology (Behnke & Kelly, 2011). Data from 176 Latino parents and 134 Latino youth who completed the program, revealed that 92% of parents reported increased confidence in working with their child's school. Parents and youth reported an increased understanding of NC graduation requirements (mean difference = 1.26 & 1.51). Parents reported greater comfort at being able to find out what they need to know to help to advocate for their youth's needs in school (mean difference = 1.93) and knowing who to ask for help at school (mean difference = 1.32). Ninety-three percent of parents reported that they felt they had the information they needed to help their teenager successfully complete high school, and they became more actively involved in their youth's education (mean difference = .94). Parents also significantly improved three behaviors: 1) monitoring their teenager's homework (mean difference = 1.49); 2) talking with their teenager about school (mean difference = 1.57); 3) and talking with their teenager about college or other future plans (mean difference = 1.49). All of these mean differences showed significant improvements at p < .01.

Parents have said:

- "Because of my participation in the Juntos program, I feel better able to ask for help for my child."
- "I feel better able to find information to help my child get to college."
- "What I liked most from the Juntos sessions was learning how things are here in NC because things are so different than the systems in our home countries."

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▶ Mental Health Response to Spanish-Speaking Telephone Callers: Secret Shopper Study

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Abstract

Our past information-gathering on public mental health agencies in Jackson County, Missouri identified 12 agencies who reported providing Spanish-language mental health services. To look more closely at these agencies' capacity, we collaborated with community members whose primary language was Spanish, who we trained as "secret shopper" callers. These callers used a brief, structured telephone procedure to request information in Spanish regarding mental illnesses and access to care. Quantitative and qualitative data were collected. Callers rated two-thirds of agency responses as good or very good. One-fourth of the calls yielded poor results, with calls not returned or inappropriate information provided. Inconsistent information provided to callers and unreturned voicemails indicated needs for increased staff training and consideration of access from the consumers' perspective. Our organization should continue to develop technical assistance, to increase awareness and consistency of mental health agencies' response to consumers who do not use English as their primary language.

Introduction

In March 2009, the Jackson County Community Mental Health Fund (Levy) surveyed clinical directors of Levy-funded mental health organizations (n=30) to ascertain local capacity for non-English mental health services (Eddy, 2009). Thirty-eight percent of the clinical directors reported that non-English mental health services were provided directly by clinical staff, and 85% reported using spoken language interpreters. Consistent with local demographics, Spanish was the most commonly reported non-English language.

The initial survey documented self-reported linguistic diversity in mental health services, but information about cultural and linguistic *competence* was not collected. Cost, accessibility, clinical acumen, linguistic competence and cultural competence can be difficult to measure, but the lack of any one, poses a barrier to accessing services. As a follow-up, we sought information from a consumer perspective, narrowing our focus to agencies' initial response to persons seeking Spanish-language services. Areas of interest included: 1) linguistic competence of personnel; 2) basic information and referral; 3) beliefs about mental illness; 4) and initial service access for low-income, uninsured.

Method

Interviewers:

Our project used a "secret shopper" approach to information gathering, a widely accepted method that uses trained consumers to provide feedback about actual agency performance (Levine, 2008). Three community members were recruited to serve as callers, two were female and one was male. Each caller was a native Spanish speaker and also English-speaking. None had professional training in mental health, although each had personal experiences involving a family member or friend with a diagnosed or suspected psychiatric disorder.

Agency Selection:

The March 2009 Survey found 10 agencies that reported an internal capacity to provide mental health services in Spanish. All were contacted by our callers. We attempted to exclude agencies with contracted telephone translation, because responses would entail additional costs for responding agencies. Two additional agencies are known to offer Spanish language services, but these did not participate in the March 2009 survey, or did not indicate Spanish services were available in that survey.

Instrument and Procedure:

A brief interview form in Spanish was used to record callers' experiences of: 1) agencies' response to a caller requesting Spanish-language assistance; 2) the time required for agencies to return messages left in Spanish; 3) information provided about mental illness and access to Spanish-language services; 4) and fluency, courtesy and other observations.

Callers were trained to the purpose of the study and used the brief format interview summary. Practice interviews rehearsed various scenarios and completion of the forms. Each of the 10 agencies was contacted by two callers. Each caller contacted 6-7 selected Levy-funded agencies by telephone to request staff who spoke Spanish, information on a suspected mental illness, and an explanation of the process of obtaining no-cost services. After all calls were completed the callers participated in a debriefing in which they reported their overall experiences.

Results

Our unit of analysis was the individual call. Results are provided in aggregate and broadly capture the experiences of persons speaking Spanish who seek mental health care. "Report card" information on individual agency performance was reported separately to each agency director.

Responses to Request for Spanish:

Callers initially asked in English, if the person answering the telephone spoke Spanish. If the agency respondent spoke English, callers then asked to speak with someone in Spanish. If an automated system answered, callers attempted to use voicemail options using either English or Spanish instructions and then left recorded messages in Spanish.

Each agency in this project reported in a previous survey that they had the ability to provide mental health services in Spanish. In the current study, only two-thirds of calls to those agencies reached Spanish-speaking staff and only half resulted in Spanish language responses on the same day of the call. Results are shown in the chart.

Half of the calls received a *very good* response. Our callers reached Spanish-speaking staff either at the time of the call, or the call was returned by a Spanish-speaker on the same day. *Very good* responses also included the provision of relevant, appropriate information. Three calls received a *good* response. Information was provided as requested, in Spanish, within three days of the initial call.

Agency Responses
(10 Mental Health Agences, 2 Calls Each)

2

3

10

5

Inadequate (2)   Good (3)

Poor (5)   Very Good (10)
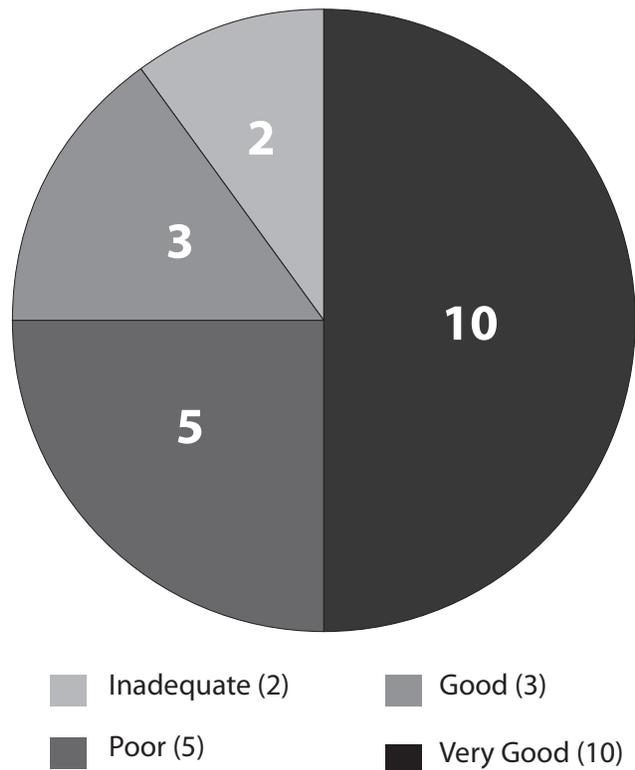
Two calls resulted in information being provided only in English. Agency staff attempted to provide helpful information, however the responses were *inadequate*, since English information may not have been understood by a consumer who prefers Spanish. One-fourth of calls to agencies who reported the capacity to provide services in Spanish yielded *poor* results. Callers left messages that were not returned, or callers were left on hold for more than 10 minutes without the ability to leave a message. One caller was provided with referrals to churches for treatment of depression, which we consider to be incompatible with expectations for a publicly funded agency.

Return Calls:

In our March 2009 survey, more than two-thirds of clinical directors reported that when non-English interpreter services are available, consumers wait less than two days. In the follow-up study, callers' experiences were less favorable. One call took three days to be returned, and none of the calls placed to one agency were ever returned.

Cost of Interpretation:

Our March 2009 survey found two agencies that reported charging consumers an additional fee for spoken language interpretation. None of the agencies contacted in this project mentioned additional costs for Spanish language services.

Comparison of Response by Funding Category:

The agencies contacted in this project were broadly representative of several Levy funding programs. Notable in the performance of responses is the variation when funding categories are compared. Safety Net agencies are the largest and most diverse group of grantees, and the Safety Net funding program is the Levy's largest financial allocation. This subgroup performed least well, with *poor* responses to half the calls. Agencies funded in the Children & Families and Educational & Vocational funding programs are grouped together in the previous chart. These results are rather mixed, with half the initial responses yielding favorable responses and only one *poor* response. Five of six responses by Domestic and Sexual Violence agencies were *very good*.

Requests for Information and Service:

Fourteen of the 20 calls (over two-thirds) reached staff able to speak Spanish. Noted above, we rated 13 responses as *good* or *very good*. Having established communication, callers proceeded to describe their concerns regarding a person they believed to be in emotional distress. Callers then asked for information on the possible disorder and how to obtain appropriate services without cost. Each of these 13 requests received information generally responsive to the request and appropriate for the agency contacted.

Additional Observations:

Callers' comments from all 20 requests for information and services, translated from Spanish to English, are presented in Appendix B. When the two calls to each agency are compared, callers' observations indicate that agencies occasionally provided inconsistent information about topics including: 1) whether there were Spanish-speaking staff; 2) how to obtain services; 3) what services were provided; and 4) what was needed to obtain services at no cost. A larger study and a more tightly controlled methodology would be needed in order to determine how this pattern compares with inconsistencies that may be experienced by English-speaking callers or by callers requesting services in some other language.

Overall Satisfaction:

Callers provided ratings of their experiences after each call. Ratings, summarized in the Table 1, included the perceived pleasantness/ respectfulness of responding agency staff, satisfaction with the information provided, and ratings of the linguistic competence of responding staff. Considering these three satisfaction questions together, callers gave *good* ratings on average.

Agency staff were rated highest on being pleasant and respectful. Callers' ratings of staff were nearly always *excellent*. In a debriefing with the callers at the close of data collection, callers emphasized that, with the exception of calls that yielded poor results, they found agency staff to be pleasant and professional.

Callers were generally satisfied with the information they received about the reported signs and symptoms of mental distress and about accessing services at no cost. The information that callers received was rated as *good* on average. One caller noted that the explanations from agency staff were clear.

Ratings of agency staff linguistic competence in Spanish were lowest among the three satisfaction measures. On average, the ratings were somewhat lower than a good rating. In discussing their experiences, callers agreed that although agency staff could often speak Spanish, they tended to be less culturally competent in handling the emotional dimensions of the calls.

TABLE 1 Secret Shoppers' Satisfaction Ratings of Response to Requests for Spanish Language Information and Services [A, B]	
Agency Staff Pleasant/ Respectful	3.82
Satisfaction with Information	3.41
Competence in Spanish Language	2.75
Overall Mean	3.22
[A] Mean ratings on a 4-point scale (1 = low, 4 = high). [B] 17 Calls, ratings exclude 3 calls that were not returned.	

Summary and Conclusion:

Quality of Responses

Spanish-speaking community members were recruited to caller contacted agencies who reported being able to provide services in Spanish. About two-thirds of the 20 calls resulted in responses that were of *good* or *very good* quality, and one-fourth of the calls got a *poor* quality response.

Performance by Funding Category:

Agencies funded in the Domestic and Sexual Violence grant program were the most consistent in providing excellent quality responses. Agencies funded in the Children & Families and Education & Vocational grant programs performed well, but less consistently. Half of the responses of Safety Net agencies were of *poor* quality.

Callers' Impressions:

On average, callers gave high ratings to agency staff for their pleasant, respectful manner on the telephone. The information provided was also generally satisfactory. However, the linguistic competence of agency staff was rated somewhat less favorably. This finding is consistent with our recent analysis of grantee agency cultural competence plans, which found that few Levy grantee agencies had included assessment of linguistic competence within their internal cultural competence plans (Eddy, 2009).

Overall Satisfaction:

The general overall satisfaction of callers is a good indication of a maturing capacity within Jackson County mental health agencies for response to Spanish-speaking consumers of mental health services. As we continue to highlight expanding availability of services we must also look for ways to provide various supports and assistance to encourage further development of agencies' capacity for non-English mental health services.

Internal Training Suggestions:

This project found a few areas where the quality of response could be improved through internal training or supervision. First, we found indications that agency staff provided inconsistent information to callers regarding services and service access. This suggests there is a need for improving staff support and/or their access to information on agency capacity. Messages that went unreturned may be a function of voicemail system management, confusing options for Spanish-language callers, or needs for improved procedures for handling non-English-language messages.

External Technical Assistance:

As the Mental Health Levy considers future technical assistance, we should encourage cultural competence plans that include procedures for handling non-English speaking callers and empowering front-line staff to seek or develop appropriate information about their agencies and services. This way, they can provide the most consistent, complete information to the predominant cultural groups in their areas.

Future Secret Shopper Projects:

This project is the first time that we have worked in partnership with community members to examine consumers' perceptions of agencies that receive Levy funding. Although this project should be considered a preliminary study carried out with the assistance of community participants, the results are unique and useful. We recommend that secret shopper methodology to be considered in future examinations of service quality and consumer responsiveness.

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▶ Involving Immigrant Latino Farmers in Local Food Systems: A Community Capitals Approach

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Abstract

Using the community capital framework, this study analyzes two projects that engage immigrants (Latinos) in gardening. The first project focuses on creation and implementation of a farm incubator program for both immigrant Latino farmers and beginning native (Anglo) farmers and the subsequent organization of a local foods group in a non-metropolitan Iowa community. The second project revitalizes a community garden by involving immigrants (Latinos). The paper uses multiple sources and methods to document the successes and shortcomings in building a multicultural food system. These include focus groups with Latino/a farmers and organizers of the program, participant observation, notes from steering committee meetings, analysis of participatory evaluations, and content analysis of documents from meetings and classes.

Human, social, and cultural capitals are essential elements for these programs to succeed. The interaction among these three capitals mobilizes other community capitals for program improvement. However, in a multicultural situation, these capitals can inadvertently challenge continuity and success. The intergroup relations that emerge from the interaction among these capitals can be unpredictable. Recommendations center on how to reduce risk in mobilizing the most critical community capitals.

Introduction

Using complexity theory and the community capital framework, this study analyzes the creation and implementation of a farm incubator program for both immigrant Latino farmers and beginning Anglo (European American) farmers and the subsequent organization of a local foods group in a non-metropolitan Iowa community. We also examine the effort to rejuvenate a partially declining Latino community gardening effort in a second community. Both communities are meatpacking communities, and meatpacking was the initial magnet that attracted immigrant populations that are culturally distinct from the descendants of immigrants that arrived during and following the settlement period to rural Iowa. The effort to involve Latino immigrants in local food systems was based on the assumption that Iowa needs a new generation of community-scale organic and sustainable farmers and market gardeners and that Latino immigrants, many of whom have previous experience in agriculture, whether in their country of origin or in other parts of the U.S., have much to contribute to the resurgence of food production for local use.

The centerpiece grant for developing the work in the two communities was a two-year grant to Iowa State University Sociology Extension, from the Leopold Center for Sustainable Agriculture at Iowa State University that included over $60,000. Other sources of funds were important contributors, such as: 1) $25,000 from two local and regional foundations for which the Leopold Center grant provided the match to cover the cost of hiring a farm manager at the community college; 2) a $10,000 grant from the Organic Farming Research Foundation to the community college; and 3) a grant from the National Immigrant Farmer Initiative to build production and marketing capacity among immigrant community gardeners received by the RC&D.

The authors of this paper were participants in these two projects, taking the roles of evaluators, coordinators, interpreters, grant directors, Extensionists, and researchers. Most of us played more than one role. We do not pretend to be writing this paper from a disinterested point of view; quite the contrary, we are committed to positive outcomes.

Conceptual Framework:

The Community Capitals Framework provides a way of looking at system change by analyzing the assets mobilized in community-change work across the capitals and the subsequent impacts on the various capitals. Using this approach, we find that human, social, cultural, and political capitals are

essential elements for these programs to succeed, even more than financial capital. The interactions among these four capitals mobilize other community capitals for program improvement. In a multicultural situation, these capitals can inadvertently challenge continuity and success. The intergroup relations that emerge from the interaction among these capitals can be unpredictable.

Social capital, as Portes (1988) suggests, can have negative consequences. Focusing on bonding social capital, he cites four negative features. First, strong bonding capital bars others from access to a particular group or network. This group closure not only strengthens the boundaries that keep others out, it may also prevent individuals within the group from trying new ways of doing things, accumulating wealth, etc. The second negative feature of bonding social capital is when in-group free riding occurs. The third negative aspect of bonding social capital, is the tendency toward conformity, and turning inward. Individuals that do not adhere to the clearly defined and enforced norms of the bounded group feel constricted by the group, and may be driven from the group. Finally, "there are situations in which group solidarity is cemented by a common experience of adversity and opposition to mainstream society…In these instances, individual success stories undermine group cohesion…" (Portes 1988: 17). Portes calls this downward leveling, or it could also be called, a "victim mentality," and often results in the more ambitious or outwardly looking members escaping from the group.

An important antidote to the negative aspects of bonding capital is complementing it with bridging social capital. Flora and Flora (2008;126), in examining geographic communities, call the combination of moderate-bonding and strong-bridging social capital "progressive participation." Rusch (2011) examines multi-ethnic organizing in Detroit through a social capital lens. She argues that willingness to risk establishing multi-ethnic ties (bridging social capital) to build a multi-class and multi-ethnic change organization, varies according to social position, and can be very much related to race and ethnicity. However, those concerns can be overcome if power relations are discussed frankly and interpersonal trust (as aspect of bonding social capital) is established one-on-one. Equally important is diverse individuals acting collectively. This can build interpersonal trust through their actions. Under proper circumstances, bridging and bonding social capital between diverse individuals and organizations can be a virtuous cycle. Attention to political power (a component of political capital) and explicit recognition of cultural capital differences by race and ethnicity and of inequality (financial capital) are all highlighted in Rusch's conclusion regarding successful community organizing:

"*Community organizing offers one philosophy of what is necessary for democratic bridging and a strategy for achieving it. The emphasis on power relations in leadership trainings encourages participants to initiate bridging ties that are pragmatic and respectful of diverse communities. Attention to power dynamics and systematic inequalities is not incompatible with the development of interpersonal trust. To the contrary, Paul Lichterman (2005) has observed that community groups have greater success with political collaboration when they engage in reflexive discussions of inequality and personal experiences. Organizing methods have been developed to create bridging relationships across deep social divisions. Their example suggests that without explicit attention to power relations, well-intentioned bridging efforts risk reinforcing inequality and compounding mistrust," (Rusch 2009: 499).*

Integration processes of new immigrants have been historically determined by the dominant identity of European Americans (King 2000). These processes have been characterized by an ideology that contends that American means white, and the Americanization (assimilation) process has been reflected in immigration policies that have historically reinforced this view (King 2000). At a local level, acculturation is driven by dominant groups that have access to knowledge, information, and political power. In the U.S., policies from 1920s and 1930s still have strong influence in the Americanization process and in people's imaginarium which requires immigrants to give up their previous sense of group identity in order to make them Americans (King 2005). This false sense of "one people" is not real (King 2005) in daily life, where group differences make inclusion of immigrants and other minority groups more difficult. Small towns in Iowa, where cultural and ethnic diversity is a new (or renewed) phenomenon, shows the hegemony of white America is still palpable and the cultural and political differences with

culturally diverse urban America "are barely reconcilable" (King 2005, p.117). While issues of ethnic/racial dominance and subordination were previously at the forefront in these same communities, the current descendents of those who experienced both sides of those divides were not alive then and the strong force of Americanization has limited or even erased the transmission of those experiences across the generations. In this scenario, power is exercised over disadvantaged groups by those who have access to knowledge and can implement discourses and practices "of truth" (Focault 1994) about what should be done. Knowledge (human capital) becomes a unique truth and is exercised by dominant groups and those that have access to educational institutions, which is reinforced through what Bourdieu calls the modus operandi (Bourdieu 2004, p 88).

In our experience with immigrants in small towns of Iowa, human and political capitals (knowledge and power) influenced social and cultural differences which are used either as attributes or barriers, depending on the dormant groups' interests. Community organizing and social change have an important role in overcoming these kinds of power barriers (Biklen 1983), particularly for the inclusion of new immigrants in small towns in the Midwest. But, these efforts can also be determined by unpredictable results as a consequence of the dynamics of power between community organizers and participants (Biklen 1983). Immigrant inclusion needs to be analyzed from complex dynamics approaches which need to leave room for unpredictability, uncertainty, flexibility, and innovation (Geyer 2004).

Our experience in working with immigrants and local food efforts in Iowa shows that new social relationships are intersected by critical aspects, such as trust (a component of social capital), political power (political capital), knowledge (human capital), and ethnic and cultural differences (cultural capital). The two cases we will examine involve more subtle and unrecognized, but nonetheless hegemonic, behavior that inadvertently excludes Latinos and immigrants from the local food system.

We sought to devise a program that incorporates (Latino) immigrant farmers and gardeners into local food systems in Iowa and to learn from the process to inform future efforts in Iowa. Two approaches, to that end, were tried in two communities with substantial immigrant populations. One approach was to train both Anglo (native white) and Latino aspiring farmers to participate as tenants on a community college-owned incubator farm and the other was to rejuvenate a community garden program that had been started by the local subsidiary of a regional meat packing firm for its employees with strong support of city government.

Collaboration to build and strengthen local food systems that feature multicultural value chains underpinned the project. Researchers attempted to link Latino organizing efforts with grassroots planning for local food systems. This included: 1) bringing new vegetable/specialty growers (immigrant and native-born) together with experienced local growers and professionals; 2) establishing a bilingual farmer training program with opportunity to rent plots for organic production at a reasonable rate; and 3) planning and developing marketing systems that link these small-scale growers with local consumers looking for healthy, locally grown produce.

The Leopold Center grant had the following objectives:

1. Develop organizations and institutional structures in the two communities to support new immigrant farmers and local multicultural food value chain development, and to develop bilingual training/outreach materials to facilitate implementation of local multicultural food systems.
2. Initiate, expand, evaluate, and adjust collaborative project leadership to involve local Latino leaders and build on a previous project for training Extension and Iowa-based USDA officials to work with Latino farmers, with an ultimate outcome being that Latinos and Anglos would be working and socializing together for a common future. Specific accomplishments would include helping beginning Latino/immigrant farmers to gain access to microcredit programs, establishing equitable market linkages between Latino farmers/market gardeners and a variety of local buyers, including restaurants, grocery stores, processors, schools and other institutional buyers, and direct marketing to consumers.
3. To make the lessons and bilingual training/outreach materials from these pilot efforts useful to other communities in Iowa and the Midwest

Approach and Methods:

The data for this study were gathered during the development of the projects described below. Results from focus groups with gardeners and beginning farmers, community organizers, evaluation reports, field notes, and materials previously presented in conferences and meetings, are inputs into this paper. The evaluation of the incubator farm project included: 1) focus groups with Latino farmers and with the project collaborative; 2) discussions with project organizers; and 3) a review of project-related documents. The focus group with four Latino farmers, three ISU students, an Anglo resident and the farm manager, elicited their views on the farming experience, training, and the community college. At the community gardens site, two of the Spanish-speaking co-authors interviewed all the stakeholders and the gardeners. The stakeholders were interviewed individually and the gardeners participated in focus groups that were conducted to give an overall picture of the social and political dynamics involved in the gardening project, the interaction among the community garden's participants, and their points of view about the impact of this project. (Emery 2010).

At the community college site, the project developed an eight-week bilingual, bicultural training program for Latino and Anglo (European American) beginning farmers to prepare them to farm vegetables and to assist them in the first year as tenants on the community college incubator farm. The course was offered through the continuing education program at the community college. In addition, the beginning farmers received assistance in direct marketing through a regional farmers market and aid in selling to regional retail outlets.

The new farmers held other jobs that kept them very busy, so the class was offered from 2–5 p.m. on Sundays. It was decided that the classes would also serve as family time, with activities planned for the children to introduce them to farming as well. For these families, being active together, around producing and preparing food, was an important legacy and identity to pass on to their children. Students took turns bringing ethnic foods for snacks. A list of interpreters and translators were developed to bridge the language barrier during the course and the seed selection. Handout materials were both in English and Spanish. For the teaching of the class, farmer-presenters were paired with professionals that ranged from Iowa State University (ISU) extension specialists, a private food business consultant, a Practical Farmers of Iowa staff person, and students from ISU's graduate program in sustainable agriculture. The farmer-teachers had fruit and vegetable or mixed-crop livestock farms. They produced high-value products rather than commodities, and generally had small acreages compared to their corn and soybean counterparts in Iowa, thus, they could empathize with the students' aspirations to become small-scale market gardeners and small livestock producers. This combination of professionals and farmers helped us show the students that there are people out there, already working o the improvement of their farming practices. These farmers were convinced that the healthier the farming practices, the healthier our bodies and our environment, and that you can actually make a living of it. They shared their practical knowledge, making the class very accessible for the students. In addition, the Iowa Foundation for Microenterprise and Community Vitality (IFMCV) and a representative from the state Farm Services Agency (FSA/USDA), made brief presentations to the class to let the students know about potential sources of funding for beginning farmers.

Seventeen individuals, half Anglo and half Latino, were trained in the first class and of the six teams of farmers that rented land from the incubator farm, five were Latino families. Three teams sold produce in a large Farmers' Market in a metropolitan center, an hour-long drive from the incubator farm, and one experimented with selling directly to local and regional retailers.

The class was repeated in 2010 with similar numbers and diversity of students. The class was again about half Anglo and half Latino. A greater emphasis was placed on developing farm plans. The section on obtaining external financing was dropped since it was clear from the first year's experience that people were not ready to expand their operations to a point where financing was an issue. Only two Latino families continued as tenants on the incubator farm in 2010, and several new Anglo farmers participated, essentially reversing the ratio of the two groups.

The effort in the other community was aimed at broadening the number of local organizations involved

in planning and executing the community garden program, that was initiated a few years earlier, by the Human Relations department of one of the meatpacking plants in the town. In 2010, there were only two empty plots, of the 20 offered, for gardening. For the 2011 season, the second year of the rejuvenation project, the number and size of plots was increased and tenancy expanded from Latinos-only to include Anglo gardeners.

