

# Cambio de Colores: Latinos in the Heartland

Proceedings of the 11th Annual Conference:  
At the Crossroads: ¿Incorporation or Marginalization?  
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## Preface

*"It was the best of times,  
it was the worst of times"*  
*A Tale of Two Cities*, Charles Dickens

The dozen words above refer to London and Paris during revolutionary times, and are often quoted to describe paradoxical moments. But Dickens, a keen observer of the human condition, was referring to 1775, a very specific moment in the inextricably related histories of England and France. He was referring to people's perceptions of what was brewing in the cauldron of history.

Reading more of the book's initial paragraph will help us to better understand the complexity of the human experience:

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way— in short, the period was so far like the present period [...]

Like the present period, indeed. The best of times for the immigrant who has a job, a family and a future; the worst of times for the immigrant who is separated from loved ones, or subject to a thousand dangers in a land where language and customs are alien. This is the age of wisdom, where many people, like those attending Cambio de Colores conferences, work hard to understand change and to make life better for all, and the age of foolishness characterized by society's resistance to necessary change. We may have everything before us, but we still often feel as if we have nothing before us. However, this is neither paradox nor contradiction, such is the dialectics of change: confusing, exhilarating, dangerous, intriguing, and, over all, necessary. Latin America's beloved poet Pablo Neruda wrote, in a similar vein: *"Sin duda todo está muy bien / y todo está muy mal, sin duda"* ("No doubt everything's just fine/and everything's very bad, no doubt.")

The eleventh conference's driving theme was "At the Crossroads: ¿Incorporation or Marginalization?" Last year, we were surely facing uncertain and unsettling times because of the high pitch of the electoral rhetoric. We need to take the steps to decide, as a society, if we want incorporation or marginalization of the large numbers of immigrants that are settling here, there, and everywhere. It is, of course, a false option; we want, of

course, to take the road that incorporates the newly arrived families into our society. We know that marginalization is expensive in every social, economic and fiscal respect, and we have no right to impose the task of dealing with those problems on our children. Let us follow the yellow brick road that points to “incorporation” and “integration.” We can go jumping and dancing like Dorothy and her friends, but we will soon find out that there is a deep canyon. To cross to the other side, we need a bridge. We better be brave, smart, and bring a big heart to devise and build the bridge. No wizards are available to help us. Bridges cannot be improvised. We need the human, social, and financial capital, the hearts of the people committed to building the bridge, and people at each side of the chasm who know about the other and want to work together. We need the courage to keep pushing the project, the stamina to resist, and to persuade today’s naysayers that the bridge is for the common good. Finally, no matter how far back in history we go, bridge building has always required brains to carry out careful planning, precise measurements, and to select strong, yet flexible, materials. We need to understand soil, rocks, erosion, the knowledge that may be in the books or developed in the lab, or from measurements in the field.

Solid knowledge is what universities bring to the project. We try to provide facts, not opinions; we try to be persuasive, not confrontational. We are now working in every one of these realms, and the Cambio de Colores conferences are the *akademia* where stakeholders come together to share their hearts, their courage, and their brains. We all can make a fine bridge: beautiful, strong, and durable, so that our children will be proud of our efforts.

Pablo Neruda, again, will help us to remain humble: *“Es tan poco lo que sabemos / y tanto lo que presumimos”*. (We know so little / and we boast so much!)

Domingo Martínez Castilla

Cambio de Colores Conference Director  
Director, Cambio Center, University of Missouri

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## Introduction

“At the Crossroads: Incorporation or Marginalization?” was the central theme that our communities of practice at Cambio de Colores sought to address in 2012. In the 11th year since “Call to Action” in 2002, conference participants came together to Columbia, Missouri, to share their experiences, research findings, and best practices, especially as we look to the future of Latino/as as members of the communities where they have settled. We purposely asked the question, ‘Is our path going forward one of integration or separation?’, aware of the fact that if marginalized, Latino newcomers to the Midwest would be limited in how they could contribute to the future of our communities and states.

The community of practice that is Cambio de Colores comes together with purpose, seeking to contribute our shared experiences and knowledge to facilitate the integration of Latino/as. The 11th Conference Proceedings includes 18 papers, the largest number to date in a Cambio de Colores proceedings. The five conference themes of Civil Rights, Education, Health, Entrepreneurship and Economic Development and Change and Integration are all represented in the proceedings and capture the breadth and scope of the issue. For example, one paper looks at how Hispanics fared in their efforts to find safe and affordable housing during the economic crisis, ‘Is there an affect on incorporation? Does it contribute to marginalization?’. Other papers focus on incorporation in rural areas including the role of social capital in facilitating integration and newcomers in rural Kansas, creating immigrant friendly community and exploring youth perceptions of food in Iowa. There were several perspectives on education including youth, higher and adult education. The role of Latino entrepreneurship and economic development was also explored.

A reason why Cambio de Colores is such a rich learning environment is that it brings together researchers studying the issues of integration together with the people who are working in the communities trying to address the issues. The papers in this proceedings provide both the state of the art in research on the topic of incorporation as well as evaluations of some of the best practices people are employing as they work to address the key issues they are facing in their neighborhoods and communities. We hope you find these papers useful resources to you in your practice, research or both your practice and research.

Sincerely,



Steve Jeanetta



Corinne Valdivia

# *Abstracts*

## *Change and Integration*

- **The Roles of Parenting and Cultural Values in Prosocial Behaviors Among Mexican American Youth**

*Alexandra Davis, Cara Streit and Gustavo Carlo, University of Missouri – Columbia  
George Knight, Arizona State University*

Research demonstrates that parents influence the pro-social development of their children (Carlo & De Guzman, 2006). Parents engage in a number of practices that socialize and shape the pro-social and moral tendencies of their children. Particular styles of parenting have been the focus of prior scholarly research, namely responsive and demanding parenting (Maccoby & Martin, 1983). Furthermore, there is research suggesting that parenting styles might be associated with pro-social behaviors in different ways across distinct ethnic groups (Carlo & DeGuzman, 2006). Cultural values might mediate the relations between parenting styles and pro-social behaviors (Carlo & DeGuzman, 2006), and that parenting styles might be related to different forms of helping (Carlo et al., in press). The current study will examine the relationship between parenting and pro-social behaviors and the moderating effect of gender roles. Participants included 314 Mexican American and European American adolescents (206 Mexican Americans, 50% girls, mean age = 10.97 years).

Participants completed measures of parental responsiveness and demandingness, traditional gender roles, and pro-social behaviors. Preliminary structural equation modeling (models had adequate fit, CFI>.95, RMSEA<.08) indicated that responsive parenting negatively predicted traditional gender roles. Traditional gender roles were positively associated with public and anonymous pro-social behaviors and negatively associated with altruistic pro-social behaviors. Further analyses will examine the moderating effects of gender and ethnicity. Discussion will focus on the role of parenting styles and cultural values in moral development among Latino youth, and the importance of studying different forms of helping behaviors.

- **Exploring How to Make the North Central Education/Extension and Research Activity (NCERA) Sustainable Over Time**

*Diego & ompson, Jan L. Flora and Saúl Abarca-Orozco, Iowa State University*

NCERA was developed in 2009 with the main objective of coordinating and empowering the institutional efforts of universities in the Midwest with regard to Latinos and immigrants in this region, primarily through the efforts of individuals in those universities who have a passion for the subject. Since its creation, the activity has accomplished several outreach and research goals. However, the continuation of this effort is uncertain, due to different causes. This white paper aims to explore the main outcomes of NCERA as well as address some of its most critical challenges to its continuation over time. Recommendations and suggestions will be discussed.

- **Community Voices and the Welcome Mat**

*Corinne Valdivia, Lisa Y. Flores, Stephen Jeanetta and Alejandro Morales, University of Missouri – Columbia*

This is a panel of community stakeholders in Missouri, working for their communities, and often with newcomers as well. The purpose of the panel is to listen to their experiences in serving their communities, and the efforts to build bridges and support the integration process of newcomers who are settling.

They will be presenting the facilitators and challenges to integration that they perceive to be operating in their respective communities. Presenters include the stakeholders from communities in three regions where research on linking newcomers and long-term residents is being conducted.

- **Of Possibilities and Limitations: Maternal Self-Perceptions of Agency in Children's Spanish/English Bilingual Development**

*Isabel Velazquez, University of Nebraska - Lincoln*

This paper presents the preliminary results of an ongoing study of the sociolinguistic experiences of a group of first-generation Latino families attempting to raise their children as Spanish/English bilinguals in the city of Lincoln, Nebraska. Each mother's self-perception of agency in her children's linguistic and academic development is examined, as well as perceptions of the challenges involved in having her children speak Spanish in either private or public spaces. Additionally, results of an analysis of mothers' understanding of the possibilities and limitations of bilingual development in her children are presented.

Previous studies (Velazquez, 2009; Potowski, 2008; Okita, 2002; Schechter & Bailey, 2002) have pointed to the work of mothers as a key node in the process of inter-generational transmission, or loss of a heritage language. Understanding the motivations and beliefs about this work held by a group of mothers who are themselves in the process of acquiring English, provides powerful insight into one of the main foundations of home language policies and practices. These policies and practices set the basis for Spanish transmission or non-transmission to the children in these households. Some contributions of this research are: 1) It presents a view of heritage language maintenance and loss from the perspective of the family; 2) It contrasts institutional and parental understandings of the costs and benefits associated with bilingualism and minority language transmission; and 3) It provides data on the household language dynamics for a group of second-generation Latino bilinguals in the Midwest.

- **Hardship Evaluations in Immigration/Deportation Case**

*Megan Strawsine Carney, Marlen Kanagui-Muñoz and Constance Brooks, University of Missouri-Columbia*

According to the U.S. Department of Homeland Security, the number of deportations in the U.S. has risen significantly in the past decade (Office of Immigration, 2010). Deportation can have serious and devastating financial, social, and psychological effects on families. In select cases, families facing deportation can seek cancellation of removal by providing evidence that the deportation would result in extreme and exceptional hardship to a citizen or legal permanent resident spouse, his or her finances, parent, or child of the individual facing deportation. Extreme and exceptional hardship on the citizen or relative to the citizen is determined by a judge, who considers information largely from a hardship evaluation that is completed by a psychologist. While only extreme hardship to the citizen or legal permanent relative, is relevant under the law, potential psychological concerns in the person facing deportation remains important because it can cause additional stress for the relative. Relevant factors in these cases include family relationships and circumstances that would make it extraordinarily difficult for that person facing deportation to leave the country. The information that is obtained in the hardship evaluation is used in the analysis of two questions. The first examines if deportation of the immigrant would pose an extreme hardship to the relative in question. The second asks, if there will be extreme hardship for the citizen or legal relative to accompany the immigrant back to his or her home country? In analyzing these questions, financial, educational, health care, psychological and other factors are considered.

The panel will highlight a recent collaboration between the Assessment and Consultation Clinic at MU and Global Innovative Legal Solutions aimed at completing hardship evaluations to aid individuals facing deportation. The purpose of the panel is three-fold: 1) discuss the purpose and scope of hardship evaluations; 2) shed light on the process of evaluating hardship through psychological evaluation; and 3) discuss specific case examples to highlight the important aspects of immigration hardship evaluations. Participants will learn who potential candidates for an exceptional hardship case are. They will also learn about the specific elements that are examined in a hardship evaluation. Lastly, they will learn about potential outcomes from such evaluations and court cases. Participants will also have opportunity to discuss what to look for in a psychologist who performs the hardship examination.

- **Amigas en la Comunidad: Community Members for Social Change**

*Meredith Rataj and Judy McGrath, Catholic Charities Community Services Southside center St. Louis, Missouri*

Amigas en la Comunidad is a project designed to incorporate leadership from within the local Latino community of St. Louis, Missouri, to initiate efforts to improve the climate of the greater receiving community. Amigas en la Comunidad is based on the efforts of Amigas Latinas, a Spanish-speaking psycho-educational group, run at a local social service agency where Latina women living in the St. Louis metropolitan area move out of isolation and into empowerment. Loosely based on the 'promotora' or community health leader approach, the group acknowledges and capitalizes on the common reality that women

often serve as gatekeepers and change-agents in Latino families. Members of this long-standing group serve as conduits to their communities and ambassadors of mental health information and healing among the various systems in which they function as 'promotoras.' Amigas en la Comunidad is a multi-level project involving the Amigas Latinas, ultimately focusing upon their identification, community engagement plan, and action to effect change surrounding identified issues of access and discrimination within their community. The project is designed to provide culturally appropriate leadership training for the members of Amigas Latinas through an all-day retreat and workshop, building upon the promotora model of the group and the cultural identity of women within Latino families. Rooted in the Freirian assertion that 'oppressed communities are capable of questioning their reality and collectively solving their own problems,' this project conceptualizes group members as co-researchers engaged in processes of social change (Kapitan, 2011).

A project board of emerging leaders in the Amigas Latinas has been formed to guide the direction and organization of the project. Program staff function as a resource and as group facilitators, but only as defined by the project board. The needs assessment and action plan will be entirely generated by the group members. At the time of presentation, Amigas en la Comunidad has conducted the leadership retreat and begun to plan to conduct a community needs assessment focused on issues of access and discrimination. Upon completion of the needs assessment, Amigas will return to their regular group meeting to examine their findings, determine the highest needs, and begin formulating an action plan to effectively address one or more of the identified issues.

This presentation of the Amigas en la Comunidad model will delineate a unique model for other agencies and entities looking to engage their local Latino communities in a discussion around social change. We will discuss the benefits to our approach, explaining the successes that we have encountered, while also presenting the challenges associated with implementing this model. Mental health therapists will consider a holistic and systemic approach to collaborating and capacitating leadership with a special emphasis on the use of art therapy techniques to facilitate the process.

- **Bosnian Muslim Refugee Girls in St. Louis: An Invisible Religious Minority Asserting Themselves**

*Lisa Dorner, Alice Floros and Midheta Mujanovic, University of Missouri – St. Louis*

Religion is a fundamental basis for belonging and community, but 'belonging' to one group has historically led to religious persecution of another, often resulting in human migration (Bramadat & Koenig, 2009). The Bosnian Muslim community in Missouri is no exception. During the 1990's, the International Institute of St. Louis began to settle Bosnian refugees who were fleeing a devastating war and ethnic cleansing. The metropolitan area is now home to the largest population of Bosnians outside of Bosnia itself, estimated at 70,000 (Cooperman, 2011). Framed by theories on the sociocultural nature of human development (Rogoff, 2003) and the critical science of childhoods (Maira, 2009; Orellana, 2009). This paper examines, how does religion, migration, gender and social context, especially middle/high school settings, intertwine and shape the identity development of Bosnian Muslim girls. This question is especially interesting and complex in St. Louis, as many teachers and peers see Bosnians (most of whom do not wear head scarves) as 'White,' and thus, similar to the majority culture. But do girls from refugee families feel this way?

This study is part of a larger project collecting immigrant narratives as part of a 'Welcoming MO' initiative designed by a local nonprofit, the Missouri Immigrant and Refugee Advocates. Taking a case study approach, we analyzed semi-structured, qualitative interviews, conducted with four young adult Bosnian women, one of whom is the third author of this paper. As a faculty member at a local College of Education (Dorner) and two pre-service teachers (Floros and Mujanovic), this project aimed to document the experiences of post-9/11, profiled immigrant youth in U.S. schools, and also questioned what kinds of spaces schools can provide, so that Muslim students feel safe to share their stories and identities. This paper expands upon the following findings. The first aspect of our study focused on the identity politics of Bosnian Muslim girls. Post-9/11, they felt like they were covertly "under surveillance" by family members and the general community as Muslims, even if they were unveiled. At some schools, students ended up challenging teachers who marked out their Muslim identity in negative ways. Thus, "Muslimness", and assumptions about being Muslim, are constantly renegotiated by Bosnian girls in St. Louis. The second aspect of our project focused on how identity is comparatively shaped by girls' migrant experiences and transnational experiences. The youth told us that young women back in Bosnia may not have the same educational experiences as their peers in the U.S. One of the girls said that she appreciated that she had "so much more" compared to if she was in Bosnia. If still living in Bosnia, she would not have graduated from high school. In contrast, in the U.S., many not only go on to college, but they also serve as translators and interpreters for their families and neighbors (Orellana, 2009). This gives them a certain power and access to new sources of knowledge about education, finances, and other similar subjects. Using the voices and experiences of these four young women, this article will conclude by exploring different strategies that educators can implement, to create spaces for all students to share their diverse, and religious-minority identities.

- **Disciplining Practices and Moral Development in Mexican American and European American Youth**

*Cara Streit, Alexandra Davis and Gustavo Carlo, University of Missouri – Columbia  
George Knight, Arizona State University*

Scholars have asserted that parental discipline is important in promoting moral development (Hoffman, 2000). Positive inductions refer to parents' use of reasoning and explanations to foster awareness of others in a transgression context (Carlo et al., 2011). Positive induction has been positively linked to children's prosocial development (Krevans & Gibbs, 1996) and is positively associated with moral reasoning (Hoffman, 2000). However, such prior research has examined prohibition-oriented moral reasoning rather than pro-social moral reasoning (i.e., thinking about helping situations in the absence of laws or formal rules; Eisenberg, 1986). Thus, the current study will examine the relations between parental positive inductions and pro-social moral reasoning through the mediating roles of perspective taking and empathic concern in a sample of Mexican American and European American early adolescents.

Three hundred and thirteen early adolescents (205 Mexican American; girls,  $n = 157$ ;  $m = \text{age} = 10.96$  years) participated. Participants completed measures of parental positive inductions, perspective taking, empathic concern, and pro-social moral reasoning. Preliminary structural equation modeling (models had adequate fit,  $CFI > .92$ ,  $RMSEA$

< .098) indicated that parental positive inductions positively predicted perspective taking and empathic concern. Perspective taking positively predicted empathic concern. Empathic concern was positively associated with high levels of pro-social moral reasoning, and negatively associated with low levels of pro-social moral reasoning. Follow-up analyses will examine the moderating roles of ethnicity and gender. Discussion will focus on the role of discipline in fostering pro-social moral development, and the mediating roles of empathy in early adolescents from different culture groups.

- **Community Mobilization for Immigrant Integration: The Case of Sioux County, Iowa**

*Cornelia Flora and Jan L. Flora, Iowa State University*

Communities where there are a substantial number of new immigrants face many contradictions among legalists, who insist that all residents have appropriate documentation pluralists who focus on the human aspects of family separation and cultural inclusion and pragmatists who insist that the local economy needs immigrants. Since there is no path to legal migration for such labor, the workers need to be there. Sioux County, Iowa, moved by a campaign of racial profiling and deportations by the county sheriff, organized to stop the loss of labor and the breakup of families by mobilizing the market, state, and civil society factors to study and develop local policies in the face of federal inaction. Lessons learned are presented.

Study groups formed around the role of immigrants in the local economy, the paths to legal status for workers and their families, including myths and truths about immigration and immigration law, the local resources already existing for new immigrants and the possibilities for social services to be even more effective. This politically conservative, religiously devoted and highly entrepreneurial country should come together and give hope for the possibility of comprehensive immigration reform, and the ability of local communities to integrate new immigrants as valued members.

- **Reframing the Conversation, Going Beyond Diversity**

*Alejandra Gudiño, Donna Mehrle and Candance Gabel, University of Missouri – Columbia*

In general, the United States, and Missouri in particular, grows more and more diverse, not only in terms of race, languages and religions, but also in terms of age, sexual orientation and family structure. We are facing additional interaction with people of different cultural and social values. We need the opportunity to raise the levels for self-reflection to re-frame the conversation on diversity to discuss, discover and understand who we are before we can understand the other. The level of self-reflection in a conversation around cultural diversity will help us recognizing that our well-being and that of others are interdependent and intertwined.

Our intent with this workshop is to increase awareness of the different dimensions of diversity, examine cultural identity, attitudes, perceptions and feelings about diversity and become aware of skills and resources to manage crucial conversations.

This paper will highlight the “Diversity Education Plan” that we implement for our Family Nutrition Education Program. This plan is not only for new faculty, it is intentionally

designed to prepare Extension professionals in the field to work effectively across the many dimensions of diversity, by adapting personal communication styles and behaviors to be effective communicators and feeling comfortable engaging in initiatives or programs for diverse audiences.

- **Integration and Acculturation through Pictures: PhotoVoice in Mexico and Minnesota**

*Rodolfo Gutierrez, Hispanic Advocacy and Community Empowerment through Research*

*Carolyn García, University of Minnesota – Minneapolis*

*Rosa María Aguilera, Instituto Nacional de Psiquiatría, Mexico City*

PhotoVoice is a methodology that looks to empower communities in advocating for themselves in issues that are of concern. The main idea is to bring images that support their statements to policy makers and other audiences who could have a say in shaping changes in policies, in order to improve or induce changes to address concerns to a community. The goal is to link what PhotoVoice participants have done in Mexico and Minnesota to a further understanding of how important it is to address health care issues over the groups who are experiencing the immigration/emigration process and how it impacts families and communities. We want to address how, through images, our participants stated their process of integration and change, associated to either their move to the U.S., or how families ended up dismembered or broken, and how they cope with these issues. This will bring powerful statements to those who are engaged in supporting improvements among immigrant communities. We worked with groups of immigrants in Minnesota, and families of emigrants in Mexico. Testimonies and images were collected in both countries. The scope of the presentation looks to be global, but it is also looking into states of emigrant destination in both countries. Through images and group sessions, our PhotoVoice participants identified different topics that concern them, but also told how they conceive and project their experiences related to immigration to the U.S., and how that process changed the way of living in both places. Selecting pictures also involves selecting a statement that they are interested in underlining. This includes the way families manage the transition, either with themselves living the insertion into a hosting community and culture, or seeing their members leaving and then trying to adapt themselves, including the incorporation of some previous members who are returning after migrating, and how they also provide a peculiar perspective of the phenomenon. We will discuss how their specific experiences determine their perspectives about the acculturation process, and how their families try to manage it, looking to maintain their own cultural expressions or denouncing the lack of them in Mexico.

- **The Context of Interethnic Public Social Encounters in Milan, Missouri**

*Ann Marie Kuchinski, University of Missouri – Columbia*

Recent research has documented the public social encounters and interactions between newcomers and established residents in Milan, Missouri (Kuchinski, 2011; Kuchinski, 2012). In this paper, the context of these encounters is explored.

Specific attention will be paid to the age and gender of participants as well as the location of where interactions did or did not occur. The results of chi-square tests of significance will be presented as well as qualitative data about the nature of interethnic encounters. When compared to existing research, these findings both support and add to our existing understanding of the acculturation strategies of newcomers. Policy implications are also discussed.

- **Beyond Bilingual and Bicultural: How Service Providers in a New Growth Community Work with Latinos**

*Deirdre Lanesskog, Lissette Piedra and Stephanie Maldonado, University of Illinois at Urbana-Champaign*

The large influx of Spanish-speaking immigrants in the past four decades and their unprecedented spread across the United States has generated complex service barriers in communities unaccustomed to immigrants. These 'new growth' areas, which attract Latino immigrants seeking low-skill work, also tend to experience an exodus of highly educated Hispanics (Lichter & Johnson, 2009). At a time when bilingual professionals are urgently needed, such a trend reflects a significant loss of human capital. Therefore, how these service providers in these changing communities understand and navigate cultural, linguistic, and institutional limitations, can provide critical insights for future service planning.

Three questions motivate this study: 1) how do service providers in these new growth areas conceptualize and address services barriers for Latino immigrants; 2) what characteristics do workers identify as critical to providing effective services for Latinos in this context; and 3) what institutional policies and practices are needed to augment a scarce bilingual workforce.

This paper analyzes semi-structured interviews with 24 service providers in a midwestern county with a rapidly growing Latino population. These Latino and non-Latino participants deliver a broad range of social services to Latinos and were recruited through a snowball sampling technique in which community leaders and service providers recommended peers and colleagues engaged with the Latino community. We used a Grounded Theory approach to open coding and axial coding to develop themes (Larossa, 2005), and used an anthropological definition of a theme, dynamic affirmations, which control behavior or stimulate activities (Ryan & Bernard, 2003, p. 86). Interviews were analyzed chronologically, using constant comparison to triangulate the data and to arrive at an inductive analysis of how service providers manage a difficult service context for Latino immigrants.

Analysis indicates that across service sectors, providers valued bilingual skills and Latino ethnic identity, which often served as a proxy for biculturalism. However, these

characteristics often proved insufficient in the absence of empathy for Latino clients or a willingness to act on their behalf. Rather, our data indicate that the ability to empathize and the possession of effective agency reflect a skill set distinct from linguistic and cultural skills. Further, the delivery of high quality services hinged on the convergence of all four qualities 'language, culture, empathy, and agency' within a particular institutional context. This research also highlights the institutional practices that compound language barriers, such as a pervasive lack of planning in the recruitment, retention, and support of bilingual workers, as well as a lack of incorporation of monolingual workers in serving growing immigrant populations. These factors combine to create a fragile service infrastructure for Latino clients.

The challenges posed by those who need linguistically accessible services in communities unaccustomed to immigrants create a unique set of service complexities for service providers who work in these regions. Our findings suggest that these complexities are not insurmountable. By identifying characteristics of effective service providers and devising institutional strategies to reduce worker burnout and turnover, the cultivation of a linguistically responsive workforce remains within reach.

- **How Can I Help You?: Immigrant Reception at a Midwestern Public Health Department**

*Deirdre Lanesskog, University of Illinois at Urbana-Champaign*

So called 'new growth' communities, those with small but rapidly growing Latino populations often experience an influx of low-skilled, low-income, Hispanic workers with limited English proficiency (LEP), and a simultaneous out-migration of highly educated Hispanics (Lichter & Johnson, 2009). At a time when bilingual professionals are urgently needed to serve growing numbers of Hispanic residents in these communities, institutions must develop ways to meet the needs of these newcomers using a scarce bilingual workforce and existing monolingual staff. How service providers in these changing communities adapt to this challenging service context has serious implications for clients, staff, and communities. For immigrants, service provision plays a critical role in helping meet basic needs, but also in facilitating integration into American society (Skerry, 2003). While history shows that immigrants will integrate into the American framework over time, without help and direction, such integration is likely to take place in a manner producing divisiveness, tension, and conflict between newcomers and native residents (Engstrom, 2006; Jimenez, 2007). Similarly, research on bilingual workers in traditional immigrant gateways suggests that bilingual workers often find their work meaningful and fulfilling, while at the same time feeling overwhelmed by the additional time, effort, and emotional energy required to meet the many needs of their LEP clients (Castaño, Biever, Gonzalez, & Anderson, 2007; Engstrom & Min, 2004; Rivas, Delgado-Romero, & Ozambela, 2004; Verdinelli & Biever, 2009a, 2009b). Therefore, agency responses, which leverage the skills of existing bilingual workers, but do not rely solely on these staff to serve growing numbers of LEP clients, may be critical to worker satisfaction and agency effectiveness. This paper discusses service provision to Latino clients at a county public health department in one such Midwestern new growth community. Anecdotal evidence from local service providers who serve Latinos identified this institution as immigrant and Latino-friendly, and reported feeling comfortable sending their clients to this agency. Using thirty hours

of participant observation and informal interviews with staff, this research identified institutional structures and worker practices which contribute to the agency's positive reputation. These structures include adopting staffing patterns which require all workers to bear responsibility for serving immigrant clients; creating an atmosphere in which patient health and well-being trumps rigid process rules, empowering and rewarding workers for improving their abilities to serve immigrants, and protecting existing bilingual workers from becoming solely responsible for immigrant/Latino clients. Implications for other agencies in communities experiencing similar population shifts are explored, as are next steps in research.

- **Transnational Lives and Local Belonging: Creating New Iowa History**

*Cristina Ortiz, University of Iowa*

I use the framework of (in)visibility to examine notions of community in a rural Iowa meat packing town. The town I call Meatville depends on the meat packing plant and the employees it attracts to maintain its vitality, while at the same time, making it difficult for people to see the social contributions of others (racial/ethnic, linguistic, religious, immigrant status) as necessary. Small, rural towns are thought of as unchanging, either in a positive sense of being quaint, or in a negative sense of being backwards. Yet, these places are actually sites of profound change and key arenas for observing some of the quotidian effects of globalization in rural life. Examining what is at stake and who is visible reveals the mechanisms by which particular identities are privileged. While much is known about the economics of industries like meat packing, this project explores how a variety of people negotiate definitions of community and belonging in a rural meat packing town. By examining who is (in)visible in which contexts, I challenge stereotypes of the Midwest and move beyond binary distinctions (white vs. Latino, documented vs. undocumented, newcomers vs. long-time residents) to focus on the complexities of daily life and identities that shape neoliberal community belonging. Although this research focuses on one rural midwestern town, findings about community belonging, inclusion and exclusion contribute to an understanding of the relationship between community and inequality in neoliberal economies more broadly. The flexible and temporary nature of work in a neoliberal economy is particularly visible in a small rural community because of the emphasis on face-to-face interactions. Additionally, the relatively small size of the community allowed me to encounter residents in a variety of different social contexts and as they enacted a variety of roles (worker, parent, church member, elected official, etc.). Globalized industry in Meatville has caused some aspects of the community's history as predominantly white/Euro-American, Christian, and agricultural to change, while other aspects are reinforced. The community has begun to imagine itself as more economically needy and less insulated from big city problems like violence, drugs, and alcohol abuse. The public school has replaced churches as the primary organizing institution. The changes give rise to a broader definition of what it means to be Iowan, including recognition that many people's linguistic, ethnic, religious and other identities can sometimes challenge Iowans' stereotypical niceness or welcoming attitude. What Bloom refers to as the schizophrenic nature of the state, I historicize as a paradox of neoliberal economic development in the rural context in that the boosterism that drew meatpacking to Meatville saved it from extinction but jeopardized its ability to sustain community.

- **Latino Immigrant Children: Invisible Facilitators of Integration**

*Alejandro Morales, University of Missouri – Columbia*

One in four children has parents who are immigrants and over one third of them were born in Mexico or have at least one parent who is of Mexican descent. Immigrant children and youth are the fastest growing group in the U.S. Despite this significant geographical trend, research on immigrant children and more specifically Latino children and youth is scarce. First and second Latino children play important roles (e.g., translating and interpreting for adults) in the psychosocial adaptation of their non-English speaking parents and the integration of the family into receiving communities. The purpose of this presentation is to (a) highlight the most recent trends on the literature on how children facilitate the integration for their parents and members of the receiving community, (b) present findings from a series of studies conducted with Latino immigrant children and their families living in Midwestern communities addressing this issue, and (c) provide recommendations for researchers, practitioners, advocates, and policy makers on how to include the children of Latino immigrant families to help facilitate the integration process of newcomers and members of the receiving community.

- **The Relationship Between Immigrant Parents' Perception of Climate and Immigrant Children's Wellbeing**

*Lisa Flores and Corinne Valdivia, University of Missouri – Columbia*

Gaining a better understanding of the welcome mat or climate in the community, and studying community effects is important in understanding how to better assist in the integration of immigrants to receiving communities. Using an existing database of over 450 individuals, immigrants living in rural communities of Missouri, this presentation will examine the effects of perceptions of the environment at the local, state, and national levels on parents' satisfaction related to educational and health outcomes for their children.

## *Civil Rights*

- **Hay que Sufrir (Suffering is Necessary): The Hermeneutics of Suffering in the Migrant Settlement Process**

*Pilar Horner and Rubén Martínez, Julian Samora Research Institute, Michigan State*

The Latino population continues to grow across the United States, and has already turned into the largest minority group in this country. However, the Latino population remains one of the most disadvantaged ethnic groups. Despite multiple challenges Latinos/as face, this group has shown considerable capacity for adaptation and resilience, establishing numerous new communities, particularly in the Midwestern United States, and specifically in Lansing, Michigan, by settled migrants. Large groups of Latinos/as established themselves in the Midwest by the middle of the 20th century and many of these pioneer settlers are growing old and passing on. In response, the Oral History of Latinos in Michigan (OHLM) project was initiated to explore the settlement process of

Latinos/as in Michigan and documenting their oral history. These topics are essential for fostering a more comprehensive understanding of Latino communities, but have often been overlooked by researchers. This information is also pivotal for developing culturally appropriate services for this evolving Latino community.

The study design is a Narrative Study. Subjects were recruited from key informants in the Lansing community, including community leaders, social groups, and organizations. Participants had to be at least 50 years old and have lived in Michigan for at least three years. Snowball sampling was used and a self-selecting sample (volunteered) model was employed when necessary. Twenty-four, one-on-one interviews were conducted at the participant's residence or organization. Each interview was at least one and a half hours long. Interviews were conducted in English and Spanish by bilingual interviewers. Audio files were transcribed and analyzed in Atlas.ti. Inductive and deductive analyses were used. First, the major theme of suffering emerged and then was used as deductive code for the rest of the analysis. Passages were culled from the lexicon searches, and interpreted using Hermeneutic Theory.

The concept of 'suffering' within the narratives of re-telling about their settling process was a key aspect of making meaning within a specific historic and cultural context. Participants crafted narratives of pain to signify a complex set of multidimensional realities that: 1) bore witness to the difficulties of the settlement process; 2) linked the concept of necessary suffering with Christ's suffering (ennobling/sacred); 3) offered a narrative that would end in resilience or the overcoming of suffering (reliance/resurrection); 4) engaged the concept of suffering as a necessary sacrifice for the future of their children (familial duty); and 5) validated their settlement process by associating the experience within a religious context.

Suffering within the migrant context is not merely a descriptive idea used to capture the pain of the settlement experience, rather it is a symbol or sign (De Saussure) that points to the lived experience of migrants and how they interpret and re-interpret their experience and justify their actions through the anguish and resilience of suffering. These understandings are culturally thick and laden with historical and social realities that are important for individuals researching this community, but also for undertaking culturally competent service delivery and interventions.

## *Education*

- **Collaborating 2 Succeed: Latino Student Success Depends on Us All**

*Andrew Behnke, North Carolina State University*

This session will demonstrate how to come together to help Latino youth through the academic pipeline leading to graduation from college. Dr. Behnke will share his research on what factors keeping Latino youth in school and what makes them dropout. He will also share ways to help youth prepare for the jobs of tomorrow and collaborate to compete. In addition, he will present information about the free six-week Juntos curriculum which brings together schools and Latino families to create a type of familial synergy that facilitates positive leadership and academic success. Dr. Behnke will also share strategies for implementing and evaluating this program model. Dr. Behnke and Cintia Aguilar

will meet in a breakout session directly after the keynote to discuss with participants their goals and challenges.

- **Working with Undocumented Students Pursuing Higher Education**

*Maria Rebecchi, & e Scholarship Foundation of St. Louis, Missouri*

*Virginia Braxs, Washington University in Saint Louis*

Every year, an estimated 65,000 undocumented high school graduates face significant barriers to postsecondary education. Undocumented students include individuals born outside of the United States, many of whom have lived in this country for a significant portion of their lives, and who reside without legal permission from the federal government. These students represent a rapidly growing share of the U.S. student population. As the number of undocumented students in the state of Missouri increases, it is important for high school counselors, college advisors and college access providers to learn about the needs of this particular group of students and acquire the available tools and resources to help them. This presentation will provide current information on federal, state and local policies and strategies to navigate admission, tuition and financial aid practices using real life examples.

- **Creating Opportunities for Latino Youth: Juntos It Is Possible!**

*Kim Allen, Cintia Aguilar and Andrew Behnke, North Carolina State University*

The educational challenges of Latino youth are popularly associated with language and cultural differences. Research has shown that there are many other factors involved. The “Juntos Para una Mejor Educación/Together for a Better Education Program” addresses the educational challenges of Latino youth while providing Latino parents, and youth in the 5th through 12th grades, with knowledge and resources to prevent students from dropping out and to encourage families to work together and gain access to postsecondary education. The program brings families together with partners from schools, local community agencies, college mentors, and Cooperative Extension staff to make graduation a reality. The year-long program includes mentoring educational activities, and the creation of a 4-H Club for youth. For high school students, two hour workshops meet once a week, for six-weeks, and focus on experiential activities that help parents and youth work towards their educational goals. Weekly topics cover: 1) were making education a family goal; 2) communicating with teachers and guidance counselors; 3) knowing how to succeed in the current school system; 4) financing college and money matters; 5) getting ready for the college application process; and 6) being an advocate for teenagers.

- **Latino Families are College Ready! Adaptation of the “Juntos Curriculum” to Missouri**

*Alejandra Gudiño, Alison Copeland, Jim Ronald and Kayce Nail, University of Missouri – Columbia*

This presentation highlights the results of a collaborative effort between North Carolina State University and the University of Missouri to pilot a curriculum, “Juntos for a Better

Education”, which helps Latino parents and youths to gain knowledge and resources in order to prevent 8-12th grade student “drop out” cases and to encourage families to pursue post-secondary education.

We pilot the “Juntos” curriculum using a cohort model with the Latino Youth Future group in Columbia, Missouri. This group is part of an initiative called “4-H Youth Futures College Within Reach Program”, developed by the University of Missouri Extension/4-H Center for Youth Development and Lincoln University Cooperative Extension. We are very interested in the parental involvement relevant to Latino families, as well as the development of a tool that could be used statewide to target not only Latino youth engaged in 4-H programs, but also Latino families enrolled in the state school system.

## *Health*

- **Jump Into Action – The Need for Active and Healthy School Environments**

*Steve Ball, University of Missouri – Columbia*

Sedentary lifestyles and poor food choices are key causal factors in the development of childhood overweight and obesity. According to the Youth Risk Behavior Survey (2009), more than two thirds of Missouri youth do not participate in sufficient amounts of moderate physical activity. Worse yet, the National Survey of Children’s Health indicates 31% of Missouri youth are classified as either overweight or obese (2007). This presentation will discuss simple strategies to alter the environment and culture of a school to encourage students to make better physical activity and nutrition choices. Specifically, participants will learn about Missouri’s Jump Into Action (JIA) program. JIA is a school-based and team taught program that has reached nearly 50,000 youth.

- **The Need for Routine HIV Testing in the Latino Community: Silence is Not Golden Anymore**

*Maithe Enriquez, University of Missouri – Columbia*

HIV is now a chronic, manageable disease with an excellent prognosis if diagnosed and treated in the early stages. Treatment not only benefits the individual with HIV, but also serves as a protective factor for the health of the public. Individuals with HIV who adhere to their medications and suppress their HIV viral load reduce the risk of transmitting their infection to another individual by 96%. However, only 20% of individuals living with HIV in the U.S. are engaged in care and adherent to HIV treatment. Latinos have the second highest rate of HIV infection among U.S. racial/ethnic minority groups. Latinos are diagnosed later and experience worse HIV-related health outcomes when compared to other groups. Poor health outcomes and delays in treatment are associated with delays in diagnosis and entry into care, poor engagement in care, non-adherence to HIV treatment and high morbidity and mortality. Using a case study approach, this presentation will focus on the need to break the silence about HIV in the Latino community and to employ routine universal HIV testing as a mechanism to end the Latino HIV epidemic.

- **The Health Care Law and You - Provisions of the Affordable Care Act and its Impact on Consumers**

*Nancy Rios, Centers for Medicare & Medicaid Services, Department of Health and Human Services (DHHS), Kansas City, Missouri*

The Centers for Medicare & Medicaid Services (CMS) is an agency of the Department of Health and Human Services (DHHS). CMS provides health coverage for 107 million people through Medicare, Medicaid, and the Children's Health Insurance Program. And with health insurance reforms and health care exchanges, CMS is improving health care and ensuring coverage for all. The Affordable Care Act, signed into law, in March 2010, contains many provisions that afford Americans strong consumer protections, more coverage options, and quality health care at lower cost. This session will include an overview of the Act with an emphasis on the consumer protections and the provisions that strengthen and expand the Medicare and Medicaid programs. Among the protections that are already in effect that will be discussed by the presenter, are; 1) the extension of coverage to young adults; 2) health coverage to uninsured individuals with pre-existing conditions; 3) the ban on lifetime and annual dollar limits; 4) medical loss ratio requirements; and 5) the coverage requirements of preventive services. Finally, the presenter will also provide information on the Health Insurance Exchange. Starting in 2014, the Exchange will help all individuals regardless of their age, race, and health status, to shop for, select, and enroll in high-quality, affordable private health plans that fit their individual needs. Attendees will also learn about the online resources and publications available that can assist them in educating their partners and clients about this important law.

- **Voces De Mujeres Emigrantes: The Lived Experiences of Immigrant Women Living with HIV/AIDS.**

*Yolanda Rodríguez-Escobar, Our Lady of the Lake University-Worden School of Social Service, San Antonio, Texas*

The most common theme found in this qualitative study of Mexican-American and Mexican-born women living with HIV, was the central role of faith in the lives of the participants. It was clear that religious beliefs served as their primary source of strength. Spirituality has a fundamental shaping influence on the lives of many Latinos. Catholicism is a defining force of family and gender roles for Latino people (Weaver, 2005). The role that religion/spirituality plays in participants' lives is significant and is evident by subject responses, explaining how they live with HIV.

Additional research is needed in studying the role that religion plays in the lives of Mexican-American and Mexican born women living with HIV, as many of the participants revealed that they left things up to "God's will." Among the unexpected findings, the theme of viewing their situation from the perspective of "Un dia a la vez" (One day at a time) suggests that the belief of the course of their lives is not necessarily under their control, which could be related to fatalismo (fatalism).

Participants seem to need a strong connection to their family of origin or to a "second family" through their connection with the Mujeres support group. This might be viewed as a cultural factor unique to Latinos living with HIV because of their strong sense of familial

ties. Family plays a very strong role for most Hispanics, with ties among an extended network of uncles, aunts, cousins, grandparents, and family friends (Sandoval-Cros, 2009). A major strength in Hispanic families is the significance placed on relationships within nuclear and extended family, which is referred to as familismo (familism) (Santiago-Rivera et al., 2002; Weaver, 2005).

Further findings suggest the need for social workers to examine new paradigms, strategies, and interventions that focus on the broad social, economic, and community factors that put Mexican-American and Mexican born women disproportionately at risk for HIV. These factors include poverty, income and wealth inequality, poor quality of life, racism, sexism, immigration status and low socioeconomic status, all major risk factors for ill health and health disparities.

This research demands that social workers and other researchers examining coping skills address the issues of resiliency and strengths perspective in understanding the ways that the life journey unfolds for Mexican-American and Mexican born women living with HIV. Although this study focused on women of Mexican descent, future research is needed to compare this group to other women living with HIV, as there may be cultural differences that exist.

This study is an important contribution, as there is a lack of research focusing on women of Mexican descent living with HIV. The few studies of women of color living with HIV focus more on modes of transmission and demographics rather than on psychological or psychosocial issues. This lack of research parallels neglect of women of color in general. In a call to action report published by the Hispanic Federation, Elsa Rios' piece entitled, "Las Olvidadas" (The Forgotten Ones) states that Latinas remain virtually ignored by health policy makers and are one of the most under-served HIV-affected populations. She goes on to say that such neglect has been the unacceptable loss of many Latina lives that have left Latino families and communities fractured and vulnerable (Rios, 2006).

In conclusion, the author plans to share the lived experiences of immigrant women from Mexico, who are living with HIV/AIDS, and who have faced extraordinary barriers and stressors due to the lack of access to care, lack of culturally and linguistically appropriate services and well as other factors which are unique to this population.

## *Entrepreneurship and Economic Development*

- **Does Formal Institutional Access to Startup Funds Matter to the Survivability of Latina-Owned Firms?**

*Rubén Martínez, Julian Samora Research Institute, Michigan State University*

Building upon our original analysis using the Kauffman Firm Survey (2004-2009) data, this study examines the type of funding sources that Latina-owned businesses utilized during their first year of operation, compares the results with businesses owned by Latinos and women of other racial/ethnic groups, and examines the association of type of startup funds with business survivability. Previous literature and our original analysis findings suggested that businesses that lack formal funds at startup have more difficulty surviving in the long run. However, we incorporated gender as a covariate in our original analysis,

limiting the extent to which we could explore potential gender differences. In order to explore the potential race and gender differences in the use of startup funds, we utilized the Kauffman Firm Survey dataset. The study sample consisted of 4,815 businesses at the baseline year (2004). Overall, the results of the analysis suggested that: (1) Latinos were significantly younger and had fewer years of work experience, on average, compared to White men, while Latinas did not significantly differ compared to White women; (2) Latina-owned businesses represented a larger percentage of businesses within the low technology sector and a smaller percentage of businesses within the medium and high technology sectors compared to White women, while Latinos did not significantly differ compared to White men; (3) Latinos used significantly more informal funds compared to White men, while Latinas did not significantly differ in their use of any type of startup funds compared to White women; and (4) Latino- and Latina-owned businesses were significantly more likely to go out of business compared to White male and female-owned businesses, regardless of the type of startup funds utilized. This analysis also provides factors at both the owner and firm levels affecting business success. Implications for future research and policy recommendations are discussed.

- **Complications Impacting the Full Employment of Newcomers**

*Westy Egmont, GSSW Immigrant Integration Lab, Boston College*

*Eva Millona, Massachusetts Immigrant & Refugee Advocacy Coalition (MIRA)*

Looking at current policies, research and promising practices, the panel presentations will explore the barriers impacting the highest potential contribution of newcomers and explore the prevailing practices and promising practices that address issues of gaining employment, attaining professional recognition and/or engaging in entrepreneurial ventures: 1) Aspirational Nature of Migration in Pursuit of Opportunity; 2) Barriers to Full Employment; 3) Dangerous, Disgusting and Dirty Work; 4) Recertification; 5) Retraining; 6) Entrepreneurship; and 7) Recommendations.

Current debates over national immigration policy often focus on the economic impact of low-skilled immigrants on the U.S. labor market, while at the same time the demand for high-skilled workers has led large employers to advocate for an increase in caps on employer-sponsored visas. Yet, skilled immigrants trained abroad and already residing in the United States are often overlooked in discussions of immigration policy and strategies for our nation's economic recovery. These immigrants may hold various immigration statuses, and are unable to practice in their fields due to multiple barriers to professional integration. This paper will discuss some of the barriers to professional integration currently facing foreign-trained immigrants, including Latino immigrants in the Midwest, particularly in the fields of engineering and health care. The market for the unskilled will also be assessed as will be emerging models of engagement and vocational empowerment.

- **The Experience of Business Development Programs of the Hispanic Economic Development Corporation of Kansas City**

*Bernardo Ramirez, Kansas City Hispanic Economic Development Corporation (HEDC)*

***About the Hispanic Economic Development Corporation***

The Hispanic Economic Development Corporation (HEDC) was established in 1993 and is a certified 501(c)3 not-for-profit Community Development Corporation (CDC). Founded for the purpose of developing and implementing economic development initiatives that would positively contribute to the quality of life for Latinos in the Greater Kansas City Area, HEDC utilizes its designation as a CDC to access various resources and tools while creating partnerships that allow the organization to continue to positively impact the communities it serves. While the HEDC service area is on both sides of the state line, a majority of clients come from Jackson County in Missouri and Johnson and Wyandotte Counties in Kansas.

- **The Fiscal and Economic Impact of State Immigration Control Laws**

*Michele Waslin, Immigration Policy Center*

State level immigration enforcement laws have been getting a great deal of attention, especially since the passage of SB1070 in Arizona in 2010. While the number of immigration-related bills at the state level has increased consistently in the last decade, this new breed of bills significantly ups the ante – these laws are part of a national “attrition through enforcement” strategy and are intended to interfere with all aspects of the lives of unauthorized immigrants, making daily life so difficult they are encouraged to “self-deport.” While these laws and the contentious debate surrounding them have made headlines, the fiscal and economic impact of immigration enforcement laws by the states has received relatively little attention. Even in the midst of the current economic downturn, high unemployment levels, and state budget crises, the fact that there are potentially high fiscal costs involved with implementing these laws gets lost in the debate.

Proponents of state immigration control bills often contend that their proposals will save states millions of dollars that are currently being spent providing health care, public benefits, and education to unauthorized immigrants and their children. However, it is becoming increasingly clear that these laws, and perhaps even the debate surrounding them, come with high fiscal impacts. Depending on the provisions of the law, there could be significant costs to the state’s law enforcement system, criminal justice system, welfare and service agencies, and schools. These laws do not appropriate funds for state or municipal agencies charged with implementing the law, resulting in an unfunded mandate. There are also significant costs for the federal government.

At the same time, there is evidence that states would lose significant revenues if such immigration control laws were implemented. Unauthorized immigrants and their families pay state and local income, property, and sales taxes. If the immigration control laws’ proponents were successful in their ultimate goal of encouraging all unauthorized immigrants to “self-deport,” the state could lose a significant amount of tax revenue. In addition, there is evidence that states could experience economic decline following passage of state immigration control laws. A downturn in economic activity due to a smaller customer base, a boycott of the state, or other factors could result in decreased tax

revenue for the state and localities. Finally, states could lose significant federal funding for education if enrollment in schools dips.

There is also evidence that state immigration laws can result in significant costs and complications for businesses, can make the state less attractive for foreign investors, and may result in an overall decrease of state Gross Domestic Product (GDP).

Proponents of state immigration enforcement laws must be made aware of the significant fiscal and economic costs associated with these proposals. The claims that state immigration laws will save the state money must be challenged, and the public must recognize that encouraging the “self-deportation” of workers, taxpayers, and consumers comes with severe consequences.

funds with business survivability. Previous literature and our original analysis findings suggested that businesses that lack formal funds at startup have more difficulty surviving in the long run. However, we incorporated gender as a covariate in our original analysis, limiting the extent to which we could explore potential gender differences. In order to explore the potential race and gender differences in the use of startup funds, we utilized the Kauffman Firm Survey dataset. The study sample consisted of 4,815 businesses at the baseline year (2004). Overall, the results of the analysis suggested that: (1) Latinos were significantly younger and had fewer years of work experience, on average, compared to White men, while Latinas did not significantly differ compared to White women; (2) Latina-owned businesses represented a larger percentage of businesses within the low technology sector and a smaller percentage of businesses within the medium and high technology sectors compared to White women, while Latinos did not significantly differ compared to White men; (3) Latinos used significantly more informal funds compared to White men, while Latinas did not significantly differ in their use of any type of startup funds compared to White women; and (4) Latino- and Latina-owned businesses were significantly more likely to go out of business compared to White male and female-owned businesses, regardless of the type of startup funds utilized. This analysis also provides factors at both the owner and firm levels affecting business success. Implications for future research and policy recommendations are discussed.