This site involved the collaboration of: 1) the regional Resource Conservation and Development entity (RC and D, an NGO with participation of the Natural Resource Conservation Service of the U.S. Department of Agriculture); 2) the city government (which provided the land and installed a new hydrant in the first year of the project); 3) the New Iowans Center; and 4) Iowa State University Extension, which provided the coordinator, a co-author of this article. The collaboration of local organizations in the community gardens project was so strong and enthusiastic by the fall of 2010, that the ISU team relinquished its role and allowed the effort to be organized entirely by local partners, with oversight provided by the RC and D. The new volunteer coordinator was a Master Gardener, trained through the ISU Extension Master Gardener program.

Results and Discussion:

The three foci of the project: 1) building a successful and sustainable collaborative to support Latino/immigrant participation in local foods systems; 2) creating a farm incubator to support successful small farming efforts; and 3) designing a model that can be applied elsewhere, were intended to lead to more inclusive, diverse communities, organizations and institutions and to stronger, viable local food systems. However, none of the three objectives was fully achieved:

1. *Latino/Immigrant Participation in Local Foods Systems:*

   An outgrowth of the monthly leadership team meetings that governed the development of the incubator farm was an effort to develop a local food system consisting of individuals throughout the food value chain. The regional RC&D took the lead in organizing a series of four community meetings (held on Monday nights, when most Latino families would be unable to attend) that culminated in the establishment of a vibrant local foods organization. It was established in November 2009, published a local foods directory for the area 30 miles around the county seat and held periodic dinners that featured local foods and speakers. One Latino, a restaurant owner, serves on the board of the local food group, but does not attend regularly. A Latino family that participates in the farm incubator attends occasionally. The Board made a strategic decision not to expend precious human resources to assure that Latino immigrants (who now make up nearly one-fourth of the population of the city) were active participants. One leader expressed that both goals of establishing a local food group, and involving Latinos in it, were important goals, but that focusing on the former did not negate bringing in Latinos later. An earlier effort, in 2008, was attempted under auspices of this project that sought initially to develop two local foods groups, one Latino, the other European American. Later, when each was strong, the two groups were merged. Latino immigrants participated actively in the initial meetings, but that effort did not prosper for reasons not related to the approach being used. In the community gardens case, we believe a successful handing-off of responsibility to a local team for coordinating the effort occurred. The fact that there are Latino advocates on the team, facilitated by the fact that the community is approaching 50 percent Latino population, and has an increasing number of Latinos in responsible positions in city government and elsewhere, is helpful in that regard. The weak link in terms of interest is the meatpacking plant, which recruits its workers to participate in the garden. It will be interesting to see, now that the gardens are open to all residents, whether the number of Latino gardeners diminish or grow in number over time.

2. *A Successful Farm Incubator That Includes Latino Immigrant Tenants:*

   The farm incubator now has a completed washing and packing shed on the premises (dedicated in June 2010), thanks to an earmark from the local Congressman and the support of a local Foundation. The community college has been hit by budget cuts and has been unable to devote enough of its own resources to make the farm prosper. While there is strong moral support from the administration, it

remains on the side of the main function of the college, to provide post-secondary training through academic course work. It may be that a farm incubator, with a focus on immigrant farmers, would be more successful if it were not directly linked to an educational institution. The incubator (with the wash and pack station and perhaps later an institutional kitchen) may prosper in the future, but more closely linked to the academic objectives of the community college.

3. *Designing a Model That Can be Applied Elsewhere:*
In a curious way, the third objective came closest to fruition. Clearly, a good deal was learned from the experience. We learned a lot about designing and delivering a multi-cultural farm training program to both Anglos and Latino immigrants with widely varying levels of formal education. We will assist another farm incubator organization in Des Moines with a training program for beginning immigrant and refugee farmers.

Conclusions

The theory of change embedded in the project proposal focused on Latino/immigrant farming experiences, primarily in terms of market participation and income generation. The initial motivation was to produce food for friends and family. The community gardens effort in Denison calls into question the efficiency and efficacy of encouraging community gardeners to become market gardeners, at least in the short term. This generalization appears to be true for Latino-immigrant community gardeners, but may apply more broadly. It appears to be more appropriate to embrace the interest they have in producing food for their family and friends, and seek ways to measure the positive effect that expansion of community gardening can have in other areas.

The evaluation data indicates that emerging Latino/immigrant gardeners and   farmers may be as motivated, or more, by four other factors: 1) providing family and friends with a better diet and perhaps lowering food costs; 2) finding ways to involve children in traditional cultural activities related to farming; 3) offering a way to give back to the community; and 4) providing an enjoyable, recreational activity for the farmer and his/her family.

These factors, while not contributing to the local foods value chain, do contribute to the project's goals of increasing family self sufficiency, making friends across cultures, building trust across the community, and supporting emerging Latino leadership. Hence, a greater focus on community gardens, rather than farm incubators, seems merited. Better yet, a robust community garden program may feed into a farm incubator program. This is the approach that a group of organizations are attempting in metropolitan Des Moines.

Returning to the conceptual framework, the development of local foods systems should be approached from a community organizing perspective. This approach includes, a progressive participation approach in building multicultural and multi-class coalitions for the purpose of strengthening local food systems, improving nutrition of children, youth and adults, and changing policies to facilitate local foods value chains (Cite Leopold Center Food and farm Plan and IFSC policy paper here.)

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▶ The Migrant Integration Policy Index (MIPEX III)
Mary Giovagnoli, Director, Immigrant Policy Center

What the Results Mean for the U.S.?:

Integration is an often overlooked but key component of U.S. immigration policy. Successful integration of immigrants fuels their success, strengthens communities, and builds bridges between newcomers and other community members. Time and again, the influx of immigrants into a community has been shown to reverse economic decline and breathe new life into urban areas, small towns, and rural communities. Moreover, integration can be a key to entrepreneurship and future economic growth. For example, research by Richard Florida and Charlotta Mellander found that nations which focus more on immigrant integration have higher levels of economic competitiveness, are more innovative, and have higher rates of entrepreneurship.[1] Understanding how federal and state laws facilitate or hinder integration is therefore an important component of setting integration policy.

Last year, the Immigration Policy Center (IPC) was invited to become the U.S. partner for a major international comparative study of integration laws across Europe, Canada, and the United States. Now in its third edition, the Migrant Integration Policy Index, or MIPEX, is a reference guide and tool that measures and compares the immigration and integration policies of 31 countries.[2] After a year of collaboration and analysis, the MIPEX results showed that the U.S. ranked ninth overall, receiving 62 of a possible 100 points.[3] This overall ranking is good, especially when the lack of a national integration policy is taken into account. However, unpacking the meaning of this score, demonstrates that the United States can, and should, think much more carefully about how we welcome and encourage new immigrants.

This fact sheet provides a basic introduction to MIPEX, assesses the U.S. ratings, and uses the interactive features of the MIPEX tool to speculate on how changes to our immigration laws might affect the MIPEX score. Armed with this information, MIPEX provides an excellent starting point for a much deeper conversation about the ripple effect of our immigration laws on legal immigrants, and the need to think much more strategically about our legal immigration process.

What is MIPEX?:

The Migrant Integration Policy Index, or MIPEX, is a reference guide and tool which measures and compares the immigration and integration policies of 29 European countries, plus the U.S. and Canada. The results are tabulated from a 148-question survey that rates current laws and policies against a set of aspirational standards for immigrant integration developed within the European Union, but tied to many international best-practices instruments. Each country's score is determined through consultations with top scholars and institutions.[4] While the program originated within the European Union, its managers have sought to expand the group of countries, surveyed every two years, on the theory that the broader the sample, the more can be learned from assessing different practices. This is the first year the United States has been part of the study.

The 148 questions in the MIPEX survey cover seven broad policy areas of integration: 1) labor market mobility (how immigrants access jobs and job training); 2) family reunion (who is eligible to bring family members and which family members); 3) access to education; 4) political participation; 5) long-term residence (who is eligible, how does one get it, and can it be revoked); 6) access to citizenship; and 7) anti-discrimination laws and protections. Each of the seven policy areas is divided into subcategories, each one containing several questions that are scored on a scale of zero to 100.

Why is MIPEX Important?:

MIPEX gives policymakers a quick reference guide to assess their country's strengths and weaknesses in integration policy, as well as look for potential solutions to problems. [5]Advocates can use MIPEX to help push for policy changes that would improve immigrant integration. The public can use MIPEX to compare their nation's immigration and integration policies to other countries from around the world. Finally, MIPEX online tools allow researchers and the public to dig deeper into each country's score on

the various policy areas, create charts to illustrate and compare scores, and determine how changes in laws and policies could impact overall scores.

What Are the Limitations of MIPEX?:

Because MIPEX has a short-hand ranking system, it is easy to say the United States ranks in the top ten for immigrant integration laws, but that would only scratch the surface of MIPEX's value and its limitations. More than anything, for an American audience, MIPEX offers an entry point into a much broader conversation about how the United States treats its immigrant population. The IPC found several limitations to the study that users should note.

The survey questions reflect European systems of government and policies that don't necessarily translate to U.S. laws and policies. For example, in most European countries, anyone can apply to immigrate based on various eligibility requirements. In the United States, immigration is generally controlled by pre-existing family or employment relationships. Many European countries allow limited voting by non-citizens, something that is relatively unheard of in the United States. On the other hand, MIPEX doesn't really provide questions that fully measure the range of political activity in which non-citizens participate. For example, MIPEX cannot measure the significant integration value of the role that unauthorized immigrants play in leading DREAM Act advocacy.

In some cases, a low score may not fully reflect the range of options in a country. Conversely, a high score may not always reflect underlying tensions or issues that affect the implementation of a law. Because MIPEX focuses primarily on legal immigration, it cannot be used to give a full picture of the impact of laws on the unauthorized population. Unlike legal immigrants, this large group of immigrants does not have access to legal status, cannot apply for citizenship, cannot apply for family reunion, and is not protected by all of the anti-discrimination laws and policies. Until the U.S. addresses the unauthorized population as a part of comprehensive immigration reform, serious challenges will remain for social, economic, and political integration.

How Did the U.S. Do?:

Overall, the U.S ranked ninth out of 31 countries, but first in terms of its strong anti-discrimination laws and protections.[6] The U.S. also ranked high on the access to citizenship scale because it encourages newcomers to become citizens in order to fully participate in American public life. Compared with other countries, legal immigrants in the U.S. enjoy employment opportunities, educational opportunities, and the opportunity to reunite with close family members. MIPEX also acknowledges that the U.S.'s complex immigration laws, limited visa availability, high fees, and long backlogs may make it challenging for immigrants to integrate into the fabric of American life.[7]

MIPEX also highlights the fact that several U.S. states are taking the lead on immigrant integration. States including Illinois, Massachusetts, New Jersey, Maryland, and Washington, as well as major cities like New York, Chicago, and San Francisco, have offices dedicated to welcoming newcomers.

A brief overview of the U.S ranking in each category is provided in the following table:

Policy Area	U.S. Rank	Score (out of 100)	Comments
Labor Market Mobility	11	68	Immigrants with work authorization are allowed to work immediately, start businesses and expect the same working conditions as U.S. citizens. The U.S. does not facilitate the recognition of foreign diplomas, forcing many workers to find jobs below their skill level. [8]
Family Reunion	10	67	The U.S. receieved high marks for giving a "slightly favorable" chance of immigration for the immediate family members of immigrants, but was marked down for having a backlog that can prevent families from reuniting for s long as 20 years. [9]
Education	8	55	All students, regradles of immigration status, may attend free public school. However, the U.S's score was lowered because unauthorized students have "no clear legal path to college", and are often ineligible for in-state tuition (unlike rougly half of the other MIPEX countries). [10]
Political Participation	15	45	UNlike most European countries, non-citizens in the U.S. cannot vote in federal elections and are not represented by federally-sponsored advisory bodies. Several U.S. states are taking the lead on immigrant integration and have created offices for welcoming newcomers. [11]
Long Term Residence	24	50	Many temporary immigrants cannot obtain permanent residency. For those who are eligible, fees are high. Long term residents in the U.S. receive fewer benefits and gaurantees than most other nations surveyes. Long term residents may still be deported for commission of certain crimes. [12]
Access to Citizenship	8	61	The U.S. "slightly" encourages immigrants to become citizens and has a constitutional (birthright) citizenship policy. Visa backlogs and high fees lower that score. [13]
Anti-Discrimination	1	89	Racial, ethnic, and religious discrimination is illegal in all areas of life. Legal residents cannot be denied opportunites because of their national origin or citizenship. [14]
Overall	9	62	

Further on, we take a closer look at some of the policies that influenced the overall score for the U.S. We also use the MIPEX online data analysis tool to see how the U.S. score would change if policies were modified.

Constitutional (Birthright) Citizenship

Subcategory: Eligibility for Citizenship
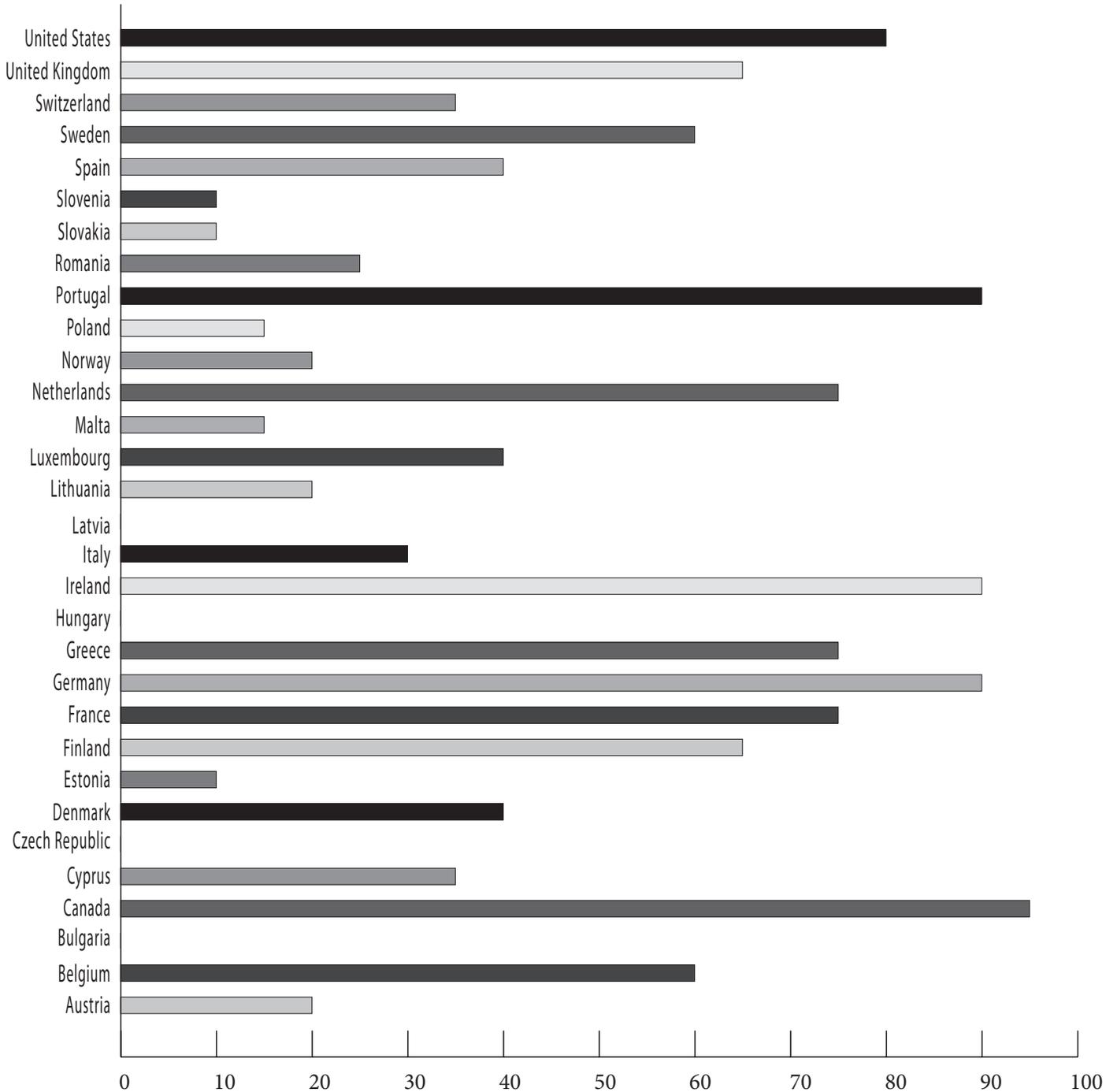
Citizenship:

MIPEX called the U.S. birthright citizenship policy a "model for most established and reforming immigration countries."[15] The Fourteenth Amendment to the Constitution, the cornerstone of American civil rights, affirms with very few exceptions, that all persons born in the U.S. are U.S. citizens, regardless of their parents' citizenship. As the bar graph below shows, U.S. policy differs from some countries involved in the MIPEX survey and gives the U.S. a relatively high score in terms of "eligibility for citizenship," which is one of the subcategories within "access to citizenship." In this subcategory, the U.S. ranks 5th, behind Canada, Germany, Ireland, and Portugal.

Restrictionist groups and some legislators, have persisted in their attempts to restrict or repeal birthright citizenship in state legislatures and the U.S. Congress. Over the years, several bills have been introduced that would deny U.S. citizenship to children whose parents are in the U.S. illegally or on temporary visas. Using the MIPEX interactive tools, which allow the user to change a score based on potential changes to a law or policy, we can measure the impact on the U.S. ranking if it were to eliminate birthright citizenship. If the Fourteenth Amendment provision of birthright citizenship policy was somehow repealed, the U.S. rank within the "eligibility for citizenship" subcategory would drop to 12th out of 31 nations.

This case illustrates one of the limitations of MIPEX. Even though a change to birthright citizenship would be a huge policy change within the U.S., the overall U.S. score would drop only one point from 62 to 61, but the ranking of ninth would remain the same. Thus, this drop in rankings would not reflect the full weight or impact of a change to the Fourteenth Amendment. For instance, there would certainly be a ripple effect in other areas, such as discrimination law or employment, because an entire group of native-born persons would no longer have the full benefits of citizenship. Even with those limitations, the initial ranking and the projected drop in the MIPEX ranking are both useful in rebutting arguments that the United States is the only country to offer birthright citizenship. Not only is this untrue, but according to the MIPEX survey, the U.S. is not even the most generous in that category.

Family Reunification:

The U.S. did not fare well with family reunification policies, where MIPEX showed that U.S. immigration laws often fail to reflect the many ways that Americans and immigrants live together in families. Unlike legal permanent residents, many temporary residents cannot apply for their families while in the U.S., even with the resources to support them. U.S. legal permanent residents can only sponsor their parents or adult children after they naturalize. No one in the U.S. has the right to apply for a visa to sponsor their foreign homosexual partner, unlike half of the other MIPEX countries.

These issues resulted in a "family reunification eligibility" subcategory score of only 50, placing the U.S. 21st out of the 31 nations surveyed.

For a country that has long prided itself on family values, this assessment of U.S. family reunification principles is an important reality check for lawmakers. The MIPEX data confirms a long-standing critique by immigration experts that current U.S. immigration laws place undue burdens on legal immigrants, permanent and temporary, who seek to live in the United States with their families. Leaving the compelling humanitarian arguments for family reunification aside, as a practical matter, the U.S.'s low rank gives some quantitative support to the arguments that the U.S. is not doing all it can to recruit foreign talent. The low score then offers additional evidence that the U.S. is losing its competitive edge. Problems with family reunification have been cited as one of the key issues discouraging foreign talent from immigrating to the United States.

Another area where the U.S. ranks far below its European and Canadian counterparts, is in the recognition of same-sex marriage or partnerships for immigration purposes. Again using the interactive MIPEX tools, we can see that adoption of different policies would change the U.S. ranking favorably and arguably reflect increased U.S. competitiveness. For example, if the Uniting American Families Act (UAFA)[18] was passed, which gives eligibility to same-sex permanent partners for immigration benefits,

the U.S. score in family reunification eligibility subcategory would improve from 50 to 60 and the ranking from 21st to 16th.[19] The overall MIPEX score would not change.

Subcategory: Eligibility for Family Reunification

Country	Score
United States	50
United Kingdom	40
Switzerland	30
Sweden	100
Spain	80
Slovenia	70
Slovakia	70
Romania	75
Portugal	100
Poland	60
Norway	70
Netherlands	55
Malta	30
Luxembourg	75
Lithuania	65
Latvia	60
Italy	65
Ireland	35
Hungary	80
Greece	30
Germany	55
France	35
Finland	75
Estonia	55
Denmark	20
Czech Republic	70
Cyprus	15
Canada	90
Bulgaria	30
Belgium	65
Austria	30

Conclusion:

As the United States continues to struggle with its own immigration policies, the MIPEX index offers policymakers, and the public, a framework for analyzing our best and worst practices on immigrant integration compared to other countries in the world. MIPEX invites a conversation on immigrant integration and offers both scholars and advocates a chance to analyze the impact of existing and potential laws and policies. As Richard Florida points out, "Americans like to think of their country as the world's great melting pot. But this new immigration index and our analysis suggest that's no longer an assumption that can be taken for granted."[20]

References

1 Richard Florida, "The Melting Pot That Isn't: Why America Needs Better Immigration," The Atlantic, April 19, 2011.

2 MIPEX is led by the British Council and the Migration Policy Group. 37 national-level organizations, including think-tanks, non-governmental organizations, foundations, universities, research institutes and equality bodies are affiliated with the MIPEX project.

3 MIPEX at 10-11.

4 For each question, there are 3 answer options. The maximum of 100 points is awarded when policies meet the highest standards for equal treatment. A score of 50 is given when policies lie halfway to the highest standards, and a score of 0 is given when they are furthest from the highest standards.

5 MIPEX Blog, "How MIPEX was used to reform Greek citizenship laws," March 29, 2011.

6 MIPEX at 24-25.

7 MIPEX at 210.

8 MIPEX at 208.

9 MIPEX at 208

10 MIPEX at 209.

11 MIPEX at 209.

12 MIPEX at 210.

13 MIPEX at 210.

14 MIPEX at 211.

15 MIPEX at 207.

16 The new ranking is calculated by changing the answers to two questions on the U.S. MIPEX survey. Under Access to Nationality, Eligibility, the answers for "second generation immigrants (born in the country)" and "third generation immigrants (born in the country)" are changed from "automatically at birth" to "naturalization procedure," with the U.S. score in both categories going from 100 to 0. This recalculation is made because if constitutional citizenship was repealed, sons and daughters of immigrants born on U.S. soil would no longer automatically be citizens at birth, and instead would have to go through a naturalization process.

17 MIPEX at 208.

18 The Uniting American Families Act of 2011, H.R. 1537, S. 821.

19 The new ranking is calculated by changing the answer to one question on the U.S. MIPEX survey. Under Family Reunion, Eligibility, the answer for "eligibility for partners other than spouses (average)" is changed from "only one or only for some types of partners" to "both" (registered partnership and stable long-term relationship, which includes homosexuals), moving the score on that question from 50 to 100. This recalculation is made because UAFA would allow eligibility for persons in stable long-term relationships to be eligible for immigration benefits.

20 Richard Florida, "The Melting Pot That Isn't: Why America Needs Better Immigration," The Atlantic, April 19, 2011.

▶ Transnationalism and Housing and Health Risks of Rural Latino immigrant Families

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Abstract

In-depth interviews with rural low-income Mexican immigrant mothers explored 'How, if at all, do the housing and health issues of rural Latino immigrant families vary based on level of transnationalism?'

Transnationalism in this study refers to family relationships that transcend national boundaries and was based on language spoken at home, nature and frequency of contact with family and friends in the country of origin, and the extent and frequency of travel to the country of origin. We examined the notion that support networks among families can be portrayed as existing along a continuum. At one end of the continuum, families have frequent contact with relatives in their country of origin and experience a high degree of solidarity and interdependence with them; they are high in transnational activity. At the other end of the continuum, families who are not in regular contact with relatives in their country of origin and do not feel a strong sense of mutual obligation with them are characterized as low in transnational activity.

Study participants were mothers age 18 or older, had at least one child age 12 or younger, and resided in a household with an annual income at or below 200% of the federal poverty line. Data were drawn from interviews with 78 Latino mothers in three project states (California n=33, Iowa n=28 and Oregon n=17). Families responded to questions in a semi-structured interview protocol, as well as survey questions: Adult and Child Health Survey (Richards, Pamulapati, Corson, & Merrill, 2000), Center for Epidemiologic Studies Depression Scale (CES-D) (Radloff, 1977), and the U.S. Household Food Security Survey Module (Nord & Andrews, 1999). Responses were examined to understand the nature and extent of transnational experiences among families and how, if at all, housing and health risks differed by families' degree of transnationalism. Qualitative data were coded and entered into MAXqda2 (2005) and quantitative data were coded and entered into SPSS vs. 15.0. Transcripts were read multiple times to develop sub-codes related to health and housing risks and transnationalism. Researchers reviewed the data several times using the process of constant comparative analysis to identify emerging themes to inform the development of the transnational continuum and the health and housing risk scales.

Findings revealed that most of the families in the study were categorized as low (45 of 78 cases) than high (23 of 78 cases) in transnational activities with 10 families classified 'modestly' transnational. Low and high transnational families differed across characteristics and health concerns; however, both struggled to meet their housing and health needs. Both high and low transnational families strived for home ownership; families low in transnational activity were more likely to be homeowners. Housing risks were present among high and low transnational families; both groups indicated housing quality and affordability problems and little knowledge of programs that could improve their housing conditions. Health risk indicators were present in more than half of the families. There were significant associations with four items in the depression scale and transnationalism, and qualitative findings reveal loneliness and depression in families

Introduction

Research has focused on transnational migration for more than a decade (Portes, Guarnizo, & Landolt, 1999; Vertovec, 1999). Major advances in communication technology and transportation have made it possible to maintain a relationship with the country of origin in ways that were unimagined (Basch, Schiller, & Blanc, 1994; Stone, Gomez, Hotzoglou, & Lipnitsky, 2005). Consequently, transnationalism, the varied means by which migrants maintain connections with the country of origin, is changing rapidly and the subject of much investigation. The fact that Latinos accounted for more than half of the overall population growth in the United States since 2000 (Fry, 2008) and that more than 44 million Latinos (15% of the U.S. population) representing multiple cultures live in the United States (Census Bureau, 2007) amplifies questions about the nature of and the extent to which family relationships and social support in various countries of origin affect families' lives in the United States.