# *Selected Papers*

- **Fostering Prosocial Behaviors in Mexican and European American Adolescents: Parenting and Gender Roles Considered**

*Alexandra N. Davis, Gustavo Carlo, & Cara Streit, University of Missouri*

**Abstract:**

Research demonstrates that parents influence the pro-social development of their children (Carlo & De Guzman, 2006). Parents engage in a number of practices that socialize and shape the pro-social and moral tendencies of their children. Particular styles of parenting have been the focus of prior scholarly research, namely responsive and demanding parenting (Maccoby & Martin, 1983). Furthermore, there is research suggesting that parenting styles might be associated with pro-social behaviors in different ways across distinct ethnic groups (Carlo & DeGuzman, 2006). Cultural values might mediate the relations between parenting styles and pro-social behaviors (Carlo & DeGuzman, 2006), and that parenting styles might be related to different forms of helping (Carlo et al., in press). The current study will examine the relationship between parenting and pro-social behaviors and the moderating effect of gender roles. Participants included 314 Mexican American and European American adolescents (206 Mexican Americans, 50% girls, mean age = 10.97 years).

Participants completed measures of parental responsiveness and demandingness, traditional gender roles, and pro-social behaviors. Preliminary structural equation modeling (models had adequate fit, CFI>.95, RMSEA<.08) indicated that responsive parenting negatively predicted traditional gender roles. Traditional gender roles were positively associated with public and anonymous pro-social behaviors and negatively associated with altruistic pro-social behaviors. Further analyses will examine the moderating effects of gender and ethnicity. Discussion will focus on the role of parenting styles and cultural values in moral development among Latino youth, and the importance of studying different forms of helping behaviors.

**Introduction:**

Parents engage in a number of practices that socialize and shape their children's social development. Two dimensions of parenting that have been examined are "responsiveness" and "demandingness" (Maccoby & Martin, 1983). Responsive parenting is parenting that is characterized by high levels of warmth and support. Responsive parents meet their children's needs appropriately and are actively involved in their lives (Maccoby & Martin, 1983). High levels of control and high expectations characterize demanding parenting. Demanding parents expect their children to follow the regulations that they provide and to meet their expectations (Maccoby & Martin, 1983). Responsiveness and demandingness are both associated with positive social behaviors in children and adolescents (Carlo, McGinley, Hayes, Batenhorst, & Wilkinson, 2007).

One specific behavioral outcome of responsive and demanding parenting is prosocial behaviors. Prosocial behaviors are defined as actions intended to benefit others. These positive behaviors include: 1) helping others; 2) comforting others when they are upset; and 3) engaging in any other oriented actions (Carlo & Randall, 2002). Specifically, responsive parenting is thought to facilitate prosocial behaviors through modeling and guidance. Responsive parenting has been positively linked to social competencies and prosocial behaviors (See Carlo, 2006). Demandingness is also hypothesized to facilitate

these prosocial behaviors when levels of such parenting are moderate. Parents who are moderately demanding provide reasonable standards for moral actions. In contrast, parents who are highly demanding tend to be harsh and strict in punishing children, which undermines moral development and models aggressive behaviors. High levels of demandingness have been negatively linked to prosocial behaviors (Carlo, Fabes, Laible, & Kupanoff, 1999; Janssens & Dekovic, 1997).

Despite the evidence on the importance of parenting and prosocial behaviors, there are several limitations in this research. First, the majority of the current research has been conducted with European or European American samples (Janssens & Dekovic, 1997, Laible, Carlo, Torquati, & Ontai, 2004). Research with ethnic minority groups is lacking, including research with Mexican American adolescents. It is important to examine these relations in minority groups because little is known about positive development in these groups. A second limitation is that in the current research, the potential mediators examined have been sociocognitive variables, such as moral reasoning and sympathy. Culture-specific values have not been examined as potential mediators between parenting and prosocial behaviors. Finally, previous research has considered pro-social behaviors as a unidimensional construct rather than a multidimensional construct composed of different types of prosocial behaviors. It is important to examine the unique types of prosocial behaviors and how parenting differentially impacts these behaviors (Carlo et al., 2007). These limitations will be addressed in the proposed study.

Although there is substantial research on prosocial development, studies of prosocial development in Latinos are lacking. The lack of research on positive social outcomes, such as prosocial behaviors, may contribute to deficit approaches and pathologically focused theories on Latino youth development (Coll, 1995). Conducting research on prosocial development in Latino adolescents could inform traditional theories of prosocial development. There is limited research with Latino adolescents on parenting and prosocial behaviors. One longitudinal study with adolescents in Spain found that parental warmth, sympathy, and prosocial moral reasoning predicted youth prosocial behaviors (Carlo, Mestre, Samper, Tur, & Armenta, 2011). However, strict control was not significantly related to prosocial behaviors over time. This may be slightly related to negative prosocial behaviors (Carlo et. al, 2011). A study was conducted with Mexican American adolescents, examining parenting and prosocial behaviors (Carlo, Knight, McGinley, & Hayes, 2011). The results demonstrated that parental inductions that are positive discipline practices were positively associated with sympathy. Sympathy was positively associated with specific types of prosocial behaviors (Carlo et al., 2011). Therefore, limited research evidence suggests that parenting is related to prosocial behaviors in Mexican American adolescents. The present study was designed to further examine relations between parenting and prosocial behaviors in Mexican American adolescents.

A potential mechanism for examining the role of culture in Mexican American adolescents and prosocial behavior is to examine specific cultural values. According to cultural socialization theories (Knight, Bernal, & Carlo, 1995; Raffaelli, Carlo, Carranza, Gonzales-Kruger, 2005), cultural and social experiences impact individual sociocognitive variables, personal beliefs and values in adolescents, causing an impact in their behaviors. When applying this model, acculturative stress may impact cognitions, such as values, impacting prosocial competencies (Knight, Bernal, & Carlo, 1995; Raffaelli, Carlo, Carranza,

Gonzales-Kruger, 2005). These culture-specific models are important to consider when examining prosocial behaviors among Mexican American adolescents.

Latino families traditionally endorse specific cultural values that may mediate the relations between parenting and prosocial behaviors and lead to different developmental outcomes (Carlo & DeGuzman, 2009). Scholars have identified several specific cultural values, including: 1) familism; 2) respect; and 3) traditional gender roles (Knight et al., 2010). One cultural value that may be relevant when examining prosocial behaviors among youth is traditional gender roles. Traditional gender roles can be defined as endorsing the idea that men and women have different roles and should behave accordingly (Knight et al., 2010). Traditional gender roles may facilitate or inhibit certain types of prosocial behaviors. Although there is no specific research examining traditional gender roles and prosocial behaviors, researchers have demonstrated that other cultural values such as familism, are related to prosocial behaviors in Mexican American adolescents (Armenta, Knight, Carlo, & Jacobson, 2011).

The proposed study will examine traditional gender roles as a potential mediator of the relations between parenting and prosocial behaviors. Research has indicated that Latino families tend to endorse traditional gender roles. Latino children also tend to show gender role differentiation at earlier ages than their European American peers (Salomon, 1995). The concepts of Marianismo and Machismo are traditional gender roles in Latino culture. Marianismo is characterized by attitudes and behaviors such as acting as a source of emotional strength for the family, maintaining harmony in the family, remaining subordinate to authority, and remaining virtuous (Castillo, Perez, Castillo, & Ghosheh, 2010). Machismo is the stereotypic male role characterized by a man who demands respect and engages in aggressive and dominant behaviors (Falicov, 2010). This construction of masculinity is a simplification of the Latino male gender role and has recently been questioned in research because of the limitations it places on Latino men. It has still remained a consistent stereotype and should be considered when discussing the value of traditional gender roles in many Latino families. Research demonstrates that feminine orientation is related to more internal moral reasoning as opposed to approval-oriented reasoning. Masculine orientation was associated with higher levels of approval-based reasoning (Carlo, Koller, Eisenberg, DaSilva, & Frohlich, 1996). These results indicate that moral reasoning differs depending on the gender roles the individual identifies with. If adolescents are socialized towards traditional gender roles, these differences may be more pronounced than adolescents who are socialized in more androgynous or undifferentiated manners. This reasoning also may translate into differences in prosocial behaviors. It is important to consider how parenting impacts the development of traditional gender roles in Latino families. Those adolescents who endorse these gender roles may be encouraged to engage in prosocial behaviors differently depending on their gender. It is also important to consider how parenting and cultural values may impact specific prosocial behaviors in different ways.

Recent research suggests that prosocial behaviors are multidimensional and should not be examined as a unidimensional construct. The prosocial "tendencies-measure" was developed based on theory and prior research and was administered to a sample of college students (Carlo & Randall, 2002). The results yielded six subscales of unique types of prosocial behaviors: 1) altruistic; 2) public; anonymous; 3) emotional; 4) dire; and 5) compliant prosocial behaviors. Altruistic behaviors are actions that benefit others with no

expected gain to the self. Helping behaviors done in the presence of others are referred to as public prosocial behaviors. Anonymous behaviors include actions conducted without the knowledge of others. Emotional prosocial behaviors are expressed in emotionally evocative situations, such as comforting another individual. Dire prosocial behaviors refer to helping in crisis situations. Finally, compliant prosocial behaviors include helping when directed, such as helping the family when asked (Carlo & Randall, 2002). Therefore, an additional purpose of the present study was to examine whether parenting styles are related to specific forms of prosocial behaviors.

To summarize, the proposed study will address the current gaps in the research by examining mediating actions of traditional gender roles in relation to demanding parenting and different forms of prosocial behaviors, and to compare those relations in a sample of Mexican American and European American adolescents.

### ***Method & Participants:***

The current study is a secondary analysis project using data from the NSF funded Arizona Family CARE project [to Gustavo Carlo (BNS 0132302) and George Knight (BNS 0132409)]. The participants were 314 Mexican American and European American adolescents. The study consisted of 206 Mexican Americans, 50% of girls and boys, both with a mean age of 10.97 years. The adolescents were from public schools in the Southwest region of the United States. The average years of education for the parents of the adolescents were 11 for fathers and 10.5 for mothers.

### ***Measures:***

Participants completed measures of "responsiveness" and "demandingness" (Darling & Toyokawa, 1997). An example of an item assessing demandingness is, "My mother really expects me to follow family rules." An example of a responsiveness item is, "My mother spends time just talking to me,.". The responsiveness and demandingness subscales are each made up of five items.

Students also completed a measure of their endorsement of traditional gender roles (Mexican American Cultural Values Scale; Knight et. al, 2010, 15 items, alpha=.84 for Mexican Americans/.85 for European Americans). An example of an item is, "Men should earn most of the money for the family so women can stay home and take care of the children and the home."

Students also reported on their tendency to engage in three common types of prosocial behaviors: 1) dire; 2) emotional; and 3) compliant (Carlo et al., 2003). Dire prosocial behaviors (alpha=.69/.63) included helping others in emergency situations. An example of an item assessing dire prosocial behaviors is, "I tend to help people who are in real crisis or need,.". Emotional prosocial behaviors (alpha=.76/.75) include any helping behaviors in emotionally evocative situations. An example of an emotional item is, "It makes me feel good when I can comfort someone who is really upset." Compliant behaviors (alpha=.52/.57) included obeying orders and following directions. An example of a compliant item is, "I never wait to help others when they ask for it,."

### ***Results:***

Structural equation modeling was conducted using AMOS to examine the models for each group (models had adequate fit, CFI>.95, RMSEA<.08). The results indicated

that responsive parenting negatively predicted traditional gender roles (Mexican Americans=-.30/European Americans=-.36). Demanding parenting was not associated with traditional gender roles for either group. For both groups, traditional gender roles was positively associated with public (Mexican Americans=.32/European Americans =.46) and anonymous (Mexican Americans=.17/European Americans=.28) prosocial behaviors and negatively associated with altruistic (Mexican Americans=-.32/European Americans=-.40) prosocial behaviors.

### **Discussion:**

Overall, findings suggest that responsive and demanding parenting were associated with prosocial behaviors in both Mexican American and European American adolescents. Furthermore, parenting styles were related to traditional gender roles, and traditional gender roles were associated with prosocial behaviors for both ethnic groups. Specifically, the results indicated that for both Mexican American and European American adolescents, responsive parenting was negatively associated with traditional gender roles. In contrast, demanding parenting did not predict traditional gender roles for either group. These findings suggest that responsive, warm parenting may foster endorsement of less traditional gender roles; perhaps exposure to nurturing parents nullifies differences in this value between boys and girls. However, traditional gender role values were also associated with prosocial behaviors. Specifically, adolescents who endorse traditional gender roles are more likely to engage in public and anonymous types of prosocial behaviors. They are also less likely to engage in altruistic prosocial behaviors. Perhaps adolescents who value more traditional gender roles view helping anonymously and in public as traditional forms of service to others. However, such individuals may also be more likely to expect self-reward for their actions.

To summarize, these findings also further illustrate the importance of examining prosocial behaviors as distinct and multidimensional. These results can inform previous theories of prosocial development because they contribute to the understanding of the complexity of these behaviors and the importance of examining cultural values as mechanisms in the developmental process.

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- **Hispanics and Housing During the Economic Downturn**

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**Abstract:**

This paper focuses on how Hispanic home ownership and population growth has evolved in the Southern United States. The theme discussed is one of change and adjustment, looking closely at the 2010 U.S. Census, along with other resources, and how Hispanics have been adjusting into the local economy. The data also shows how Latino home ownership has influenced this outcome. It has been seen throughout the U.S. that the Hispanic population is growing quickly, but the two geographical areas that have seen the most immigration in recent decades have been in the West and South.

With so much of U.S. population growth connected to the rise in the Hispanic immigrant population, it has become even more important for Hispanics to successfully navigate this socioeconomic and cultural environment. One of the quickest ways of doing this is through home ownership. This gives people the opportunity to settle down and create a community. One of the major obstacles for Hispanic immigrants who are building their communities and families in the U.S. is that work is often connected to seasonal agriculture or construction. These factors both vary in terms of stability and quality of available work. It is important to look into how the Hispanic population uses housing tenure towards building a stronger future for their families in the U.S. and abroad.

Immigrant Hispanic population growth throughout the South has been some of the largest in the country. Home ownership rates have only slightly raised throughout this population boom. In recent months there has been an outcry from several states that feel that the immigrant population boom is negatively affecting their lives and that those who are living in these areas illegally need to leave. Many states have created anti-immigrant legislation that have left the immigrant Hispanic population concerned with discrimination, eviction or legal persecution. Some states have witnessed an exodus of immigrants which has affected some of the major commodities in agriculture and other businesses that traditionally employ immigrant laborers. As a result, houses have been foreclosed and immigrant families have left their homes in the middle of the night. Hispanics showed significant purchasing power in the U.S. and have become an example of an ethnic group specifically targeted with sub-prime lending, also known as the Foreclosure Generation.

With so many different variables affecting the Hispanics in the South, how can we prepare the next generation of Hispanics to attain home ownership? First, there must be stronger trust in the financial institutions in order for people to readily seek their help and advice on consumer borrowing. We can use both universities and nonprofit organizations in order to disseminate knowledge about strong financial decisions, and how one decision can set them on the right path towards a better financial future. Through closer ties and better financial knowledge, the next Hispanic generation can move towards the path of reaching higher rates of home ownership, stability and wealth.

***Introduction:***

The United States has experienced a rise in immigration and home ownership among Hispanics. This rise in Hispanic immigration has been centralized in the West and Southwest for several decades, but since the 1990's Hispanic population growth has become increasingly important in the Southeast. The Nation's Hispanic population now stands at more than 50.5 million, making the U.S. the country with the second largest Hispanic population in the world (U.S. Census Bureau, 2011). With these gains in population there is an increasing concern with Hispanic home ownership. From 1980 through 2000 Hispanics had the lowest rate of home ownership among any major minority group, but since 2000, there has been such a growth in Hispanic home ownership that they have now begun to outpace other ethnicities (James, Atilas, & Robb, 2011, p. 177).

Home ownership is seen as one of the quickest ways to settle down and begin to create community. This is made apparent with so many different government programs devoted to increasing, researching and advancing home ownership throughout the U.S. There are economic and social advantages to owning a home including: 1) tax savings of owning instead of renting; 2) stronger foundation in community involvement; and 3) it has been noted to be one of the quickest ways to enter into the middle class. As Hispanics gain more purchasing power they will become an even more integral part of the U.S. economy. According to the Census Bureau's Current Population Survey (CPS), this has been shown through the gap that is present between Hispanic and White home ownership, 47.6% compared to 74.4% respectively. Although this is still a large gap over the past two decades, there has been a reduction in differences between home ownership and different ethnicities. Hispanic home ownership in 1995 was 42.1% and rose to 49.8% in 2006. This shows a gap of 28.4% between Hispanics and Whites as of 1995 but that difference has decreased to 26.8% presently (Kochar, Gonzales, & Dockertman, 2009, p. 5). This shrinking of the gap between Whites and Hispanics shows the importance of home ownership in Hispanic households. In a study of Hispanics feelings toward home ownership it was found that from 1983-2004 the proportion of Hispanic renters listing "buying own home" as a top reason for saving money increased 7.6% to 30.1% (James, Atilas, & Robb, 2011, p. 198).

***Hispanic Home Ownership and Availability:***

The rise in Hispanic home ownership did not last long since the dramatic decline of home ownership all over the country in 2000. The Hispanic population was hit especially hard. Not only has foreclosure rates for Hispanics been at record highs but the recession also diminished the amount of immigration into the country. Many recent immigrants enter the country at a low socioeconomic standing and they remain closely tied to their home culture, including staying with family and larger family households. Beyond simply entering the country, there are several barriers that Hispanics face regarding home ownership. These hardships can include the same aspects of home ownership that all people deal with when purchasing a home such as age, income and education. For the Hispanic population, factors such as immigration of family and financial barriers or lack of financial knowledge are also factors (James & Atilas, 2008 p. 178).

Since many Hispanics enter the country through major cities, they face expensive housing and an urban lifestyle. Both factors can be deterrents to owning a home along with the issue of segregation from other populations. Cross-group analyses by the U.S. Census found that Hispanics are the second most segregated group in the United States and the trend is not reversing (Wienberg & Iceland, 2002). This segregation can be looked at as another barrier to home ownership since the areas that Hispanics are most segregated in are urban areas where there is less home ownership.

### ***Finances:***

Financial barriers such as lack of financial knowledge and subprime mortgages in particular, have placed Hispanics in a difficult place, making the population more likely to lose their homes due to foreclosure. One of the most often cited reasons as to why Hispanics do not reach home ownership is the lack of financial knowledge (Bowdler & Smith, 2010; James & Atilas, 2008; Mansick, 2006). Throughout Latin America many people do not have bank accounts or understand the practices of American mortgage lending. One example of this would be the wide use of check cashiers, payday lender, and short-term loan usage among Hispanic immigrants, preventing the development a strong credit rating (James & Atilas, 2008, p. 181). This lack of use involving bank accounts has been seen more through the Hispanic immigrant and other foreign born populations, but is also something that affects Hispanic Americans who have always resided in the U.S. In the coming years, the lack of financial knowledge is expected to decline with the median income of Hispanics on the rise (\$38,039). Educational attainment is also rising with 63% of Hispanics 25 years of age and older graduating high school (U.S. Census Bureau, 2011).

Beyond a lack of financial knowledge there is the strong tendency for Hispanics to send remittances to families in their home country. It has been estimated that nearly 60% of foreign-born Hispanics send remittances at least four times a year, averaging out to more than \$3,000 annually (De Vasconcelos, 2004 p. 1). These remittances may also be linked to the fact that buying a house in the U.S. is a long and arduous journey that is very expensive compared to many countries in Latin America where housing may be cheaper or easier to attain (not necessarily a comparable one).

Throughout the early years of 2000 Hispanics were accepted for home purchase loans and were able to buy homes at a surprising rate. Focus must be placed on the types of loans that were offered and what types of loans were used with Hispanic populations. In 2007 alone, 27.6% of home loans that were given to Hispanics were higher-priced loans; this is compared with only 10.5% of the same loans given to Whites (Kochar et al., 2009 p. 1). Although there has been a substantial amount of research that looks into whether or not Hispanics were more likely to receive higher-priced mortgages, the results have been seen as inconclusive. Even with this inconclusive research one can attribute this subprime lending as positive since it did raise home ownership rates among ethnicities, Hispanics and Blacks in particular. Higher-priced mortgages can also be viewed negatively because many of the foreclosure across the country were related to subprime lending practices.

### ***Renting In the Hispanic Community:***

For new arrivals and those who have yet to buy a home, renting is a key step in the process of buying a house. Renters throughout the nation are of diverse ethnicities and have accounted for 89% of the increase in renters from 2000 to 2010 (Joint Center for

Housing Studies, 2011a p. 3). It has been proposed that there is a four-stage framework that can be used to examine the transition of Hispanics into home ownership. These stages include: 1) renting without plans to buy; 2) renting with plans to buy, but not actively saving; 3) renting while saving for a home; and 4) owning a home (James & Atilas, 2008 p. 177). With this framework James & Atilas (2008) found that Hispanic renters are more likely to be saving in order to buy a home than non-Hispanic populations, however, they are less likely to advance from the saving to owning stage.

As the Hispanic population in the United States continues to grow and begins to become an integral part of the socioeconomic status of the U.S., we may begin to see a drop in the amount of rentals among Hispanics and a rise in home ownership. As Hispanic immigrants move away from being temporary residents and savings continue to increase, we are likely to see a rise in the number of homes that are purchased. If the populations that have immigrated to the U.S. in the 1980's and 1990's continue to save, and begin hitting ages of 30-40, we are likely to see higher home ownership.

### ***Hispanics In the South:***

In 2012, the Hispanic population of the United States increased by 15.2 million since 2000. This accounts for over half of the total population increase of 27.3 million in the same time period (Enis, Rio-Vargas, Albert, 2010 p. 2). The increase in the Hispanic population varied according to the nation of origin, with the Mexican population increasing 54%, and accounting for about three-fourths of the Hispanic population growth. Cubans, Puerto Ricans, Guatemalans, and El Salvadorians constituted the majority of the rest of growth in the Hispanic population. With such a large increase, every region in the U.S. saw increases in the Hispanic population, with the West and South having the majority of this growth. As of 2010, the West had 41% of the Hispanics in the U.S. living in the region, while 36% lived in the South (Enis et al., 2010 p. 4).

Although significant growth has been seen nationwide, the South has experienced growth at a more rapid rate in recent years than any other area. From 2000-2010 the South saw a growth in the Hispanic population of 57%, even though the total growth of population for the South was at only 14% (Enis et al., 2010, p. 6). This shows that the growth in the Hispanic population in the South was almost four times that of the total population growth. This is a substantial growth, especially for an area that had seen little growth in their Hispanic population in the 1980's and 1990's, excluding Florida and its Hispanic population of Cuban origin.

The entire Southern region of the U.S. has seen this rise in Hispanic population. According to the Pew Hispanic Center, the states with the largest population growth between 2000-2010 include: 1) South Carolina (148%); 2) Alabama (145%); 3) Tennessee (134%); 4) Kentucky (122%); 5) Arkansas (114%); and 5) North Carolina (111%) (Kochar et al., 2009). All of these states are situated in the South and have had very high rates of increase. This has led to great discussion among these states in how to deal with the growing Hispanic population and the gap that is still present in home ownership rates. Seen in Table 1, throughout the South there are great disparities between Hispanic and White home ownership, with small gains from 2000-2009.

## Homeownership Rates by Race and Hispanic Origin

X	Total	White	Black	Asian	(2000) Hispanic	(2009) Hispanic
U.S.	66.2	71.3	46.3	53.4	45.7	47
Alabama	72.5	77.8	57.6	48.4	43.9	43
Arkansas	69.4	73.4	50.1	50.7	39.6	49
Florida	70.1	74.1	50.2	60.6	55.8	56
Georgia	67.9	75.3	50.8	55.4	37.4	43
Kentucky	72.3	73.6	41.4	42.8	36.4	37
Louisiana	69.4	75.4	51.8	53.4	51.4	51
Mississippi	68.4	78.5	60.7	51.2	45.4	45
N. Carolina	72.2	75.1	52.5	52.5	31.3	47
Oklahoma	69.9	71.9	44	48.2	45.7	47
S. Carolina	72.2	77.2	60.9	54.4	39.4	41
Tennessee	69.9	74.1	50.5	50.5	35.8	44
Texas	63.8	68.7	46.4	53.1	56.1	57

Along with these small gains in Hispanic home ownership, the South leads all regions in total housing units (50.0 million) and from 2000-2010 the South saw a 17.9% growth in housing, the largest in the nation (Joint Center for Housing Studies, 2011b p. 9). With such a high amount of housing units and housing growth it is not the lack of availability of housing, but difficulties in attaining it, that Hispanics are facing. Even with this gain in housing, only four states saw more than a 5% rise in home ownership rates among Hispanics: 1) Arkansas (9.4%); Georgia (5.6%); North Carolina (15.7%); and Tennessee (8.2%). These states were also included in the states that saw the highest Hispanic population growth.

As the U.S. continues to recover from the 2008 recession there may be more immigration and higher home ownership rates. This, along with the current Hispanic population, has made lawmakers from across the Southeast region question whether immigration has gotten out of hand. This is apparent in the legislation that has passed, and in the process of being passed, in Alabama, Georgia, Mississippi and South Carolina. These immigration laws were enacted in order to curb the illegal immigration that has been on the rise in these areas. Laws require the police to determine the citizen status of individuals in a variety of situations and this has met strong resistance from the Hispanic population and a number of humanitarian organizations. Even with this strong resistance there have been many immigrants that have left in the middle of the night in fear of being deported.

### ***Discussion:***

With so much attention being given to the Hispanic population around the nation there is the need to address the issues that they face with home ownership. Some of these major issues include: 1) strengthening financial knowledge; 2) immigration; 3) citizenship; and 3) lack of resources. These different issues do not function independently but are intertwined and affect much more than just the Hispanic population in the United States. All of the information currently known about Hispanic home ownership asks, "What can we do to close the gap and raise Hispanic home ownership?"

Addressing lack of financial knowledge may be the best opportunity for Hispanics to better understand the U.S. mortgage and banking system and in turn, have better rates of home ownership. A better understanding of credit and mortgages will allow Hispanics to take advantage of the banking system and receive better loans with lower interest rates. However, it has been noted that Hispanics are more likely to save for a home and are also less likely to move from the saving stage to home ownership. Therefore, with better education attainment among Hispanic populations and programs that address the issue of a lack of financial knowledge, Hispanic home ownership will have a strong future and will continue to rise.

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- **Barriers to Professional Integration Among Latino Immigrants in Missouri**

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**Abstract:**

Immigrants who received a college education abroad face myriad challenges in reentering their professions or fields in the United States. These barriers to foreign-trained immigrants withhold benefits from receiving communities including cultural and linguistic expertise in health care and other professions. By hindering individuals' and families' economic self-sufficiency, such barriers also slow the integration of immigrants into American society.

Challenges to immigrants facing professional integration are receiving increased attention by researchers and enforcing some national and local initiatives to directly assist

immigrants with professional integration. As the Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA), the largest immigrant advocacy organization in New England, promotes professional integration through its newest initiative, the New Americans Integration Institute. This paper explores these challenges and draw lessons from successful models that may benefit “new destination” states.

This paper will summarize commonly cited barriers to professional integration of foreign-educated immigrants with a special focus on Latino immigrants in Missouri. This paper will also identify some promising models for professional integration in other states.

### ***Latino Immigrants in Missouri:***

In 2010, nearly four percent of Missouri’s population, approximately a quarter of a million persons, was foreign born. Among this population, 28.1% identified themselves as Latino or Hispanic. Missouri is one of the states experiencing an increase in its proportion of immigrants and number of Latino immigrants has increased substantially in the past decade. While Missouri ranks 41st among the states in terms of its’ foreign-born population, it ranked 16th in the proportional increase of its’ immigrant population between 2000 and 2010. Over 71,000 people born in Latin America lived in Missouri in 2010, representing an increase of over 83% since 2000.

Nearly 45% of immigrants from Mexico living in Missouri in 2010 had entered the U.S. within the past decade and half of the immigrants came from other parts of Latin America. Yet, as will be discussed, even among long-time residents, Latino immigrants do not do as well in measures of professional integration (Batalove, Fix, & Creticos, 2008).

In Missouri, those who speak Spanish at home are less likely to hold a college degree than those who speak only English or other languages; 23% of people who speak Spanish at home held college degrees in 2009. Nationally, Latin American immigrants earn less than immigrants from other regions and this trend is also present in Missouri. Immigrants from Latin America also demonstrated the highest rates of poverty in Missouri. Slightly over 27% of households in Missouri with members born in Latin America lived in poverty in 2009, compared with 19% of all foreign-born households. A further 32.4% lived between 100% and 200% of the federal poverty level.

The Migration Policy Institute (MPI) estimates that “brain-waste” or the unemployment or underemployment of college-educated workers, affected approximately 7,500 immigrants, or about 22% of college-educated immigrants, in Missouri in 2010. The U.S. census does not collect data on whether an immigrant obtained his or her degree abroad or in the U.S. and MPI estimates that 53.4% of highly skilled immigrants received their college education abroad.

### ***Immigrants and Workforce Needs in Missouri:***

In an economy in which so many workers struggle with unemployment, a focus on the professional integration needs of high skilled immigrants entering the American workforce has the potential to elicit objections that native-born workers could be left out of economic gains. Yet, research demonstrates that highly skilled immigrants fill shortages not met by domestic workers and additionally spur labor growth within destination states (Atwater & Jones, 2004). Barry Chiswick, a professor at the University of Illinois, studied the international mobility of highly skilled immigrants and found that highly skilled immigrants lead to a “long-run feedback effect” on the productivity of both the less skilled

and highly skilled workers on the destination economy” (Chiswick, 2005, p.4). Skilled immigrant professionals, by increasing productivity, create increased demand for less-skilled laborers that are integral to the production process, facilitating job opportunities for blue-collared workers and lifting economic prospects across the spectrum of educational attainment (Batalove, Fix, & Creticos, 2008). Moreover, highly skilled immigrants stimulate job growth through entrepreneurship, technological innovation and tax payment (Wadhwa, Saxenian, Rissing, & Gereffi, 2008; Kaushal, & Fix, 2006; Batalove, Fix, & Creticos, 2008; Smith & Edmonston, 1997; Friedbar, 2007).

Projections of workforce needs nationwide, and in Missouri, suggest opportunities for highly skilled immigrants to help meet employer needs in particular sectors including health care. The Bureau of Labor Statistics projects that between 2008 and 2018 an aging baby-boomer generation will continue to necessitate higher numbers of healthcare providers. Given increasing racial and ethnic diversity of the U.S. population, immigrants can also assist in providing culturally and linguistically appropriate services to local populations.

The Missouri Economic Research Information Center has projected job openings in Missouri for specific professions in the years 2008-2018 (n.d.). Among professions requiring a bachelor’s degree or higher, that are projected to offer thousands of new positions over this period, include: 1) accountants; 2) auditors; 3) business operations specialists; 4) computer systems analysts; 5) pharmacists; and 6) teachers from pre-school through grade 12. Registered nurses, a position requiring an associate’s degree, has high projected growth as well. Many professions in these same fields, and projected to grow substantially, include: 1) bookkeeping; 2) accounting; 3) auditing clerks; 4) child care workers; 5) teacher assistants; 6) pharmacy technicians; 7) home health aides; 8) medical assistants; and 9) medical secretaries. These professions require on-the-job training as opposed to a college education. The procedures immigrants must navigate to achieve re-licensing in regulated fields, or even to achieve recognition that a foreign degree represents equivalent educational attainment as one received in the U.S., can be time-consuming, expensive and arduous. Therefore, professions in an immigrant’s field of education, requiring less educational credentials, may provide experience, networking opportunities and a livable wage while an immigrant pursues the steps needed to practice their original profession.

### ***Challenges to Professional Integration:***

Upon arrival in the U.S., immigrants must concern themselves with obtaining shelter, food, and other necessities. Those whose status is not tied to an employer’s sponsorship may be forced to accept “survival jobs.” High-skilled immigrants may initially find jobs in restaurants, as taxi drivers, and in other low-skilled positions with expectations that these placements will be temporary. Increased time in the U.S., specifically residence of a decade or more, is correlated with improved professional outcomes (Batalove, Fix, & Creticos, 2008).

However, increased time in the U.S. does not always lead to professional integration barriers. MPI has identified limited English proficiency, Latin American and African origin and undocumented status as three characteristics correlated with less improvement in employment, occupational status and wages of highly skilled immigrants that were educated abroad (Batalove, Fix & Creticos, 2008). Over a third of Latin American immigrants

were still working in unskilled jobs 11 years after arrival in the U.S., a concerning statistics that led MPI to recommend further research about the “persistent underemployment” of Latin American immigrants (Batalove, Fix, & Creticos, 2008).

The following sections briefly outline some commonly identified, and often interrelated, factors presenting challenges to foreign-educated immigrants’ professional integration.

### ***Re-credentialing and Re-Licensing Procedures:***

Professions may be categorized as regulated or unregulated with professional licensure by a state licensing board required to practice in the former but not the latter. In regulated as well as unregulated professions, immigrants encounter challenges in demonstrating educational and professional competence.

Immigrants who obtained a higher education abroad must often use a credential evaluation service in order to demonstrate to an employer, a licensing board, or a U.S. institution of higher education that their credentials are comparable to those that would be obtained in the U.S. The re-credentialing process involves extra time and expense. Once their credentials have been evaluated, highly skilled immigrants must sometimes repeat portions of their education in the United States in order to reach the requirements of employers or licensing boards.

In regulated professions, the time and money required to achieve re-licensing can be substantial and information about the procedures required to attain re-licensing, which varies by state, is not always easily accessible. The cost, time and effort required to pass licensure examinations given by state licensing boards presents many challenges, one being that practical experience is a component of licensure requirements. Immigrants must also obtain practical experience in the United States before being granted certification to practice in their particular fields.

### ***Limited English Proficiency:***

Immigrants from non-English speaking countries can remain trapped in jobs that do not utilize their training if they do not have access to individuals, networks, or ESOL centers to help them in acquiring the English proficiency, including proficiency in the English terminology specific to their professions. MPI has found that LEP status doubles a workers likelihood of working in an unskilled job (Batalove, Fix, & Creticos, 2008). Among the civilian workforce in Missouri over 16 years of age, approximately 38% of those who spoke Spanish at home in 2009, were considered limited in English proficiency (LEP) making this challenge highly relevant to Missouri’s Latino immigrant population.

### ***Geographic Origin and Employer Bias:***

As noted, even after residing in the U.S. for more than a decade, Latino and African immigrants lag behind groups from other origins in measures of professional integration. MPI notes that an immigrant’s region of birth may influence a range of variables, including: 1) professional opportunities in the country of origin; 2) socioeconomic and linguistic constraints; and 3) the degree of similarities or differences between an origin’s cultural and professional practices compared to practices in the United States. Since different countries have greater or fewer similarities with cultural norms of the U.S. workplace, it is difficult to determine the degree of correlation in geographic origin with successful professional

integration, due to discrimination versus other factors. However, it would be disingenuous to overlook the potential influence of employer bias, such as false perceptions about qualifications due to accented English or negative associations with an immigrant's place of origin.

### ***Immigration Status:***

MPI has found that refugees and diversity immigrants suffered the greatest declines in job quality upon immigrating. Family-sponsored immigrants enjoyed better occupational outcomes than those of refugees and diversity immigrants but less outcomes than employer-sponsored immigrants. MPI suggests that this effect may be due to the assistance of relatives that family-sponsored immigrants are more frequently able to rely on.

A factor inextricably tied to immigration status and impacting professional integration outcomes is work authorization. Work authorization is, of course, unavailable to undocumented immigrants, but also to many categories of immigrants with statuses as well. For example, asylum applicants are ineligible to receive work authorization for the first six months after applying for asylum, and in practice, this wait often extends beyond a year or even two.

### ***Family Responsibilities:***

Immigrant professionals who care for family members may find the processes too demanding to professionally integrate financially. Another barrier includes immigrant professionals' busy schedules making it difficult to pursue these numerous steps. New American Media (NAM), a nationwide collaboration of ethnic news organizations, found a "substantial percentage" of immigrant women who held professional jobs prior to immigrating that were forced to take less-skilled jobs. Apparently this is part of the need to prioritize the well being of family members. The challenges facing immigrant heads-of-household are not unlike the challenges facing native-born heads-of-household. At the same time, immigrants may face additional challenges due to their status as immigrants. For example, their wages may stretch far less due to inadequate health insurance coverage and the need to cover more expenses out of pocket ("Poll Finds Women Immigrants Confront Many Barriers", 2009). Immigrant families' ineligibility for, or unawareness of, public benefits and services may force heads-of-household to work longer hours at less-skilled jobs to survive, precluding the investments of time and money needed to advance professionally.

### ***Promising Models to Streamline Professional Integration:***

Immigrants' professional integration needs are beginning to receive more attention by promising national and local initiatives that new destination states as well as established ones can learn. Proof of integration success around Massachusetts and nationally have focused on overcoming the challenges that remain, MIRA has recently embarked on a new initiative, the New Americans Integration Institute (NAII). The major underwriter of the NAII is The Boston Foundation, a supporter of MIRA since its time of inception. Support for the Citizenship Campaign of the NAII is also provided by the Fish Family Foundation. The NAII targets obstacles to integration in the areas of: 1) language and citizenship acquisition; 2) Immigrant entrepreneurship; 3) immigrant workforce

development; and 4) native-born opposition to immigration and integration. In the area of immigrant workforce development, MIRA is examining the challenges to professional integration and seeking out best practices to assist highly skilled immigrants with professional integration.

One national collaboration called IMPRINT, comprises five promising initiatives: 1) The Community College Consortium for Immigrant Education; 2) The Welcome Back Initiative; 3) The Welcoming Center for New Pennsylvanians; 4) World Education Services; and 5) Upwardly Global. These models for professional immigrant integration can, and should, inspire replication in other states.

The Community College Consortium for Immigrant Education (CCCIE) is a national initiative comprising community colleges and experts in immigrant education. CCCIE has an online database of promising practices in immigrant education in key areas, including: 1)ESL programs; 2)Workforce Training/Career Development; and 3)Community/Employer Partnerships.

World Education Services is a credential evaluation service that is also an IMPRINT member organization, and partnered with CCCIE to deliver workshops to immigrants on how to have their foreign credentials recognized.

The mission of the Welcome Back Initiative (WBI) is, “to build a bridge between the pool of internationally trained health workers living in the United States and the need for linguistically and culturally competent health services in underserved communities”. To that extent, WBI has ten statewide or local initiatives in: 1) California; 2) Colorado; 3) Maryland; 4) Massachusetts; 5) New York; 6) Rhode Island; 7) Texas; and 8) Washington, assisting health care professionals trained abroad to practice in their fields. Welcome Back Centers provide: 1) support in re-credentialing and re-licensing; 2) finding relevant educational programs; 3) job and volunteer opportunities; and 4) assessing alternative career options. The Boston Welcome Back Center, based at Bunker Hill Community College, provides nurses trained abroad with individual case management to become registered nurses in Massachusetts. Other initiatives of WBI focus on provide services to health care workers in additional professions, including: 1) physicians; 2) dentists; 3) speech therapists; 4) physical therapists; 5) psychologists; 6) social workers; 7) midwives; and 9) pharmacists.

The mission of the Welcoming Center for New Pennsylvanians (WCNP) is, “to be a centralized employment and referral center for the region’s growing immigrant community by promoting immigrant participation in the area’s political, social, and economic life.” Among its professional integration services, WCNP helps connect highly skilled, and other immigrants, find employment and connects them with necessary training. This includes ESOL classes and conducts outreach to employers to help them hire qualified immigrants. WCNP has also produced career guides for immigrant professionals in four professions identified as “high growth” professions in Pennsylvania: 1) accountants; 2) auditors; 3) mechanical engineers; 4) systems analysts; and 5) teachers.

Upwardly Global is an organization with offices in San Francisco, Chicago and New York, providing job search preparation services to highly skilled immigrants and creating employer partnerships to help employers benefit from highly skilled immigrants and to assist highly skilled immigrants integrate into the workforce.

## **Conclusion:**

Highly skilled immigrants promote innovation and job growth in communities and have an important role in addressing workforce needs, particularly in the healthcare industries. Despite their potential to contribute to a stronger economy, these immigrants face numerous challenges to practicing in their fields of training and often remain trapped in survival jobs. The challenges facing immigrant professionals that are educated abroad should concern anyone interested in immigrant integration.

As more immigrants professionally integrate, this is a topic beginning to receive wider attention in the United States. New destination states are in a unique position to adopt promising models to leverage the benefits of increased immigration. Nearly three-fifths of Latin American immigrant households are living at, or below, 200% of the federal poverty level. Adoption of the best practices to facilitate more successful professional integration has the potential to result in increased economic self-sufficiency among highly skilled Latino immigrants and all immigrants in Missouri. Together, immigrant advocates, academics, educators, licensing boards, credential evaluators, employers, professional associations and policy makers should collaborate to identify and adopt the best practices for reducing “brain-waste” among highly skilled immigrants.

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## • **Social Capital in Rural Southwest Kansas**

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### **Abstract:**

This study addresses a social capital literature that has targeted a White majority in the United States. Hispanic/Latino audiences, especially new immigrant populations, have not been primary subjects in most studies. Information about the social connectedness of minorities has come from secondary sources. The goal of this study was to understand how Hispanics/Latinos compare to Anglo, families in rural Kansas, to different levels of social capital. This comparison also looked into the differences of social connectedness and community involvement. The study was done in English and Spanish in order to reach the under-represented population.

According to political scientist Robert Putnam (2000), it is through experiences of face-to-face interaction with those from different backgrounds, that people learn to trust each other. Connections create networks that allow social trust to spread throughout society. At the individual level, there has been strong, consistent evidence that social connectedness has positive effects. Individuals have the capacity and the choice to build their social connectedness and community engagement. Those assets can be shared with the collective family, organization, community, state, or country. When individuals have access to networks of supportive and accepting associates, it can generate an array of personal and societal benefits that include preventing or overcoming illness, improving health, supporting child development, mitigating poverty, addressing racial inequalities, preventing crime, and addressing other social concerns. When one builds a stock of personal relationships and other social connections from which he or she can call upon in times of need, it is called social capital.

This study, in part, assessed social connectedness and community engagement of people in Kearny County, a rural location in Southwest Kansas that has a 30% Hispanic/Latino population. Surveys were sent to selected households in English and Spanish, and two small focus groups were conducted in the two languages. Statistical analyses indicated support for the hypothesis that Spanish-speaking populations build and maintain social connections and are engaged in community. The independent variables including gender, age, race/ethnicity, education, income, and community durability, were analyzed with dependent variables made of scaled items to measure social connectedness and community engagement. Race/ethnicity, education, and income appeared to be the strongest predictors of social connectedness and community engagement. Implications of the results are discussed.

**Statement of Problem:**

In looking at social capital among low-income families, McBride, Sherraden, and Pritzker noted that varying types of community involvement are means for developing skills and a capacity for “increasing tolerance among people, building society, supporting collective action for greater well-being, and strengthening autonomy” (2006, p. 152). Robert Putnam (2000) regarded one’s associations (connections) as the prime sources of social trust and bridging inter-connected social networks and also contributed to community engagement. Daily face-to-face interactions are able to transcend sub-cultural barriers whether they are cultures of: 1) economies; 2) ethnicities; 3) political ideologies; 4) social groups; or 5) other sub-group cultures that exist within societies. The lack of social inter-connectedness could contribute to unemployment, poor education, and poor health, and socio-economic status.

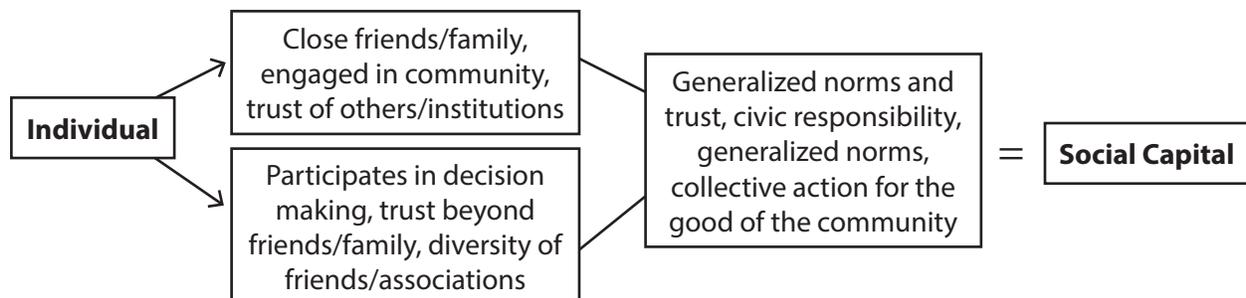
Recent immigrant Hispanic/Latino populations, over the past 25 years, have been especially vulnerable to individuals that lack important inter-connected networks as they struggle with language barriers, acculturation, and income challenges (Parra-Cardona, Bullock, Imig, Villarreal, & Gold, 2006). Many of the rural-bound are Hispanic/Latino immigrants (Allensworth & Rochín, 1996). Rodney Hero (2007) said that Hispanic/Latinos do not measure up to White populations in terms of social capital outcomes because survey instruments do not measure specific types of social connections, especially important to a culture building new living places in new lands.

A 2007, a Kansas study undertaken by Johns Hopkins University Bloomberg School of Public Health and Wake Forest University School of Medicine, did not reach much of Garden City’s 48% Hispanic/Latino population. In the final report, Garden City, a heterogeneous community, was listed as having the lowest social capital scores, and as a homogenous community, scored the highest in terms of social capital indicators. The Kearny County study was seen as the foundation to looking at other counties in Southwest Kansas that had not been previously studied, but were also major receiving areas for Hispanic/Latino immigrants.

**Social Capital:**

The figure below illustrates a schematic model of social capital theory based on literature and personal observations. Social capital begins with the individual. If that individual possesses respectful relationships, trusts others, and participates in the life of the community, then those possessions are passed along to the community. A community with well-connected residents is characterized by: 1) generalized norms; 2) trust; 3) people who practice civic responsibility; and 4) demonstrate collective action for the good of the community.

Figure: Social Capital Theory Schematic



### ***Hispanic/Latino Communities in Southwest Kansas:***

The changing demographics of Southwest Kansas are a result of immigration related to the availability of less skilled jobs required, in agriculture and lack of economic opportunity in Mexico and Central America. The most recent heavy migration to Southwest Kansas began in the early 1980's because of Meat packing plants. Tyson Meats has been recruiting from Mexico and Central America, looking for people willing to work at lower-paying jobs. Finney County and its neighboring counties, such as Kearny County, have steadily growing populations of immigrants because of Meat packing and other agricultural jobs (Stull & Broadway, 2004).

### ***Bonding Social Capital:***

Putnam (2000a) distinguished societal connections as bonding and bridging social capital. Bonding social capital are those ties based around family, close friends, and other near-kin, which is inward looking (takes care of its own) and binds together people from similar sociological positions. A way to interpret Putnam's (2000a) theories is to see bonding networks as a circle of disconnected cells. People inside each cell continuously connect with each other and often do not make connections with others outside the boundary of the cell. Players in bonded relationships have similar beliefs and live in similar lifestyles and there is no sharing of information outside of the bonded relationships. In the rural areas of the U.S., Mexican immigrants exhibited robust intra-group and extended family ties (Sarkisian, Gerena, & Gerstel, 2006). Bonding social capital, or homophily, is a sociological phenomenon when people are more likely to form friends with others who are similar in race/ethnicity, social class, education, age, etc. (Flora, Flora, & Fey, 2004).

### ***Bridging Social Capital:***

Bridging social capital links people from one close-knit group to other groups outside the immediate bonds. Bridging from one group to another tends to generate broad and inter-connected circles (Putnam, 2000). A venn diagram might describe bridging social capital with its three overlapping circles. When the circles intersect, that illustrates bridging where new information is shared and new ideas are formed, clearly showing how bridging could occur.

### ***Social Capital in Hispanic/Latino Communities:***

Nadia Flores (2006) noted that solidarity in relationships is prevalent among Mexican rural dwellers and those in Hispanic/Latino populations emigrating from urban to rural settings (Flores, 2006). That solidarity also enforces social norms. Siles, Robison, Cuéllar, Garcia, & LaHousse (2006) showed that Latino immigrants in Michigan use their social capital, mostly bonding, during the entire process of emigrating from their countries of origin to the U.S.

"If immigrants did not have social connections, they would not make it to the receiving community in the first place," said Anthropologist, Donald Stull (personal communication, February 27, 2011).

### ***Demographics of Kearny County:***

The 2010 Census showed Kearny County with a population of 4,169 residents.

Kearny County has a Hispanic/Latino population of 30.7%. The State of Kansas averages a Hispanic/Latino population of 9.3%. Foreign-born individuals in Kearny County comprise 12.7% while Kansas, as a whole, is 5%. Twenty-two percent speak a language other than English in Kearney County and the state of Kansas averages 8.7%.