The purpose of this study was to detail associations between transnationalism, defined as family relationships that transcend national boundaries, and housing and health risks experienced by rural Latino immigrants in the United States. We examined the notion that support networks among rural Latino immigrant families can be portrayed as existing along a transnationalism continuum. At one end of the continuum, families have frequent contact with relatives in their country of origin and experience a high degree of solidarity and interdependence with them, they are high in transnational activity. At

the other end of the continuum, families who are not in regular contact with relatives in their country of origin and do not feel a strong sense of mutual obligation with them are characterized as low in transnational activity. While a high degree of transnationalism may provide families with social support from their country of origin, it is not clear to what extent this support provides tangible resources that new immigrant families need to thrive in the United States.

This study builds on previous research that documented food acquisition and the link between quality, safe housing and health risks, as challenges faced by rural Latino immigrants (Greder, Cook, Garasky, & Ortiz, 2007; Greder, Cook, Garasky, Sano, & Randall, 2008). Additionally, Latino immigrant families may face even more challenges due to lack of legal documentation, reduced social networks, lack of knowledge and availability of community resources and language barriers. All of these chalenges may result in reduced capacity to meet basic needs (Delgadillo, Sorensen, & Coster, 2004; Greder et al., 2007; Kandel & Newman, 2004; Long, 2003; Nord, Andrews, & Carlson, 2005; Quinn, 2001). There is little direct investigation of Latino immigrant families in rural communities, and the challenges faced by this growing population or the resources they draw upon to overcome these challenges.

Methods

Sample:

This study drew its sample (n=78) from the multistate Rural Families Speak (n.d.) research project that assessed the circumstances of 523 rural low-income families in the context of the 1996 welfare reforms (Bauer, 2004). Latino mothers who lived in rural communities in California, Iowa, and Oregon participated in annual, in-depth interviews, over a three year period. To participate in the study, the women had to be 18 years of age or older, had at least one child 12 years of age or younger, and reside in a household with an annual income at or below 200% of the federal poverty line. Almost all of the mothers (N=68) were of Mexican origin, and the majority (72%; n=49) were immigrants. To recognize the time and contributions mothers made to the study, they were offered gift cards ($25-CA, $35-IA, $50-OR).

Data Collection:

Bilingual, bicultural Mexican and Mexican-American women who lived in the study communities and were employed by family-serving agencies were trained as interviewers. Interviews were audio taped and transcribed verbatim. Open-ended questions pertaining to social support, family relationships, parenting, access and affordability of housing and health care, adult and child health concerns. Employment and transportation were included in the interview protocol, as well as demographic questions (e.g., age of mother, number and age of children in the household, monthly household income). Additionally, questions from standardized or validated survey instruments were included (i.e., Center for Epidemiologic Studies 20-item Depression Scale (Radloff, 1977); Life Skills Assessment (Richards, 1998); Knowledge of Community Resources (Richards, 1998); USDA six item food security module (Bickel, Nord, Price, Hamilton, & Cook, 2000).

Data Analyses:

Qualitative analyses of the interview responses was used to understand the nature and extent of transnational experiences among families and how, if at all, housing and health risks differed by families' degree of transnationalism. Results from the life skills and knowledge of community resources index (Richards, 1998) were also examined to see how basic life skills and community support supplemented family networks and support gained through transnational activity. Qualitative data were coded and entered into MAXqda2 (2005) and quantitative data were coded and entered into SPSS ver. 16.0 (2007). Each transcript was read multiple times by the research team using the process of constant comparative analysis (Glaser & Strauss, 1967) to identify emerging themes and discrete ideas (Creswell & Brown, 1992) that led to the development of subcodes related to health and housing risks and transnationalism. Continued examination of the subcodes and how they related to one another lead to the development of the transnational continuum and the health and housing risk scales.

Transnational Continuum:

The transnationalism continuum scale was conceptualized as a continuum of practices in which regular and sustained activity over time "shades off into something more erratic and less intense" (Waldinger and Fitzgerald, 2004, p. 1180). The following was considered to identify transnational activity: 1) language spoken at home; 2) whether mothers had friendships with people from their country of origin; 3) how often mothers communicated with family members either in or outside the United States; 4) whether or not mothers and their family members sent money or other resources (e.g., clothing) to family members living in their country of origin; and 5) how often mothers traveled back to their country of origin. The degree of transnational activity was identified through analysis of the transcripts. The transnational continuum scale used a Likert scale range from 1 through 5 with "4 and 5" indicating high level of transnationalism and "1 and 2" indicating low level of transnationalism. Families identified as high or low in transnational activity were the focus of the analyses in order to accentuate differences in the transnational activities, that improved the degree of risk, among study participants.

Results

Transnationalism and Study Families:

The majority of the families were identified as low (N=45) in activities considered transnational in nature (23 identified as high; 10 identified as modest). On average, families low in transnational activity had lived in the United States twice as long as families high in transnational activity (17.8 vs. 9.5 years, respectively). In many other ways, families coded as high and low transnational were quite similar. The average household sizes (5.6 and 5.7 persons, respectively) and average number of children (3.2, range 1–8; 2.6 children, range 1–7) were nearly identical. The average number of "other" household members (e.g., friends and relatives) of high transnational families (0.48 persons) was considerably lower than low transnational families (1.31 persons). Despite residing in the United States for fewer years, high transnational families had higher monthly incomes than low transnational families. High transnational families reported an average monthly income of $2,024 (range = $756–$3,247) compared with $1,578 (range = $0–$4,100) for low transnational families. Mothers in high transnational families were less likely than their counterparts to be employed (43.5% compared with 62.2%, respectively). Of employed mothers, 60% in high transnational families and 57.7% in low transnational families were employed full time, while 40% in high transnational families and 42.3% in low transnational families were employed part-time. Families that were high in transnational activity had generally resided in the U.S. fewer years, were less likely to have medical and dental insurance, participate in school lunch programs, and receive child care, housing, or energy assistance. Over half of those engaged in high and low transnational activities received Medicaid and WIC.

Housing Risks Experienced by Families:

High transnational families were more likely to be renters (65.2%), reported more affordability (35%) and housing quality issues (45%) compared to low transnational families (53.5%, 18.2%, and 36.3%, respectively). High transnational families in particular, indicated that their current housing was too small and finding larger housing units that met their families' needs was difficult because local housing options were too expensive.

Health Risks Experienced by Families:

Results for associations between transnationalism and the family health-risk items were all insignificant, with the exception of the mother or partner needing a Graduate Educational Development (GED) (r = 0.30, p < .05). High transnational families had a mother or partner more in need of a GED (87%; n = 20), compared with low transnational families (11.1%; n = 5). Qualitative analysis revealed that families, regardless of transnational status, frequently reported health issues that resulted from work related injuries (e.g., back and arm pain, allergies). Some health concerns (e.g., alcoholism, drug use, and child asthma) were mentioned more often by low rather than by high transnational families. Given

that only one third of the high transnational families (8 of 23; 34.8%) and about one-half of the low transnational families (25 of 44; 56.8%) had health insurance, and fewer had dental insurance (17.4%, 4 of 23; 40.5%, 17 of 42, respectively), families may not have sought medical and dental care unless it was an emergency. Thus, more health problems may have existed but were undiagnosed.

Forty-one percent of mothers in the study (32 of 78) were identified as depressed. Of those depressed, 56.3% (18 out of 45) were low transnational, 15.6% (5 out of 10) were modestly transnational, and 28.1% (9 out of 23) were high transnational. Four items in the depression scale correlated significantly ($p < .05$) with the level of transnational activity: 1) "I was bothered by things that don't usually bother me" ($r = 0.256$); 2) "I felt depressed" ($r = 0.262$); 3) "I felt everything I did was an effort" ($r = 0.245$); and 4) "I felt lonely" ($r = 0.257$). The positively correlated items indicated that the more transnational mothers were, the more likely they were to score high on the item.

Knowledge of Community Resources:

A significant ($p < .05$) negative association between the total index score of the knowledge of community resources and level of transnationalism was found, suggesting that high transnational families were less likely than low transnational families to be knowledgeable about community resources. Of the 22 individual items in the index, six correlated significantly ($p < .05$) with transnational activity: 1) applying for subsidized housing; 2) finding help for a drug or alcohol problem; 3) finding family planning services; 3) locating job training; 4) finding transportation; 5) applying for child care subsidy; and 6) finding help for a family member with disabilities.

Discussion and Conclusions

Despite the longer residence of low transnational families in the U.S., the continuous struggle among low transnational families may be a reflection of the widening gap between the rich and poor, experienced by the nation as a whole, over the past half century. Compared with earlier immigrants, Latino immigrants today experience greater economic inequality and live in poorer communities (Coll (2003). Due to ethnic characteristics, Latino immigrants may experience more difficulty in acculturating to the mainstream culture than earlier waves of immigrants, thus, making it more challenging for Latinos to escape the cycle of poverty. In this study, those most engaged in transnational activity were also those who had lived in the United States for the least amount of time, and mothers were very poor regardless of their level of transnational activity. Transnational activity may include sending money to family members in the home country although it may deprive the senders of needed funds. High and low transnational families indicated housing quality and affordability problems and little knowledge of programs that could improve their housing conditions. High transnational families primarily sought out ethnic enclaves for social support, sent funds home to the country of origin, and shared housing and other resources while they sought stable employment. While the results for the health risk items and scale were not significantly associated with transnationalism, these have been found to have significant impacts on the well-being of low-income, rural families (Ontai, Sano, Pong, & Conger, 2008). Risk factors were present in more than half of the families. It may be that these risk indicators are present in low-income, rural Latino families regardless of level of transnationalism. These issues need to be further explored in future studies of immigrants of various Latino origins. The fact that some mothers felt disconnected from others may have significant impacts on their well-being. Familism research suggests that maintaining a sense of connection to family is important for health (Pabon, 1998; Rodrı´guez et al., 2007).

Implications for Policy and Practice:

Rural Latino immigrants, despite their transnational status, face challenges to well-being that may be addressed by policy and practice initiatives. Barriers to adequate housing can be addressed through better opportunities for first-time homebuyers, efforts to reduce housing costs, and improvements in the quality of the rental stock in rural communities. Strategies that help connect immigrants to other families and to resources in their communities may help offset depressive symptoms. Such strategies may include public

organizations i.e., Cooperative Extension, schools, community colleges partnering closely with religious or community organizations accessed by immigrants to help connect them to other local resources. Policies that help to keep immigrants connected to family in their country of origin may also help to offset feelings of loneliness and disconnection that may undermine health and well-being. Policies that facilitate, rather than discourage, travel between Latin countries for those that are not yet permanent residents (e.g., work visas, awaiting permanent status) may be helpful in this regard.

Implications for Research:

More needs to be understood about the extent and nature of transnational activities among rural Latino immigrant families from various countries, as well as immigrants that live in U.S. states that border Mexico. There also needs to be more understanding of how these activities assist them in meeting their own needs, the needs of their host communities, and the needs of their countries of origin. A key aspect of future studies should be the positive contributions made by Latino immigrant families as too often the popular press focuses only on the negative aspects of Latino immigration.

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▶ Porous Spheres: Direct Observation of Interethnic Interaction in a Small Midwestern Community

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Abstract

Indications of community integration in rural communities, where there has been a large increase of immigrants, are largely based on survey and interview responses of community members. However, as an anthropologist, I know that there is often a difference between what people say they (or others) do and what they actually do. In my research I relied on the direct observation of people interacting (or not) in public places in a small Midwestern community with a sizeable Latino population. This study suggests that multiple methodologies are necessary for understanding the complex social interactions and levels of community integration in these places.

Introduction

The community where this research took place has experienced rapid growth in the number of Latino residents since the early 1990's after the construction of a meat-processing plant. According to the 2010 Census, the town is currently almost 50% Latino. Immigrants also live in the surrounding county but to a lesser extent. County wide, the population is almost 20% Latino. These immigrants come predominately from Mexico but also other Central American countries such as Guatemala and El Salvador, as well as other parts of the United States, and the world. While the majority of the remaining residents are white, there are also small numbers of African Americans, Native Americans, Asians and others. While the total population of the county grew between 1990 and 2000, between 2000 and 2010 the population declined slightly (U.S. Census, 2010).

Rural communities in the Midwest that have experienced increased population growth, due to immigrants coming to work in meat-processing plants, have been the subject of many studies (Stull et al, 1995; Grey, 1999; Grey and Woodrick, 2002; Culver, 2004; Stull and Broadway, 2004; Broadway & Stull, 2006). Research has been conducted within a variety of disciplines using a variety of methods to answer myriad research questions. These studies focus on understanding how immigrants are settling into these communities economically, politically and socially. One facet of this process that has received less attention is inter-group contact between Latinos and whites, which is required for full integration into the social institutions of the receiving community (Welch & Sigelman, 2000). This study examines public interethnic social interactions in one town in the rural Midwest as an indicator of social integration.

For the purpose of this research, social interaction is defined as occurring when two or more individuals come into contact with one another in a public space. These interactions can be brief or

prolonged. The purpose of this research was to document whether or not these interactions occurred not to determine the quality of these encounters. Note that social contact does not necessarily affect an individual's opinion of another ethnic or racial group (Welch & Sigelman, 2000). However, it is from these types of interactions that social ties can be created whether of the bonding or bridging type (Putnam, 2000). Positive interactions between individuals produce a greater chance of forming a social bond (McMillan & George, 1986). It is often from interacting with others and participating in local events that immigrants come to feel part of the community (Chavez, 1994).

Methods

In this study, direct observation was used to measure the degree of social interaction between Latinos and non-Latinos. Direct observation is a form of naturalistic inquiry used in many disciplines (Bernard, 2002; McCall, 1984). Individuals were observed in various venues throughout town where interactions were likely to occur. These venues were all places generally available to the public including parks, sidewalks, streets, school grounds, businesses and religious institutions. Observations were scheduled at various times of the day and days of the week at each location, to maximize the chance of observing a range of interactions. The sample was purposive, not random, and results cannot be extrapolated to the community as a whole or to other communities.

There are advantages and disadvantages to using direct observation. The method is unobtrusive so people are unlikely to change their behavior because they generally do not know they are being observed. In addition, since behavior was observed directly, informant accuracy was not an issue. At the same time because individuals were not interviewed, an individual's perception of the nature of the encounter and their reaction to it cannot be obtained. In addition, how individuals behave in public may not be the same as how they behave in private (Amato, 1989). Other studies have obtained information on immigrants' perceptions of their experiences in these communities by talking to them and through participant observation. The value of this research is that it uses a method that has not been used before (to the best of the author's knowledge) to examine the public interethnic social interactions in a rural Midwestern community with a significant immigrant population.

Data was intermittently recorded over an eight month period between October 2009 and May 2010. More than 150 hours were spent observing. Observation notes were recorded using a digital voice recorder. The notes were then transcribed and loaded into NVivo. Using NVivo the notes were coded and then analyzed.

Data:

In total, white and Latino persons were observed approximately the same number of times. In total 560 observations of Latinos and 568 observations of whites were recorded. These observations included individuals, groups of individuals and individuals interacting with one another. Observations of Latinos included more of males (430) than of females (329). There were also more observations of white males than of white females, although the difference was smaller (365 observations of white males and 351 of white females). While there were more observations of whites overall, more Latino individuals were observed. One individual may have been observed on more than one occasion and these numbers do not represent unique cases. One observation may contain many individuals and individual totals will not add up to category totals. In addition to gender, the age of individuals was recorded and totaled as well.

The age of individuals was approximated using a three-part coding strategy. Individuals who were estimated to be 18 or younger were coded as *young*. Individuals who appeared to be of an age that they could potentially be out of the work force (whether they were or not), were coded as *older*. The largest age group consisted of everyone between these two groups. Those individuals who appeared to be between 18 and 65 were coded as *in the middle*.

The number of observations of individuals in each of the three age categories was recorded. For Latinos, the smallest age group observed was *older* males (17 observations or four percent) and older females (22 observations or seven percent). Among whites, observations of *older* individuals were least

frequent as well (52 or 15% for white females and 71 or 20% for white males). Among Latinos, the second largest age group observed were the *young* (213 observations of females and 239 of males), followed by those *in the middle* (161 observations of females and 222 for males). For whites, while the trend among males remained the same, slightly more observations of *young* males (171) compared to males *in the middle* (168) were made. The trend reversed for white females. There were more observations of white females *in the middle* (183) compared to the *young* category (173).

When individuals were not alone (but not just coming into contact with one another), they were coded as either being *together* (two persons) or in a *group* (more than two persons). In each of these categories the individuals involved were more likely to be of the same ethnicity than of a different ethnicity. The category *together* was used 441 times in this research, most frequently to describe Latinos (216), then whites (193). Whites and Latinos were observed as *together* 32 times or in about seven percent of the cases, in which the code was used. Groups of individuals were observed less frequently but the trend described above was the same. Groups were predominately homogenous including 41 observations of groups consisting entirely of Latinos and 32 observations of groups consisting entirely of whites. There were 11 observations (13% of the total number of groups) of interethnic groups, consisting of both Latinos and whites.

Social Interaction:

Individuals who were observed coming into contact with one another were coded as being involved in an *interaction*. Interactions between Latinos and between Latinos and whites were observed. Interactions between Latinos were observed 77 times while interactions between Latinos and whites were observed 73 times. Therefore, there was little difference in the number of public social interactions Latinos had with other Latinos compared to the number of social interactions observed between Latinos and whites.

At times during the research, Latinos and whites came into proximity with one another but no interaction occurred. This is described with the category *non-interaction* and includes those instances that interaction might have occurred, but did not. In all, 25 instances of *non-interaction* were recorded. Therefore, of the total number of possible interactions observed between Latinos and whites, 74% resulted in an *interaction* of some type while 26% resulted in *non-interaction*.

Interactions between Latinos and whites occurred in many different places and among many segments of the population. The most common place where interactions occurred between Latinos and whites was on the Square. After the Square, interactions occurred most frequently in local businesses including white-owned businesses as well as Latino-owned businesses and in proximity to the school. Interactions occurred, but less frequently, in other parts of town such as the library, park and in church.

The age and gender of individuals involved in interethnic social interactions varied. The most common interactions were among individuals in the category *young*. Among Latinos, *young* males were slightly more likely to be involved in interactions with whites than Latino females. Among *young* whites, the reverse was true. Interactions involving individuals *in the middle* age group also occurred. Latino males and females were observed interacting with whites at the same rate while white females in this age group were observed interacting with Latinos more than twice as much as white males *in the middle* age category. Individuals in the age category *older* were observed in interactions least frequently, with white females being observed interacting with Latinos more than white males in this category. The trend is the same with Latino females in this age category who were observed interacting inter-ethnically more often than Latino males.

Conclusions

This research used direct observations to document interethnic social interactions occurring in a small town in the Midwest with a significant immigrant population. While interethnic interactions occurred among all age groups, individuals in the *young* age category were more likely to interact with an individual of another ethnicity than individuals in either *in the middle* or *older* age categories. In terms of gender, the picture was less clear. Among Latinos, males were more likely to be involved in interactions than females.

Among whites, females were more likely to participate in interactions than males. The greatest number of observations of interethnic interactions (including those between employees and customers) occurred on the Square, in areas around the school and in local businesses. While social interactions do not necessarily lead to having a more positive view point of another ethnic group, they are often the first rung in the ladder of social integration, which can benefit immigrants and non-immigrants alike (Cattell et al, 2007; Putnam, 2000). Research such as this is an important step in documenting that this process is occurring. Additional research is needed to understand what these social interactions might mean and to uncover additional indicators of social interaction.

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▶ The Policy Dimensions of the Context of Reception for Immigrants (and Latinos) in the Midwest

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Abstract

Latino/as comprise approximately 16.1% of the nation's population (Grieco, 2010). Approximately 37.2% of Latino/as are foreign-born, comprising approximately 6.0% of the nation's population. Nationally, the number of Latinos/as living in the United States grew by 37% since the year 2000. A robust component of that growth was immigration. Immigration to the United States is not a new phenomenon; however, recent waves differ from previous immigrant influxes in significant ways. Immigrants are now coming predominantly from Latin American and Asian countries (Portes & Rumbaut, 1996; Singer 2002); and, they are no longer moving to and staying in the traditional gateway cities or states (Cadge et al., 2008). For example, the geographical distribution of Latino immigrants now include towns and cities of

less than 100,000 people located in rural areas in the Northwest, Northeast, Southeast or Midwest regions of the country (Singer 2002, & Cadge et al., 2008).

The focus of this paper is recent legislation in Midwestern states initiated in response to immigration. More specifically it looks at the emergent legislative environment and how it shapes the context of reception for Latinos and Latino immigrants. The context of reception provides a useful conceptual frame for describing the broader environments in which immigrants and other newcomers to Midwestern town and cities endeavor to make a living. Recent enacted legislation is a reflection of concrete efforts to influence how immigrants should be or are being received into the community; whether they should be excluded, ignored or integrated. The research question to be addressed here is: What state-wide policy legislation shape the contexts of reception for Latino immigrants across the Midwestern states? All state legislatures in the Midwest have passed laws addressing immigration in their states. According to Portes and Rumbaut (1996, 2001) a context of reception can be encouraging, passively accepting, or exclusionary.

In this paper, the enacted legislation in the Midwest relating to immigration has been organized according to three similar categories; integrating, exclusionary or neutral. Of the policies that were enacted in 2009 and the first half of 2010, forty-four laws were found to be integrating, and thirty-nine laws were exclusionary; twelve laws were neutral. States like Illinois, Michigan, and Kansas have passed provisions that were considered to be encouraging people from immigrant backgrounds to integrate with the mainstream population. Legislation in Nebraska, Iowa and North Dakota are examples laws that are exclusionary from the mainstream by way of immigration status or perhaps meant to dissuade immigrants from moving to the state on a permanent basis. In the middle, laws enacted in states like Wisconsin, Minnesota and Ohio were almost evenly split in their policy between integrating, excluding or neutral. The data suggests that while the Midwest is somewhat more integrating than exclusionary in regards to the context of reception, it is still 'on the fence' when it comes to their context of reception as determined by enacted state policy.

Introduction

The Latino/a population is the second largest ethnic group in the United States, exceeded only by white Americans (Casas & Ryan 2010). The 2000 Census set the Latino/a (Hispanic) population at 35.3 million, or approximately 12% of the total U.S. population (U.S. Census Bureau 2000). The 2010 Census set the figures at 50.5 million, reflecting an increase of 43.1%, or more than four times the nation's overall population growth rate of 9.7% (U.S. Census Bureau 2011). Overall, Latino/as comprise approximately 16.4% of the nation's population (Ibid.). Approximately 37.2% of Latino/as are foreign-born, comprising approximately 6.0% of the nation's population. Nationally, the number of Latinos/as living in the United States grew by 37% since the year 2000 (Grieco 2010). A robust component of that growth was immigration.

The focus of this paper is recent legislation in Midwestern states, initiated in response to immigration. More specifically, it looks at the emergent legislative environment and how it shapes the context of reception for Latinos and Latino immigrants. The context of reception provides a useful conceptual frame for describing the broader environments in which immigrants and other newcomers to Midwestern towns and cities endeavor to make a living. Context of reception consists of three principal dimensions: 1) government policies; 2) labor markets; and 3) ethnic communities (Portes & Rumbaut 1996). According to Portes and Rumbaut, government policies are the most relevant of the three because they shape the reality that the other dimensions operate, via exclusion, passive acceptance, or active encouragement (1996). Recent enacted legislation is a reflection of concrete efforts to influence how immigrants should be or are being received into communities, whether they should be excluded, ignored or integrated. The research question that is addressed is, "What state-wide policy legislation shapes the contexts of reception for Latino immigrants across the Midwestern states?"

Midwest Demographic Context:
For our purposes, the Midwest, also referred to as the North Central region of the United States,

includes the 12 states of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin. According to the U.S. Census Bureau, the overall population of the Midwest was 66,929,001 in 2010, comprising 21.7% of the nation's population (308,745,538). While the nation's population increased by 9.7%, the region's population increased by only 3.9%.

Overall, between 2000 and 2008, there was a 13.9% increase in the number of foreign-born persons in the Midwest. Wisconsin (59.3%), Nebraska (45.8%), Minnesota (38.8%) and Missouri (38.8%) experienced the greatest percentage of growth in their foreign-born populations. Michigan had the smallest increase, while both North Dakota and South Dakota experienced declines in their foreign-born populations.

Although the majority of Midwestern states experienced an increase in their foreign-born population, the region's overall percentage of the population of foreign-born remained relatively low, less than eight percent. Illinois, the state with the largest percentage of foreign-born residents, could attribute its almost 14% increase to the Chicago metro-area, which has been, and remains, a traditional destination for new immigrant families (Cadge et al. 2008; Singer 2002). The remaining states in the Midwest had foreign-born populations of less than seven percent in 2008. Minnesota (6.8%), Kansas (6.1%) and Nebraska (6.0%) had the next largest percentages. South Dakota had the lowest percentage (1.9%).

State Policies:

This paper examines bills enacted (or reached governor veto) in the 12 Midwestern states between January 2009 and June 2010. During this time period, 96 laws relating to immigration were passed. Illinois was the state that passed the most laws, with 29, and Wisconsin passed the fewest, with one. The majority of the laws passed dealt with employment, licensing and identification, education, public benefits and health services.

Enacted State Policy - Integrating, Passively Accepting, or Exclusionary:

According to Portes and Rumbaut (1996, 2001), a context of reception can be encouraging, passively accepting, or exclusionary. The enacted legislation in the Midwest relating to immigration has been organized according to three similar categories; 1) integrating; 2) exclusionary; or 3) neutral. A policy was considered integrating if it focused on programs, initiatives or funds for projects that help immigrants acclimate to the United States or protect immigrants' human rights regardless of immigration status. Policy was considered to be exclusionary if it focused on the restriction of people from certain services, benefits, education or employment opportunities based on immigration status. Policies that were considered neutral dealt with changes to fiscal year limitation, or clarification of federal law enforcement agencies via policy.