### **Sources of Data:**

In total, 266 surveys were mailed, 52 were returned through the postal service (41 English and 11 Spanish). Eighteen Spanish surveys came from nutrition classrooms, six from the local *carniciera* and 15 English surveys came from the Kearny County Extension Office. Five women were interviewed in two small focus groups as well. The total sample was 91 completed surveys and five interviews/focus groups. This data represented 2.4% of Kearny County's total population.

### **Measures:**

The questions that were asked in the survey and interviews reflected the dimensions of social capital (Easterling et al., 2007; Putnam, 2000b) and measured social connectedness and community engagement. The community engagement scales looked at involvement in secular and faith-based groups, participation in organized activities, and volunteering/giving (Easterling et al., 2007; Putnam, 2000b). The predictor variables were: 1) age; 2) gender; 3) race/ethnicity; 4) education; 5) income; and 6) years lived in the community.

### **Race/Ethnicity:**

Race/ethnicity appeared to have the most statistically significant relationships to each of the dependent variables: BRIDGECAP3, BONDCAP3, Trust, CHURCHR3, and DONATE3. The percentages showed that Hispanic/Latinos had medium levels of bridging and bonding social connections. Those constructs were measured by the amount of social connections and community activities that individuals participated in. The Hispanic/Latino population in Kearny County appeared to be more settled into their communities. There did not appear to be vast differences among White and Hispanic/Latino respondents regarding bridging, bonding, trust, and donating. The greatest difference in levels of bridging social capital was church attendance. Hispanic and Latinos were 53% more likely to attend church than Whites. The regression analysis showed a trend toward significance and moderate strength in the relationship when race/ethnicity was tested with BONDCAP3. The qualitative interviews supported the idea that close friends and family are essential to successfully surviving in newly developing populations of immigrants. Minorities who reported lower social connections and community engagement from other studies are not being asked culturally appropriate questions in surveys.

### **Gender:**

The cross-tabulations with gender only showed a relationship to church attendance. Women were more likely to attend church than men. More women completed the surveys, more women were single, and according to the data, women lived longer than men. The strength of the gender/church attendance relationship was supported by the regression analysis that showed a moderate relationship ( $b = .41, p < .001$ ).

**Age:**

Age was not a predictor of bridging, bonding, trust, or church attendance in terms of relationships of chi-squared, Pearson's or Spearman's tests. Regressions showed moderate strength and some linearity. Respondents in the 36-45 year old age range were more likely to donate and more likely to trust, as revealed by percentages. People in the 36-45 age range reported higher social connections and community engagement than those in the 46-55 year old age range. Qualitative interviews indicated that donating to churches and schools fit the patterns of young families. Giving, in respect to the community, tapered off as age increased.

**Education:**

The Kearny County study showed that educational attainment was related to bridging and bonding social capital. Percentages showed that people with some high school and some college were more likely to have social contacts and be engaged in community activities compared to those with college and graduate degrees. The data supported people with lower education as having more social connections and being more engaged in the community. The qualitative interviews revealed that social connectedness was not necessarily correlated to education. Four of the five women had either less than eighth-grade education (2) or a high school diploma (2). Each woman was actively engaged in the respective community. Respondents with a high school degree or only some college were more likely to donate money compared to those with college or graduate degrees.

**Income:**

Chi-squared tests proved a relationship between income and BRIDGECAP3, TRUST, and DONATE3. The regression analysis showed a strong relationship ( $b = .483$ ,  $p < .001$ ) and some linearity between income and donating. Respondents with lower income were more likely to donate to institutions than those with higher income. The percentages also showed that respondents with lower income had relatively high bonding and bridging social capital.

**Years Lived in the Community:**

The length of years that respondents lived in Kearny County was related to donating money to institutions in chi-squared tests.

**Qualitative:**

All five of the interview respondents were from Mexico and had been living in the United States from 2.5 years to more than 15 years. The most common form of community involvement was participation in church and its weekly activities. Each outlined schedules of volunteering for schools, churches and for helping one another. Each respondent noted a belief that most people can be trusted, though they asserted, "It's hard to say that when I know that many people here in the United States do not trust us and do not want us here. The respondents often repeated their views of the importance of seeing people every day. Staying close to one another is important for survival in moral support of being and in a new country. Settling immediate family, while still carrying concerns for family members living in foreign countries such as Mexico, was also important.

### **Implications for Practice and Research:**

Hero (2007) suggested that if researchers studied social connections and civic engagement more appropriate to Hispanic/Latino immigrant cultures (close families, close friends, religiosity, and community involvement, like volunteering in the schools), there would be a more accurate picture of Hispanic/Latino social capital. Perhaps researchers could go into targeted communities to spend time with subjects. In Kearny County, the mainstream literature referred to as social capital (social interactions, and community engagement), looked different when new immigrants were involved. Policy makers need to see that Hispanic/Latino immigrant populations want better lives for their families. A barrier to cultural, financial, educational, and societal success is the misunderstanding of one another. Policy makers should not make decisions based on fear. Therefore, reactive decisions would not become laws. Southwest Kansas' growing Hispanic/Latino populations add rich cultural and economic value to society.

### **Conclusion:**

Individuals of Hispanic/Latino origin will continue to migrate to rural communities because of the opportunities of less skilled jobs. Meat packing plants have purposely placed themselves in rural America because it puts them closer to the product sources (feedlots), and decreases cost to the company (Stull & Broadway, 2004). This work did shed some light on how new populations acquire and use their social connections. This could offer insights to extension educators, sociologists, teachers and home-visitors. Future researchers work with Hispanic/Latino populations to find ways towards understanding how families form social connections and become involved in community. It was a good way to put a face on families who are confronted with discrimination and marginalization because they are "different".

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- **Cultural Transition, Identity Crisis and Challenges of a Foreign Professional**

*Reyna Jurkowski, University Autonomous of Nuevo Leon*

**Abstract:**

Most of the time, we talk about immigrants like those who have come to this country without documents, illegally; individuals who, regarding all inconveniences, make a life in United States.

However, what about the people who immigrated legally, and made a professional career in their countries, and living here do not find the opportunity to develop their talent. Is the adaptation process or the cultural transition simpler for these people? The answer to this matter is complicated, and yet even more difficult than most of us think. The people who have been through an immigration process and concluded it successfully have their own problematic thoughts, suffering of cultural psychosis and environmental change, provoking a decrease in their intellectual capacity. The professional level of education is distorted when the American schools question the preparation of the foreign student, since the requirements to continue education or expedite a similar professional degree seem complicated. How can they make the transition to the professional job market and be competitive? What are the guidelines? What is the role of the bilingualism in the professional success? The human being is born inside a society and culture that transmits beliefs, traditions and values that facilitate his interpersonal relationships, but the immigrant has to face a different culture and the fact that this culture regulates his life from now on. Therefore, if the individual wants to succeed in his profession he must accept the new culture and adjust to it. An obstacle of such professional development would be the language barrier, or if the person has some linguistic knowledge, being bilingual will help him to be successful.

Furthermore, having a foreign qualified background and speaking two languages does not always mean you will have a granted opportunity, because foreign individuals have not proven their skills in the U.S. job market. Second, it is precisely because this market is totally opposed to the Latin-American. And third, the accent plays an important role that could have a positive or negative connotation depending on the type of position individuals are applying for.

Consequently, the challenges that the foreign professional has to combat day by day might weaken his/her hope of a better future, perhaps will make him/her question their own skills, expectations and goals. The global market has proved, more than once, the efficiency of investing in highly qualified individuals from other countries. Companies all over the world see in them the opportunity to grow business through the cultural approach.

### **Introduction:**

Most of the time, we talk about immigrants who have come to this country without documents illegally. These individuals, regarding all inconveniences, make a life in the United States. However, what about the people who immigrated legally, and made a professional career in their countries? Is the adaptation process or the cultural transition simpler for these people? The answer to this matter is complicated, and yet even more difficult than most of us think.

The immigrant experiences a complete change in his environment... the role of the human environment, however, is much less well understood... the racial background affects an immigrant in two main ways... fundamentally what he is; it profoundly influences the way he feels'. (Pratt, 1927, p.1-6).

The people who have successfully concluded an immigration process have their own problematic thoughts.

Pratt (1927) sustains that, "The immigrant must go through a dual transformation. He must be denationalized and re-nationalized at the same time. The strain and stress of this experience is probably incomprehensible to one who has not gone through it," (p.13). Meanwhile, the expatriate might suffer cultural psychosis due to the environmental change and lifestyle context provoking a decrease in their intellectual capacity, as Thomas C. Wheeler (1971) says, "An immigrant state of mind," (p. 2). It is precisely this "state of mind", not just for foreign professionals, but for every foreigner.

They have to learn, adopt, and adapt to the new... and might have to sublimate, suspend, discard some old aspects of their self-identity... to operate effectively as balanced social persons and as effective professionals in their new host societies. (Kolapo, et al. 2009, p. xi).

With better communication technology, expatriates can relieve some of this physiological desolation by accessing video conferences and social networks. This allows them to remain accessible to people, such as family members, living on the other side of the globe. But this just fulfills the partial need of a physical approach, not just with loved ones, but also with their communities. A. Aneesh (2004) says, "Taking roots in new cultural soil is never easy," (p. 61). The most devastating realization is one of political and social exclusion... the realization of being the "other"... gives rise to general despair and disappointment. (p. 56). For Ann O'Hear (2009), a culture can be defined as, "A collection of values and assumptions that go together to shape the way a group of people perceive and relates to the world" (p. 55). She also mentions three different models of assimilation.

The melting pot, which completely discard the cultural heritage they brought with them; cultural mosaic, which pretend to transform American society into a multicultural mosaic; culture-shock, cultural adjustment which faces different levels of assimilation (curiosity – distress – isolation – acceptance and integration). The mosaic will be preferred for immigrants mostly because it allows them to keep their self-identity and co-exist with the American society. (p. 58-59).

Unfortunately, even when this might be joyful it sometimes comes with the price tag of discrimination, one of the reasons why the culture-shock model is more common. Wheeler (1971) mentions that, "The irony of American opportunity is that it has required rootlessness," (p.11).

Immigrant professionals have to battle against emotional despair and against the expectations of an effective practice. They must adapt their expertise to the workforce requirements that they are entering into. Kolapo (2009) exposes this as problematic when he confirms that immigrants, "even when highly qualified at home, may find that they have to start their career from a lower level," (p. 13). It might become necessary to take some courses or seminars that would help immigrants have a better understanding of the job market in the United States.

The professional level of education is distorted when American schools question academic preparation of foreigners since the education requirements of similar professions in the United States are different. If a foreign professional is accepted into a university to further their education suffers of challenges and has to face situations and realities. Kolapo states, "Certainly advanced degrees from American universities do not ensure equality of opportunity in the labor market," (Parlin, 1976, p. 37). Also, there is a lot to be said for, "Stress, tension, challenges, and opportunities that immigrant... can experience during their acculturation process in the host academic environment," (Kolapo, 2009, p. xii).

### ***The Professional Job Market in the New Society and its Competitiveness:***

How can a skilled foreigner can make the transition into the professional job market and be competitive? The hardest part of the venture is simply getting hired in the preferred position, over non-foreign candidates. "Some might argue that citizens should reasonably have prior rights over noncitizens in the employment spheres, especially in conditions of tight labor markets," (Aneesh, 2004, p.69). Also, the language capability can play an important role in the hiring process. "Immigrants often have to bear comments or accusations, that they speak with "funny, thick, bad... accents," (Kolapo, 2009, p.22). Having an accent can play an important role in the hiring process and can have a positive or negative effect depending on the type of position the individual is applying for. Furthermore, having a foreign-qualified background and speaking two languages does not always mean that a foreign applicant will have a better chance of being hired. This is because foreign professionals have not proven their skills in the United States job market and because it is precisely the market that is opposed to other world markets that immigrants came from.

Other external factors might work in favor of foreigners, such as the global job market and the need for bilingual skills. International companies are becoming one of the best sources of employment for foreign professionals because, "The workforce is becoming more global, diverse, flexible, multi-source, and complex in nature," (Vance & Paik, 2011,

p. 6). It is also said that, "Admitting more skilled immigrants in particular is seen by some observers as a way to achieve such competitiveness," (Sorensen, Bean, Ku, Zimmerman 1992, p. 13). In other words, not everything is lost for foreigners in their professional field.

The global market has proven more than once that there is a need for investing in qualified individuals from other countries. These companies own several facilities all over the world and their employees respond to different cultural identities and professional backgrounds. These responses show that management groups capable of merging these personalities into a common goal have better productivity. International Companies see the opportunity to grow their businesses by hiring immigrant professionals. In other words, this cultural approach shows:

Without proper knowledge of the different cultures involved, an international joint venture company will not be able to achieve its targeted goal by streamlining existing operations. Instead, it will experience wasteful confusion and debilitating, destructive conflict. (Vance & Paik, 2011, p. 42).

The mobilization of the workforce is a reality that no one can deny. Currently, the United States' international businesses are moving into a different direction compared to 30 or 40 years ago when, "Migrant workers were seen as people who cause problems instead of people who contribute economically and culturally to receiving societies," (Eide, Krause, Rosas, 1995 p.339). This negative idea of migrant workers is now fading in order to achieve the idea of multiculturalism and principles of equity.

### ***Bilingualism and Multilingualism:***

What is the role of knowing two languages in the current workforce? There are both advantages and disadvantages to speaking multiple languages in the current workforce. It is important to note that bilingualism is a very important tool that immigrants can use in their favor. "The professional success, to an extent, depends on the correct use of the linguistic resource". Potowski (2010) sustains:

Despite the spread of global languages, multilingualism remains a reality for most of the world; around two thirds of the world's population is bilingual...bilingualism and multilingualism is present in practically every nation in the world, whether official recognized or not. (p. 26).

It is important to be competitive in the United States job market, but competition alone is not enough. Foreign-born professionals must analyze their skills and shape them into the equivalent requirements of a potential employer. Immigrants must hunt for opportunities and inspect the terrain with its possibilities. They must transition confidently into the professional market in the United States. Clark says:

Not only do the new foreign-born immigrants with high levels of education easily move into professional occupations, they often become the founder of companies... that in turn provide the jobs for the new immigrants. (Clark, 2003, p. 110).

The importance of bilingualism has been growing in the United States and has been

increasing, emphasizing the need of new language policies in the United States. "Many educational policies... focus on the promotion of English... thus the country lacks a comprehensive policy for the promotion of languages other than English. (Potowski, 2010, p. 255).

American society is becoming aware of the demand of bilingualism in the global workforce in order to be more competitive and productive in the job market. Citizens can lose job opportunities because they only speak English. Most business meetings, conferences and conversations are spoken in English as well. However, related to business operations or personnel management for international companies, bilingual foreign-born professionals can take advantage of privileged linguistic positions. Mejia (2005) explains that:

We can see a rapid increase in the number of people who need to be bilingual or multilingual in one or more languages because of job mobility, further education opportunities, socio-economic progress, or because they have to keep up to date with advances in the sphere of business, science and technology. (p. 3).

Foreigners transitioning into the U.S. workforce should practice their skills and recognize the importance of their respective professions. This will promote positive feelings about the new host society. Foreign-born professionals will recover trust in their skills gradually and cross the acculturation process faster and more effectively.

### **Conclusion:**

People are born into different cultures that transmit different beliefs, traditions and values that facilitate interpersonal relationships. Immigrants have to face a different culture in the United States. The insertion of foreign-born professionals into social and political professions is not simple. "There can be no doubt that immigrant professionals are a minority in American society... they appear to face many of the same barriers to economic independence as other minorities," (Parlin, 1976, p. 64). Therefore, if foreign-born professionals want to succeed in previously studied professions, they must accept the new culture in the United States and adjust to it. An obstacle of such professional development could be language-barriers, such as an accent, but also in English proficiency. .

Consequently, the daily challenges that foreign-born professional have to combat might hinder the hope of a better future, perhaps will make him question his own skills, expectations and goals. Despite all despair and cultural challenges the immigrant professionals came to this country to find something that is not in his homeland. Perhaps, "an essential step in really appreciating immigrant backgrounds is to comprehend the difficulty of this process," (Pratt, 1927, p.12). It is important to give voice to this group of people, and listen carefully, so we can reproduce their stories. Immigrants must replant their roots into this land to survive the transition and succeed in the U.S. workforce.

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- **A Closer Look at the Latino BSN Student**

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*Author Note*

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**Abstract:**

While the population of the United States has become more diverse, almost 90% of the nursing workforce continues to be made up of White, non-Hispanics. The Comprehensive Support for Disadvantaged Students (CSDS) program offered to educationally or economically disadvantaged Bachelors of Science Nursing students. The

University of Missouri-Kansas City (UMKC) School of Nursing (SON) addresses the need to diversify the nursing workforce through the retention of students from disadvantaged backgrounds, including underrepresented racial and ethnic minorities. *Methods:* Retention strategies include: (1) social work interventions; (2) academic enrichment programs; (3) financial stipends; (4) group workshops to address the academic needs of at-risk Latino students; (5) faculty mentoring; and (6) support groups for English Language Learners. *Results:* Eight of the nine Latino students have been retained since the inception of the project in July 2009. *Implications:* A program that addresses the academic, social and financial needs of students can be successful in contributing to an increase Latino nurses."

### ***Introduction:***

According to Minority Nurse, the population of the United States has become more diverse and almost 90% of the nursing workforce continues to be White, non-Hispanics. The local nursing workforce in Kansas City, Missouri is not representative of the population, and this disparity can result in health care that is not represented, culturally. The CSDS program offered to Hispanic Bachelors of Science Nursing students at University of Missouri-Kansas City (UMKC) School of Nursing (SON), addresses the need to diversify the nursing workforce and increase the pool of culturally competent nurses through the retention of students from disadvantaged backgrounds, with an emphasis on underrepresented racial and ethnic minorities. This paper looks at the barriers to success faced by these underrepresented minority students and describes the components of a successful retention program for Latino students.

### ***Barriers to Success for Minority Students:***

A number of barriers that effect college success have been identified for undergraduate Latino students from underrepresented or disadvantaged groups. Before getting to a college campus, barriers include deficient secondary academic preparation, limited high school career counseling, and a lack of academic financial support (Baron & Swider, 2009). Students who actually gain admission to college must often work outside the home while in college (Hood, 2010). A very limited number of professional role models and mentors or practicing nurses, with whom they can look up to. (de Leon Siantz, 2011).

Latino and other first-generation college students are more likely to leave school before graduating than White students and students whose parents are college graduates (Ishitani, 2006). Both academic and non-academic factors, acting independently or together, can contribute to high attrition rates for Latino nursing students. Students without the basic academic skills usually learned in high school struggle with time management, studying and note taking, and as a result, spend more time studying and preparing for classes. It is easy for them to become overwhelmed and fall behind in their coursework, resulting in feelings of self-doubt, shame, and fear of failure. This often leads to doubt in their ability to obtain a degree. Other students face non-academic challenges that can overwhelm them, such as financial constraints that make it necessary for them to balance work, school and family. Inadequate time for schoolwork results in poor grades.

***Latino Program Eligibility:***

Program participants were students at UMKC-SON, from educationally or economically disadvantaged backgrounds, living in Jackson County, Missouri, Wyandotte, and Johnson Counties in Kansas. Eligible students had an educational background with at least one of the following conditions: (1) English not the primary language and language is still a barrier to academic performance; (2) first generation in family to attend college; (3) from a county with less than 50% of the population with a high school education; (4) graduation from a high school where at least 30% of students had free or reduced price lunches; and (5) from a high school district in which per capita school funding falls in the C+ or below grade.

Of the 45 program participants, 29% (N = 13) were African-American, .09% Asian (N= 4), 20% Hispanic (N=9), .02% Native American (N=1) and 40% Caucasian (N=18). Of these, 78% (N = 35) were economically disadvantaged by federal guidelines (HRSA, 2011) and 22% (N = 10) were classified as educationally disadvantaged.

***Retention Program Content:***

Early recognition of at-risk students can serve as a voice to support services, in turn preventing academic failure or withdrawal from school (Reason, 2009). The three-year (2009-2012) CSDS program addresses the need to diversify the nursing workforce and provide the necessary support services that allow students to be successful in their program. Retention strategies include a combination of: 1) social work interventions; 2) academic enrichment programs; 3) financial stipends; 4) group workshops to address the academic needs of at-risk Latino students; (5) faculty mentoring; and (6) support groups for English Language Learners.

***Financial Issues:***

One barrier to the retention was unanticipated financial problems. Students voiced difficulty staying in school when unexpected financial constraints arose and they were unable to pay for rent, utilities, groceries, or other essential living expenses. Forty-five students in the program received a yearly \$2,500 stipend in their sophomore, junior and senior years, to reduce financial stress, allowing them to concentrate on their education.

***Academic Enrichment:***

The mentoring program pairs Latino students with a community nurse, with mentors recruited from the School's Alumni Association, professional organizations, and the local chapter of the Hispanic Nurse Association. Mentors worked with a minority nurse, who has specific mentorship skills, in a three-hour training that provided them with an overview of their responsibilities, expectations, and boundaries of the mentor/mentee relationship, and strategies to engage the mentees. The project coordinator matched students with trained mentors and the pairs met monthly.

***Group Workshops:***

For students whose first language was not English, including Spanish language dominant Latino students, unique challenges surrounding acquisition of the English language and American culture existed. This population of students often expressed difficulty with reading and comprehending technical texts, resulting in issues such as the

need to read assigned chapters multiple times in order to understand the content. These students also had difficulty understanding the cultural nuances of the English language, medical terminology, and some health care concepts. The English Language Learner (ELL) support group evolved to respond to these unique needs. The support group met regularly with native English speaking students who served as peer tutors for ELL students and to discuss academic and acculturation issues. Tutors also guided Language Learners to succeed in challenging courses. Since developing fluency in English takes practice, ELL students were encouraged to talk within small informal settings and practice their communication skills, in order to gain confidence in their English-speaking abilities. The school social worker facilitated the ELL sessions and worked one-on-one with students to improve note taking, study, and testing skills.

### ***Social Work Interventions:***

The CSDS program was coordinated by a social worker that identified a significant need within the student population, with a masters degree. SON data showed that, in addition to financial and academic supports, students social-support needs, such as problems with housing, child care, employment, and personal issues, were potential barriers to success in the undergraduate nursing program.

The social worker provided services to program participants through assessment, conflict mediation, resiliency building, community referrals, suicide, drug and alcohol prevention and intervention and crisis intervention. Additionally, the social worker helped students improve self-concept, cope with stress and develop decision-making skills. These services were based on the social worker's strength perspectives, or an individual's ability to function competently even in the presence of major life stressors. Working in collaboration with school psychologists, school counselors, school faculty and administrators, the Social Worker integrated information from all of these sources to provide social, emotional, behavioral and adaptive functioning support to the student, the student's family and the school.

### ***Mentoring by Trained Faculty:***

Students in the program received academic advising from faculty who had received additional training on how to assist disadvantaged students. The academic advisors developed plans of study for students on an individual basis, factoring in the results of their Test of Essential Academic Skills (TEAS). The test measured readiness in math, science, reading, and English. In addition to the TEAS, students underwent an assessment of writing and computing skills to determine the need for additional preparation prior to admission into the nursing program. Participants also received an additional academic advising session prior to the midterm of each semester when there was still time to identify struggling students with problem areas, such as low grades. Struggling students were referred to Supplemental Instruction, UMKC's Writing Lab, UMKC's Math lab, and other tutorial opportunities. The additional advising meeting per semester provided extra academic support referrals and served as a relationship-building experience.

### ***Implications for Retaining Hispanic Students:***

Outcomes for students who participated in the program were encouraging. Of the 45 students who participated, 85% were retained including eight of the nine Hispanic

students. An exit survey completed by the one Latino student who dropped out of the program indicated the student had personal issues resulting in her inability to stay in school, specifically, the need to work and care for her children, ages two and four.

### **Conclusion:**

Retention of Hispanic and other underrepresented students is a challenge. However, the benefits justify the effort required. Given the current critical shortage of nurses from underrepresented minority groups, formal retention programs such as CSDS are essential if nursing is to successfully address the lack of diversity in the health care workforce. A more diverse nursing workforce is essential for better health outcomes for a diverse America and for reduction of health disparities (Institute of Medicine, 2010; Sullivan, 2004).

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- **Protection for Undocumented Children: Sexual Abuse Among Latino Children Living in The Heartland**

*April Dirks-Bihun, Phd, MSW*

**Abstract:**

This paper is an exploration on the topic of childhood sexual abuse among the Latino population and specifically of the undocumented Latino population living in the communities that we serve. The basic child protection needs of undocumented Latino children often go unnoticed and children and families in need experience multiple barriers. In a time when immigration is increasingly an issue, we are concerned about whether or not families and children should be crossing the border that we do not stop to think about the protection needs of the children who are already here in this country. These children often go unnoticed and do not receive the services that are their basic human right.