State By State Analysis of Context of Reception:

Analysis of the state legislation in combination with the demographic context in each state, suggests that states' contexts of reception varies on a continuum between significantly inclusive to significantly exclusionary.

Significantly Inclusive:

While no state was fully inclusive (i.e. no exclusionary bills during the time period), Illinois is by far the most inclusive state in the Midwest. With 29 bills and the largest percentage of foreign-born residents in 2008 (13.9%), Illinois is clearly responding in a primarily inclusive manner towards immigrants. Of the 29 bills analyzed, 15 were inclusive, six were exclusionary and eight were either neutral or undetermined. Much of the legislation involved funds appropriation for immigrant supportive programs and grants to immigrant organizations.

Moderately Inclusive:

The bills analyzed here suggest that North Dakota is a moderately inclusive state. According to the

demographic data, North Dakota was not impacted much by immigration during this time period, but yet still developed three inclusive bills, including a human trafficking law. North Dakota's foreign-born population in 2008 was only 2.2%, ranking 11th out of the 12 Midwestern states. In addition, it experienced a 1.5% decrease of its foreign-born population between 2000 and 2008.

North Dakota also introduced two exclusionary bills, both focused on requiring proof of legal status. North Dakota is categorized as moderately because three out of five of the bills introduced are inclusive, including one related to human trafficking. Only six of the 12 Midwestern states have a bill related to human trafficking on the books (Human Trafficking Data Collection and Reporting Project; Online Resource Center).

Michigan is also categorized as moderately inclusive. It ranked fifth among Midwestern states in 2008 percent-foreign-born, but only 10th in percent-change in foreign-born population between 2000 and 2008 (+11.4). Michigan passed four relevant bills during the examined time frame. Three were inclusive and one had both inclusive and exclusive elements. Thus, Michigan's policies are primarily inclusive, with a clear emphasis on meeting the needs of migrant laborers and their families.

Inclusive-Neutral:

Two states, Kansas and Ohio are categorized as neutral to inclusive. These states are primarily neutral, but show slightly stronger signs of inclusiveness than exclusiveness.

Kansas, for example, had the third highest percentage of foreign-born residents in 2008 (6.1%) and introduced seven bills. Three were inclusive, two exclusive and two neutral. Ohio introduced only two relevant bills during this time period and both were inclusive in nature. Ohio ranked ninth among Midwestern states regarding the percent of its residents that were foreign-born in 2008 (3.8%) and seventh in percent-change in the foreign-born population between 2000 and 2008 (+25.5%). However, it proposed the fewest number of bills of any of the 12 Midwestern states, suggesting the immigrant and immigration related issues are not a great concern within the state. Thus, while Ohio introduced relatively few bills, these bills were fairly inclusive, placing this state in the inclusive/neutral category.

Neutral:

Of the 12 Midwestern states analyzed here, South Dakota and Wisconsin demonstrated the most neutral positions with regard to state legislation. South Dakota is also the state least affected by migration demographically. In 2008, only 1.9 percent of South Dakota residents were foreign-born, the smallest percentage found in any of the 12 states. South Dakota also experienced a 6.6% decrease in its foreign-born population between 2000 and 2008. As one might expect, the state introduced very few immigration related bills, only two. While both bills are exclusionary, their depth and impact are limited. These bills suggest that immigration is not a great concern to policymakers in South Dakota, which makes sense, given the demographic data.

Similarly, Wisconsin only had one bill that was immigration-related, A75, an omnibus bill that includes both inclusive and exclusionary elements. Interestingly, the impact of immigration on the state of Wisconsin is significantly greater than on South Dakota. While it ranked sixth out of the 12 Midwestern states in 2008 percent-foreign-born (4.5), it experienced the greatest increase in its foreign-born population between 2000 and 2008 of any Midwestern state (+59.3). It is interesting that despite this dramatic population growth, very little immigration legislation was introduced. Thus, Wisconsin, along with South Dakota, demonstrates the most neutral position among the Midwestern states.

Exclusionary-Neutral:

Two states, Minnesota and Indiana, are categorized as exclusionary-neutral. Legislation in these states is fairly evenly distributed between inclusive and exclusionary, but the exclusionary bills are slightly greater in number or impact.

Minnesota, for example, introduced eight bills related to immigration during the examined time period. Three were categorized as inclusive, four as exclusionary and one bill included both inclusive and

exclusionary elements. Regarding the demographic context, Minnesota ranked second behind Illinois in the percent of its population that is foreign-born in 2008 (6.8%). In addition, it ranked third in the 2000-2008 percent-change in its foreign-born population (+38.8). Thus, Minnesota introduced slightly more exclusionary bills than inclusive, putting it in the exclusionary-neutral category.

Indiana ranked seventh in 2008 percent-foreign-born (4.0) and fifth in the percent-change in its foreign-born population between 2000 and 2008 (34.3). In 2009-2010, Indiana introduced six bills related to immigration. Three were exclusionary, two inclusive, and one with elements of both. Thus, Indiana is also categorized as exclusionary-neutral, since the exclusionary bills slightly outnumber the inclusive ones.

Moderately Exclusionary:

One state, Missouri, is categorized as moderately exclusionary. The bills introduced in these states include both inclusive and exclusionary elements, but are somewhat more exclusionary either in number or depth. The demographic context again is important. Missouri ranked 10th out of the 12 Midwestern states in percent-foreign-born in 2008 (3.6). It ranked fourth in the percent-change in the foreign-born population between 2000 and 2008 (+38.8%). Thus, with eight bills introduced, Missouri's policymakers appear to be responding more to the increase in the foreign-born population than to the overall percentage. Four of the bills are categorized as exclusionary, two are inclusive, and three are neutral or include both inclusive and exclusionary elements.

Overall, Missouri is categorized as moderately exclusionary because its exclusionary bills outnumber its inclusive ones, and the exclusionary bills passed are quite a bit more extreme than those states categorized as exclusionary-neutral. For example, one bill blocks undocumented immigrants from obtaining financial aid and puts a burden on colleges and universities in the state to annually prove that they have not given any aid to undocumented students. Another bill places the study of immigration enforcement issues under the purview of the Joint Committee on Terrorism and Bioterrorism.

Significantly Exclusionary:

Two states, Iowa and Nebraska, fall into the significantly exclusionary category. These states introduced primarily exclusionary bills regarding immigration. Iowa, for example, introduced six bills in during the examined time period. Of the six, only one was inclusive. Four were exclusionary and one neutral. This exclusionary stance appears even stronger within the context of Iowa's demographic data. The state ranked eighth out of the 12 Midwestern states in the percent-foreign-born in 2008 (3.8). It also ranked eighth in the percent-change in the foreign-born population between 2000 and 2008 (+25.1). Thus, the legislative response seems disproportionate to the demographic impact of immigrants in the state. Of the exclusionary bills, most were focused on verifying legal status of workers and service applicants.

Similarly, bills introduced in Nebraska during this time period were primarily exclusionary. Nebraska ranked sixth among the 12 Midwestern states in the percent of its population that was foreign-born in 2008 (6.0). Compared to the other states, Nebraska ranked third in the percent-change in the foreign-born population between 2000 and 2008. For example, compared to Iowa there is a somewhat stronger demographic impact of immigration on the state.

Like Iowa, Nebraska's exclusionary bills focus primarily on verifying the status of workers and benefit seekers. Three bills are categorized as neutral and the single inclusive bill, introduced in Nebraska during the examined period, creates the Commission on Latino-Americans.

Conclusion

State level immigration policy and context of reception in the Midwest region of the United States are complex issues. The context of reception is influenced by more than state legislative policy. The state of local economies, geographic location, history, and culture, are also influencing and may also be motivating the policy proposals and enactments. However, these policies create the space within the other dimensions of context that reception operate. Policy, economic and social aspects work together to

send a message and have the power create an environment where immigrants are incorporated into or marginalized and excluded from mainstream services and society.

State policies regarding immigration issues are also connected to, and have implications for, the growing native-born Latino/a populations in many Midwestern states. Exclusionary immigration policies suggest a resistance to the increasing racial/ethnic diversity found in many of these states. This resistance is concerning given the demographic analyses that predict that the Midwest will continue to experience increasing diversity in the coming years fueled primarily by a quickly growing Latino/a population.

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▶ Naturalization: The Official Integration

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Abstract

While the nation has focused on the border and questions about the undocumented, the local population of both immigrants and the receiving community experience the issue of newcomers by their integration, participation levels in various civic organizations and impact on the political process. Often neglected is the importance of naturalization and the pathways toward it. This presentation explores the concept of citizenship, its benefits and the barriers immigrants face when attempting to naturalize. Who facilitates the naturalization process and how? What is the role of the federal government and what is

the role of local providers? Emerging efforts across the country will be included as encouraging signs of growing attention to the agenda of increasing levels of naturalization.

Introduction

With 37 million foreign-born individuals living within the U.S., questions of national identity, affiliation and integration become more urgent. Approximately eight million eligible immigrants have not yet naturalized. While the overall naturalization rate has increased, the roles of the receiving community, public institutions, educators, labor unions, CBO's and ethnic organizations warrant examination in service delivery, public awareness, civic engagement, and promoting the value of citizenship. Moreover, the federal government needs to play a key role in centralizing, coordinating and supporting efforts across intergovernmental agencies and drive a highly visible and valued campaign in citizenship promotion as central to American economic, democratic and strategic interests.

"*Immigration is by definition a gesture of faith in social mobility. Immigration gave every old American a standard by which to judge how far he had come and every new American a realization of how far he might go. It reminded every American, old and new, that change is the essence of life, and that American society is a process, not a conclusion.*" – President John F. Kennedy

Naturalization and Democracy

Witnessing a naturalization ceremony, when new Americans earn the full rights and responsiblites as citizens, by taking the oath of allegiants to the United States, is one of the most uplifting moments. It is a monumental step in immigrant integration, one that invites immigrants to fully participate in our civic and political system. It is also one that reminds us that our nation is ever growing and changing and our democracy ever maturing. However, naturalization is not an isolated event. It takes a cross-sector effort of education, civic engagement and public awareness to streamline the naturalization process and integration pathways as a whole.

To understand naturalization in the context of the national agenda, one needs to appreciate that the course of history has been in the direction of empowerment of the marginalized, African Americans, women, newcomers, to become fully part of America's democratic republic. Higher levels of participation in the nation and its civic functions facilitate the essential nature of a democracy built on shared power and shared laws. However, our republic is equally challenged when significant segments of the population are excluded from decision-making institutions. While often overlooked in the current debates regarding immigration, the United States is still a young nation and the nature of the democracy is never a settled matter. Rather, democracy evolves and is at risk of neglect. Nations build their identity with a variety of common elements, from the symbolic ingredients of the flag and anthem to the substantive issues of a shared constitution and laws. The degree of shared life by all residents is key to sustaining the democratic enterprise. One only need to recall the riots of Paris in previous years to see the danger of sustained second-class populations who feel excluded or frustrated by the absence of national inclusion. Integration of immigrants is a shared task of both the receiving society and the immigrant themselves, working toward a common life with mutual concerns, respect and opportunities.

High levels of legal permanent residents, not yet naturalized, pose challenges for the future as increased numbers perceive the government as foreign. Both the immigrant and receiving community encounter difficulties in creating shared culture, governance and laws. Against this backdrop, immigrant integration rises as a priority and with it, the role of naturalization as a critical goal for the immigrant community.

Economists, labor unions, and the business community have largely agreed that the flow of immigrants contributes to a strong workforce, especially as the native-born population ages and experiences declining birth rates. Immigration also fuels innovation and entrepreneurship, from small businesses to growth industries such as science and technology.

Our economy is reaping steady assets from the contribution of immigrants, in turn, boosting our

global competitiveness vis-à-vis other advanced democracies where migration and naturalization is less liberal. However, it is to the extent that these households and individuals take root and become full participants of our society that their vast civic potential is realized.

For non-citizen immigrants, workers, tax-payers, business-owners, community leaders, parents of public school students, and other members of our communities, have important voices that cannot be efficiently heard in the government that they help underwrite, if they do not naturalize.

In the United States, of the 12.6 million legal permanent residents (LPRs), an estimated 7.9 million are eligible to naturalize. When LPRs become citizens, there are across-the-board benefits because naturalization enables immigrants to fully utilize their civic and political power, in addition to their already-significant economic contribution that only increases after naturalization. More importantly, naturalized citizens also develop deeper community ties and enrich our democratic process. In the long-term, as one in five students are immigrants or children of immigrants (Current Population Survey 2008), ensuring a generation of new citizens strengthens civic leadership development and political engagement, empowering the next generation of voters and civic leaders.

Although many see the value of immigrants becoming full participants with the rights and responsibilities that only citizenship demands, there is no national strategy for facilitating integration. The U.S. naturalization rate is relatively low. This important process of securing America's future is often left to local and state government, CBO's, religious institutions, ethnic associations and immigrants themselves. In the federal government, there is insufficient infrastructure to facilitate large-scale, smooth transitions from immigrant to citizen. Investing in this process by increasing funding, outreach and collaboration will reinvigorate our civic life by engaging the increasingly growing, crucial and traditionally harder-to-reach populations.

Immigrant integration, a term well developed in the European Union, expresses the aspiration of the receiving society to keep its identity and for newcomers to successfully gain social, economic and civic inclusion in the life of the host nation. It is expressive of a process and a goal and recognizes the value of individual identity and contribution.

Legal status is only one element in the journey of an immigrant aspiring to find a new beginning and pursue opportunity, availing themselves of those resources that contribute to their life experiences, values and skills to their new home.

Given the 37 million foreign-born in the United States and the continuing wave of arrivals, conscious policy development and shared societal goals have increased value. It is a repeated statement that the U.S. has immigration policies but no immigrant integration policy.

Citizenship Acquisition

American citizenship comes through three avenues, acquisition, derivation, and naturalization. Acquisition, being a U.S. Citizen by birth, can happen in two ways. The first and most common way, birthright citizenship, is grounded in the legal concept of *jus soli* dating back to English Common Law. Citizenship by birth in the U.S. is a right protected in the Fourteenth Amendment's citizenship clause, that begins, "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside."

Judicial interpretation of this clause has long been understood as guaranteeing citizenship to native-born children of non-citizens who might be slaves (Dred Scott v. Sandford, 1857) or immigrants of non-European decent (United States v. Wong Kim Ark, 1898), who were shut out of opportunities and rights due to the country's first and most comprehensive, ethnicity-based exclusion (Chinese Exclusion Act 1882-1946) and subsequent oppression and discrimination.

This interpretation has never been seriously challenged and it extends to today's native-born children of non-citizens, even if born of undocumented parents. However, it re-appears in public discourse in times of nativist resurgence or restrictionist rhetoric, as it is today, when mainstream politicians and pundits are arguing for stripping birthright citizenship for children of undocumented immigrants.

As Garrett Epps recently argued in the American University Law Review, the drafters of the

amendment saw that the Constitution was fundamentally flawed in addressing the rights of the freed slaves and other non-citizens and that they were willing to undertake the political struggle necessary to amend it. It was not intended to create a large internal population of native-born non-citizens with lesser legal protections, even as they make up a large part of American society.

Federal law has also allowed for the acquisition of citizenship through birth to a US Citizen parent or parents, a concept known in Latin as *jus sanguinis*. This birthright is regardless of the place of birth, be it in the United States or abroad. Because this form of citizenship is not protected in the Constitution, it is more susceptible to political definitions of what it means to be an American Citizen and the laws around who is born a U.S. citizen change fairly regularly.

The second path toward citizenship, also mentioned in the Fourteenth Amendment, is through naturalization of LPR's , the most common way to gain U.S. citizenship after birth. Although not constitutionally protected, naturalization has not been subject to the same wholesale legal changes as citizenship through birth abroad. While the actual process will vary from individual to individual, as a general rule, naturalizations occur after five years of residence, an FBI background check, demonstration of basic English and civics knowledge, and swearing loyalty to the United States.

The final path toward U.S. citizenship, one specifically for children of naturalized U.S. citizens, is known as derivation. Like birth abroad, derivation has historically been subject to varying laws as the political definition of U.S. citizen has changed over the years. As of 2001, the law has required a child to be a LPR present in the United States and under the age of 18 at the time the parent naturalized. It also requires that the child be in the legal and physical custody of the naturalizing parent should the parents be separated or divorced. Unlike naturalization, derivation is automatic, requiring no paperwork, fees, or even knowledge on the part of the new U.S. citizen.

Citizenship Politics

As discussed previously, the concept of citizenship was historically intertwined with the nation's struggle with racism, national identity, ethnic tensions, and dysfunctional and biased immigration laws. Today, with the current impasse over comprehensive immigration reform, one response of advocates is promoting citizenship and increasing naturalization rates as a long-term imperative to increase civic engagement and voter registration, so the needs and contributions of the immigrant community can be heard as well as secure the benefits of citizenship for the individuals.

As a voting bloc, the "immigrant vote" is often described and understood in ethnic terms. Historically, new immigrants form ethnic associations and enclaves that will then translate into political activity to reflect their interests. These vary significantly between groups with differences in sending-nation conditions, if or how they are socialized politically, and their transnational commitments. It is the combination of these factors that affect how immigrants view American citizenship and American domestic politics.

The varieties of identifying with their new country vary from some first generation groups who live permanently in the U.S. but stay loyal to the home country ,while others swear allegiance at the first opportunity. For these immigrants, some regard homeland politics with relative indifference while others escaped from fractured states, poverty, or internal turmoil, especially around WWI and WWII, are eager to form new identities.

In contrast to the mid-20th century, when many parts of the world went through decolonization, succession, or independence, immigrants bound for America today, have stronger national identities. Many of these immigrants see themselves as representatives of their native nations. While there are those whose migration is dictated by more individual interests, the early political concerns of the foreign-born today, seldom involve domestic American issues. As seen in native-language and ethnic media, main headlines focus on central issues and problems back home. This access to information and social networks of the native nation has been reinforced by communications technology and transportation.

For some, the political and economic ascendance of the native country also plays a role in how they engage their respective immigrant diasporas and also how these immigrants perceive their national and

cultural identities.

Sending countries have responded accordingly to this phenomenon by recognizing the importance and scale of their migrant communities in financial remittances, their more active voice through voting and communications, and contribution to transnational social capital. Many migrant-sending nations are granting dual-citizenship, voting rights, and tax exemptions for investments to proactively engage immigrants in America and elsewhere.

As immigrants settle longer and the second generation expands on their parents' experience through an American upbringing, American domestic issues become more politically salient. Still, many theorize that first generation's attachment to the native nation's issues, strengthened by globalization, undermines the political participation and integration of these immigrants in America. While that happens in some cases, studies have shown that overall, transnational activity accelerates civic and political integration of immigrants in the US. However, this is occasionally tempered by the factor of "reversibility" for migrants whose native country is close to the U.S., such as Mexico and Central America, that translates to a low propensity to naturalize and engage in American domestic politics.

Counter to the prevailing assumption that new immigrants are not assimilating, social and political capital are not exclusive to geography. For those immigrants who are active and skilled in civic engagement, eventually those activities are transmitted to the U.S. Case studies of local ethnic organizations in New York City have shown the importance of this population for both their sending-country officials and local city officials when both sets of leaders are invited to engage the immigrant community. In general, immigrants who are politically active in one setting are more likely to be interested and involved in domestic politics as well, further spurring naturalization. In addition, dual-citizenship policies by migrant-sending nation governments have also accelerated the naturalization process as immigrants are encouraged to engage in native-country affairs and participate in their adopted country concurrently.

For these ethnic groups, the best indicator of political strength in America depends on higher numbers, greater concentration and higher rates of naturalization.

Barriers & Obstacles

With the factors of political salience and transnationalism aside, immigrants of lower educational attainment and income take much longer to realize and acquire the benefits and responsibilities of citizenship. The process of naturalization, which for most applications requires a test of English knowledge and U.S. civics, creates a major barrier for immigrants with modest means and education.

The cost ($680 per application) of naturalization also presents a barrier, especially when the benefits of citizenship versus lawful permanent residence (LPR) status are not fully understood. Initiatives that target ways to differentiate needs and help all those eligible for citizenship, from the wealthy but uninformed to the most vulnerable low-income, low-literacy LPR's eligible for citizenship, are required to address these barriers. For immigrants that have low educational attainment and low financial means or for elderly immigrants with little or no knowledge of English, any approach must take into account the need for specialized assistance and allow for the time it takes to acquire the level of English proficiency required to pass a citizenship test.

Lastly, a political climate where fear-mongering and the scapegoating of immigrants is accepted in mainstream discourse, contributes to a generally unwelcoming atmosphere and climate of hostility that disenfranchises immigrants by cutting citizenship funding, restricting voting rights, cutting access to government programs, and generating an atmosphere in which many immigrants are fearful to exercise their full rights.

Promising Practices

Many of the barriers relate to a lack of awareness of the process, benefits and importance of naturalization. Several state-wide organizations have begun to see the positive effects on naturalization rates by creating easy-to-use communication tools and relevant ethnic media campaigns. The

Illinois Coalition of Immigrant and Refugee Rights (ICIRR) launched a successful website, *www. becomeacitizennow.org*, as a tool for immigrants to complete the applications without assistance. It also includes trustworthy resources and links to services.

One America, Washington State's immigrant rights coalition's "I Am An American" branding and outreach campaign, drove significant demand for naturalization and was nominated for a statewide communications/radio award by the State's media associations.

On the service-provider side, several states have funding for citizenship providers, most notably the Citizenship for New Americans Program (CNAP) in Massachusetts. The Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA) has successfully advocated for continued funding of this state program that supports the work of citizenship service providers in dozens of CBO's across the state. Similarly, CASA de Maryland currently has a program that places Americorps volunteers in other organizations to assist with citizenship, while the American Immigration Lawyers Association partners with local and state organizations to provide free legal services through citizenship days.

Besides the application process, the fee for the naturalization through the fee-based USCIS is increasingly prohibiting immigrants from naturalizing as they become eligible. The John S. and James L. Knight Foundation has supported the Opportunity Fund to launch Saving for Citizenship, a new program that will help 500 low-income legal immigrants in Northern California save money to apply for naturalization and become U.S. citizens. The Knight grant offers a 2:1 match for money saved toward naturalization. In addition, it also helps these LPR's navigate the U.S. financial system, manage their personal finances, and receive application assistance.

From civic engagement to financial access to a variety of integration pathways, these best practices were showcased at the National Immigrant Integration Conference, held annually by the members of the National Partnership for New Americans. Most recently, the conference, hosted by the MIRA Coalition, brought together over 400 leaders and practitioners from government, CBO's, the private sector, and education to discuss and share ideas to better integrate immigrants through ESOL and civics education, civic engagement, leadership and workforce development, small business development, asset-building, etc.

All of these pathways contribute to a higher propensity for eligible LPR's to take ownership of their participation in the U.S. and become naturalized citizens.

The 'E Pluribus Unum' annual awards are also playing a role as more models are identified and given visibility that are accelerating integration, fostering citizenship and aiding immigrants in civic participation.

Policy Recommendations

Based on the mentioned experiences, roundtable discussions with federal officials from the White House, Office of Citizenship, and Dept. of Education , the Nation al Immigrant Integration Conference (hosted by MIRA in 2010), and the Migration Policy Institute Report on Administrative Fixes for Immigration Policy , MIRA and the National Partnership for New Americans (NPNA) have developed a number of proposals for how the federal government can best promote the integration of immigrants and refugees into the civic and economic life of this country.

1. Integration Office:
- Create a White House Office of New Americans Integration to drive a national strategy for immigrant integration and encourage English, U.S. citizenship, and full integration into American society.

Such an integration office would coordinate policies to address the changing demographics of the U.S. head-on, and the challenges it brings, but through a positive framework of national unity. It would also focus attention on the overwhelming majority of immigrants and their children who are here legally, provide practical solutions that benefit all, and enjoy wide immigrant, business, and popular support. Furthermore, the Office of New Americans would coordinate key programs across the government to

achieve a more holistic approach to integration efforts,that in turn, would lead to stronger results, more efficiency and increased ability to track results.

2. Citizenship:
- Public education campaigns about the importance (benefits and responsibilities) of becoming a citizen that are tied to local service providers.
- Support of programs that assist in the naturalization process (AmeriCorps programs focused on immigrant integration services, small dollar loan programs to offset the cost of citizenship, etc).
- Funding USCIS through the federal budget instead of fee-based funding.
- Promoting citizenship to enhance civic engagement of immigrant populations.

  Citizenship status enhances earning potential, neighborhood stability, and participation in civic life.

3. English Acquisition:
- Secure adequate public funding for community-based organizations, ethnic associations, community colleges and faith-based communities to deliver English language and civics instruction.
- Advocate for the Department of Labor to review existing public-private partnerships and evaluate ways to encourage employers to provide language acquisition programs for their employees.
- Foster workplace programs for English acquisition.
- Work to reduce or eliminate the distinction between 'Title 1' and 'Title 2' of the Workforce Investment Act.
- Advocate for more flexibility in grants that reward innovative programs, following a private sector model of investment.

  Long waiting lists and high costs of classes are preventing tens of thousands of immigrants nationwide from learning English. The ability to communicate in English broadens immigrants' ability to effectively participate in activities such as parent teacher conferences, town hall meetings, as well as having economic benefits, etc.

4. Workforce Development and Economic Advancement:
- Intentionally include immigrant entrepreneurship in economic and business development programs offered by the federal, state, and local governments.
- Improve coordination among federal departments, specifically Education and Labor, to better align adult education and workforce development programming so that immigrants can learn English and job skills more quickly.
- Undertake a national review of federal and state licensing requirements with the goals of better informing foreign-credentialed individuals regarding these requirements and better enabling these individuals to practice their chosen professions.
- Increase supports for high level adult basic education (ABE) programs which allow students to transition from ABE courses to college or certificate programs.
- Actively combat wage theft abuses through increased enforcement and public education.

  Supporting immigrants to work to their full potential either by utilizing existing skills and training or providing the framework to successfully attain skills, increase family income, assist employers, and spur economic growth.

5. Access to Services:
- Vigorously enforce Title VI of the Civil Rights Act, specifically, Executive Order 13166, directing all government agencies to issue Limited English Proficiency (LEP) guidance.
- Commit to federal agency worker training on immigrant eligibility, public charge rules, privacy

protections, and other issues affecting immigrant participation in benefits, activities, and services.

- Provide new guidance for USCIS officers on 'public charge' so that individuals receiving food and medical benefits are not subjected to the public charge test required for those receiving cash assistance.
- Support immigrants' access to health care coverage and services.

Efforts to clarify benefits eligibility and determinations will assist federal and state agency staff and policy makers to educate the immigrant community on public programs and efficiently manage those programs. In addition ensuring language access to these programs will allow all eligible applicants to receive proper assistance.

6. Support for Academic Achievement
- Create family academies that provide education programs and support for immigrant parents engaging in their children's academic and social success.
- Support school-based programming specific to the needs of immigrant children and families.
- Ensure that civics is taught and the value of citizenship is communicated in schools.

Strong support for immigrant children and their parents is critical to ensure that children are receiving high-quality K-12 education and being supported in pursuing post-secondary education.

Conclusion

Immigration will continue to be a driving force in debates about national policy and identity politics. Although the need for comprehensive immigration reform is dire, the significant and growing LPR population demands an immediate and national integration strategy. A dedicated set of CBO's, faith-based organizations, advocacy organizations, educators, and state and municipal agencies are already doing the work of integrating immigrants and helping those eligible to naturalize. However, a coordinated and visible effort must be fostered by the federal government to recognize and boost the work of the receiving communities and their respective organizations and to formalize and streamline intergovernmental responsibilities.

This commitment will be crucial in maintaining American competitiveness and strengthening our democratic enterprise. Ultimately, serious investment in immigrant integration and naturalization serves as an empowering reminder that the rights and responsibilities of citizenship are valued and practiced by all Americans, naturalized or otherwise, and aspired to by newcomers.

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▶ A Success Program that Involves Latino Volunteers

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Abstract

Hispanics represent the fastest growing ethnic group with a culturally, demographically, and geographically diverse population. For opportunities to be beneficial to the Latino community, it is essential to provide opportunities in volunteerism, such as training for youth and adults based on awareness of the community they serve. This paper discusses Latinos participating in volunteerism training. The new skilled volunteers sent a strong message where they demonstrated that putting their new skills into practice, allowed them to plan and implement a successfully multicultural summer program, with responsibility and passion for children at an elementary school in Sea Tac, WA.

Introduction

Hispanics represent the fastest growing population in the United States. The 2010 census recorded a total 50.5 million people under the designation, "Hispanic" (United States Bureau of the Census, 2011). The Hispanics/Latinos constitute 16.3% of the total United States population (Wikipedia, 2011). These changes have been most evident in Washington State, where the number of Hispanic residents grew by 71 percent. This group makes up about 11 percent of the state's population, up from 7.5 percent, in 2000. In King County, Latinos comprise 11 percent of the population (Manning, 2011). Realizing the implication that those numbers represent in this multicultural society, many organizations would like to better recruit Latinos for volunteer roles.

For years, most of the youth development volunteers have operated successfully in homogeneous environments. Gregory, Steinbring, and Sousa (2003), point out that voluntary participation which has characterized so much of America in the past, is still seen as an integral part of the community. However, volunteer programs have not reached out sufficiently to include as diverse a volunteer pool as possible, to accommodate cultural differences in such programs. Chambre (1982), suggests that those organizations should develop new strategies that might capture the volunteer potential of diverse communities with multicultural skills that will make programs more adaptable and culturally appropriate. Perhaps in some instances, new material might be developed to address the needs of diverse communities. "How successful they are in recruitment and retaining Latino adults as volunteers depends on their awareness of and sensitivity to the cultural differences between the majority society and Latinos," (Hobbs, 2007).

Understanding the dynamics of Latino engagement has become essential to developing programs to accommodate the needs that exist in the Latino community. The community's level of awareness for the need to serve will support developing strategies that build capacity to implement the programs' focus on the community needs. One of the most prominent characteristics, and the most important of cultural values, of the Latino population, is the desire to maintain the Spanish language and the solidarity among members of the family (Cluter & Nieto, 2000; Hoorman, 2002; Hobbs, 2003). Based on this, it is important to offer programs in Spanish (Gudiño, Allen, & Crawford, 2009). Additionally, it is important for Extension educators to take into consideration the socioeconomic status of the Latino community when planning educational programs. This will eventually increase communication and build and effective relationships to gain a better understanding of Latino's needs, limitations and barriers of volunteerism. Taking this approach, new volunteer opportunities will be developed. Consequently, these will bring new challenges and a new level of participation from the Latino community.

Program Implementation

Washington State University through Extension, set clear objectives in order to effectively serve the diversity of communities and families across the state. In response to engaging Latinos in volunteering opportunities, Extension through the 4-H Youth Development Program in King County, has created a program that involves youth and adult volunteers. For several years, the 4-H Program has been partnering very successfully with several youth organizations that implemented a multicultural program targeting

kids and inspiring youth and adults to become volunteers. This program provides all of the tools necessary to enhance communication with diverse populations around the state regardless of ethnicity. The program also offers an alternate avenue of participation in 4-H Youth Development, in addition to club leadership.

Providing the educational tools necessary to implement a program for the Latino community, in 2010, nine youth and 18 adults (parents) were invited to participate in a quality volunteerism training program. The focus was on the foundation of volunteerism, characteristics of ages and stages, planning and implementing a program, and the development of skills. Subsequently, a Multicultural Summer Program was implemented at Bow Lake Elementary, in Sea Tac, WA, where 35 children in grades K-6 participated. Youth and adult volunteers focused on multicultural activities, targeting topics that ranged from arts and crafts to nutrition. The program also included mathematics and reading.

Conclusions and Recommendations

The positive participation of Latinos in volunteering opportunities has shown that the key was to provide volunteers with the tools necessary for planning and implementing a multicultural program, with appropriate cultural activities. This opportunity offered volunteers a variety of leadership positions. Further involvement of youth and adult Latino volunteers with children will provide the opportunity to practice their skills responsibly and passionately.

The involvement of parent volunteers had a positive influence on the quality of relationships with their children. They stated that children accomplished more during the multicultural program. They were surprised to see that they learned positive skills such as self-help, communication, leadership, teamwork, respect, discipline, creativity, decision-making, health choices, and more.

Partnering with schools might increase the number of parents who become volunteers. This would result in volunteers passing on their traditions through cultural activities, meeting people with similar interest, and doing things that they feel comfortable doing, while they are volunteering with their children.

One of the greatest advantages of recruiting minority youth is that it provides a significant pool of potential volunteers for inclusion in programs, especially during the summer when most students have limited opportunities for employment. Additionally, youth have the opportunity to develop skills that will be essential in their lives, long-term.

Creating quality training delivered in Spanish will build immense potential for Latino communities. This can be worthwhile for the Extension 4-H Youth Development Program. This approach has provided space and opportunity for the creation of programs that support skill development and building awareness. The community became stronger through volunteering and interest about promoting and cultivating new volunteers who are willing to serve their community.

The success of the multicultural program has proven it to be an effective model to develop skills in the Latino Community. It is recommended that 4-H professionals might continue promoting and offering volunteerism opportunities with a cultural component. This will engage and attract non-traditional volunteers and will in turn support the expansion of 4-H Youth Development programs that benefit youth and families in diverse communities.

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▶ Reducing Racial and Ethnic Disparities in the Juvenile Justice System: A Blueprint for Community Engagement and Action

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Abstract

This presentation will discuss the approach we have taken as part of a statewide initiative to reduce Disproportionate Minority Contact (DMC) in the Missouri Juvenile Justice System. DMC looks at the experiences of minority youth compared to Caucasian youth at all stages of the Juvenile Justice System (referrals, detention, petitions, probation, transfers to adult courts, etc.). African American and Latino youth in Missouri are almost twice as likely to be referred to the juvenile office as Caucasian youth. By working intensively in three counties, we have built community teams to analyze local policies, practices, and procedures that produce these disparities. We will discuss how and why we formed local teams, the data analysis process, and lessons learned through our experiences working with these communities. Finally, we will discuss the solutions proposed by the three communities, the successes those communities have experienced, and the challenges they face in striving to reduce disparities.

Purpose

Nationwide, Latino and African American youth are over-represented in the juvenile justice system at all court contact points, from arrest to confinement (Huizinga, Thornberry, Knight, and Lovegrove, 2007). This over-representation is known as Disproportionate Minority Contact (DMC) and occurs whenever the proportion of minorities in contact with the juvenile justice system is different from their proportion in the general population (Bilchik, 1999). In response to this over-representation, since 1988, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) has required every state to study DMC. The goal of this initiative is to ensure equal and fair treatment of every youth in the juvenile justice system, regardless of race or ethnicity (Coleman, 2010 emphasis added). This paper discusses the approach taken, as part of a Missouri initiative, to reduce DMC in the juvenile justice system.

How does one study DMC?:

DMC analyzes the rates of youth of color compared to Caucasian youth, in all stages of the juvenile justice system. These stages include referrals, detention, petitions, probation, and transfers to adult courts. To establish if there is DMC, the Relative Rate Index (RRI) for each contact point is determined. According to OJJDP (2009), "In its simplest form, the RRI is simply the rate of activity involving minority youth divided by the rate of activity involving majority youth" (p. 1-2). An index of 1.0 indicates that a group of juveniles is present at a rate that would be expected, based on population information at the previous decision point in the system. In other words, 1.0 shows proportionality. Over-representation is denoted by numbers greater than 1.0, while under-representation is denoted by numbers less than 1.0. The RRI analyses are completed for each racial/ethnic group (African Americans, Latinos, Asians, and Native Americans) with a sufficient number of cases. Thus, the RRI analyses indicate whether or not DMC is a potential issue in each county, in which part or parts of the system the potential issue exists, and

which racial and/or ethnic group(s) is/are potentially affected.

DMC Work in Missouri:

Missouri is not a newcomer to the study of DMC. Jackson County, St. Louis City, and St. Louis County have had programs to reduce DMC since the mid-2000's. Dannerbeck (2006) studied DMC in 22 counties in Missouri. Of the counties in Dannerbeck's original study, all but one had a rate of contact with the juvenile justice system among African-Americans or Latino juveniles that was significantly different from the rate of contact for Caucasians. The current project builds upon this research by working with local communities that are trying to explicitly change their practices to reduce DMC. Understanding the community teams' processes, and assessing their abilities to produce meaningful and lasting change, is essential for improving the lives of youth of color who come in contact with the justice system.

The research questions for this project are: 1) Does over-representation of youth of color still exist in Missouri? If so, at what points in the system and in which counties does it occur, and which racial/ethnic groups are affected?; 2) What local policies contribute to over-representation?; 3) What changes in local policies produce lasting reductions in over-representation?; and 4) How do the efforts to reduce over-representation differ by racial and ethnic groups?

Background and Methodology:

The current project began in 2009 when the Missouri Department of Public Safety gave three-year grants to the Missouri Juvenile Justice Association and the Office of State Courts Administrator (OSCA) to study DMC in Missouri's juvenile justice system. The research design requires that data for each county in Missouri be analyzed for all contact points in the system. This has been done using U.S. Census data and the OSCA delinquency data in the Justice Information System (JIS) for youth ages 10-16. Since the majority of DMC issues occur at the initial contact point, the referral level, in Missouri, when RRI is discussed below, it denotes referrals unless otherwise noted. County data was also analyzed to identify the source of referral, type of charges, first time referrals, school attended, and age.

The Communities:

In the first year of the three year project, three counties were selected. One county included a mid-sized city with one of the highest RRI's in the state for African Americans. The second was a suburban county with a relatively large number of African American referrals. The final county included a large town with a high RRI for charges filed for Latinos. In year two, three additional communities were selected based on identification of high RRI's, significant minority populations, and knowledge about local community willingness to work on the issue.

The first task for each county was to develop a DMC team. Because of their association with the courts, the chief juvenile officer for each participating county was the logical choice to provide local leadership. That individual was given a list of the jobs/roles for selecting DMC team members with the goal of establishing monthly meetings. The list included school administrator (superintendents, principals, and counselors), police officers, parent advocates, community members, and church members, among others (OJJDP, 2009). The importance of selecting appropriate counties and DMC team members was crucial, as will be discussed below.

Community Responses/Solutions:

Before discussing lessons learned, it is important to report on the exciting progress that was made in the beginning stages of implementation of the community responses. In the county with a mid-sized city, change has been promising. The initial RRI was almost 10. Thus, African American youth were almost ten times as likely as Caucasian youth to be referred to the juvenile office. A significant proportion of the youth were referred by the School Resource Officers (SROs). Upon being shown the RRI, the team discussed whether these behaviors rose to the level of criminal behavior or if the school district's zero-tolerance policy resulted in youth being referred for minor behavior issues. One committee member

said, "Our zero-tolerance policy has gone too far." The school district and police department came to an agreement about what type of behavior should and should not be referred to the juvenile office. As a result, the number of referrals dropped dramatically. More importantly, the RRI dropped to 4.5 in the first quarter of 2011. The next step is to formalize this agreement to ensure lasting change. Although this is a great start and should be celebrated, there is still much work to be done, since this RRI remains unacceptably high.

In the suburban county, structural change seems likely. This county had an RRI of 3.5. The data showed that the two charges with the most disproportionality were run-away and assault cases. Initially, the team decided to focus upon run-aways. The data showed that African Americans were referred multiple times a year. Thus, if these youth received counseling, then perhaps they would not run from home. Consequently, the team developed a new policy for status (non-criminal) offenses in general, and run-away cases, in particular. Prior to the change in policy, for first time status offense referrals, the juvenile office would refer the youth to counseling and close the case. The counseling center would contact the family, but this could take more than a month and there was no follow-up by either the juvenile office or the counseling center to determine if the youth attended counseling.

The new policy is for the juvenile office to immediately send a letter to encourage counseling. The family is also provided with refrigerator magnets with contact information for community resources in an effort to link the family with services. With the run-away cases, the counseling center will call the family within a week to further solicit participation in counseling. The counseling center will also inform the juvenile office of youth that have participated in services. Given that these changes have been formalized and that they will be actively measuring how many youth participate in counseling, this change is likely to be lasting. If this action plan does not reduce disparity in run-away cases, the team is poised to adjust their strategy. This community is now working to address the disparity in assault cases. They are working on several systemic projects including a faith-based mentoring program, a forum to understand the needs of families involved in the system, and transportation to encourage youth to attend the Boys and Girls Club after-school programs. Given their systemic approach to DMC and improving the opportunities for youth in the community, meaningful change seems likely.

In the county with a town, the DMC effort has experienced mixed results. The county was selected to address Latino over-representation that was evident in 2008 when teams were first identified. The local DMC team was energized by the possibility of reducing Latino DMC. They started out as the strongest team, with the most team members attending the initial DMC training. They met frequently, at least initially, to brainstorm ways to help Latino youth. The team discussed ways the juvenile office and police officers could participate in cultural awareness training and do outreach in the Latino community. The team also discussed paying to have Miranda rights and a list of basic phrases translated into Spanish for police officers to address the language barrier. However, within six months, when the 2009 data became available, over-representation of Latinos was not evident, while there was over-representation for African Americans. This shift in focus posed a dilemma for the DMC team. They eventually decided to change the focus from Latinos to African Americans, and the makeup of the team changed. The focus on African American over-representation was also complicated by the fact that the data did not show specific reasons for the disproportionality in referral rates. Consequently, the team decided to implement a mentoring program for at-risk youth. Although mentoring may not specifically reduce DMC, it is likely to have a positive impact on youth.

Discussion: Lessons Learned
Selection of Communities:

The experiences of these community DMC teams provide important lessons for future efforts to address racial/ethnic disparity. The first lesson is the importance of giving careful consideration to the choice of communities. Data drove the selection of the initial communities. The 2008 RRI data analysis demonstrated that 40 out of the 115 counties in Missouri had potential DMC issues. Thirty-eight counties had issues pertaining to African Americans and eight counties had issues related to Latinos at one or

more court contact points. Thus, DMC is still an important issue in Missouri's juvenile justice system, particularly at the referral level. However, RRI analyses does not provide enough information to select counties. One also needs to look at the size of the minority population.

Two priorities structured which three communities were selected. One was the desire to work with communities that had not already received funding to address DMC. Since previous efforts had focused upon urban counties, the decision was made to initially select non-urban counties. In part, this was done to gain experience before scaling up to the large counties. Consequently, the three largest counties in the state were not selected. The second priority was the desire to understand how the policies related to Latino disproportionality were similar to, and different from, the issues related to African American disproportionality. Given that the Latino population is projected to continue to increase, understanding the experiences of Latino youth is crucial. However, the first factor eliminated three of the eight counties with potential Latino DMC issues. When one remaining county with Latino DMC issues declined to participate, the decision was made to select the county that had potential DMC at three contract points but a small Latino population. Ultimately, the size of the Latino community and lack of Latino youth involvement in the justice system was not large enough to retain Latino DMC as the focus for the community efforts. This result will be discussed below.

Selection of Team Members and Willingness to Change:

Another lesson learned is the importance of asking the right people to be involved with the project and to recognize that the composition of the group may need to change over time. As additional DMC team members were added, their input and perspective had tremendous impact on the range of solutions entertained and eventually implemented. In the county with the mid-sized city, time was initially spent providing an account for why the rate of minority referrals was high, rather than on ways to reduce it. Once the police officer in charge of the SRO joined the team, the discussion changed immediately. The debate about whether or not the over-representation is a problem ceased and the focus moved towards taking action. In the county with a town, once a school social worker joined the team, she became an intermediary between the DMC team and the school district, sharing information between the two. Now, the district is developing a mentoring program. In the suburban county, when one of the middle school principals was invited to join the team, he was very eager to be involved, offered to use school resources to disseminate information about an upcoming forum, and wanted the committee to help with a grant that was intended to help at-risk students. Thus, as more information is ascertained about which practices contribute to DMC and who are key decision makers in the local community, it is important to invite them to join the DMC team.

In addition to having the right people at the table, it is important to understand how relatively new people in positions of authority can create a willingness/capacity for change that may not be available under other circumstances. In the suburban community, the juvenile officer and the middle school principal were new and eager for change. In the mid-sized city, the police officer in charge of the SRO's and the assistant superintendent were relatively new. In each of these cases, the people were open to analyzing practices and changing the way things had been done. In many ways, they did not have a history of establishing the current practices. Thus, acknowledging that current practices had a disproportionate impact on minority youth was easier for them to accept than someone entrenched in these practices.

Importance of Data:

Another lesson learned is the importance of using data to guide decisions and repeatedly explaining it. Analyzing RRI's is a good first step, because all DMC team members must agree that a problem exists. Six months into the project, a team member said that there was no disproportionality, because the percentage of minority referrals was the same as the percentage of minorities in the state. This assertion was challenged by showing that the community had a significantly smaller minority population than the state. In response, the DMC Coordinator started each subsequent meeting by explaining the RRI and the degree of over-representation in an effort to make sure everyone had a common understanding. In the county

with a mid-sized city, the RRI was explained and DMC team members provided justifications for why the over-representation existed. It was not until the county data was compared to the statewide data and the team was told that they had one of the highest RRIs in the state that the DMC team members openly acknowledged that there was a problem.

Although the RRI is a good first step, it does not explain why over-representation is happening. More analysis was necessary to understand who serves as the gateway to the judicial system by referring youth and for what specific charges they are referred. In all three counties, the source of referral was the municipal police (75-90%). More precision in terms of the data collected is necessary to understand disparity in referrals. Thus, early research shows that targeted efforts to address DMC can reduce the over-representation of youth of color in the justice system. Much work still needs to be done on how and why change is possible.

Conclusion and Implications for Further Research:

In conclusion, although DMC continues to be an important issue in Missouri's juvenile justice system for African American and Latino youth, some progress has been made to reduce the disparity. This paper has discussed efforts to reduce DMC, the lessons learned in the first year of a three year project, and the challenges yet to be overcome. Preliminary results show promise in two of the three counties. However, much work still needs to be done to ensure that all youth, regardless of race/ethnicity, receive equal and fair treatment in the justice system.

Given that DMC continues to be an important issue for youth in Missouri, a call-to-action and research is warranted. Data collection needs to improve. For example, the choices available in the JIS database do not differentiate between police officer, SRO, and school personnel. Being able to identify the gatekeepers into the juvenile justice system is critical. Consequently, one county is changing its data entry practices, and changes to the JIS database are under consideration. More accurate/precise data will enable us to analyze the practices of particular groups and to discuss the consequences of their actions in meaningful ways. This will enable researchers to understand the role that schools play, in what Wald and Losen (2002) call the "school to prison" pipeline, or the policies and practices that push our nation's schoolchildren, especially our most at-risk children, out of classrooms and into the juvenile justice systems.

More analysis is needed to locate Latino youth involved with the system and to understand their experiences. The 2009 data shows that only five counties had over-representation involving Latino youth. We need to be open to the possibility that county level analysis may not be appropriate when studying Latino DMC. Latino DMC may be qualitatively different from African American DMC. Next year, we will be in a better position to understand how the Latino DMC issues are similar to and/or different from African American DMC issues, when the DMC initiative expands to communities with larger populations of color. Anecdotal evidence from this project does suggest that some barriers to reducing Latino DMC issues may be perceived as being less intractable than issues relating to African American DMC issues. There was certainly more enthusiasm from some team members when the focus was on Latino issues. How and why this may, or may not, be the case is important to understand.

Although over-representation is central to Latino DMC, the under-representation of Latinos in the system is also an issue that needs further research. In the 2009 data, Latinos were under-represented in 11 of the 44 counties. This under-representation may be a by-product of the fact that the JIS database conflates ethnicity and race. Separate questions for ethnicity and race are being added to provide a more accurate picture of Latino youths' involvement with the system. It is possible that the under-representation of Latino youth is positive and that bringing more attention to the actions of Latino youth may encourage unwanted surveillance. It is also possible that this under-representation of Latino youth is obscuring our ability to understand the injustices they face.

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▶ Immigration Enforcement in America's Heartland
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Abstract

America's Heartland is now home to surging immigrant populations that buoy state and local communities. Rather than explore how to integrate foreign-born newcomers, state and local leaders (e.g., legislators, law enforcement agencies) accelerated immigration enforcement experiments after the collapse of comprehensive immigration reform during 2006-2007. Immigration control advocates in the Heartland have joined or led efforts to repel unauthorized immigrants. Efforts include restrictive laws and increased arrests and deportations. This paper discusses how restrictive policies and programs foster a culture of fear in immigrant communities, even as they fail resolutely, to achieve their central goal of reducing the number of immigrants, including the unauthorized, in new communities.

Restrictive Immigration Experiments in the Heartland

Uncertain about whether and how to integrate foreign-born newcomers, state and local leaders accelerated immigration enforcement experiments after the collapse of comprehensive immigration reform during 2006-2007. State legislators debated and enacted immigration-related laws at a rapid pace. Legislative activity across Heartland states follows national trends, with a spike in immigration-related laws in 2007 and sustained passage of new laws since then. Although state legislatures have approved immigrant integration measures as well as restrictive policies, the latter receive the lion's share of public attention and scrutiny. Figure 1 represents a tally of restrictive laws passed in the Heartland between 2005 and 2010.

Individual laws cover at least one among a diverse range of topics intended to repel unauthorized immigrants, such as: 1) employment verification requirements; 2) licensure and identification; 3) public program eligibility; 4) state and local law enforcement of immigration violations; 5) admission, resident tuition rates, and financial aid for higher education; and 6) English language requirements for public agencies. The restrictive measures include laws with single as well as multiple provisions, including 'omnibus' laws that cover a range of topics. This paper includes laws with largely symbolic provisions that prove redundant with existing practice and/or federal law.

Heartland states have not uniformly passed restrictive immigration-related laws. A subset of states including Arkansas, Kansas, and Missouri, consistently passed restrictive laws. In addition, Nebraska passed six restrictive measures in 2010, more than any other Heartland state in a single year. Figure 2 identifies the number of restrictive laws passed in each state since 2005. Figure 2 captures a tally of individual laws rather than the relative importance or reach of specific laws. Of course, a given law does not necessarily carry the same policy-relevant weight as the next. Some laws receive limited attention while others make headlines. Some address narrow concerns for a specific issue and others attempt to cover more ground. Moreover, state entities implement each law in a shifting policy context, time, and place. Oklahoma's House Bill 1804 (HB 1804 passed in 2007) represents the most comprehensive existing immigration law in the Heartland. Its provisions encompass and predate most of the restrictive legislative activity enacted in other Heartland states and elsewhere in the country.