This guided review of the literature on the topic of Latino children living in the United States will explore what is known about the prevalence of sexual abuse in our communities and what is predicted to be the prevalence of sexual abuse among undocumented children. It will also identify obstacles that these children may face when accessing services. Finally, It will discuss potential concerns that practitioners may have when working with this population and some best practice suggestions for assisting an undocumented victim of sexual abuse. It is clear that we need to gain a better understanding of the relationship between ethnicity and the maltreatment of children, especially childhood sexual abuse.

***Sexual Abuse among Latino Children Living in the Midwest:***

Many challenges face Latino communities in the Midwest. Evidence of the sexual abuse of children in the Latino community shows little attention devoted to the concerns of abuse among the undocumented population. The prevalence of childhood sexual abuse can be particularly difficult to research, especially among undocumented Latino immigrants. The research on sexual abuse among Latinos and any research on the topic of sexual abuse among undocumented children is sparse. Undocumented people are very difficult to track and researching child maltreatment within this population is limited to small qualitative studies because children in this population are often “off the radar” of helping professionals. While childhood sexual abuse exists in all facets of society, there are undoubtedly some particular barriers to child protection services for undocumented children who are at risk or who have been abused. It is critical to raise awareness of sexual abuse among undocumented Latino children living in the United States in order to identify victims of abuse and the barriers to child protection services.

There is a large and growing Latino immigrant population living in the Midwest (Riffe, Turner, & Rojas-Guyler, 2008) there is a sizable undocumented child population in the region as well. In a recent article on population trends among aging Hispanics living in the Midwest, it determined that the Hispanic population tripled in the Midwest since 1980 and there has been a jump to 6.6% in the total Midwest population (Mendes de Leon, Eschbach, & Markides, 2011). There is also evidence that the Midwest is having a surge in Latino populations in rural communities and towns that are experiencing slow to no population growth due to migration in urban centers and an aging population. In this instance, it is possible that the primary population growth in some rural Midwest

communities is due to the increase in Latino immigrants and their families. There are many reasons why new groups of Hispanic/Latino immigrants are locating to the rural, suburban and urban areas of the Midwest. It is thought that employment opportunities historically rooted in agricultural states in the Midwest, such as jobs in meat-packing of poultry, pork, and beef and the production of dairy products, may be a driving force behind the increase of the immigrant population (Flores et al., 2011).

Across the United States, Latinos are the fastest growing population and the rate of immigration and growth in the Latino population is more than three times the growth rate of the nation's population as a whole (U.S. Census Bureau, 2010). Between 2000 and 2006, this group accounted for half of the nation's growth and the trend is expected to continue. There is also a large population of undocumented immigrants living in the United States. According to the Pew Hispanic Center, in 2008, there were an estimated 11.9 million unauthorized immigrants living in the United States and an estimated 500,000 to 800,000 additional immigrants arriving each year (Passel & Cohn, 2008). The numbers generated for undocumented immigrants include children, however, it is not clear how many undocumented children are already living in the United States and how many are currently entering the country illegally. The number of children entering the country is unclear. More children are coming across the border with a parent or caregiver and many are traveling alone.

Professionals working in the area of child welfare will increasingly work with this group as the population numbers continue to multiply and Latino children. Latino children are also the fastest growing group in the child welfare system (Dettlaff & Cardoso, 2010; Rivera, 2002) and there is a disproportionate number of children who identify as "Latino" in the child welfare system compared to the number of Latino children living in the nation as whole (Zambrana & Capello, 2003). In fact, according to the U.S. Department of Health and Human Services (2008), Latinos are over-represented in the child welfare system. In 2006, it was identified that 18% of the children who were reported as maltreated were Latino. This is disproportionate to the percentage of Latinos and Hispanics making up 14.8% of the U.S. population (U.S. Census Bureau, 2010). With this rapid growth, there is surprisingly little conclusive data on the prevalence of child sexual abuse within this population and there is conflicting research about the rates of child and adolescent sexual abuse in Latino populations in comparison to other ethnic groups (Ulibarri, Ulloa, & Camacho, 2009). Multiple studies show that Latino children are more likely to experience childhood sexual abuse when compared with non-Latino children (Finkelhor, Ormrod, Turner, & Hamby, 2005; Newcomb, Munoz, & Carmona, 2009).

According to the National Child Traumatic Stress Network (2007), 29% of Latino children reported sexual abuse in a national sample of traumatized children, an alarming percentage indicating that children of Latino immigrants are five times more likely to be confirmed as victims of childhood sexual abuse than children who are not descendants of Latino immigrants (Dettlaff, Earner, & Phillips, 2009). Studies suggest that childhood sexual abuse among Latino males and females is more common than has been demonstrated by previous research and there is an opportunity for empirical data collection (Newcomb, Munoz, & Carmona, 2009). While some preliminary studies do evaluate sexual abuse among Latino children, it is very difficult to determine how many Latino children are victims of abuse because generally, only a small percentage of child sexual abuse instances are reported and because the samples of children in most studies have been predominantly White (Sledjeski, Dierker, Bird, & Canino, 2009). It is also very difficult to evaluate child

maltreatment among undocumented immigrant children when there is little research on the topic of child welfare among foreign-born children in general, and certainly there is limited reliable data on the number of immigrant children, even in the child welfare system (Garcia, 2009).

There are a significant number of undocumented children living in the United States illegally who may be at risk for sexual abuse. Ethnographic studies in the form of documentary research done by Sonia Nazario (2006) in her book, *Enrique's Journey*, and Rebecca Camissa (2010) in the HBO documentary, *Which Way Home*, demonstrate that children experience sexual assault while journeying to the border in crossing into the United States. Also, countless children experience traumatic events related to their border crossing experience, such as disabling injury, sexual assault, witnessing gang rapes, robbery, and death. According to Nazario (2006), over 48,000 children enter the United States from Mexico and Central America each year that are not accompanied by a parent or guardian, and they are exposed to the most extreme forms of sexual violence and trauma. An unknown number of undocumented Latino children arriving from Mexico, South, and Central America, are illegally smuggled into the United States and are victims of human trafficking. Children fall victim to human trafficking through child abduction, economic necessity and a history of childhood physical and sexual abuse.

There are studies stating that there is no significant difference in the rate of sexual abuse between Latino and non-Latino children (Katerndahl, Burge, Kellogg, & Parra, 2005; Sedlak & Broadhurst, 1996). It seems that we do not have a good understanding of the rate of sexual abuse among Latino children and adolescents, because only the most serious incidents of abuse are even reported, and most of the cases are managed within the Latino community and family system. This is because of the potential consequences of reporting abuse (Vericker, Kuehn & Capps, 2007). There are many barriers to reporting child sexual abuse and abuse recurrence. According to a recent study on child abuse using the National Child Abuse and Neglect Data System data set from 2002-2004, the amount of reported child sexual abuse is less when the child is Hispanic.

Barriers to reporting child sexual abuse are incredibly important to take into consideration, specifically in communities with high percentages of undocumented families and children. Undocumented families run the risk of deportation and family disruption for getting involved in the child welfare system and any interaction with an authoritative figure may deter reporting even the most serious allegations of abuse. Language, cultural barriers, social barriers, and limited access to public facilities, where reporting may take place, are all things that may prevent a Latino family from accessing child protection services. The fear of deportation is a special issue that affects both undocumented children who have been sexually abused and their families. According to Perez-Foster (2005), immigrants who enter the U.S without proper documentation often live in constant fear of deportation and are at risk of having experienced traumatic events and victimization during their journey entering the country illegally. This fear of deportation can also put immigrant children at risk of exploitation, physical abuse, and sexual assault. This point is illustrated in a legal case discussed in a Sapelo Foundation White Paper that documented an incident of an underage undocumented immigrant who was subjected to repeated sexual abuse because of her immigration status (Shore, 2010). Undocumented immigrants may not disclose the abuse due to their illegal status and may be unwilling/unable to seek proper medical treatment or protective services.

### ***Protection for Undocumented Children:***

In a time when immigration is increasingly an issue, we are so concerned about whether or not families and children should be crossing the border, that we do not often stop to think about the child protection needs of the Latino children who are currently crossing the border or are already here in the Midwest communities. These children often go unnoticed and do not get the services that are part of their basic human rights. In the United States, child welfare services, including foster care and protective services, are available to all children, regardless of their immigration status. However, there is a great amount of confusion on the part of practitioners in how exactly to treat undocumented immigrant children. Helping undocumented immigrants obtain child protection services is complicated, especially when families feel that the risks of accessing services, such as fear of deportation, may outweigh the benefits for some families in need. Also, there is no data on the numbers of undocumented children who are abused because these children often fall through the cracks of legal and child welfare services (Jean-Baptiste, 2009) and there is little research on the topic of practitioner responses to the unique circumstance of treating the undocumented victims of sexual abuse.

There are a number of best-practice behaviors, stemming from core values of cultural competence, trust, anonymity, and strengths perspectives, that one can implement while working with undocumented immigrants who may be at risk for childhood sexual abuse. Professionals in public agencies and private practice settings should strive for cultural competence when working with this population. The topic of childhood sexual abuse can be a sensitive area when a practitioner may also be struggling to grasp the unique cultural attributes of population they are serving. Becoming a culturally competent practitioner requires more than an understanding of the Latino culture, and culturally competent practice develops over time and is increased through experience with members of a cultural group (Dettlaff & Cardoso, 2010). It requires understanding a whole host of complex issues such as immigration law, deportation risk, cultural norms and values, family structure, language, history of violence, and experiences with acculturation within each family system.

Also, when working with Latino families, it is important to create a climate of trust where families and helping professionals can report suspected child abuse without fear of negative consequences or deportation. Not only should child protection workers and other helping professionals serve undocumented children, they should also routinely assess the risk of deportation of the immigrant families that they are working (Dettlaff, Earner & Phillips, 2009). Another strategy to gain trust of undocumented children and families would be to create a climate of anonymity and forego acquiring a detailed social history and citizenship information, such as social security numbers, at a first meeting. Also, using bilingual professionals and professional translators, with Spanish speaking families, is essential so that children can communicate their needs and professionals can gain the trust of Latino families. Finally, it is important to empower Latino families and use the strengths perspective when working with children who have been victims of sexual abuse. There are many strengths found in Latino families, and even the strength it takes to illegally cross the border into the United States is a motivating factor that can be utilized and built on when working with the families and children involved in sexual abuse cases.

Latino children are not only among the fastest growing population groups in the Midwest, but they are the fastest growing group in the child welfare system. There are some studies that suggest that Latino children, specifically undocumented children, are at increased risk for child sexual abuse and do not have access to the child protection services that they need. It is crucial that Latino children and families are educated about their legal rights and child protection issues. There should be helping professionals, community agencies, and child protection services focused on the prevention and treatment of Latino families and children, who are culturally competent to assess the risk of childhood sexual abuse and all forms of child maltreatment among this growing population. We should look to our Latino and undocumented community members for the guidance we need to serve this growing population and address the issue of undocumented children at risk for sexual abuse.

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- **Latino Farmers and USDA Agents Talk About Challenges to Access and Use of USDA Programs**

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**Abstract:**

According to the U.S. Census of Agriculture, 25% of Missouri Latino farmers and rancher stopped farming and ranching operations from 2002 to 2007, even though the population of Latinos was increasing across the state. One possibility was that Latino farmers and ranchers were not effectively accessing USDA support programs. In order to better understand this dramatic decline in the number of Latino farmers and ranchers and to identify ways to improve access and use of USDA programs by Latino farmers and ranchers, 30 farmers and ranchers and five USDA agents were interviewed in southwest, Missouri. Factors such as cultural influence, English communication, insufficient network connections, poor business literacy and a lack of technical knowledge on farming and ranching, constrained the farmers and ranchers from maintaining a productive and sustainable relationship with the USDA. These factors were mentioned by all of the individuals interviewed. In addition, they agreed that one of the main challenges is to

create a communication bridge that begins to explore and analyze Latino farmers and ranchers qualifications for access and use of USDA programs. This bridge may facilitate a better understanding of the need for Latino farmers and ranchers to access and use USDA programs, as well as improve their understanding of programs and services offered by the USDA. Improving relationships between Latino farmers and ranchers and USDA resource agencies can assist these producers with establishing and growing their enterprises, as well as influence the Latino farmers and ranchers socioeconomic integration into the broader community.

### **Introduction:**

Kandel and Cromartie (2004) observed that non-metro Hispanic growth in the 1990's was much greater than previous decades and has spread throughout the Southeast, Midwest, and Northwest. They also noted that by 2000, for the first time, half of all non-metro Hispanics lived outside the Southwest, increasingly in areas of the Midwest and Southeast. According to the latest U.S. Census of Agriculture (2007), there were 444 Latino farmers in Missouri, a decrease of 37 percent, compared to the number of Latino principal operators (703) reported in the U.S. Census of Agriculture in 2002. Garcia and Marines (2005) argue that predicting an accurate number of Latino farmers and ranchers is difficult because of factors such as: 1) missing names from USDA mailing lists; 2) limited or no knowledge of agricultural censuses; 3) language and illiteracy problems; 4) apprehension about the USDA; 5) immigration status; 6) presta nombres; 7) informal farming arrangements; and 8) farmers as farm-workers. These factors were mentioned as possibly influencing an incorrect count of Latino farmers and ranchers in the U.S. Census of Agriculture. An under-count was evident in our field work when we interviewed more Latino farmers and ranchers in just one county, compared to the number listed in the whole 2007 U.S. Census of Agriculture.

There is limited socioeconomic research on Missouri's Latino farming and ranching community. Few research studies exist that explain how Latino farmers and ranchers interact with the institutions that serve rural Missouri. In a qualitative study conducted by Garcia-Pabon and Lucht (2009), among three Missouri Latino dairy and one cattle breeding operation, observed that with the exception of the federal dairy subsidy program (which Latino farmers learned about through their milk processor), the operations were not generally aware of the services provided by agencies such as the University of Missouri Extension, Department of Agriculture, Risk Management Agency, Federal Grant Programs, Natural Resource Conservation Service, Farm Service Agency, and other non-governmental organizations. Additional constraints were observed by Swisher et al. (2007) who investigated the needs of small-scale Hispanic/Latino farmers and ranchers in the United States. They analyzed data from USDA service providers and Latino farmers and ranchers in six states including Missouri. Major constraints identified included: 1) Latino farmers and ranchers not knowing about USDA programs; 2) finding it difficult to qualify for programs when they were able to apply; 3) USDA agencies not able to locate Latino farmers and ranchers; and 4) the inability of USDA agencies to adequately communicate with Latino farmers and ranchers. Accordingly, Latino farmers said that they did not know where to seek information and how to market their products. Many of these farmers said they lacked equipment, good quality land, and infrastructure that kept them from expanding their operations.

Our research proposed to explore the challenges that Latino farmers and ranchers faced, identify issues USDA agencies need to overcome in order to establish a path to greater socioeconomic performance, and greater overall interaction between Latino farmers, ranchers and USDA agencies.

### ***Methodology:***

In order to learn what constrained the interaction between USDA agencies and Latino farmers and ranchers in Missouri, we conducted in-depth interviews with four USDA agents and one University Extension rural service provider. In addition, 30 interviews were conducted with Latino farmers and ranchers in Southwest Missouri, mainly in Barry and Newton where the 2007 U.S. Census of Agriculture reported a total of 12 and 14 Latino principal operators, respectively.

We explored formal and informal connections to local networks in the Latino community that operate in counties, such as non-profit organizations like churches and Latino social organizations. We also explored their connections to for-profit organizations such as radio stations and Mexican restaurants in the area. We designed an interview instrument and conducted interviews with 30 Latino farmers and ranchers. Using a snowball approach to connect with other farmers, we were able to find all participants within a 40-mile radius. Latino farmers and ranchers were interviewed in four counties.

A second interview instrument was developed to investigate the perspectives of University Extension and USDA agents in regard to improving the use and access of USDA programs by Latino farmers and ranchers. Interviews with Latino farmers and ranchers were conducted in Spanish, recorded, transcribed and translated into English. Interviews with agencies were conducted in English, recorded and transcribed.

A total of 35 interviews (30 farmers and ranchers and 5 agency interviews) were coded and analyzed using NVivo 9 software.

### ***Findings:***

The Latino farmers and ranchers in this study were primarily immigrants from Mexico. Three farmers reported being born in Texas. Twenty-eight were legal residents of the U.S. and most of them, 83 percent, had been farming and ranching for 10 years or less. Eight farmers said that they farmed on 10 acres or less, while seventeen said that they farmed and ranched on farms between the sizes of 11 and 30 acres. Five farmers indicated that they owned a farm larger than 30 acres. Twenty-eight raised livestock while two said that they engaged primarily in farming activities. Income from farming and ranching activities among most of these farmers (63 percent) was 10 percent or less of their total household income. Eleven farmers mentioned that more than 10 percent of the total household income came from their farming and ranching activities.

There were five main factors that need to be improved in order to increase the role of Missouri Latino farmers and ranchers in the agri-food production industry.

The first factor we found was that the ranchers and farmers were culturally influenced to farm and ranch, but a lack of understanding between Latino farmers and ranchers and USDA agents about each other's cultures inhibited interaction. Latino farmers and ranchers are not acculturated to U.S. production methods, and USDA agents do not understand the work culture of Latino farmers and ranchers. USDA agents identified culture as a barrier to accessing Latino clients. One agent stated, "Well, and it would help

me to learn more about their culture too, so that we have a better understanding.”

We found that 67% of the Latino farmers and ranchers interviewed were influenced by a tradition of farming that came from their culture of origin and previous experience in Mexico or the state of Texas. One farmer said, “I do not have a lot of knowledge; but I come from a ranch from over there in Durango, Mexico. My grandmother had cows, and we helped her out sometimes to milk or graze the cows,” Another said, “I do not know, it would be almost like one says, my parent’s heritage. Well, one brings them (cultural influences) here from Mexico.”

Although we found the Latino farmers and ranchers to have a cultural history of farming and ranching, it should be noted that the farming and ranching practices they acquired in past locations may not be the most productive way to farm and ranch in Missouri. This is because of the differences in geography and climate.

The second factor constraining Latino farmers and ranchers from interacting with USDA agencies is English Communication. Language barriers were noted by both agencies and Latino farmers and ranchers. Most Latino farmers stated that they have very low English communication skills. A common statement was, “I speak very little English... which means an inability to interact in a formal way. On the other hand, agents observed the need for somebody with Spanish language skills in their office. One agent stated, “There’s nobody in this office who is fluent in Spanish.” Furthermore, a lack of language communication might also intimidate interaction. One agent said, “I think it has to be intimidating that we don’t speak the same language, you know. It’s hard.” Twenty-eight of the farmers and ranchers interviewed stated that they did not feel that they were able to have a conversation in English with USDA agents. Some stated that in cases where they did interact with USDA agents, they did so by bringing somebody from their family to help with translating.

I speak very little English. I do not speak a lot and do not understand a lot of things well. You know how in these things one needs to understand well, what is being said and to know what one is going to say.

Even farmers who felt more confident in their English language skills still said they became a bit reticent when they needed to go to a public office to do something. One farmer stated, “I was scared to talk about it because there are some words that I could not understand and I know that they could not understand me.”

The third factor affecting program access is no access to networks that can connect Latino farmers and ranchers to resources and information. Both the Latino farmers and ranchers and the USDA agents agreed that not having access to the right kind of network is a barrier preventing the Latino farmers and ranchers from accessing USDA resources and programs. A significant disconnect between the realities of the USDA agents and Latino farmers and ranchers was identified. One agent said, “I’m unaware of how many [Latinos] there are, like in Newton, McDonald, right off hand. We do not have any Hispanic farmers that I know of in the area, so I don’t have that much experience with working with Hispanic farmers.” Another agent said, “I don’t know what percentage across the county would be Latino or Hispanic farmers...There are a few, there is not a large population, but there are a few.”

Latino farmers and ranchers stated that if they could access information through a formal network since it would facilitate their interaction with federal and state support

programs. From our conversations with Latino farmers, 40 percent reported “access to information” as the main challenge to staying in farming and ranching. One farmer said, “For me, it is probably not having information, and not getting information from the people that should be giving it to us,” Another farmer said, “Well, because one does not have much guidance, most of all basic knowledge that tells me: ‘Look! Go to this program so you can get more help.’ One does not have knowledge. That is it.”

We found that only four farmers had interacted with a formal organization in an attempt to access services and resources for their farms. However, their experiences discouraged them from continuing to interact with the formal organizations. One farmer stated:

Yes, if you have had several years doing it [farming] and need the money to continue, yes, they could help; but since we were just starting, and we were beginners--because of that, they did not give us help.

Most farmers, 96.6%, said that they don’t have any ties to formal organizations in order to access resources that could help them improve their farming. However, the farmers and ranchers said that they want to get connected to an organization that could support their activities. One farmer said, “I do not receive any type of support, but I would like to interact with organizations, that could be of some benefit.”

The fourth factor affecting program access was that the current Latino farmers and ranchers had a low level of business literacy in the agribusiness field. Both USDA agents and Latino farmers agreed that knowledge on business literacy limits the farmers and ranchers’ mutual interaction. According to one USDA agent, “I’m thinking they might not know the technical information, or they might not know the right terminology to ask when they get here...”

Poor business literacy among farmers gets even harder for the farmers to overcome when USDA agents request detailed business plans for projects they are applying for. One agent mentioned sending a farmer home to work on a business plan saying, “He [the farmer] needs a business plan, and that’s kind of what we sent him out there to work on.” But farmers also mentioned they did not know how to formulate a business plan. A farmer stated, “I do not have it in writing, that is I have it, but it is a mental plan that I have by the experiences I have lived.”

The fifth deterrent affecting access to USDA programs was a lack of knowledge of technical terminology on farming and ranching among Latino farmers. This also served as a constraint on interactions with USDA agencies. A USDA agent mentioned not having any experience in dealing with Latino farmers, “We just don’t get enough coming, really, to probably get some idea of what we need to do.” This lack of interaction also blocks the transfer of information and technical assistance to farmers. All the farmers and ranchers interviewed said they had never received technical assistance to improve their farming and ranching activities, or to improve their understanding of farming and ranching terminology. Their knowledge of how to effectively use farming and ranching equipment to improve farm productivity was also found to be very low. We observed that most Latino farmers, 70 percent, didn’t know the meaning of “technical assistance.” One farmer stated, “I do not know what conservation is.” Another rancher said:

Well, yes! I think so [regarding the desire for technical assistance]. For example, I would like to know more about the types of animals. They could teach us, more or less, on the different breeds. You can see here they are all cows, but they are all from different breeds. I would like to know more about other (types of breeds).

### ***Discussion:***

One of the major concerns resulting from this research is the inaccurate count of Latino farmers and ranchers in Missouri. Our fieldwork confirms the difficulty in accurately counting the number of Latino farmers and ranchers reported by Garcia and Marines (2005). We noted a serious undercount in the two counties where much of our work was conducted. In one county, after just a few days, we were able to identify more farmers and ranchers that were included in the census. We interviewed 15 Latino farmers in Barry County when the census only showed 14. A more accurate estimate would be between 45 and 60. The Latino population of farmers and ranchers is somewhat transient and difficult to reach but it is important to get a more accurate assessment of how many there are and the types of farming activities they are engaged in. If numbers are correctly counted, the appropriate resources and infrastructure can be made available. The actual number of Latino farmers and ranchers in Missouri is likely to be much higher than what is recorded in the U.S. Census of Agriculture, thus the actual decline in the number of Latino farmers and ranchers is likely much less. In addition, addressing some the factors identified in this paper may lead to an increase in the number of farmers and ranchers and their production value.

The findings are also consistent with Swisher et al. (2007) and Garcia-Pabon and Lucht (2009), in that our analysis also showed that Latino farmers and ranchers do not know about or understand USDA services. In addition, the USDA agents we interviewed were unaware of the needs of Latino farmers and ranchers. In addition, poor English communication skills and a lack of technical knowledge in farming and ranching were similar to the findings of Swisher et al. (2007).

### ***Recommendations:***

Data from this study illustrate that there are a number of issues that make it difficult for Latino farmers and ranchers to access USDA programs and resources. To bridge the gap between Latino farmers and USDA programs, it may be necessary to develop and implement training programs in Spanish to increase the capacity of Latino farmers and ranchers to develop business plans, complete application forms, understand the various USDA programs, develop the capacities to qualify for USDA programs and increase financial literacy of Latino farmers and ranchers to a level where they can qualify for commercial loans. There are steps that the Latino farmers and ranchers, extension and USDA can take to begin to address these issues.

In the long run, USDA may want to consider investing in bilingual and bi-cultural outreach agents. These agents could make formal connections between USDA agencies and Latino farmers and ranchers. This would bridge the communication and cultural gap between the two groups. If it is not possible to hire bilingual agents in the short-term, staff development programs that facilitate language acquisition and cultural understanding would be a good investment in their programs and begin to make them more accessible to Latino farmers and ranchers. A better understanding of the needs of the Latino farmers

and ranchers is another important step in becoming more accessible. Identifying potential brokers, people who can facilitate access to the farmers and ranchers, introduce them to their operations and facilitating conversations, would help USDA get to know this new community of producers and better understand their needs. It may also increase the comfort level of the farmers and ranchers to the point that they may seek assistance and services.

Latino farmers and ranchers would benefit from forming some sort of network of Latino farmers and ranchers that can serve as a connecting point for both the farmers and ranchers and the resource people. The network can represent the collective interests of the farmers and ranchers and make their case to USDA. Improving their English language skills is also important to the farmers and ranchers. It can be difficult to find effective English language-learning resources in rural areas, but in order to better represent their own interests and increase their capacity to sustain and grow their businesses, learning English is an important part of their development process. This is particularly true in rural areas where access to resources and markets can be more constrained.

Extension can play an important educational and bridging role. There is additional research that needs to be done to better understand the business capacities and objectives of Latino farmers and ranchers. Educational programming can be developed and implemented that increase the capacities of the Latino farmers and ranchers and teach them how to more effectively produce and sell their products. In addition, extension educators can use their understanding of the USDA programs that Latino farmers and ranchers can benefit from. They can play an important role by serving as a point of contact and educational support for the Latino farmers and ranchers and facilitate access to the USDA agents and staff that can provide the resources these farmers and ranchers need to grow and sustain their enterprises.

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- **Exploring the Meanings of Food and Agriculture for Latino Youth Through The Use of PhotoVoice in Three Iowa Cities**

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**Abstract:**

Using PhotoVoice as a tool for participatory action research, 10 Latino high school students, from three different cities of Iowa, Des Moines, Council Bluffs and Ottumwa, completed a project developed by Iowa State University Sociology Extension. The students explored the cultural meanings of food and agriculture within their families and in their communities. Participants were asked to reflect on and describe their pictures, incorporating their points of view on the different elements that integrated local food systems. We coded their final essays in NVIVO using the Community Capital Framework (CCF) to evaluate students' experiences and perceptions of food-value chains in their communities. The results showed cultural capital and bonding social capital to be the dominant themes, followed by health and nutrition (human capital) and natural capital (emphasis on home gardens and fresh vegetables). Financial capital, built and political capital indicators were mentioned incidentally to other capitals. Recommendations in this paper center on improving the use of PhotoVoice among Latino youth.

**Introduction and Objectives:**

In an effort to better integrate immigrant populations into the local community, Latino high school students, from three different communities in Iowa, Des Moines, Council Bluffs and Ottumwa, participated in a PhotoVoice project with ISU Sociology Extension. Through photography, students were able to artistically engage their local food system and better understand how they are an integral part of this network. This project was made possible by collaboration with regional food groups and their sponsoring organizations in each region.

This work focuses on building awareness by immigrant youth (mostly in high school) in respect to social and cultural aspects of food and its origins. This has been done through PhotoVoice, a project that required Latino immigrant youth to take pictures of food and other parts of the food value chain. They reflected on how their food is produced, processed, distributed, marketed, consumed, and wrote brief personal commentaries regarding of the meaning of images. This allowed them to reflect on how food strengthens culture, on the agricultural heritage of their families, and to address questions of sustainability and nutrition of the food they photographed.

After taking photos and reflecting on them, students were asked to write an essay about their experience in the project and to select three or four pictures representing the most significant experiences and meanings through the PhotoVoice project. They then presented their posters to a community meeting that included family, friends, and community leaders.

Using the Community Capitals Framework (CCF), this paper analyzes students' experiences and the importance of food and agriculture not only for them but also for their communities. Recommendations centered on the analysis of the final evaluation and improving the use of PhotoVoice among Latino youth as well as its potential for similar endeavors.

### **Methodology and Conceptual Framework:**

“PhotoVoice is a community-based participatory research process that uses photography as a tool for engaging people in a critical reflection process around a specific issue. The researchers believe it is a powerful tool for conducting research with vulnerable populations because it allows the participants to share their perspectives on issues in ways in which they can more directly relate. PhotoVoice helps participants visualize their perspectives by providing an extended time to reflect on their responses” (Jeannetta, Dannerbeck, Valdivia, & Flores, 2010).

The use of this method allowed students to be actively involved in all phases of the project as early investigators. The use of this method also facilitated the involvement of the local Latino communities (mainly through the students’ families) by their opinions regarding the role of food and agriculture in the family’s cultural capital. One of the reasons, by which PhotoVoice was chosen, was to examine serious issues around food and agriculture in Iowa and the potential that this method has to give voice to underserved or minority groups. It also examines these issues while incorporating creativity and collaboration, in a way that encourages participation from community members (Blackman and Fairey 2007).

The results of this project were analyzed using the CCF, which includes seven types of capital: 1) natural; 2) cultural; 3) human; 4) social; 5) political; 6) financial; and 7) built (Flora and Flora, 2008). Each capital is defined and then related to the objectives of the PhotoVoice project.

*Natural capital* provides possibilities and limits to human action and is composed by air quality, wind, sun, water, soil, minerals, biodiversity, landscape, and extreme events. The goal of sustainable, healthy ecosystems with multiple community benefits means that human communities plan and act accordingly with natural systems.

*Cultural capital* is transmitted through the socialization process (Flora and Flora, 2008). Cultural capital is the way that people understand the world surrounding them. It determines how we see the world, what we take for granted, what we value, and what things we think are possible to change.

*Human capital* includes education, skills, experience, health, self-esteem, and self-efficacy. Human capital includes the characteristics and potentials of individuals that are determined by the intersection of nature (genetics) and nurture (social interactions and the environment).

Social Capital involves mutual trust, reciprocity, organizing groups, establishing collective identity and a sense of shared future, and working together. It is the interactions among individuals that occur with a degree of frequency and comfort.

*Bonding social capital* consists of interactions within a specific group and bridging social capital consists of interactions among diverse social groups. The goals for this project were to improve community initiatives, responsibility, and adaptability through shared visions, building on internal resources, and strengthening families as a basis for community participation.

Political capital represents the power to influence the market, state, civil society, laws, and conventions (Flora and Flora, 2008). Political capital includes voice, power, organization, and connections.

*Financial capital* includes savings, income generation, business earning, payment for environmental services, loans and credit, investments, and taxes, gifts/philanthropy, among others. Financial capital is often privileged because it is easy to measure, and there

is a tendency to put other capitals into financial capital terms.

*Built capital* is composed of infrastructure and tools. Built capital in agricultural and food systems could include roads, bridges and trails, community stores, school cafeterias, day care centers, kitchen incubators, play grounds, gardening tools, fencing, and water systems.

The PhotoVoice and text analysis methods allowed us to identify the community capitals that participants in these three projects highlighted in their final projects and allowed Latino youth to reflect on possible improvements in local agricultural and food systems. This process is a modest investment in community capitals to create new resources over a long time horizon and facilitate the integration of young immigrants in new destiny rural and urban communities through their better understanding of the multiple facets of the food value chain.

### **Results:**

The results are presented under the rubric of the community capitals. While quotes were selected to illustrate a particular capital, they often touch on two or more.

#### Natural Capital:

Students learned about the importance of natural capital when they learned how rewarding it is to grow their own food in their gardens. This provides them with multiple benefits including the opportunity to eat fresh food everyday and to live in a healthier community:

It was very refreshing to know that some of my family's friends had already taken the steps to having their own gardens, and that inspired my family to start our own. -Elena

It would be nice if every household had their own family gardens where fresh produce was provided by the careful and good keep of the plants as they grow. -Jesús

#### Cultural Capital:

Elena and Fernando discuss the deep connections between food and culture, and how this is crucial to preserve their Latino heritage. For them, eating home-cooked meals represented not only the benefits of enjoying healthy and delicious food, but also the privilege of being surrounded by a unified and harmonious family. Positive spillover builds other capitals.

When we all put some thought into it, we are a community that must stick together in order to keep customs alive, like home cooked meals rather than fast food, and gardens that don't use pesticides. -Elena

My mom is important to my family because she cooks all the meals. She cooks once every day after I get out of school, and only on the weekend does she cook 2 or 3 times. My mom makes all the food we eat delicious, that's why I prefer to stay home and eat rather than go out. I think that home cooked meals taste better and are healthier than going out to eat. -Fernando

### Human Capital:

Human capital was a great learning outcome for the participants. According to their reflections, the students could become advocates for changing their community's eating habits. But the over all, human gain showed that they could become facilitators by sharing this knowledge with other communities and to replicate this experience in other social groups.

When I first began taking pictures here and there, it felt like it was almost just any other assignment in school. But towards the middle of the summer, I began to see that this was my chance to really take an interest in health... If we had better food in our surroundings, the community would improve a lot. We would all not only be healthier, but we would also be a great example to other minority groups. -Elena

### Social Capital:

This project helped Fernando and the other students realize the positive distinctions between Latino family-oriented cultural values and the dominant culture. Participants also learned that embracing their own values as Latinos, they could understand their context better, learn about the differences, and reconcile both traditions.

### Bonding Social Capital:

Students recognized how food brings families together, and through this experience they reinforce their social bonds and create a network that supports them even beyond family. Fernando distinguishes between his family and others in discussing his photo of an extended family dinner:

This picture is important to me because it shows how food brings my family close together, because we are always eating together during holidays and weekends. I think my family is different from most of my friends' families because my family is closer together, and we get together and eat at each others' houses every weekend. -Fernando

### Bridging Social Capital:

When neighbors, non-Latino friends, and people from other cultures are welcoming at their tables, a sense of belonging and satisfaction arises, bridging communities. We turn again to Fernando, who explains a picture of his White neighbor's tomato plants, showing how food and agriculture can build bridging social capital:

This is my neighbor's garden in his backyard on the East side of Des Moines. I think this garden brings my family closer to our neighbor because they give us some of the tomatoes when he is done growing them, and in return we give him some of our Mexican food that my mom cooks. I think these tomatoes and vegetables are better than the ones at the store because they are closer to home, and in my opinion they taste better, and are fresher. -Fernando

### Financial and Built Capital:

Jesús recognized the relationship between local foods and financial savings, but that some investment is necessary to build a local food system:

I really wish we had more greenhouses where we could grow our own vegetables that way people can insure that their food is 100% natural, the quality is better insured, and with that it would decrease the amount of money paid all the time for the importation of food for our community and our families. -Jesús

#### *Political Capital:*

Only one student included an implicit bow to political capital in his essay. Fernando recognized the link between political interests and obesity (and therefore, health, an aspect of human capital).

The changes I would like to create in my community by showing my work is to have less fast food places around here. I would like to see more authentic Mexican restaurants with real Mexican food that is home made. I would like to see more people eating right and eating healthy foods in my community instead of fast food. This would help lower the overweight rate in the community. I would like to see more restaurants instead of McDonalds and Burger King. -Fernando

#### **Discussion:**

One student expressed how well cultural and human capital were built through the project. It enlivened his sociological imagination:

The photo-voice taught me very valuable skills, among them were the ability to look beyond the surface of an image. It taught me about the much deeper message being sent out and how most people fail to see it. -Joel

This was exactly the kind of reflexivity that we were seeking to instill through the participatory methodology of PhotoVoice. Other aspects of reflexivity were expressed in the linkages that they made among various capitals. For example, Jesús growing his own vegetables rather than importing them showed built, human, and financial capital. Another example that showed human and built capital was Fernando's recognition of health implications of authentic Mexican food over fast food restaurants. The students that participated in this study focused on the "soft" capitals (cultural, social, and human capitals) rather than the "hard" ones (financial, built capital). They almost entirely ignored political capital, which perhaps, is near the middle of this soft-hard continuum.

#### **Conclusions and Recommendations:**

The following conclusions can be drawn:

- Cultural capital and bonding social capital were arguably the dominant themes. Food was seen through the lens of the strengthened family and of continuing cultural heritage.
- Some students picked up on the importance of fresh food, local food, and the nutritional advantages of following Latino food habits (human and natural capitals).
- Students did not emphasize political, financial, and built capital. Two students saw a financial angle to community gardens and local food production. Only one student mentioned political capital, but this capital was strengthened through the students'

participation in local meetings where they presented their PhotoVoice posters to community leaders.

The experience generated the following recommendations for future projects:

- Greater involvement of parents from the start could facilitate better student involvement and performance.
- Through their families, Latino students learned the meaning of food in their own cultures, and could be encouraged to discover local resources already in place in their community's local food system
- Involving teachers and school administrators could increase student participation, generate educational opportunities, and projects to introduce local foods in schools.

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### • **Family Nutrition Education Program in Missouri**

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#### **Abstract:**

The family Nutrition Education Program (FNEP) is a federally funded program that reached limited resources audiences of all ages; it is a multifaceted program focusing on behavior change and the adoption of habits that will improve health with the ultimate outcome to prevent chronic disease and maintain a quality of life into old age. Lessons in the different curricula include nutrition, food preparation, and physical activity. Through evaluation and outcome data participants improve in all areas. This presentation will

highlight how physical activity is incorporated into nutrition and health lessons and the outcome data providing it influence behavior change. We use recommendations from the United State Department of Agriculture (USDA) to build materials and activities into our curriculum. All or our activities are age appropriate base on the expertise and advisement of our Youth Development faculty and our Nutrition and Exercise Physiology faculty. The work we do collectively impact lives of Missourians and is recognized at the national level.

### ***Introduction:***

The University of Missouri Family Nutrition Program delivers integrated nutrition, food preparation and physical activity education to over 400,000 low-income Missourians annually. It has been shown that integrating physical activities throughout the educational program results in greater behavior change by participants, as well as by secondary audiences, such as classroom teachers who observe the youth programming. Integration of physical activity not only enhances learning (McCracken, 2002) but also allows youth and adults to engage in physical activities in a safe, non-threatening setting.

### ***Background:***

The Family Nutrition Program (FNP) is a federally funded program that reaches limited resource audiences of all ages. It is a multifaceted nutrition and physical activity program focused on positive behavior change that will improve lifelong health and quality of life. FNP has been delivered since 1993, by The University of Missouri Extension nutrition educators and faculty in each of the state's 114 counties, and the city of St. Louis, Missouri. The program, funded through the USDA Food and Nutrition Service Supplemental Nutrition Assistance Program (USDA SNAP-Ed), targets those receiving, and eligible to receive, SNAP benefits (formerly Food Stamps). The program utilizes age appropriate, interactive curricula based upon the United States Department of Agriculture (USDA) Dietary Guidelines. Each curriculum integrates nutrition, food preparation, and physical activity throughout each lesson. All activities are age appropriate. Activities include movement in classrooms, using pedometers, walking programs, strength training programs, and development and implementation of a physical activity pyramid. Each student also receives a take home parent newsletter at the end of each lesson. These newsletters reinforce the classroom education and encourage parent-child repetition of the classroom activities or reinforcement of the educational principles.

Missouri demographic changes are similar to the entire country, in that immigrants from Latin America compromise the fastest growing segment of the state population. This Hispanic population tends to be younger, with the average age being 26 years. It is estimated that 32% of Hispanic families fall below the poverty level. The median family income for Hispanic households is approximately 25% less than that of Whites (\$36,762 compares to \$47,914). Moreover, a larger percentage of Hispanics that are in poverty are families with children, compared with Whites and Black population. Nearly one-third of all Hispanics do not have a high school diploma. Hispanic mothers have lower education levels than both White and Black mothers. Also, 30% of Hispanic mothers living in Missouri had less than ten years of education, compared to just 5% of non-Hispanic mothers (Walker 2007).

The first report on Missouri Hispanic health status, *Minority Health Disparities in Missouri, 2009*, compares the health status of Missouri's Hispanic residents to the health

status of both Black and White residents. According to this report, the Hispanic population in Missouri is very similar to the non-White population in terms of health measures. At the same time, these indicators have been linked to the higher poverty rate experienced by Hispanics.

The 2011 Healthy Americans report named Missouri as the 12th most obese state in the country. Data shows that the rate of diabetes in the U.S. is directly proportional to both the education and income levels of the population. Racial and ethnic minorities, and those with less education or income, have the highest overall obesity rates. Adult obesity rates in the Missouri population showed 38.2% for Blacks, 29% for Hispanics, and 27.5% for Whites. Nearly 33% of adults who did not graduate from high school were obese compared to 2.5% of adults who had graduated from college or technical colleges. More than 33% of adults who earned less than \$15,000 per year were obese compared to 24.6% of adult who earn \$50,000 or more per year.

A report on a 25-year long study, showed research on trends in nutrition intake and chronic conditions among Mexican–American Adults in the USA. The report stated that the overall total energy and carbohydrate intake among Mexican-American adults had increased, while the percentage of kilocalories from dietary total fat and protein intake had decreased. During the same time period the prevalence of diabetes and obesity among Mexican-American adults increased and U.S.-born Mexican-American adults were consistently more likely to be obese compared to those born outside the country. At this time our program in Missouri doesn't track this type of demographic information. These national findings recognize the link between diet and chronic health conditions (Fryar 2012).

This paper will highlight how physical activity incorporated into nutrition and health lessons, provides positive influences on lifelong health. Evaluation and outcome data indicate improvement in all focus areas.

### **Methods:**

To combat the weight and obesity issue of Missouri's low-income children, the Family Nutrition Program (FNP) incorporates various physical activities with nutrition lessons. Youths inherently tend to enjoy movement and physical activity. Nutrition educators are effective in motivating and encouraging physical activity when they incorporate appropriate activities in their teaching (Copeland, 2006). All activities utilize the MyActivity Pyramid developed by Ball, Gammon and Schuster (2006).

The MyActivity Pyramid is a graphic illustration designed to depict each of the four major types of physical activities. It was designed to help children understand the appropriate amount of each physical activity. It allows for moderate and vigorous physical activity and provides for muscle fitness and flexibility activities. The different levels of the MyActivity Pyramid are as follows:

- Level 1: Everyday or Lifestyle Physical Activity
- Level 2: Active Aerobics and Recreational Activities
- Level 3: Exercises for Flexibility and Muscle Fitness
- Level 4: Inactivity or Sedentary Living

The FNP curriculum incorporates short intervals of physical activity within the nutrition lesson. Twenty minutes is optimal for a learning segment, followed by two to five minutes of movement (Sousa 2001). Examples include: 1) doing a specific movement when a word from a book is read; 2) playing games that allow students to stand up and

move around the classroom; 3) use of props, including scarves and foam frisbees;; 4) chair stretches and isometrics; and dance moves to engaging music.

**Results:**

In FY2011, 433,152 Missourians participated in the Family Nutrition Program. Of the total participants, 217,658 received direct education consisting of an average of eight lessons or contacts. The predominant delivery method was face-to-face interactive education. Adults were also reached through newsletters and educational materials available in English and Spanish. Educators who are bilingual and indigenous of the audience are employed in areas with a high Spanish-speaking population.

Of the 204,342 youth participants, classroom teachers reported 91% of youth were more aware of nutrition and 62% made healthier meal and snack choices. As a result of the program, 52% of teachers indicated that they made healthier meal and snack choices and 87% modeled this in front of their students. Seventy-six percent of the students were observed as being more willing to try new foods, an action that has been shown to be the first step to a healthy diet. In addition, 62% of youths increased their daily amount of physical activity (University of Missouri, Family Nutrition Program Report, 2011). Hispanic youths comprised four 4% of total youth participants.

In FY2011, 13,316 adults received direct education through the Family Nutrition Program. Approximately 1% of adults indicated they were Hispanic. Educational classes were delivered where adults lived, worked, and gathered, such as public housing authorities, service agencies, and food pantries. As a result of the FNP classes, 60% of adult participants reported that they think about making healthy food choices when deciding what to feed their families. Seventy-five% of participants utilized nutrition facts when purchasing food. Fifty-three percent of adults consumed more than one vegetable and 64% consumed more than one fruit each day. In addition, 52% of adult participants were physically active for 30 minutes or more each day.

**Conclusion:**

As the Hispanic population continues to increase in Missouri, with many of the states individuals and families lacking education and earning potential, it is imperative that strong nutrition and health educational programs be implemented to prevent obesity and related diseases. Data supports the strong link between diet-education and health among the Hispanic population (Fryar 2012).

As shown in the Family Nutrition Education Programs at the University of Missouri, integration of nutrition and physical activity principles into the same educational lesson will result in the adoption of positive behavior and increase the likelihood of improved lifelong health. Although the results stated above reference the 2011 program year, the results are indicative of the program's 18-year history. The Hispanic population remained a small percentage of the total population but these participants showed similar results to their non-Hispanic counterparts.

The Family Nutrition Program continues to seek out the Hispanic audience throughout the state. Given the increased Hispanic population it is estimated that the number of Hispanic participants and bilingual educators should increase in the coming years. It is our recommendation that the audience focus on the implementation of more nutrition and physical activity programs and that further evaluation to be conducted in order to determine long-term increases in health benefits.

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- **Reframing the Conversation on Diversity**

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**Abstract:**

As the United States in general, and Missouri in particular, grows more and more diverse not only in terms of race, languages and religions; but also in terms of age, sexual orientation and family structure; we are facing additional interaction with people of different cultural and social values. We need the opportunity to raise the levels for self-reflection to reframe the conversation on diversity to discuss, discover and understand who we are before we can understand the other.

The level of self-reflection in a conversation around cultural diversity will help us recognizing that our well-being and that of others are interdependent and intertwined. Our Intent with this workshop is to: increase awareness of the different dimensions of diversity; examine own cultural identity, own attitudes, perceptions and feelings about diversity; and become aware of skills and resources to manage crucial conversations.

The workshop will be based on the “Diversity Education Plan” that we implement for our Family Nutrition Education Program. This plan is not only for new faculty, it is intentionally designed to prepare Extension Professionals in the field to work effectively across the many dimensions of diversity by adapting personal communication, style and behavior to be an effective communicator and to feel comfortable engaging in initiatives or programs for diverse audiences.

### ***Introduction; Why a Tools for Self Reflection:***

As the United States and the state of Missouri grow more diverse, in terms of race, language, religion, age, sexual orientation and family structure, we face more interactions with people of different cultural and social values. It is no longer just business travelers or tourists who face the challenges of intercultural relations. An increasing number of people encounter “difference” or “foreignness” in work places and living environments with more frequency.

When people socialize with others, they bring a broad variety of culturally learned assumptions, attitudes, values, beliefs, biases and behaviors to the relationship. In essence all social interaction can be considered a multicultural event because each person is unique. Culture defines us and impacts decision-making both on an intentional and unintentional level. Not everything about who we are and how we show up in the world is obvious to us. We are frequently unaware of the effect our attitude and beliefs have on others.

We need the space and the opportunity to share our beliefs with others, before that, we need the space to discover and understand who we are. Tools such as self reflection, dialogue and mindfulness allows for transformation at the personal and at the organizational level (Terhune,2006). The basic essence of self awareness is both understanding who you are and the willingness to engage in an on-going practice to examine the thoughts, behaviors, and identities that define our individuality. Without an intentional practice of self reflection, we can be oblivious to how we impact those around us. Our best intentions don’t always create the best impacts. For this and many other reasons we consider self-awareness a guiding principle of diversity (Rhonda, 2008). Reframing the conversation to emphasize open-minded self reflection, has helped us recognize that our well-being and that of others are interdependent and intertwined.

Recently we have formalized our diversity education training by developing and implementing a “Diversity Education Plan” (Gudiño, 2011). This plan contributes to the effort of the Family Nutrition Education Program (FNEP) at the University of Missouri-Extension. The main objective of the plan is to train faculty and staff in the field, to work effectively across the many dimensions of diversity, by adapting personal communication, style and behavior. The end result is to instill effective communication and to feel comfortable teaching programs to diverse audiences.

The FNEP is a federally funded program designed to teach basic food and nutrition education to low income Missourians. The goal of the program is to promote lifelong

health and improve the quality of life through the adoption of healthy habits. Nutritional program assistants work with clients individually, in groups, in their homes, in school and agencies throughout the state. Over 433,152 participants received education in FY11.

### ***Method:***

Our Diversity education program provides a structural method. It gives the participants an opportunity to learn more about themselves as they learn about cultures different from their own. To date, we have completed more than 80 hours of training across the state and the results are starting to speak for themselves. Our program, like many others, is facing changes and this diversity plan provides the space to learn about each other and ease the process.

The manual is meant to be used to explore issues related to diversity, change, inclusion and self-reflection. It offers a series of tools, methods and ideas that can be used in different training contexts with a variety of age groups. It is composed of four sections. The sequence of the sections are deliberate, however they can be used as stand-alone training activities: 1) Me, Trust & Identity; 2) Me and the Others, Confronting Differences; 3) Inclusion and Change; and 4) Future Actions, You and your Regions.

In developing the plan, we did not want to limit it to an exchange of information, but hoped to encourage behavior change with the participants. To achieve the ultimate goal of behavior change, it is important that training is delivered on a consistent basis and the training is not a single event but integrated throughout all professional development opportunities. The manual, "Tools for Critical Self-Reflection and Dialogue about Diversity" was developed so that regional supervisors could integrate the plan into their monthly training. A workbook and correlating support materials were also developed and given to each paraprofessional. The manual reflects a framework anchored in the concept of intercultural competence, and connects academic theories with applicable practices.