## Figure 1: Restrictive Immigration-Related Laws in the Heartland

Number Enacted Across Nine States (N=59)
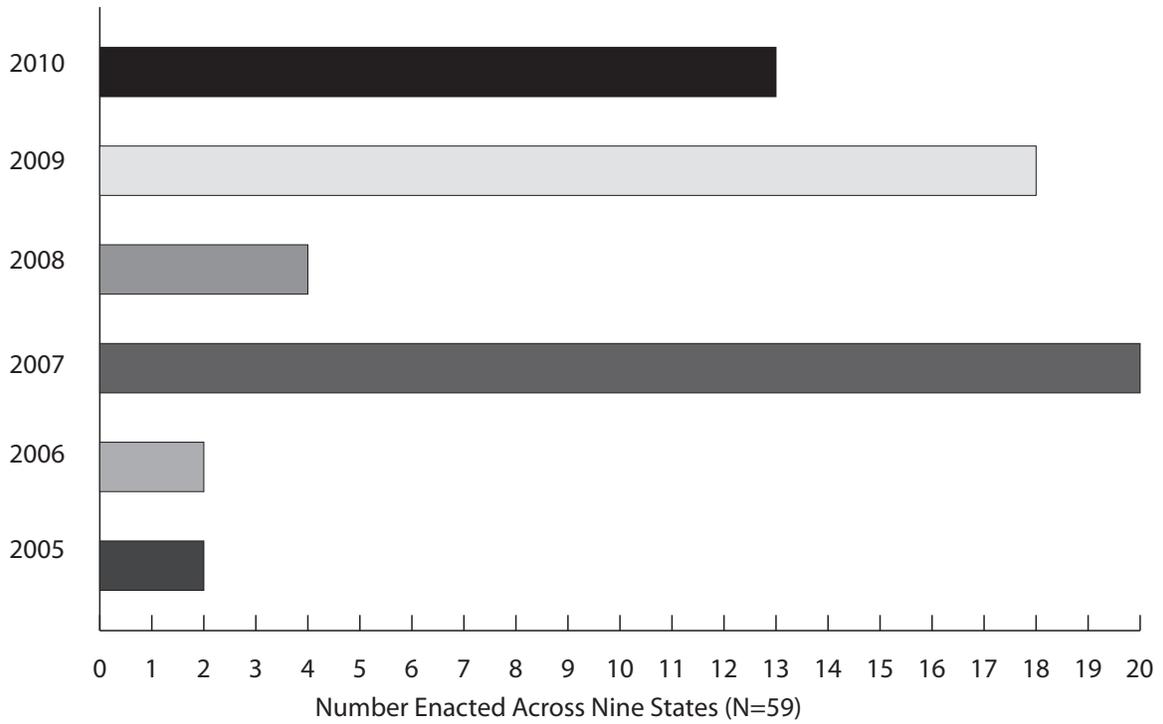
Figure 2: Restrictive Immigration-Related Laws in the Heartland

Number Enacted, 2005-2010 (N=59)
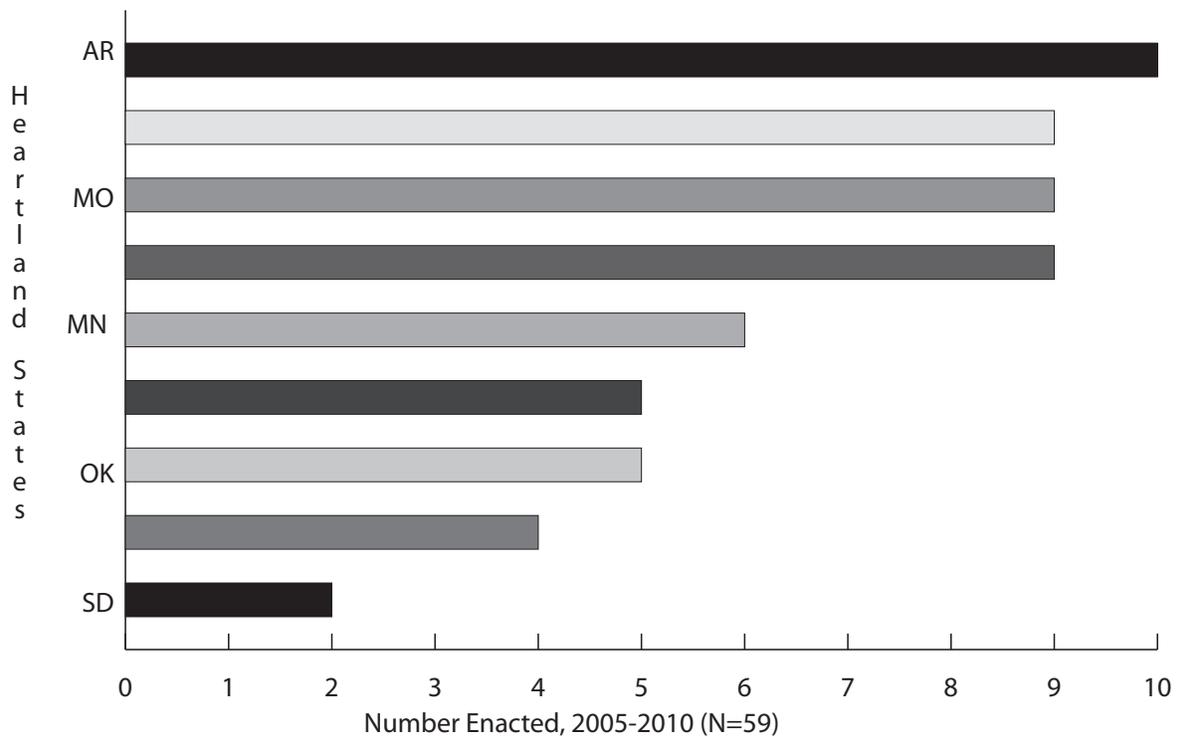
In addition to legislative activity, state and local law enforcement agencies (LEA's) have increasingly signed agreements with the Department of Homeland Security to investigate immigration violations alongside federal Immigration and Customs Enforcement (ICE) agents. Six LEA's across three Heartland states have signed such agreements, known commonly as 287(g) agreements (Table 1). Unlike nearly half of all other 287(g) agreements nationwide, none of the six Heartland LEA's confined their agreements to a "jail model", whereby investigations of suspected immigrant detainees formally commence behind bars. Three "task force model" agreements allow trained officers to investigate immigration violations in the field, and the others incorporate jail and task force components. 287(g) agreements in the Heartland represent a fraction of all 69 agreements across 24 states.

The following sections focus on high profile measures in two states that encompass the most prevalent and relevant restrictive immigration policies and programs in the Heartland between 2005 and 2010 regarding 287(g) agreements and restrictive legislative bills.

Culture of Fear in Heartland Communities

Two neighboring states, Arkansas and Oklahoma, began experimenting with restrictive policies and/or programs in 2007. Key leaders in both states acted amidst a climate of heightened uncertainty regarding immigration reform, choosing to attempt to repel unauthorized immigrants. The examples below recapture the voices of community members on the front lines of local experiments, especially the intended target of such initiatives, being unauthorized immigrants.

Table 1: 287 (g) Agreements in the Heartland
Source: www.ice.gov

State	Law Enforcement Agency	Support Type	Dates Signed
AR	Benton County Sheriff's Office	JAIL AND TASK FORCE	9/26/2007
AR	City of Springdale Police Dept.	TASK FORCE	9/26/2007
AR	Rogers Police Dept.	TASK FORCE	9/25/2007
AR	Washington County Sheriff's Office	JAIL AND TASK FORCE	9/26/2007
MO	Missouri State Highway Patrol	TASK FORCE	6/25/2007
OK	Tulsa County Sheriff's Office	JAIL AND TASK FORCE	8/6/2007

Northwest Arkansas:

In 2007, the local immigration debate in Northwest Arkansas remained mired in discussions of crime. The former Mayor of Rogers framed his opposition to unauthorized immigration by referring to crime. "I'm totally against blanket amnesty because it rewards the perpetrator," he said after local leaders in two northwest Arkansas counties coordinated the implementation of four independent, overlapping 287(g) agreements. Womack added, "And I don't think it is reasonable to assume that we can load up twenty-million illegal people and fly them out of the country today. I'll be the first to tell you, if they've got any criminal activity going on whatsoever, if they've been stealing identities or gangbanging or doing drive-by shootings, they have to be dealt with swiftly and effectively. After all, another function of my job is to protect the public peace, health, safety, and welfare of the people that I'm charged with representing," (Rosen, 2009, p197).

His words echo a sentiment captured in a community survey of the area, that captured the following response, "There is nothing wrong with immigrants, as we all are from immigrants (the majority anyway), but illegal is a whole other issue" (Fitzpatrick and Myrstol, 2010, p30). Such opinions prevailed in Northwest Arkansas in 2007 and helped usher new 287(g) programs.

The passage of the 287(g) programs initially enjoyed support because local law enforcement voiced their intention to target serious immigrant criminals (Capps, 2009). However, within months of implementation, the 287(g) agreements resulted in hundreds of arrests (Sherman, 2008). Stunned at the types of infractions (i.e., nonviolent crimes, misdemeanors, traffic violations) that triggered detention, local community leaders witnessed the onset of a culture of fear in immigrant neighborhoods. A recent study describes how immigrant families in Northwest Arkansas struggled following arrest by local officers, especially the drastic changes in children's behavior (Chaudry et al., 2010).

The experience of an unauthorized immigrant mother of two reveals the unintended consequences of implementing untargeted 287(g) programs. After years of abuse, she decided to leave her violent boyfriend, a citizen of the United States. However, he preemptively turned her into local police after learning of the local 287(g) agreement between federal authorities and local officers. The mother pleaded with the officers, "But I'm the one who's been attacked. I didn't attack (him). The police told me, mocking me, 'I'm really sorry. He was smarter than you and he won … You're the one under arrest.'" In their eyes, her plea came too late. Rather than benefiting from the Violence Against Women Act (VAWA) and the protections it confers upon victims of crime, the mother found herself facing imminent deportation.

In the case above, an untargeted implementation of a 287(g) program trumped a mother's claims to remain in the country. A recent report found that such programs often resulted in untargeted arrests. Years after initial implementation, and following federal revisions to 287(g) agreements, the programs in Northwest Arkansas failed to charge more than a fraction of immigrant detainees (13 percent) with the most serious crime, identified as "Level 1" crimes by the Department of Homeland Security (Capps et al., 2011). Oklahoma's 287(g) program coupled with a statewide law designed to repel immigrants have had similar consequences.

Oklahoma:

Immigration-related policies and programs in Oklahoma resemble those enacted in Arkansas. In fiscal year 2010, compared to Northwest Arkansas, the lone 287(g) program in Oklahoma reported the same portion (13%) of immigrant detainees charged with the most serious crimes (Capps et al., 2011). In addition, between 2005 and 2010, the Arkansas Legislature enacted 10 piecemeal bills intended to repel unauthorized immigration, more than any other Heartland state. Oklahoma's Legislature managed to implement a similarly wide range of restrictive provisions when it passed single law (HB 1804) in 2007. As a result, immigrant communities in Oklahoma also reported the ascendance of a culture of fear, much like neighboring communities in Arkansas (Koralek, Pedroza, and Capps, 2009).

Oklahoma offers an opportunity to study how immigrant communities withstand restrictive experiments. After all, restrictive policies intend to net and repel as many unauthorized immigrants as possible, including non-criminal immigrants. Proponents of such measures imagine that doing so will propel a mass exodus of immigrants. However, net migration statistics reveal that Heartland states remain a strong magnet for immigrant and Latino populations, as highlighted in Table 2. Oklahoma is no exception,

New research examines Oklahoma education, birth, and population statistics but detects no convincing evidence of a mass exodus, with one possible exception among unattached Latinos (Pedroza, fothcoming). After failing to repel immigrants, entrepreneurs experienced an unintended consequence of Oklahoma's restrictive experiments. After HB 1804 passed, an immigrant business owner reported huge losses when people feared leaving their homes. He recalled, "Our business opened shortly before 1804 was signed. We invested our dreams and finances into it. Nevertheless, the uncertainty it created and the fear it instilled kept a lot of our main clients away," (Miret, 2007). Rather than implementing efforts to attract and integrate newcomers, Oklahoma leaders chose to err on the side of creating a culture of fear, which appears to have driven immigrants under the radar rather than out of the state.

Table 2: Net Migration in the Heartland, 2007-2009 (in thousands)

Source: Author's calculations using American Community Survey (ACS, 2011) mobility data, single year estimates (2005-2009)

Population	Year	AR	IA	KS	MN	MO	NE	ND	OK	SD
Immigrants	2007	6.7	5.6	8.0	18.5	9.8	2.7	0.6	12.9	0.4
	2008	4.5	7.4	3.7	14.5	8.1	4.4	1.6	7.7	1.0
	2009	4.8	5.8	8.9	14.6	11.4	9.9	0.2	10.5	1.0
Latino	2007	3.5	3.6	5.0	3.6	7.9	-0.7	0.5	12.9	0.4
	2008	4.3	4.9	2.7	4.5	6.2	0.4	0.0	8.6	0.6
	2009	4.4	3.0	5.4	1.3	1.5	6.4	1.0	8.6	0.5

Conclusion

Efforts to repel unauthorized immigrants and intensify immigration enforcement gained renewed notoriety after the collapse of immigration reform in 2006-2007. This paper described legislative efforts across Heartland states as well as 287(g) agreements between federal and local law enforcement to investigate immigration violations. The unintended consequences of such measures include: 1) the untargeted arrest and deportation of immigrants; and 2) the advent of immigrants who choose to remain in the United States under the radar. The implications of such consequences may deepen if Heartland states succeed in following the footsteps of Arizona's Senate Bill 1070, which would expand local law enforcement's role in immigration enforcement. Three Heartland st,ates, Minnesota, Missouri and South Dakota considered similar measures last year. Another three states, Iowa, Kansas and Nebraska, have failed since then. As of April 2011, only Oklahoma had made active efforts to amplify enforcement experiments in the Heartland.

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▶ Exploring Individual, Family, and Community Factors Predicting Business Success in Hispanic/Latino Entrepreneurs

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Abstract

This research examines what selected individual, family, and community factors best predict Hispanic/ Latino male and female entrepreneurs' engagement in entrepreneurial activities and business success. In this study, individual factors are circumscribed to motivational, attitudinal, behavioral, and subjective well-being factors that have been found to influence entrepreneurship (Ajzen, 2005; Diener & Suh, 1997; McClelland, 1961). Family factors are circumscribed to those associated to family members influence on the business (Klein, Astrachan, & Smyrnios, 2005). Community factors are not only circumscribed to a territorial dimension, they are viewed as a set of meaningful social relations that weave the economic, institutional, and political dimensions together (Piselli, 2007). This literature review will inform a quantitative research to pursue a Doctoral degree.

Introduction

To understand the path to Hispanic/Latino entrepreneurial success, this paper examines selected individual, family and community factors that enable an entrepreneur to identify a business opportunity and take action upon it. Minorities in particular, benefit from gaining opportunities to develop businesses (Portes & Rumbaut, 2006). A greater understanding of the different individual, family, and community factors that support, or hinder, Hispanic entrepreneurs from making a positive contribution to the overall economic well-being of a state and nation is needed.

Characteristics of Business Success

Many scholars have used different measures of business success and there is no one set of business success criteria applied in the practice or research literatures. Two major approaches to examining business outcomes are measurement of entrepreneurs' criteria for evaluating their own success or failure, and other stakeholders' use of qualitative and quantitative measures of business outcomes, success and failures.

This study draws largely from the work of Walker and Brown (2004) and Lussier (1995). Lussier (1995) reviewed the criteria used to measure success and failure and results. The author identified 15 criteria frequently used (Capital, Record keeping and financial control, Industry Experience, Management Experience, Planning, Professional Advisors, Education, Staffing, Product/Service Timing, Economic Timing, Age, Partners, Parents, Minority, and Marketing). Additionally, Walker and Brown (2004) found that entrepreneurs and community leaders judged business success using both financial and non-financial lifestyle criteria, with the latter being more important.

Individual Factors Affecting Entrepreneurial Behaviors and Business Success

Business literature has recognized that there are attitudes, beliefs, values, and behaviors that characterize a successful business person. These factors have been conceptualized and examined in many different ways and there is yet to be a commonly accepted set of factors, or definitions of factors, acknowledged by scholars. However, some conceptual patterns are emerging in the research literature. Among the primary factors examined and associated with business success, is selected entrepreneurial attitudes, beliefs, values, social influences, and perceived efficacy and control over the circumstances affecting actual behavior as intended. These factors are briefly explore in the following section.

Motivation:

Motivation plays a critical role in shaping behavior and behavioral intentions (McClelland, 1961; Shane & Lockea, 2003, Azjen 2006). McClelland (1961) is often recognized as a primary scholar in the study of motivational factors related to business practice.

McClelland identified three motivations of particular significance to entrepreneurial success: 1) a motivation for achievement; 2) affiliation; and 3) power (UNCTAD, 2008). The achievement motive was linked conceptually to the instrumental aspects of behavior, to an individual's affect (e.g. satisfaction or excitement) and a person's cognition (i.e. beliefs or opinions such as preferring to work hard). A high need for achievement was found to pre-disposed individuals to seek out entrepreneurial positions to fulfill their achievement satisfaction (McClelland, 2003).

Entrepreneurs with a high need of achievement also showed other motivational characteristics. These characteristics include a willingness to: 1) engage in risk-taking behavior; 2) assume personal responsibility for decisions made; and 3) work harder to fulfill personal achievement. Other characteristics included: 4) a preference for making decisions that involved moderate risk; and 5) for getting immediate feedback on the decisions made. Finally, successful business owners also indicate: 6)) a lack of interest in repetitive or routine work (Beugelsdijk & Noorderhaven, 2004; Cassidy & Lynn, 1989; Collins, Hanges, & Locke, 2004; Hart, Stasson, Fulcher, & Mahoney, 2008; McClelland, 1961).

The need for power was positive when used for the benefit of the organization, but it could be detrimental to a business, if only the ego of the manager was increased. The need for affiliation worked to control the need for power and referred to the need to be accepted by peers and to belong to a group (McClelland, 2003).

Ajzen (2005) refined our understanding of what factors affect a person's intention to behave, and the likelihood that what one says they intend to do, will actually happen. For Azjen, motivation was conceptualized as having three main factors that worked together to form a specific entrepreneurial behavioral intention. These three factors comprised a person's motivations. The strength of each factor's influence on intention was predictive of whether a person would actually do as they said they intended to do. The three main factors were attitudes regarding a particular (entrepreneurial) behavior, subjective norms (i.e. degree of positive social pressure exerted by significant referents), and perceive controls present related to a particular behavior. When a person's attitude regarding a particular behavior was positive, when they had significant other people who also advocated the use of a specified behavior, when they felt they had the mastery (efficacy) to do what they intended, and when they felt reasonably in control of being able to do what they intended, including having the right kinds of conditions present, then their intentions were a strong predictor of their actual entrepreneurial behavior (Ajzen & Fishbein, 1980).

What is it That People do When they are Entrepreneurial?:

The United Nations defined entrepreneurial behaviors as actions, performances, and activities carried out with the purpose of pursuing the development of a new venture or the improvement of an existing business (UNCTAD, 2008). In 1988, the United Nations Conference on Trade and Development (UNCTAD) commissioned two sets of research studies that had the oversight and guidance from the U.S. National Science Foundation. Through these studies, 32 entrepreneurial behaviors were identified that appeared to be present in entrepreneurs across multiple cultures, nations, and business contexts (Grossmann, 2005).

The 32 entrepreneurial behaviors identified were grouped in two ways: 1) according to the three primary motivations McClelland (1998, 2003) thought were present in entrepreneurs as the need to achieve, to affiliate, and to exert power; and 2) into key competency areas called Personal Entrepreneurial Competencies or PEC's (UNCTAD, 2004, 2008). The need to achieve was manifested in five PEC. The need to affiliate (re-titled planning cluster) was manifested in three PEC. The need to exert power was manifested in two PEC. (Chart provided during panel presentation.)

A business owner's sense of how satisfied they are with their life also affects entrepreneurship activity and outcomes. Life satisfaction is a person's global evaluation of his or her life (Diener, Emmons, Larsen, & Griffin, 1985). Life satisfaction is one of the three components of subjective well-being, along with pleasant affect, and unpleasant affect (Diener & Seligman, 2004; Diener & Suh, 1997; Diener, Emmons, Larsen, & Griffin, 1985). When one is satified with their life they compare their everyday life

circumstances with a standard they create for themselves. (Diener, Emmons, Larsen, and Griffin, 1985). Successful business owners tend to have a fairly high life satisfaction rating.

Family Factors Affecting Entrepreneurship and Business Success

Support from family members can enhance entrepreneurs' motivation and determination to build a successful firm (Cliff & Jennings, 2005; Davies-Netzley, 1999). Family members provide various kinds of support. Support can be emotional, financial, educational, and/or managerial (Raijman, 2001). Often, this support can be observed in the amount of influence family members have over the business, and the amount of involvement family members have in establishing and managing the business. Some studies have also suggested family members influence entrepreneur's behaviors (Cliff & Jennings, 2005; Davies-Netzley, 1999). Family members can be a strong positive or negative force that affects the business owner's norms relative to whether or not they will start and run a business. For example, when significant (to the owner) family members, oppose a family member going into business, and when there are no other counter positive referents in the person's life, then the likelihood that they will actually begin a business is much less, than when significant family members positively support a person's intention to go into business.

Community Factors and Business Success

The amount of social capital present within the individual and community is also predictive of business success. Four factors are involved in most discussions of social capital including social interaction in which trust and reciprocity are produced and consumed that may lead to civic engagement that results in an increase in a community's, as well as an individual's, social capital (Putnam, 2000). Specific social interactions among people that build social capital include bridging and bonding interactions. People and communities need both. Bonding interactions help individuals build a social network in which they feel identity and support. Bridging interactions help individuals access resources and information that they do not have.

Positive social networks produced trust not only in people we know, but in those we don't know (Putnam, 2000, Uslaner, 2002). For example, whether or not a Hispanic business owner trusts community business leaders is a function of the nature of the social networks in that the Hispanic business owner belongs and what happens within them. Dense, positive social networks produced and consumed mutual aid (the display of the norms of reciprocity) (Putnam 2000, Uslaner, 2002).

When one believes that an individual, group or organization can be relied on to act in a consistent, fair, rational, and expected manner then they are trustworthy (Fukuyama, 2000). Trust helps us create relationships with people we know, what Uslaner (2001, 2002) has called strategic trust. With people we do not know, and who are likely to be different from ourselves, is referred to as moralistic trust (Uslaner, 2001, 2002). A business community with high social capital manifests both strategic and moralistic trust. Trusting one another is a critical challenge facing more diverse communities (The Saguaro Seminar, 2000).

 When social capital is high, people in networks provide mutual assistance to each other as they interact (The Saguaro Seminar, 2010). Social support has been found to be important in enhancing entrepreneurial potential (Baughn, Cao, My-Le, Lim, & Neupert, 2006).

Reciprocated community support is the joint occurrence of business support to the community and community support to businesses (Kilkenny, Nalbarte, & Besser, 1999). It is a contribution to the public good (Kilkenny et al.,1999) and how a community contributes to business profitability. Such contributions might be expressed as loyal customers, agencies willing to provide free advertising, low risk of theft due to appropriate police protection and surveillance, preferential taxation and zoning regulations, and opportunities for business owners to meet one another and exchange ideas and resources.

Finally, when networks are strong and produce trust among members, and when members provide mutual assistance to each other, there is a tendency for members to be engaged in a large number and kind of civic affairs.

Conclusion

Whether or not a strong Hispanic/Latino business community emerges within a particular community is dependent on the presence of several positive individual, family and community factors. This paper and panel presentation discussed some of these factors. Hispanics/Latinos entrepreneurship is predictable by examining the motivations, intentions, past behavior, selected family and community characteristics, and modifiers present. One can also predict business success by examining these factors. Three factors form a person's motivations: 1) their entrepreneurship attitudes; 2) the nature of the norms linked to specific entrepreneurial behaviors found in the individual and among their significant referents that produce the social and normative pressures to start and run a business successfully; and 3) the degree of confidence in their entrepreneurship abilities and control over circumstances. Significant people such as family, friends, and community leaders, have a strong impact on entrepreneurial intentions and behavior.

Adequate support from family, friends, and community helps create environments in which people feel they can actually start a business and learn to run it successfully. Hispanic business owners differ in many ways. These differences act to modify the likelihood that they will actually start a business and run it successfully. Furthermore, what constitutes "success" and the degree to which business owners are successful varies by gender, age, country of origin, level of acculturation and prior business experience, among other important modifiers.

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▶ Ethnic Differences on the Effect of Mother's Perception of Child's Physical Activity on Child's Weight Status: A Focus on Hispanic Children in the Midwest

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Abstract

Parents' perceptions of their child's physical abilities can influence the child's actual and future physical activity (PA), sports involvement levels, and the child's weight status. Using a expectancy-value theory, this study examined ethnic differences on the effect of mother's perceptions of their child's PA in kindergarten (MP-K) and on their child's obesity over time (at third grade and fifth grade), in a cohort of Latino and White children living in the Midwest. We utilized four waves of data from the Early Childhood Longitudinal Study Kindergarten Class of 1998-1999. The study sample consisted of children whose biological mothers served as the primary respondents (Whites n=2,838 and Latinos n=286). The primary outcome of interest was childhood obesity (Body Mass Index ≥95th percentile). The main predictor was MP-K. Mothers categorized their children as, "less active than", "as active as", or "more active than", their peers in three settings: 1) structured activities (e.g. sport); 2) free time; and 3) aerobic exercise. Using these items to measure perceived activity level by mothers, we created three ordinal categories of MP-K: 1) lower level of MP-K; 2) medium level of MP-K; and 3) higher level of MP-K. Linear regression and logistic regression were used to test the study hypotheses. To test for statistically significant differences between race/ethnic groups, in terms of the regression coefficients of MP-K with child's obesity, we used Wald tests. At kindergarten, a lower percentage of white children spent more than two hours/day watching television, DVDs, or video games compared to Latinos (36% vs. 49%). White children had a lower prevalence of obesity (10% vs. 15%) than Latinos in kindergarten. In general, MP-K had an inverse relationship with children's obesity, after controlling for gender, child's disability, family structure, mother's country of birth, mother's age, and SES. This study's findings suggest that MP-K had a long-term effect on children's weight status. Moreover, the effect seems to be stronger for Latinos than for whites. Latino children in the medium and high categories of MP-K had a lower likelihood of being obese in third grade (medium Adjusted Odd Ratio [AdOR] = 0.17, p <.001; higher AdOR = 0.29, p <.05) and fifth grade (medium AdOR = 0.18, p <.001; higher AdOR = 0.27, p <.01) than those children in the lower category of MP-K. However, for whites, the effect of MP-K on childhood obesity was significant only for third grade (medium AdOR = 0.46, p <.001; higher AdOR = 0.39, p <.01). Additionally, there were statistically significant race/ethnic differences in the magnitude of the effect of MP-K on children's obesity over time, with MP-K having a stronger effect on Latino children's weight status. Given this finding, perhaps mothers' perceptions could serve as a factor to be taken into consideration for future obesity interventions with Latino families. On the research side,

more studies are needed to see if these findings are replicable and to examine possible mechanisms of how mother's perceptions exert influence on Latino children's weight status.

Introduction

In the United States, Mexican Americans comprise the ethnic group with the highest prevalence of overweight and obese children and adolescents (Ogden, Carroll, & Flegal, 2008; Ogden, Carroll, Curtin, Lamb, & Flegal, 2010). Due to the fact that Latino children and adolescents represented 22% of the nation's population of children in 2008, and the population is expected to increase to 39% by 2050 (U.S. Census, 2009), interventions to prevent inactivity and obesity among Latino children is a public health priority. However, before designing effective interventions targeted at reducing obesity in Latino children, it is necessary to identify the psycho-social factors at the individual, family and community levels that influence Latino children's weight status during early childhood. One of the most important socialization agents during childhood is the mother. Mothers can help prevent childhood obesity and sedentary behaviors by modeling behaviors, supporting involvement in physical activities (e.g., sports), and encouraging active lifestyles and healthy nutritional habits (e.g. verbal feedback) (Bandura, 1977; Bois, Sarrazin, Brustad , Trouilloud, & Cury, 2002; Brustad, 1996; Fredericks & Eccles, 2002; Jacobs & Eccles, 1992; Trost, Sallis, Pate, Freedson, Taylor, & Dowda, 2003). A recent study utilizing the expectancy-value theory of achievement motivation [Eccles (Parsons) et al., 1983; Wigfield & Eccles, 2000] as a framework, suggested that Latina mothers' perceptions of their child's ability, in comparison with child's peers, was associated with the child's level of physical activity and weight status (Santiago, 2010). Similarly, prior studies based on the expectancy-value theory have consistently found that parental perception of a child's ability is associated with a child's perceived physical activity competence, his/her actual physical activity, his/her participation in sports, and his/her weight status (Bois et al., 2002; Bois, Sarrazin, Brustad, Trouilloud & Cury, 2005; Dempsey, Kimiecik, & Horn, 1993; Fredericks & Eccles, 2002; Pfeiffer, Dowda, McIver, & Pate, 2009).

One of the components of the expectancy-value theory suggests that a child's choices, persistence, and performance on a specific domain (such as physical activity), can be explained by his/her beliefs about how well he/she expects to do, and by the extent to which he/she values the activity (Eccles (Parsons) et al., 1983; Wigfield & Eccles, 2000). The applicability of this theory to interventions, aimed at increasing physical activity and preventing obesity in children, relies upon the influence that parents' perceptions of their child's ability can have on their child's expectations of success, on how much the child values the task, and on the choices that the child makes in a specific domain (e.g., sports). A possible mechanism in which parental perception can influence the child's PA is by providing higher instrumental and emotional support to those perceived as having more ability (Loprinzi & Trost, 2010). It is likely that these same mechanisms can explain the association of parents' perceptions of a child's PA with a child's weight status as reported in previous studies (e.g., Santiago, 2010). Mothers who perceive their children as being "as active", or "more active than" their peers, might provide more support, positive feedback, and encouragement for an active lifestyle, thereby indirectly preventing childhood obesity. In contrast, those mothers who perceive their children as "less active than" the child's peers, might support a sedentary lifestyle such as watching television, which is a risk factor for childhood obesity. Latina mothers' perceptions may have a greater influence on their child's behavior than white mothers because of the cultural value of familism, "which stresses the primacy of the family, the value of children, and a preference for traditional roles for women" (Flores, Eyre, & Millstein, 1998), compared to the values of individualism. For example, several lines of evidence suggest that 1) Latino children might spend more time with their families at home compared to their white counterparts (e.g., eating and household work) (Hofferth and Sandberg, 2004); 2) Latina mothers encourage stereotypic gender behaviors (Rafaelli and Ontai, 2004); and 3) Latina mothers have more restrictive discipline, and are more respected by their children as compared to whites (Villanueva Dixon, Graber & Brooks-Gunn, 2008).

Taking these previous studies' findings into consideration, the aim of this study was to examine ethnic

differences and the effect of mother's perceptions of their child's PA in kindergarten (MP-K) and their child's obesity over time (at third grade and fifth grade,) in a cohort of children living in the Midwest. We expected to find that the more active a child was perceived to be by their mother, the less likely he/she would be to lean toward obesity at the three grade levels. We also expected to find that Latina mothers' MP-K would have greater effect on their child's weight status than that white mothers.

Method

Study Design, Sample, and Measurements:

   To test the research hypotheses, we conducted a secondary data analysis using the Kindergarten-Eighth Grade Full Sample Public-Use Data File of the Early Childhood Longitudinal Study Kindergarten (ECLS-K) Class of 1998–1999 (Tourangeau, Nord, Lê, Sorongon, & Najarian, 2009). We limited the study population to two ethnic groups, whites and Latinos. The sample for this study was comprised of 3,124 (Whites n=2,838, Latinos n=286) cases involving children living with their biological mothers during the fall of 1998 and for whom the mothers were the survey respondents. In this study, the main dependent variable was childhood obesity which was measured using ECLS-K composite variable body mass index (BMI) values. Children were categorized according to BMI percentiles using the Center for Disease Control and Prevention (CDC) classification criteria (Vidmar, Carlin, Hesketh, and Cole, 2004). Based on this classification, children at or above the 95th percentile of the age-sex specific BMI growth chart were classified as "obese" and all other children as "non-obese". The main predictor variable was of mother's perceptions of their child's physical activity in kindergarten (MP-K), that was constructed using a series of questions that assessed mother's perceptions of their child's PA level in comparison to other children in three domains: 1) structured activities (e.g., sports); 2) free time: "Compared to others (boys/girls) (his/her) age, how physically active is {child} during…" more physically active, less physically active, or about the same as others."; and 3) aerobic exercise: "How much aerobic exercise does (child) get on a consistent basis?: more than, less than, or about the same as others? These three indicators resulted in a Cronbach's alpha of 0.74 in this study sample. Answers from these three different domains were combined as one measure of perceived activity level by mothers (MP-K) with a possible minimum score of zero and a maximum of six. We then proceeded to create three ordinal categories of MP-K: 1) MP-K lower level (0 to 2); 2) MP-K medium level (3 or 4); and 3)MP-K higher level (5 or 6).

Control Variables:

   Based on theoretical and empirical evidence, several factors were identified as possible mediators and moderators in the association between MP and childhood obesity. For example, family structure, parents' education, family SES, parents' country of birth, and number of siblings have been identified as suspected determinants of child's weight or BMI (Balistreri & Van Hook, 2009; Bhargava, Jolliffe, & Howard, 2008; Hernández-Valero et al., 2007; Van Hook, Balistreri, & Baker, 2009). The initial statistical models controlled form child's race, gender, child's place of birth, child's disability status, hours of television watched per week, family structure, number of siblings, neighborhood safety, mother's employment status, family socioeconomic index (SES), parents' place of birth, mother's place of birth, mother's age, home rules for hours of television allowed, and place of residence (urbanicity). To obtain a more parsimonious model, we controlled only for suspected determinants that contributed to the model: 1) child's gender; 2) child's disability; 3) family structure; 4) mother's country of birth; 5) mother's age; and 6) SES (description of variables not included in the final model are available upon request). Mother's reported their child's race at the first wave of the study. This study limited the analyses to those categorized as Hispanic (white-Hispanic, or Latino Group) or as white. Child's disability was an ECLS-K composite variable that indicated whether a child had a disability that was diagnosed by a professional. In terms of family structure, the population sample for this study included only biological mothers. Family structure was recoded as follows: 1) two biological parents; 2) biological mother and a partner; 3) or biological mother only. For mother's place of birth, a dichotomous variable was created based on self-reported place of birth, non-U.S.-born (0), and U.S.-born (1). Mother's age was a continuous variable. Family SES was

a composite variable in the ECLS-K data set (please refer to Tourangeau, Nord, Lê, Pollack, & Atkins-Burnett, 2006, p. 7-25).

Statistical Analysis:

A description of the study sample included the distribution (means, frequencies, percentages) of child and family level variables. Bivariate analysis was conducted to test differences and to assess relationships among variables and between groups (Latinos and whites) using t-tests and Chi-squares as appropriate. Multiple logistic regression analyses were performed to examine the association of potential determinant factors with the main outcome (childhood obesity). The main independent variable (MP-K) and the control variables were simultaneously included in the logistic regressions. We examined the study hypotheses using two models. Model 1 examined the Latino study sample, and Model 2 examined the white study sample. Wald tests were used to test if there were statistically significant differences between ethnic groups in terms of the logistic regression coefficients of MP-K with childhood obesity. The data were weighted to compensate for unequal probabilities of selection at each sampling stage and to adjust for the effects of school, child, teacher, and parent non-response (Tourangeau et al., 2009). The statistical significance level was set at the conventional value of $p < .05$ for all statistical tests. Data were analyzed using STATA version 11.1.

Results

Descriptive Statistics:

Tables I and II present selected characteristics of the study sample. Latinos represented 9% of the study sample (n=286), there was a similar sex distribution between ethnic groups (50% males and 50% females). Among Latinos, both parents were foreign or non-US born for 22% of the children. Bivariate analyses suggest that there were no significant differences by ethnic group in terms of MP-K. However, there were significant differences ($p < .05$) between the two groups (whites and Latinos) in terms of sedentary behavior and weight status. At kindergarten, there was a lower proportion of white children who spent more than two hours/day watching television, DVDs, or video than Latinos (36% vs. 49%); and whites had a lower BMI mean (mean =16.2 kg/m2 vs. mean =16.7 kg/m2) and a lower prevalence of obesity (10% vs. 15%) than Latinos. At the family level, a significantly lower proportion of White mothers reported being single than Latina mothers (12% vs. 22%), White families had a significantly higher mean SES index (mean =0.25 vs. mean =-.27); and a higher proportion of mothers reported working (72% vs. 61%) as compared to Latino families. Furthermore, a larger percentage of white mothers compared to Latina mothers (85% and 54%, respectively) reported their neighborhood to be very safe for children to play.

Hypotheses Testing:

Table 3 presents the results of the logistic regression analyses. In general, MP-K was inversely related to children's obesity (whites and Latinos), after controlling for gender, child's disability, family's structure, mother's country of birth, mother's age, and SES. The association seems to be stronger for Latinos than for whites. Latino children in the medium and higher categories of MP-K had a lower likelihood of being obese in third grade (medium Adjusted Odd Ratio [AdOR] = 0.17, $p <.001$; higher AdOR = 0.29, $p <.05$) and fifth grade (medium AdOR = 0.18, $p <.001$; higher AdOR = 0.27, $p <.01$) than Latino children in the lower category of MP-K (Model 1). However, for whites the effect of MP-K on childhood obesity was significant only for third grade. White children in the medium and higher categories of MP-K had a lower likelihood of being obese in third grade (medium AdOR = 0.46, $p <.001$; higher AdOR = 0.39, $p <.01$) than white children in the lower category of MP-K (Model 2).

The Wald test confirmed that there were statistically significant ethnic differences in the magnitude of the effect of MP-K on children's obesity over time. For example, children from both ethnic groups in the medium category of MP-K had a lower likelihood of being obese in third grade than those in the lower category. However, the likelihood for the Latino model is significantly lower than for whites (e.g., medium AdOR = 0.17 for Latino vs. medium AdOR = 0.46 for Whites).

Table 1: Selected child and Family Characteristics at Baseline, Overall and for Whites and Hispanics

Characteristics	Whites (n=2838 or 91%)	Latinos (n=286 or 9%)
Gender		
Male	49.68	50.35
Female	50.32	49.65
Any Disability at Kindergarten		
No	84.74	87.41
Yes	15.26	12.59
MP-K		
Lower Level	9.51	77.01
Medium Level	68.06	22.99
Higher Level	22.44	
Paren's Place of Birth		
At least 1 U.S. Born	99.13	77.01
Both non-U.S. Born	0.87	22.99
Average Hours of TV/Day		
≤ 2 hours	64.15	51.41
> 2 hours	35.85	48.59
Family Structure		
Single Mother	11.52	22.03
Mother with Father/Partner	88.48	77.97
Mother Employment K*		
Employed	71.65	61.19
Not Employed	28.35	28.81
Mothers Perception of Neighborhood Safety		
Not at all Safe	0.67	7.69
Somewhat Safe	14.69	38.11
Very Safe	84.64	54.20
Home Rules for Hours of TV Watching		
No	53.99	40.21
Yes	46.01	59.79
Urbanity		
Central City	27.66	50.00
Urban Fringe and Large Town	40.42	36.36
Small Town and Rural	31.92	13.64

Signigicant race differences using Chi-Square test, $p \leq .05$

Table 2:
Selected Child and Family Characteristic for Whites and Hispanics

Variable	Total n=3,124		Whites (n=2838 or 91%)		Latinos (n=286 or 9%)	
	Mean	SD	Mean	SD	Mean	SD
Days/week ≥ 20 min MVPA at K	4.02	2.24	4.04	2.21	3.86	2.53
Body Mass Index Kindergarten* (kg/m²)	16.30	2.08	16.25	2.03	16.74	2.56
SES at Kindergarten*	0.19	0.71	0.24	0.70	-0.27	0.63
Mother's perception of neighborhood attributes (0-10) at Kindergarten	9.67	0.92	9.73	0.77	9.11	1.77
Percent of Obese Children in Kindergarten	9.46%		8.91%		15.04%	

Table 3:
Association of Mother's Perception of Child's Physical Activity in Compariosn with child's Peers with Child's Obesity (BMI ≥ 95th percentil) for a cohort of Midwest Children (ECLS-K data)

Baseline Characteristics	Latino Children AdOR (95% CI) Kindergarten	AdOR (95% CI) Third Grade	AdOR (95% CI) Fifth Grade	White Children AdOR (95% CI) Kindergarten	AdOR (95% CI) Third Grade	AdOR (95% CI) Fifth Grade
MP Kindergarten						
Lower Level	1.00	1.00	1.00	1.00	1.00	1.00
Medium Level	0.16 (0.04-0.69)*	0.17 (0.08-0.37)*** €	0.18 (0.11-0.33)*** €	0.44 (0.33-0.58)***	0.46 (0.28-0.76)**	0.80 (0.36-1.76)
High Level	0.28 (0.07-1.17)	0.29 (0.010-0.85)*	0.27 (0.16-0.43)*** €	0.26 (0.15-0.44)***	0.39 (0.22-0.69)**	0.82 (0.33-2.07)
Gender						
Male	1.00	1.00	1.00	1.00	1.00	1.00
Female	0.35 (0.16-0.78)*	0.45 (0.25-0.79)**	0.37 (0.07-1.90)	1.06 (0.91-1.23)	0.76 (0.53-1.07)	0.82 (0.66-1.02)
Any Disability						
No	1.00	1.00	1.00	1.00	1.00	1.00
Yes	0.33 (0.03-3.69)	0.69 (0.04-9.82)	0.09 (0.29-4.15)	0.97 (0.66-1.42)	0.86 (0.65-1.13)	1.23 (0.74-2.05)
Family Structure						
2 Parents	1.00	1.00	1.00	1.00	1.00	1.00
Single Mother	0.90 (0.35-2.27)	0.90 (0.35-2.27)	3.45 (1.51-7.88)***	0.92 (0.56-1.51)	1.31 (0.66-2.60)	0.97 (0.49-1.89)
Mother's Birth Country						
Non-U.S. Born	1.0	1.00	1.00	1.00	1.00	1.00
U.S. Born	0.65 (0.34-1.24)	0.29 (0.14-0.60)**	0.42 (0.16-1.12)	0.53 (0.29-0.95)*	1.27 (0.68-2.36)	0.94 (0.40-2.22)
Mother's Age	.98 (0.87-1.10)	0.92 (0.85-0.99)*	0.94 (0.83-1.07)	1.01 (1.0-1.02)*	1.00 (0.98-1.03)	1.04 (1.00-1.09)*
Family SES Index	0.75 (0.30-1.89)	1.69 (0.91-3.14)	1.48 (0.42-5.17)	0.63 (0.39-1.00)	0.68 (0.50-0.92)*	0.49 (0.34-0.70)**

Discussion:

Consistent with findings of previous studies, the results of this study suggest that mother's perceptions of their child's PA level in comparison to other children is associated with children's weight status (Eckstein et al., 2006; Rose & Bodor, 2006; Santiago, 2010). To our knowledge, this is the first study that specifically examined MP-K influence on children's weight status in a cohort of children in the Midwest. This study's findings suggest that mother's perception at kindergarten has a long-term effect on Midwest-children's weight status. It was negatively associated with child's obesity (at third and fifth grades), even after controlling for individual and family variables at baseline. However, the findings also suggest that Latina mothers' perceptions have a stronger effect on child's obesity than do those of the white mothers. These findings call for future research in this area. Mothers' perceptions of their child's physical activity could potentially serve as an additional tool or mechanism to increase child's PA and to prevent childhood obesity. Mothers need to be aware of, and oriented to, their potential influence on their child's weight. While mothers' perceptions might not be easily changed, how mothers communicate their expectations to their children and how mothers act based on their perceptions are both modifiable. Further research is needed to examine mothers' responses (actions) to their perceptions of child's PA level, and how these actions can affect child's weight status. As suggested by previous studies, mechanisms through which the effects are produced include providing higher instrumental and emotional support to those children perceived as having more physical ability (Loprinzi & Trost, 2010), and by influencing the child's self perception of PA ability (Bois, Sarrazin, Brustad, Trouilloud & Cury, 2005). Parents who perceive their children as more active or possessing greater athletic ability might provide them with more support (financial, instrumental, emotional) than those children who are perceived as less active, possibly affecting their likelihood of obesity and/or a sedentary lifestyle. Instead of limiting them for being less active or having less ability, mothers can provide children with activities (less intense if necessary), inside or outside the home, appropriate for their child's physical ability and weight status.

Although this paper has important implications for public health, there are several limitations that need to be considered. Specifically, PA level was a subjective measure, reported by the mothers in three waves. The measure of PA can influence its association with other factors (Epstein, Paluch, Coleman, Vito, & Anderson, 1996), although the measures used in this study to assess PA level have also been used in other recent studies that show significant associations with obesity and other health indicators (Eisenmann, Bartee, Smith, Welk & Fu, 2008; Liu, Probst, Harun, Bennett & Torres, 2009; Trost, Pate, Ward, Saunders & Riner, 1999). Finally, the findings of this study cannot be generalized to families with stepmothers or adopted mothers.

Conclusions

Mothers' perceptions of their children's level of physical activities influence their children's weight status. Moreover, this effect is greater among Latinos. With obesity being prevalent among Latinos, it is important that mothers' perceptions be taken into account in interventions addressing childhood obesity, particularly among Latina mothers. Future research is necessary to confirm this study's findings, and to examine possible mechanisms of how MP exerts its influence on children's weight status.

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Latina's Educational Endeavors Past, Present and Future

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Abstract

Thirty years ago, MANA de Kansas City was established as a grassroots organization promoting social capital and educational development for Latinas in the Kansas City metropolitan area. This grass roots organization promotes higher education through scholarships, and provides resources that support and enable Latinas to increase their personal and professional leadership skills, advocacy, and educational endeavors. MANA de KC encourages networking, develops leadership skills, advocates about issues affecting Hispanics, and encourages young Latinas to become future leaders. Membership for MANA de KC is open to anyone that wants to support Latinas and MANA's mission. MANA de KC's members are diverse individuals from different walks of life, interests, careers, educational levels, and lifestyles. The common thread is that they all support the mission to empower Latinas through leadership development, community service, and advocacy. MANA de KC is making a difference in the Kansas City Metropolitan area as they continue to promote higher education for Latinas.

Introduction

In 1981, the MANA de Kansas City chapter was formed as an all volunteer organization from the MANA National, a Latina organization founded in 1974 as the Mexican American National Association in Washington D.C. In January 1994, members voted to become known as MANA, a National Latina Organization to reflect the growing diversity of its members and become more inclusive of Latinas from Mexico, Puerto Rico, Dominican Republic, Cuba, Central America, South America, and Spain. The word MANA is short for hermana, which means sister. As of today, MANA is the largest national Latina organization that is inclusive of Latina networks throughout the United States who value service, advocacy, leadership development and higher education. MANA focuses on creating community leaders through personal and professional development and they influence public policy issues that are relevant to Latinas and their families.

This year (2011), MANA de KC is celebrating 30 years of work in the Kansas City metropolitan area. One year after MANA de KC formed, it awarded their first Latina Community Service Award, honoring two Latinas. In 1993, MANA de KC awarded the first scholarship to assist Latinas in their pursuit of higher education. Examples of other activities in which MANA de KC has been involved include: 1) supporting the Posada Del Sol Christmas celebration for seniors; 2) sponsoring the Hermanitas (little sisters) Program as mentors; and 3) encourage young Latinas to stay in school and become actively engage with community organizations that promote Hispanics in the community.

Ever since its inception, MANA de KC has been "dedicated to developing Latina leaders in Kansas City, promoting equal participation of Latinas in the community and working to create a better quality of life for all." MANA has been described as an organization that provides spaces for dialogue and highly values its member's resources and talents. MANA de KC instills pride in Latina culture and heritage and provides tools and guidance for individuals and community success. MANA de KC's common denominator is placing a high value to the words: service, advocacy, and leadership. For three decades, MANA de KC has organized numerous activities, programs, and projects that promote its mission. Through the establishment of various partnerships, MANA de KC has been able to reach into Kansas City communities integrating its purpose and mission. To promote educational development opportunities for Latinas, MANA de KC has hosted educational workshops, training, seminars, and coordinated programs

that promote the advancement of Latinas. MANA de KC also hosts Platicas (talks) that are social capital building events that bring women together to share, network, and further develop their personal and professional influences.

In 2010, the MANA de KC Executive Board voted to donate their historical documents to the University of Missouri Kansas City Millers Nichols Library LaBudde Special Collections to ensure the preservation and historical integrity of their legacy. The articles were given to the LaBudde Special Collections and are archived at the library for safekeeping and historical preservation for future generations. The MANA de KC documents will be there for years to come and students, researchers, and community members have access to this collection, as we did in writing this paper. MANA de KC can add to the collection as new generations of leaders emerge. By viewing these historical documents, one can learn more about MANA de KC and the influences these Latinas have in the Kansas City region. The inclusive dates of the original donation includes materials at the library that range from 1977 to 2008, with the bulk of the materials dating from 1990 to 2008. The collection is divided into thirteen series, each one focusing on a different aspect of the organization. For this research, we concentrated on the series related to MANA de KC's scholarship and leadership program, as well as their community development efforts. The collection also includes a digital photo album that is available online.

Mana de KC's Organizational Strategy

Scope and Activities:

Overall MANA de KC members have served on various boards and commissions throughout Missouri and their presence as Hispanic leaders in this urban area is clear. In addition, MANA de KC members have served and continue to serve on the MANA National Board. MANA de KC has also been a resource for distributing and acquiring information to Hispanic families in the Kansas City metropolitan area. In addition, MANA de KC has developed its influence in supporting and promoting community service, advocacy, leadership development and higher education.

Strategies of how MANA de KC has supported it members' personal and professional development include: 1) recognition and promotion; 2) empowerment; and 3) educational advancement. From the recognition perspective, one of the first projects directed by MANA de KC was the public recognition of Latinas for their community involvement they received the Community Service Award. Within the realm of empowerment characteristics, MANA de KC has coordinated a vast amount of informative seminars, workshops, symposiums, and conferences that have included empowerment initiatives that strengthen bonds with national and local organizations such as, the Midwest Latina Conference, the Hispanic Chamber of Commerce, the Ford Foundation, and Alianzas, a program of University of Missouri Extension and University of Missouri Kansas City Institute for Human Development. In the area of educational development skills, MANA de KC has awarded numerous scholarships to deserving Latinas to further their higher educational advancement. MANA de KC has also sponsored Hermanitas program that is designed to mentor and support middle and high school Latinas. Their goal is to improve academic and testing skills, civil involvement in their respective communities and schools, and to develop leadership skills to help young Latinas focus on problem solving and critical thinking skills as they maneuver through life's challenges. The following sub-sections provide a more descriptive perspective of the activities MANA de KC has supported to promote Latinas in the region.

Recognition and Promotion Strategies:

In 1982, MANA de KC awarded the first Latina Community Service Awards honoring two Latinas. By 1995, a total of 28 recipients had been awarded that recognition for their continued service to improve conditions for Latinas in the greater Kansas City Latina community and in so doing they inspired others to emulate their example. The awards were presented in various ceremonies organized in collaboration with other local organizations. The Community Development Award (CDA) was given in 2004 to an outstanding community member who contributed to the Hispanic communities. The award nominations

were considered from the following categories: 1) arts/entertainment; 2) community service; 3) corporate employers; 4) education; 5) professional development; 6) religion; and 7) students.

Also, in 2004, MANA de KC collaborated with the Kansas Heritage Foundation and recognized six individuals who made a difference in the city of Topeka, Kansas for their support to the Hispanic community. In 2005, four community advocates were publicly acknowledged for their work. Six individuals received the CDA award in 2006, and eight in 2007, for their individual efforts to support the greater Kansas City Hispanic community and promoting a diverse workplace environment.

In an effort to further promote their community advocacy strategies, in 2002 Leonor Solis proposed an annual fundraising event to the MANA de KC Executive Board, that would be their own. She concluded that other non-profits in the area host successful annual fundraisers. She suggested that a Latina fashion show would be a fun way to provide MANA de KC an opportunity to recognize Latinas in the community for their work, while allowing them the opportunity to raise scholarship support for Latinas and to further advance their mission to promote higher education. The board agreed and decided that the theme for the fashion show was to reflect the Hispanic culture of Kansas City, and the models must be Latinas who are role models and mentors in their communities. The fashion show was named Moda Latina and it provided a venue exposing MANA de KC to a broader audience creating awareness about the Hispanic economic power and leadership in the region. More than 100 Latinas have participated and modeled in the runways of Moda Latina. The volunteers are the backbone of these successful fundraising events helping MANA de KC raise funds for Latina scholarships. Moda Latina also provides social networking venues to improve community development efforts in the KC metropolitan area. The last Moda Latina was held in 2009 at the Pierson Auditorium University of Missouri Kansas City where MANA de KC raised enough money to award three Latina Scholarships.

Strategies of Empowerment:

Members of MANA de KC have attended and organized various events promoting empowerment, such as the Adelante Mujer Symposium, the Ford Fellowship program, the Platicas, and the Leadership Development Training. In 2008, MANA de KC was selected to participate in AvanZamos, a Ford Fellowship program in Orlando, Florida. For six years, MANA de KC received funding from the Ford Motor Company to participate in AvanZamos, an opportunity that further developed their leadership skills. AvanZamos was designed to train community leaders, to strengthen their mentoring skills and apply them in their respective communities. The Hermanitas program is a mentoring program where MANA de KC members serve as Madrinas (mentors) and the Hermanitas receive training on personal leadership and organizational skills. In 2008, MANA members attended the 2008 Annual Education and Training Conference in Fort Worth, Texas. Three Platicas titled, "Diversity in the Workplace", were organized in 2007. That same year, MANA de KC held a Latina Leadership Workshop that provided information on parliamentarian procedures, applied the Myers-Briggs personality test, and included a Latina panel that shared scientific research and local political developments in Kansas City. In 2008, the Latina Leadership Series were organized featuring "Women with Wings" that featured various Latinas from the community that had maintained leadership roles as politicians, university professors, researchers, entrepreneurs and community leaders.

Strategies for Development Skills:

In addition of allocating scholarships to deserving Latinas to help advance their educational goals, MANA has supported the Hermanitas program. This leadership initiative provides an educational business model that enables at-risk students with leadership abilities to eliminate obstacles and improve areas of scholastic curriculum: reading, math, science, history, and critical thinking. This program has targeted Latina students to provide them stability for future endeavors at post secondary education. Furthermore, Hermanitas tackles issues associated with overall health and wellbeing such as, eating disorders, exercise, sexually transmitted diseases, pregnancy, alcohol and drug abuse, and depression. They strive to help Latinas find solutions to empower them through the networks and connections with

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Hispanic mentors in their respective communities. In the 1990's, the curriculum was expanded to include workshops related to: building self-esteem, future financial planning, substance abuse, career building, diversity, the family units, and cultural awareness enhancing the academic modalities in reading, math science, public speaking, developing good study habits, how to apply for scholarships and recycling.

In 1990, the Hermanitas held a "Stay in School Project" conference focused on self-esteem and self-responsibility through personal stories from successful women. In 2004 Hermanitas applied for support from the Sprint Achievement program to establish a structure for weekly tutoring and biweekly evening meetings at the Argentine Middle School. The program would include a variety of weekly and monthly activities, biweekly evening meeting with mentors, field trips to health fairs, and visits to the Kansas state capital in Topeka. In 2007, MANA de KC applied for a grant from the Women's Foundation of Greater Kansas City to hire a bilingual, bicultural coordinator to support the development and programming of the Hermanitas program. Funding was not received. Nonetheless, MANA de KC is committed to the continued support of the Hermanitas initiatives. A review of the attendance sheets and registration at events revealed that at least 35 Hermanitas have participated and received support in the last ten years from MANA de KC.

Conclusions

MANA de KC is an integral entity as a best practice organization in the Kansas City community. They champion their mission to empower Latinas through leadership development, community service, and advocacy. Evaluating educational trends is important as MANA de KC promotes educational advancement, and when we compared the Missouri Department of Education High School graduation rates for 2006-2010 we learned that in Missouri, Hispanics have an overall lower High School graduation percentage rate when compared to non-Hispanics. Howwever, for the Kansas City Metropolitan area, the United States Census American Community Survey indicates that for 2009, the percentage of Hispanic High School graduates was 30% when compared to 27.7% for non-Hispanics. This means that the High School graduation percentage rates for Hispanics in the greater Kansas City area is better compared to non-Hispanics and that difference can be attributed to the efforts of MANA de KC and other Hispanic-serving organizations that promote and encourage youth to stay in school. MANA de KC continues to collaborate and promote higher educational endeavors for all Hispanic youth. Nonetheless, their mission and primary focus is promoting and supporting the advancement of Latinas through leadership development, community service and advocacy. MANA de KC reinforces their mission through educational scholarships for Latinas in the greater Kansas City area. You can join MANA de KC in supporting their mission and developing future Latina leaders.

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Appendices

About the Plenary Sessions Speakers

Change and Integration

Eva Millona

Millona is the Executive Director of the Massachusetts Immigrant and Refugee Advocacy Coalition, the largest advocacy organization in the Commonwealth representing the foreign born. She has been with the organization for over ten years, working as the director of Policy and Advocacy and as Deputy Director. Prior to joining MIRA in July 1999, Eva directed the resettlement program in central MA. In her native Albania, she practiced civil and criminal law. From 1989-1992, Eva served as a judge in Tirana's District Court. Outside of MIRA, Eva is also the co-chair of the Governor's Advisory Council on Refugees and Immigrants and also serves on the U.S. Commission on Civil Rights.

Westy A. Egmont

Egmont served as the long time president of the International Institute of Boston, serving both Massachusetts and New Hampshire with a full array of immigrant services and refugee resettlement. He is co-chair of the Massachusets Governor's Advisory Council on Refugees and Immigrants and served as the co-chair of the National Immigrant Integration Conference held in 2010. For a term, he served as chair of the national network of the US Committee for Refugees and Immigrants and as a professor of practice at Boston College, he teaches social policy and immigrant social service courses.

Sylvia Lazos (commentary)

Sylvia Lazos, Justice Myron Leavitt Professor of Law, served on the law faculty of the University of Missour from 1999 to 2003, and has been at the William S. Boyd School of Law since 2003, where she teaches Constitutional Law. She is an expert on civil rights, immigration and diversity, having published extensively in top law reviews. She co-authored a monograph, Cambio de Colores, recommending polices of incorporation and assimilation of immigrants in the Midwest, and conducted research of the immigrant community in Las Vegas, published in the Nevada Law Journal. The Latin Chamber of Commerce named her Educator of the Year, 2009. She was recently named Lincy Fellow at UNLV where she is working on English Language Learner education reform research with colleagues at the College of Education.

Civil Rights and Political Participation

Mary Giovagnoli

Giovagnoli is the Director of the Immigration Policy Center, a division of the American Immigration Council (formerly American Immigration Law Foundation), in Washington, D.C. Previously, she served as Senior Director of Policy for the National Immigration Forum and practiced law as an attorney with the Departments of Justice and Homeland Security, serving first as a trial attorney and later as associate chief counsel for the United States Citizenship and Immigration Services.

Mary Sánchez (commentary)

Sánchez is a weekly syndicated columnist with Tribune Media Services, specializing in immigration, race, politics and culture. She also is an editorial columnist with The Kansas City Star. She received the National Clarion Award in 2007 for column writing and she was also a finalist that year for The American Society of Newspaper Editors Distinguished Writing Awards, having her columns published in "Best Newspaper Writing 2007," published by The Poynter Institute.

Education

Juan Sepúlveda

Sepúlveda was appointed by Secretary of Education Arne Duncan on May 19, 2009 to the position of director of the White House Initiative on Educational Excellence for Hispanic Americans. In this capacity, he is responsible for directing the efforts of the White House Initiative in engaging Hispanic students, parents, families, organizations, and anyone working in or with the education system in communities nationwide as active participants in improving the academic achievement of Hispanic Americans.

For the last 20 years, Sepúlveda has been a senior executive, strategist, and advocate in the nonprofit and philanthropic communities, with a focus in community development, capacity building, and transformational management. Prior to assuming his current position at the Department, Sepúlveda was president of The Common Enterprise (TCE), which he founded in 1995 as an outgrowth of a national Rockefeller Foundation initiative to help build stronger communities across America by making nonprofits, philanthropic organizations, governments, businesses, and communities more effective as they tackled significant critical social issues in more than 35 states and nationally.

Health

Nancie McAnaugh

McAnaugh is a Project Director at the Center for Health Policy at the University of Missouri-Columbia. She joined the Center for Health Policy in December, 2010 and serves as the Education and Outreach Director of the Missouri Health Information Technology Regional Assistance Center and leads CHP's Missouri Health Equity Collaborative (MOHEC). Prior to joining the Center for Health Policy she was Deputy Director/Chief Operating Officer at the Missouri Department of Health and Senior Services (DHSS). Ms. McAnaugh has held many leadership positions, including service as the former Director and Deputy Director of the Division of Senior Services and Regulation (2003-05), Chief of the Office of Governmental Policy and Legislation in the Department of Health and Senior Services, (2002-03), Senior Budget and Policy Analyst in the Governor's Budget Office in Missouri (1998-2002), and Project Director for the Center for Interdisciplinary Geriatric Assessment at the University of Missouri-Columbia, (1997-98). Additionally, Ms. McAnaugh was a state delegate to the 2005 White House Conference on Aging.

Entrepreneurship and Economic Development

Zola K. Moon

Dr. Moon has conducted sociological research at the University of Arkansas for over 10 years. She received her Bachelor of Arts degree in chemistry from Hendrix College, Conway, Arkansas and both her Master's in Sociology with an emphasis in rural sociology and PhD in Environmental Dynamics from the University of Arkansas. Her research interests include rural and community development, natural resource sociology, migration, demography, and rural health issues; she has particular expertise in spatial and statistical modeling. She has done fieldwork in Haiti, Vietnam, and the rural South. Outside the academic arena, she is an active volunteer in Scouting and youth activities as well as community outreach for marginalized populations.

Rosanna Saladin

Saladin is currently at the Institute on Family and Neighborhood Life at Clemson University. She is Marketing Coordinator for the Hispanic program at the Center for Community Services in Simpsonville, South Carolina. She also works as an independent Social Marketing and Media Consultant for several programs targeting Hispanics, including Hispanic Access Foundation's

"Juntos Podemos Contra el Cáncer" campaign. Previously she was the Social Marketing Manager with Population Services International in the Dominican Republic and led several projects with diverse at risk populations within the country. Her main interest is in applications of social marketing, research on prevention, and intervention efforts aimed at minority and at risk children and families.

Abelardo Rodríguez

Rodríguez is an Assistant Professor and Community Economic Development Specialist, Department of Agricultural Economics and Rural Sociology, University of Idaho, Moscow. He is interested in the economics of Latino labor force and migration; economic base analysis and entrepreneurship, and community driven economic development. He worked 16 years in South and West Asia, North Africa and Latin America as a research scientist, regional coordinator and program manager. As a consultant in Afghanistan he assessed the risk and vulnerability of urban, rural and nomadic populations; domestic and international migration; poverty, cultivation of illegal crops and economic development. He holds a PhD in natural resource economics from Colorado State University and a BS in Biology from the Universidad Nacional Autónoma de México.

Program

Day 1 – Wednesday, June 8, 2011

8:00 - 11:00 a.m. Exhibitors and Exhibitor Table Displays Set up
10:00 a.m. Registration Open

1:00 - 1:50 p.m. Plenary Conference Welcome Session
Welcoming Words: Domingo Martínez, Cambio Center, University of Missouri
Remarks: Sylvia R. Lazos, University of Nevada Las Vegas
Remarks: Corinne Valdivia, University of Missouri

2:00 - 3:00 pm Plenary Session 1: Change and Integration
Naturalization: The Official Integration
Presenters:
- Eva Millona, Executive Director, Massachusetts Immigrant and Refugee Advocacy Coalition
- Westy Egmont, Professor, Graduate School of Social Work at Boston College, & Co-chair of the Governor's Advisory Council on Refugees and Immigrants

Commentary:
Sylvia R. Lazos, University of Nevada Las Vegas

*Ms. Millona's participation is possible thanks to the support of the Massachusetts Immigrant and Refugee Advocacy Coalition.

*Mr. Egmont's participation is possible thanks to the support of the Association for New Americans.

3:15 - 4:15 p.m. Plenary Session 2: Civil Rights
The Real Barbarians at the Gates: The Anti-immigrant Agenda, How Communities are Catching on, and How to Use Facts to Push Back

Presenter:

Mary Giovagnoli, Director of the Immigration Policy Center, Washington, D.C.

Commentary:

Mary Sánchez, Syndicated columnist, Tribune Media; and Editorial Columnist, The Kansas City Star

*Dr. Giovagnoli's participation is possible thanks to the support of the Immigration Policy Center, Washington, D.C.

4:15 - 4:45p.m. - Break/Encuentros
(Extended Break for Networking)

4:45 - 6:00 p.m. BREAKOUT SESSIONS I (Concurrent)

Breakout 1: Discussion of the Plenary

Change and Integration, Naturalization: The Official Integration

- Eva Millona, Massachusetts Immigrant and Refugee Advocacy Coalition
- Westy Egmont, Boston College; Governor's Advisory Council on Refugees and Immigrants

Breakout 2: Education & Culture

Best practices and Workshops: Promoting Integration through Nature and Culture

"Reaching Over Boundaries: Underserved Audiences and the Native Plants Program"

- Nadia Navarrete Tindall, Cooperative Extension, Lincoln University, Jefferson City, Missouri
- Yvonne Matthews, Cooperative Extension Lincoln University, Jefferson City, Missouri
- Sue Bartelette, Cooperative Extension Lincoln University, Jefferson City, Missouri

"Celebrating Latino Heritage and Culture Through Preservation-Based Community Revitalization"

- Session Coordinator: Jennifer Sandy, National Trust for Historic Preservation, Chicago
- Amy Cole, National Trust for Historic Preservation, Denver, Colorado
- Norma Ramírez de Miess, National Trust for Historic Preservation, Washington, DC
- Luis Cristobal Medina, Guadalupe Centers, Kansas City, Missouri

Breakout 3: Health Literacy

Best Practices Panel

"3Vs for Life: Vitality, Vim, and Vigor for Life/Vitalidad y Vigor para la Vida"

- Judith R. Gonzalez, Forest Institute, Springfield, Missouri
- Julie K. Humphrey, Hand In Hand Multicultural Center, Springfield, Missouri

"Heard It Through the Grapevine... How Accurate Is It?"

- Siobhan Champ-Blackwell, National Network of Libraries of Medicine Mid-Continental Region, Omaha, Nebraska
- Barb Jones, National Network of Libraries of Medicine, MidContinental Region, Columbia, Missouri

"Improving the Health Literacy of Latino Newcomers: The Impacts of a Promotoras de Salud Program"

- Stephen Jeanetta, University of Missouri
- Jamie Christianson, University of Missouri
- Eduardo Crespi, Centro Latino, Columbia, Missouri

Breakout 4: Change and Integration Best Practices Panel

Strengthening Relationships Between Latino Immigrants and Their New Mid-western Communities

- Kimberly Greder, Iowa State University
- Rosa M. González, Iowa State University Extension
- Nancy Nicho, Iowa State University Extension
- Himar Hernández, Iowa State University Extension

Breakout 5: Entrepreneurship Research Panel

Latino Farmers in the Heartland

"Involving Immigrant Latino Farmers in Local Food Systems: A Community Capitals Approach"

- Jan Flora, Iowa State University
- Cornelia Butler Flora, Iowa State University
- Mary Emery, Iowa State University
- Diego Thompson, Iowa State University
- Claudia Marcela Prado-Meza, Iowa State University

"Access and Utilization of USDA Programs Among Latinos Farmers and Ranchers in Missouri and Nebraska"

- Eleazar U. González, University of Missouri
- Stephen Jeanetta, University of Missouri
- Christina Vasquez Case, University of Missouri Kansas City
- Miguel Carranza, University of Nebraska
- Kathy Starkweather, Center for Rural Affairs, Lyons, Nebraska
- Jon Bailey, Center for Rural Affairs, Lyons, Nebraska
- Rafael Martínez, Center for Rural Affairs, Lyons, Nebraska

Breakout 6: Education

Best Practice Panel: Latinas' Educational Endeavors Past, Present and Future

Christina Vasquez Case, University of Missouri-Kansas City

6:00 - 7:00 p.m. Cash bar
7:00 - 8:30 pm. Dinner & Entertainment

Grupo Folklórico Atotonilco, Kansas City, MO

Founded in Kansas City's Westside by Maria Chaurand in 1979, Grupo Atotonilco is a very well known Mexican dance group that comes back to Cambio de Colores. They showed their beautiful trade at the first two conferences in 2002 and 2003.

Day 2 – Thursday, June 9, 2011

8:30-9:45 a.m. Plenary Session 3: Education

Strengthening the Nation: The Obama Administration's Efforts to Expand Education Opportunities and Improve Education Outcomes for Hispanics

Juan Sepúlveda, Director of the White House Initiative on Educational Excellence for Hispanics - U.S. Department of Education (by live video, from Washington D.C.)

Commentary:
Patrick Kerr, U.S. Department of Education Region VII, Kansas City, MO

9:45-10:00 a.m. Break/Encuentros

10:00 - 11:30 am.. BREAKOUT SESSIONS II (Concurrent)

Breakout 1: Education
Discussion of the Plenary, "Strengthening the Nation: The Obama Administration's Efforts to Expand Education Opportunites and Improve Education Outcomes for Hispanics"
Patrick Kerr, U.S. Department of Education Region VII, Kansas City, MO

Breakout 2: Education
Best Practices Panel: Programs for Adults
"A Success Program that Involves Latino Volunteers"
- Sonia G. Morales Osegueda, Washington State University Extension

"Beyond good Intentions: Rethinking Curriculum Delivery"
- Alejandra Gudiño, University of Missouri Extension
- Kimberly Allen, North Carolina State University
- Amy Rhodes, Central Missouri Community Action Head Start and Connecting for Children, Columbia, Missouri
- Roxana Meneses, Boone County Department of Public Health and Human Services, Columbia, Missouri

"New Educational Initiatives: IME-Becas and Consular Protection Information Services"
- Jacob Prado, Mexican Consulate in Kansas City, Missouri

Breakout 3: Health
Focus on Childrens' Physical Well Being
"Nutrition & Physical Activity in a Summer Migrant Classroom"
- Jill F. Kilanowski, Case Western Reserve University, Cleveland, Ohio

"Ethnic Differences on the Effect of Mother's Perception of Child's Physical Activity on Child's Weight Status: A Focus on Hispanic Children in the Midwest"
- Olga J. Santiago, Julian Samora Research Institute, Michigan State University
- Rubén Martínez, Julian Samora Research Institute, Michigan State University
- Joey C. Eisenmann, Michigan State University

Breakout 4: Change & Integration Workshop
"MIPEX: Application of the Migrant Integration Policy Index in the United States"
- Mary Giovagnoli, Immigration Policy Center, Washington, D.C.

Breakout 5: Civil Rights Research Panel
Bullying; Domestic Violence; Disparities in Justice
"Stop Bullying Now! Campaign Pilot Evaluation: A Qualitative Assessment of its Usefulness and Cultural Appropriateness for Hispanic Populations"

- Rosanna Saladin-Subero, Institute on Family and Neighborhood Life, Clemson University, South Carolina
- Katheryn Hawkins, Clemson University, South Carolina

"Undocumented Latina Networks and Responses to Domestic Violence in a New Immigrant Gateway: Toward a Place-Specific Analysis"

- Angélica Reina, Iowa State University
- Marta Maldonado, Iowa State University
- Brenda Lohman, Iowa State University

"Reducing Racial and Ethnic Disparities in the Juvenile Justice System: A Blueprint for Community Engagement and Action"

- Christine M. Patterson, Office of State Court Administrator, Jefferson City, Missouri
- Anne Dannerbeck Janku, Office of State Courts Administrator, Jefferson City, Missouri

Breakout 6: Education Research Panel

Focus on High School

"Exploring the Career Aspirations of Latino English Language Learners (ELL) High School Students in the Rural Missouri"

- Alejandro Morales, University of Missouri
- Jasmine D. Tilghman, University of Missouri
- David Aguayo, University of Missouri
- Wenxu Xu, University of Missouri
- Christina Wilson, University of Missouri Hang Shim Lee, University of Missouri

"Latinos in North Central Indiana: Education Need and Asset Study"

- Ana Juárez López & Robert Reyes, Center for Intercultural Teaching and Learning at Goshen College, Indiana

12:00 - 1:30 p.m. Lunch

Remarks & Greetings from Special Guests

1:30 - 3:00 p.m. Plenary Session 4: Health

Health Policy, Health Disparities, and Immigrant Health: There is More to Health Than Health Care
Presenter:

- Nancie McAnaugh MSW, Project Director, Center for Health Policy, University of Missouri

Commentary:

- Tracy Branch, Region VII Minority Health, U.S. Department of Health & Human Service, Kansas City

3:00 - 3:30 pm - Break/Encuentros
(Extended break time for networking)

3:30 - 5:00 pm BREAKOUT SESSIONS III (Concurrent)

Breakout 1: Discussion of the Health Plenary

Breakout 2: Change and Integration - Organized Research Panel

Exploring the Ethos of Reception: Attitudes Towards Immigration in Missouri

"Who are Immigrants? The Beliefs and Perceptions of the U.S.-Born in Missouri"

- Lisa Dorner, University of Missouri-St Louis

"Attitudes Toward Immigrants in Missouri: Public Conceptions of 'the System'"

- Joel Jennings, Saint Louis University

"A Comparative Analysis of Public Attitudes toward Immigrants and Immigration in Missouri"

- J. S. Sandoval, Saint Louis University

Breakout 3: Change and Integration

Organized Research Panel

"Integration and Sustainable Rural Communities: A Framework for Linking Long-Time Residents and Latino Newcomers"

- Corinne Valdivia, University of Missouri
- Lisa Y. Flores, University of Missouri
- Stephen C. Jeanetta, University of Missouri
- Domingo Martínez Castilla, University of Missouri
- Alejandro Morales, University of Missouri

Breakout 4: Entrepreneurship Research Panel

Understanding and Promoting Hispanic Businesses

Breakout 5: Health Research Panel

Focus in the House

"Transnationalism and Housing and Health Risks of Rural Latino Immigrant Families"

- Kimberly Greder, Iowa State University

"From All Alone to Safely Home: Mitigating Risk Factors for Unaccompanied Children"

- Dawnya Underwood, Lutheran Immigration and Refugee Service, Baltimore, Maryland
- Weihui Wang, Lutheran Immigration and Refugee Service, Baltimore, Maryland

Breakout 6: Education - Best Practices Workshop

Dropout Prevention with Latino Families: The Juntos Program
Presenters:

- Andrew Behnke, North Carolina State University
- Cintia Aguilar, North Carolina State University

Day 3 – Friday, June 10, 2011

8:30-9:30 a.m. Plenary Session 5: Entrepreneurship

Research Panel: Understanding and Promoting Hispanic Businesses

"Barriers to Migrant Latin American Entrepreneurship -A Comparison between Key Informants and Entrepreneurs"

- Presenters: Zola K. Moon, University of Arkansas; Cristina Abreo, Oportunidades NOLA, St. Anna's Episcopal Church, New Orleans

"Individual, Family, and Community Factors Affecting Hispanic Entrepreneurs"

- Presenter: Rosanna Saladin-Subero, Institute on Family and Neighborhood Life, Clemson University

"Promoting Latino and Women Entrepreneurial Development in Idaho"

- Presenter: Abelardo Rodríguez, University of Idaho

9:30 - 9:45 am - Break/Encuentros

9:45 - 11:00 am BREAKOUT SESSIONS IV (Concurrent)

Breakout 1: Discussion of the Entrepreneurship Plenary

- Zola K. Moon, University of Arkansas
- Cristina Abreo, Oportunidades NOLA, St. Anna's Episcopal Church, New Orleans
- Rosanna Saladin-Subero, Institute on Family and Neighborhood Life, Clemson University
- Abelardo Rodríguez, University of Idaho

Breakout 2: Health

Research: Immigrant Women

"What Mexican Immigrant Women Want in Cervical Cancer Education"

- Jennifer L. Hunter, University of Missouri- Kansas City

"Rural Latino immigrant mothers' perceptions of local food and health"

- Kimberly Greder, Iowa State University
- Flor Romero de Slowing, Iowa State University

Breakout 3: Organized Research Panel

Psychology of Integration

"Matachines In the Midwest: A Case Study of Gender, Religion and Ethnicity"

- Stephen R. Christ, University of Missouri

"Expanding the Horizons for Understanding Immigrants' Adjustment: Ecological Perspectives"

- Hang Shim Lee, University of Missouri
- Hung Chiao, University of Missouri

"Latina/o Food Industry Employees: Barriers, Facilitators, Motivators, Training Preferences and Perceptions of Work"

- Marlen Kanagui-Muñoz, University of Missouri
- Patton Garriott, University of Missouri
- Lisa Flores, University of Missouri
- Seonghee Cho, University of Missouri
- James Groves, University of Missouri

Breakout 4: Change and Integration

Organized Research Panel: The New Hispanic South - SERA-37: Bringing Together Researchers and Land-Grant Faculty to Meet the Needs of Latinos in the South

- Kathleen Tajeu, Auburn University, Alabama
- Julia F. Storm, North Carolina State University

- Cintia Aguilar, North Carolina State University
- Andrew Behnke, North Carolina State University
- María Navarro, University of Georgia

Breakout 5: A Panel on Research Methodologies Across Disciplines

"Mental Health Response to Spanish-Speaking Telephone Callers: Secret Shopper Study"
- Bruce A. Eddy, Jackson County Community Mental Health Fund, Kansas City, Missouri
- Mercedes Mora, Guadalupe Centers, Kansas City, Missouri

"Porous Spheres: Direct Observation of Interethnic Interaction in a Small Midwestern Community"
- Ann Marie Kuchinski, University of Missouri

"A Case Study Analysis of Latino Immigrant Men Living in the Rural Midwest"
- Alejandro Morales, University of Missouri
- Corinne B. Valdivia, University of Missouri

Breakout 6: Change

Research Panel: Policy and Social Climate

"The Policy Dimensions of the Context of Reception for Immigrants (and Latinos) in the Midwest"
- Rubén Martinez, Julian Samora Research Institute, Michigan State University
- Jennifer Tello Buntin, Julian Samora Research Institute, Michigan State • University
- William Escalante, Julian Samora Research Institute, Michigan State University

"Results from the 2009 Social Climate Survey for Hispanic Immigration in the United States (SCSHI)"
- Arthur G. Cosby, Social Science Research Center, Starkville, Mississippi
- Monica A. Rosas Gutierrez, Social Science Research Center, Starkville, Mississippi
- Nydia Valenzuela Salazar, Instituto Tecnologico y de Estudios Superiores de Monterrey, Mexico
- Marissa S. Matta, Social Science Research Center, Starkville, Mississippi
- Tonya T. Neaves, Social Science Research Center, Starkville, Mississippi

"Immigration Enforcement in America's Heartland"
- Juan Manuel Pedroza, The Urban Institute, Washington, DC

11:00 a.m. - 12:00 p.m. Closing Plenary Session

Remarks: Handy Williamson, Vice Provost for International Programs, University of Missouri
Remarks: Brady Deaton, Chancellor, University of Missouri

12:00 p.m : Conference Adjourn

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