As stated above, diversity training is a continual process. The plan was developed to ensure that diversity training was not a single occurrence, but rather woven into the professional development fabric of our organization. At this time, a series of 12 webinars on "Food and Culture" are being developed to provide information on the various cultural groups present in Missouri. These webinars are divided into heritage profiles that describe food and the eating practices of people from different cultural groups who have a major presence in the state. Each webinar will have a corresponding reference guide with cultural attributes. These webinars will become a part of paraprofessionals' professional development portfolio. Once complete, these will also be offered to other states who may wish to utilize the online opportunities.

### ***Evidence of Positive Change:***

Our Family Nutrition Education Program reaches every community in the state of Missouri. We are working with many races and ethnicities that now call Missouri home: African Americans, Bosnians (mainly Muslims), Somalis, Burmese (mainly ethnic Karen and Chin), Iraqis, Vietnamese, Hispanics, Hmong, Chinese, Russians, Bhutanese, and Koreans. In addition to the different nationalities, the state of Missouri has many cultures divided by various sections of the state. The north consists of farmland with a Northern European influence. The Southeast Bootheel is similar to the Mississippi Delta. The Ozarks relate to people from the Appalachian Mountains. Missouri has three urban areas, St. Louis,

Kansas City and Springfield. All three of these cities have a very diverse population. There is evidence of positive change by the sheer numbers we enroll in our program and the success of those completing our program.

Prior to implementing the plan in FY11, the EFNEP program participants were 63% White, 19% African American, 1% Native American, 1% Asian, less than 1% Pacific Islander and 16% Other. Eighteen percent of participants reported being Hispanic. Since implementing the plan (FY10 & FY10), the percentage of African American participants has increased to 26% while White participation has dropped to 58% overall (FNP Annual Report 2010).

Although we do not have specific numbers from the collection tool used, it has been reported by the paraprofessionals that since FY11, they are reaching new Somali, Bosnian, and Hmong immigrants on a regular basis. These audiences had settled prior to FY11, but recruitment of these audiences is attributed to the training techniques of the plan and increased paraprofessional comfort in reaching out to new and diverse audiences.

### ***Scope of Impact:***

As Missouri continues to become more diverse, it is imperative that educators are prepared and comfortable in reaching out to those who live and work in the geographical area they serve. Without the cultural competence gained through this program, nutrition educators would not be able to educate homemakers and improve the lives of their families.

To date, more than 168 paraprofessionals have been trained, totaling over 80 hours across the state. As a result, paraprofessionals indicated that they are more comfortable in reaching new, more diverse audiences. They also indicated they feel that they have experienced personal growth and gained new understanding about working with diverse audiences. FNEP in Missouri, like many other states, are reaching out to new audiences. The plan provides the space to learn about each other and ease the transition for minorities.

Due to the impact seen with the FNEP paraprofessionals, University of Missouri-Extension has incorporated the Plan into their statewide faculty orientation. All new Extension specialists, including Ag & Natural Resources, Business & Industry, Community Development, Human Environmental Sciences, and 4-H/Youth Development, received the same training as the nutrition educators. Therefore, creating an organization-wide diversity-training program, with the goal of creating a more inclusive and diverse workforce, as well as reaching new audiences.

The impact of the Plan was also recognized by the University of Missouri campus awarded the Family Nutrition Education Programs the Mizzou Inclusive Excellence Award. These awards are presented on behalf of the Chancellor's Diversity Initiative and recognizes faculty and programs that go above and beyond to create an inclusive environment.

### ***Innovation:***

Intercultural competence has emerged as a concept that makes reference to the interaction of individuals at different levels from an individual process of acquiring knowledge, to the notion that people can live together peacefully in one community and in constant interaction (Deardorf 2006). Competence demands that you know yourself, and where you come from, before you embark on understanding others. It is a challenging

process, as it involves very deeply rooted ideas about how we structure our world and our lives. Therefore, we understand competences as a process that develops out of a foundation of awareness and it is an intentional act.

This model brings together three elements of learning and change that are usually utilized separately: 1) dialogue; 2) reflection; and 3) mindfulness. The combination of these three elements permits a synergy that amplifies the impact of any one of the three elements individually. We used the term “synergy” alluding to the fact that teams could produce more in concert, than the sum of their individual productiveness. This emphasis on dialogue, reflection and mindfulness provide work groups, and individuals, with a framework and discipline that can assist them in utilizing their diversity.

Dialogue, reflection and mindfulness are called meta-competencies because they are of a higher order than many technical, procedural, and process skills. They serve to enhance and exploit lower-order skills such as listening. These skills significantly improved our awareness, our openness, and readiness, to hear what is really being said is expanded.

A formalized diversity education program showed a significant change in our paraprofessional training. Throughout the duration of our program, we have provided continuous diversity education that is related to civil rights and cultural differences. Yet, “The Tool for Critical Self-Reflection and Dialogue about Diversity” provides language, activities and an opportunity for continual learning as well as personal self-reflection.

### **Conclusion:**

The Diversity Education Plan is designed to create an inclusive work environment and professional practices. These guidelines and tools are only useful if they can be incorporated into regular practices and ways of thinking about teaching and learning. This will take time and commitment from University administrators and employees. As a statement, “diversity” is often misrepresented or dismissed as a pointless, politically correct concept. Nonetheless, it is imperative that we recognized our own personal history, social, economic, cultural and political backgrounds and how they create the framework for our lives. It is also important to realize that we have the ability to modify this framework if we are aware of it. It is a crucial step to build a more inclusive community.

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- **Developing Latino Entrepreneur Support Networks: The Wapello County Microloan**

*Himar Hernández, Iowa State University Extension & Outreach*

**Abstract:**

Since 2004, Iowa State University Extension and Outreach has been working with Latino entrepreneurs in Iowa and the Midwest to better understand the needs of the fastest growing group of entrepreneurs. After several studies and requests from communities, ISU determined the strengths and weaknesses that Latino Entrepreneurs face, to further encourage sustainable entrepreneurship among newcomers to the Midwest. While urban areas have been intensively studied, the focus has been geared towards rural areas since these are the areas where Latinos have made the biggest impact in the last two decades. The last two decades refer to impact in terms of percentages of growth in population and businesses. Iowa State University has designed several programs aimed at educating Latinos in communities, helping to develop necessary leadership skills, and participate in the communities that they live and work in. One of the key findings in working with Latino entrepreneurs in the Midwest was the lack of knowledge and support of some key business concepts such as: 1) marketing; 2) expansion techniques; 3) taxes; 4) permits; and 5) portfolio diversification (Borich, 2009). To approach and address these issues, ISU Extension and Outreach developed the Latino Business Outreach Program. In Wapello County, Extension partnered with different community agencies and volunteers to start a Microloan program with goals to promote entrepreneurship, leadership and mentor Latino entrepreneurs. The program, still in its initial steps, has become a model of inspiration on how communities can take a non-traditional approach to economic development, social integration and leadership development. Micro lending is becoming an important alternative to underserved businesses (Bernanke, 2007) because it provides flexible, fast, small financing and can educate entrepreneurs. We know from research that small businesses can be an answer to the economic issues in rural communities (Martinez, 2005). By creating the necessary tools needed to help those small businesses flourish we can bring economic and social wealth to communities in rural America.

**Historical Background and Current State:**

To understand how the Wapello County Microloan was born, we would need to go back in time to 1974. That year the John Morrell plant in Ottumwa closed its doors for good. The loss of 2,000 jobs did not go unnoticed to a county of 50,000 residents. Employees had lost their jobs overnight. Ottumwa did not have any similar manufacturing companies either. The closing has affected the community in ways that are still felt today. More importantly was the loss of the company's headquarters since Ottumwa had been the home to John Morrell's United States operations and management since 1888. The loss of the headquarters meant a severe blow to the economic leadership in Ottumwa. The individuals with higher paying managerial jobs left town and took their investments with them. This meant that Ottumwa was not only poised to lose economically but socially as well. The higher paid employees were also important benefactors in the community to social causes. After John Morrell, there were not any other big companies left in Ottumwa and the smaller ones were not based or headquartered here. The economic and social

downturn started immediately after the closing and has not yet recovered.

In the late 1980's, the reality of the changing shopping habits of Americans hit home for residents in Wapello County. These changes materialized Ottumwa with the opening of the Quincy Place Mall in 1989. Corporations including Wal-Mart, Kmart and Target followed soon after. The trend of malls and big retailers further damaged the economic center of Ottumwa. Since then, the role of Main Street, also known as historic downtown Ottumwa, has been left to government offices and other limited services.

The current state of Ottumwa is not showing great entrepreneurship levels compared to other similar communities in the state or in comparison to smaller surrounding communities. One area of special concern is the downtown area, where the community struggles to open businesses and keep the downtown Ottumwa businesses from closing their doors. The decay of downtown Ottumwa has bigger implication than just losing its status as a retail center. Ottumwa's Main Street has come to reflect the worried mood of the community since Ottumwa has been showing high levels of dissatisfaction and disengagement among its population for a long time.

### ***Ideal State:***

The ideal state for Ottumwa is to be a community with the necessary tools available to increase entrepreneurship in the area. The Wapello County Microloan can assist people wanting to go into business or wanting to expand business. Microloan helps individuals by reducing the time it takes to process the application, compared to conventional lenders. At the same time, the focus will be in educating applicants so that their businesses are not short-lived. Wapello County Microloan is planning to do this by lend \$1,000 educational grants to successful recipients. Latino business owners have lower levels of trust with other Latino business owners (Welch) as well as other formal business and community organizations, such as Main Street Chambers of Commerce, Economic Development, etc (Ramirez de Miess 2009). The community development component of the Wapello County Microloan includes construction of bridges between the established, and entrepreneurial communities. Relationships are being built between the small business owners and the formal networks under the name of nanoloans and microloans. One of the most interesting points learned is that small Latino businesses and non-Latino businesses have more in common than previously realized. Both types of businesses struggle with: 1) low financing; 2) sustainability; 3) entrepreneurial education; and last but not least; 4) business community networking. The Wapello County Microloan provided its first loan to a Tortilla factory in the community and is currently evaluating two nanoloan applications and another microloan application.

### ***Problem Statement:***

There were no programs in Wapello County that tied both business financing and business education focused on small businesses or businesses owned by minorities. Small businesses struggled to secure financing in small amounts.

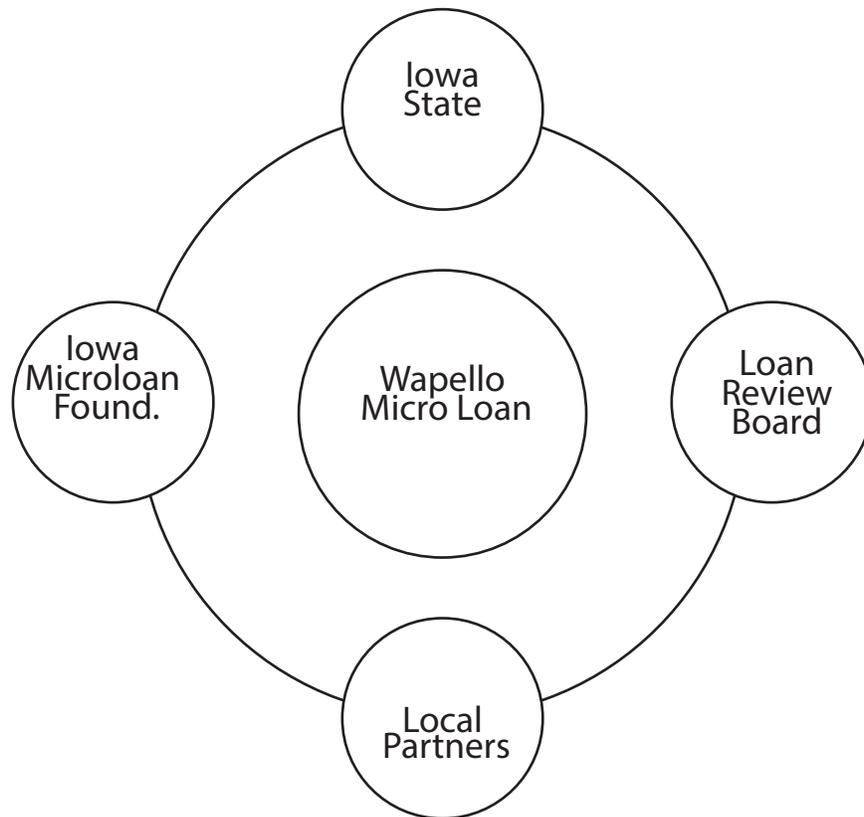
**Components**

- Financial Component (Up to \$30,000 in financing)
- Educational Component (Up to \$1,000 a year in technical assistance)

Areas of Particular Interest:

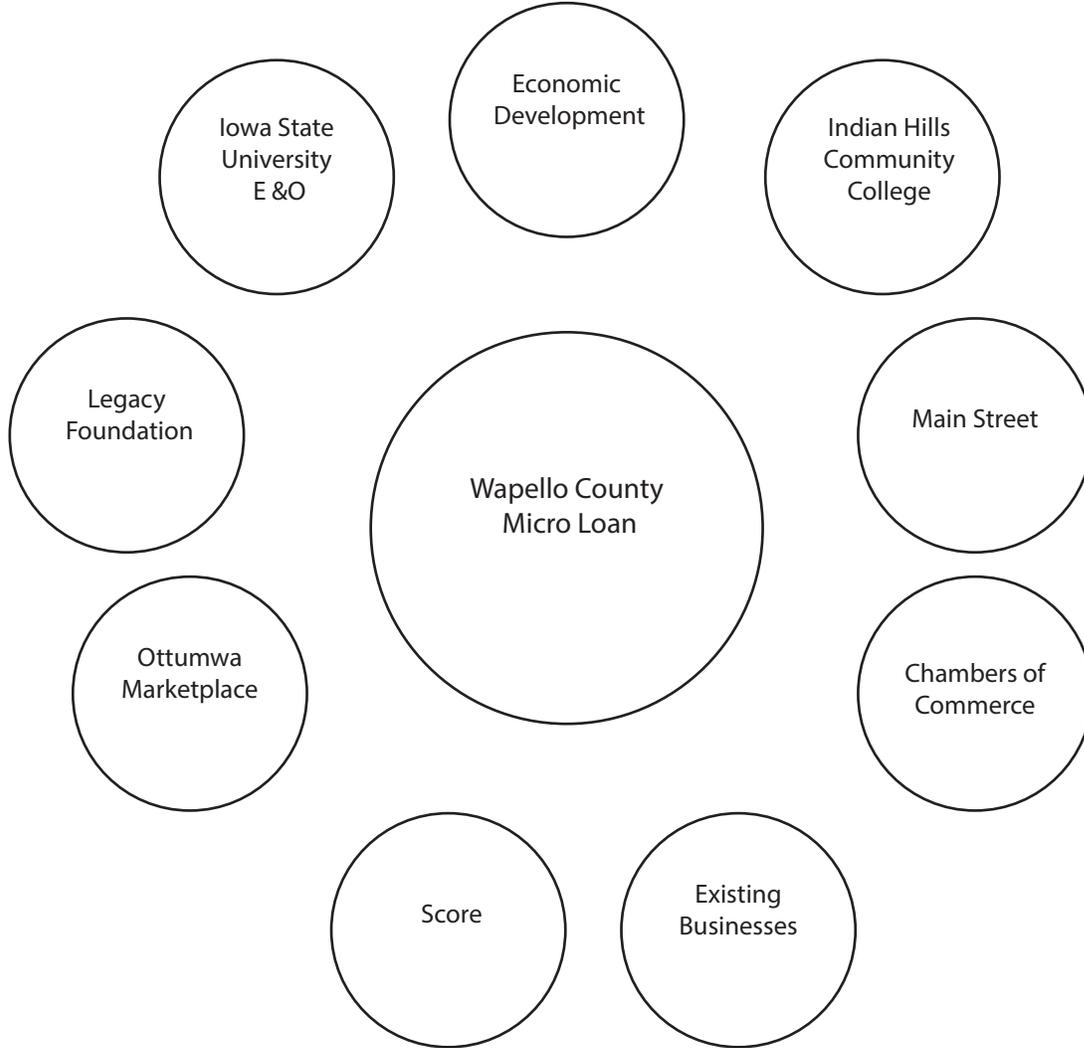
Although all entrepreneurs are important to the organization, The Wapello County Microloan has some special areas of interest derived from the gap analysis:

- New Iowan Entrepreneurs (to honor the background of the original funds)
- Downtown Businesses (to promote community vitality)
- Home-based businesses (to fill in the gap)
- Incubator businesses (to support entrepreneurs using the local incubator)
- Local foods



**Measures of Success:**

The final goal of the Wapello County Microloan is to create community vitality through the promotion of entrepreneurship. One way that this could be measured is by the number of loans given, number of educational hours taken by the applicants, number of jobs saved or created, number of new businesses or number of expansions.



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- **Creating an Immigrant-Friendly Community to Enhance Financial, Social, and Cultural Capital: Sioux County, Iowa.**

*Anne Junod, Great Plains IDEA and South Dakota State University*

*Cornelia Butler Flora, Iowa State University*

**Introduction:**

Located in Northwestern Iowa on the South Dakota border, Sioux County is very prosperous and conservative. Its median income is higher than that of the state of Iowa, while its cost of living is lower. It has a higher proportion of registered Republicans than any other county in the U.S. As of 2011, according to Wikipedia, 80% of Sioux County residents were descendants of Dutch immigrants, primarily from the Dutch Reform tradition, with many branches of that church and its colleges. Northwestern College affiliated with the Reformed Church in America, the North American branch of the Dutch Reformed Church. Dordt College affiliated with the Christian Reformed Church, an even more Calvinist offshoot of the Dutch Reformed Church. That ethnic solidarity is built upon its work ethic and communal cooperation to foster strong entrepreneurs, strong families, and educated youth. Faith is an important component of the county's cultural capital.

Sioux County's population increased 6.7% to 33,700 between 2000 and 2010, in part through the immigration of workers to staff the major livestock industries in the county, including hogs, dairy, laying hens, fed cattle, and sheep. A number of other manufacturers in the county had employment increases, although manufacturing employment fell in most of Iowa after the turn of the 21st century.

While families in Sioux County are larger than the Iowa average, a large number of the county's population of young people seek higher education after high school. The kind of manual labor involved with large-scale animal operations is not attractive to Sioux County natives. Those who do complete their college education tend not to return to the county. Unemployment in Sioux County was less than 3% in 2008 and only 3.9% in 2012, according to the economic data of the Federal Reserve Bank of St. Louis. Persons below the poverty level made up 6.4% of the population, well below the 11.6% of the Iowa population so classified.

According to the 2010 U.S. Census, 8.9% of the population is Hispanic. The number and proportion of Hispanics increased between 2000 and 2010, as both farm and non-farm employment increased with the expansion of dairies and hog-confined feeding operations. These jobs are overwhelming, require little skill, and are paid a low-wage.

For the new immigrants, Sioux County is not generally their first residence in the U.S. They learn of employment opportunities through networks from their hometowns in Mexico, Guatemala, Nicaragua, Honduras, and El Salvador, or from networks formed in California, Minnesota or Washington. The agricultural businesses and the local schools value the new immigrants as good, reliable workers and contributors to a thriving school system. However, not everyone in the community was as welcoming.

Employers in Sioux County, Iowa suddenly became aware that their Latino workers were not coming to work in the last months of 2007. For Sioux County meat processors, dairy producers, beef producers, and swine producers, poultry producers, no workers meant no production and no income.

The local sheriff's department had started to stop vehicles driven by immigrants on their way to work. Cell phones are a major form communication among immigrants, and

once one immigrant worker was stopped, other workers were notified by phone calls from their colleagues and did not even attempt to go to work. Immigrant families permanently left the area out of fear.

Others in the community were concerned because of the broken families that resulted when a parent was deported. Many of the immigrant households had mixed immigration status. Some immigrant households had regularized immigration status, some were in the process of regularization, and some members were without a path to regularization. Thus, the business owners and school and medical community representatives got together, with the help of Cooperative Extension, and asked for a meeting with the Sioux County Board of Supervisor to combat what they perceived as racial harassment. They prepared carefully for the meeting to make the following points.

1. They are a group of concerned citizens who want what is best for the county.
2. Immigration is a problem that should be dealt with at the Federal level.
3. Immigrants work in many capacities in Sioux County, and thus we are all affected by the county-based immigration enforcement.
4. Immigrants play a large role in our county's economic prosperity
5. Immigrant families are being broken up.
6. There is a need to work together to deal with this issue locally.

Approximately 100 people attended the meeting on February 26, 2008. To the group's surprise, the county sheriff and the county attorney were there. All agreed that something needed to be done at the local level. From that meeting, a planning committee was established with representatives from the Board of Supervisors, Iowa State University Extension, Social Services, and the president of CASA. The group met regularly from March through May and then launched a focus group discussion series on immigration issues in order to provide a venue for community and business leaders to learn, share information, and communicate candidly with each other in a safe environment. As a result of the discussion series, community and business leaders would come up with specific actions to take, regarding local citizens. However, the wariness of employers began to match those of their employees when Immigration and Customs Enforcement appeared in the workplace of one of the members on the panel, explaining the value of immigrants for his business.

The focus group's series of discussions were determined to look at immigration topics from multiple perspectives, looking at how Sioux County is affected by immigration. Based on this, they would make recommendations to the county supervisors for addressing immigration locally. Nineteen local leaders and two facilitators met from mid-June through mid-September to learn all they could about the issue. They dealt with the myths about immigrants and uncovered their truths. They learned about the huge complexities of immigration laws, as well as the limits of current immigration laws, to respond to the needs of Sioux County because of the unskilled workers entrance limit. The group was dismayed to learn that there is no practical way for immigrants seeking unskilled labor positions in Sioux County to do so legally.

They found that fear kept parents from bringing their immigrant children for early and preventative treatment for illnesses. Disruptions caused by raids or the deportation of a parent made it difficult to have classroom continuity as well. Teachers and counselors were also concerned that students not born in the U.S. were not eligible for financial

assistance to attend college, not able to legally work to pay for college, and cannot obtain a drivers license, which makes a job and college attendance nearly impossible.

The discussions with the focus group and county-level law enforcement were particularly illuminating. Lack of current documentation makes immigrants particularly eager to avoid law enforcement who had been taking lack of documentation as a reason for arrest and notification of Federal Immigration and Customs Enforcement, resulting in deportation.

The public forum discussing the economic impact of immigrants on Sioux County included an egg production manager, a dairy manager, the local economic development director, a construction company owner and a local retail business manager. Pointing to the positive economic position of Sioux County in terms of business and population growth and the low local unemployment rate, they explained why they needed immigrant labor to fill their less skilled positions. They found Hispanic workers dependable, hardworking, pleasant, and genuinely grateful for a chance to work. Rather than taking away jobs from the local labor force, they are filling the need for low-skilled labor.

While the group represented a wide diversity of opinions about immigration, they agreed on the lessons they had learned from the process.

- The immigration population in Northwest Iowa continues to grow
- The residents of Sioux County value all people
- Immigrants have solid rural family values, a strong work ethic and respect for authority
- Immigrants are addressing workforce needs of the county
- Immigrants have been good for our communities.

Based on this, they came up with three action steps:

1. Hold politicians accountable for practical solutions
2. Develop a media campaign that will provide the public with thoughtful consideration of issues regarding our immigrant population
3. Provide learning opportunities for the public regarding immigration and its impact on our communities

Local organizations are now engaged in providing learning opportunities for the community through church and civic organizations and channeling those findings into appropriate local media. While not all politicians in the area are willing to move from a radical to a practical approach to immigration, they are in contact with their Federal Congressional delegation.

While acknowledging the need for comprehensive immigration reform, instead of waiting passively for Federal action or moving to implement punitive programs towards undocumented immigrants and their employers, organizations within the community determined to do what they could locally. Anne Junod conducted research on two active organizations seeking to increase economic security and social inclusion for all in Sioux County.

### **CASA Sioux County:**

CASA Sioux County is an all-volunteer, nonprofit organization, working to meet the immediate needs of the county's immigrant residents and cultivate community support by sponsoring education and outreach initiatives and engaging community leadership. Founded in 1998, the mission of CASA Sioux County is "to justly assist, serve and advocate for people of all races, creeds, and cultures by building bridges that strengthen the whole person, family, and community" (CASA Sioux County, 2012).

CASA organizes its work into the following program areas:

- English as a Second Language (ESL) Classes
- Resource referrals: Food Pantries, Community Meals, Housing
- Legal Clinic sponsorship
- Transportation
- Deportation Rapid Response
- Church/faith Outreach
- Community Education

CASA provides extensive resources to Sioux County immigrants and area advocacy and faith groups working with area immigrant communities. Resources include listings of area food pantries (see Figure 1.3, CASA Sioux County Food Pantry Listing), free community meals, housing opportunities and referrals, and other ESL classes in addition to those provided by CASA members.

Further, CASA offers resources for immigrant residents to know their rights and advocate on behalf of themselves, including: 1) G28 Form instructions; 2) a listing of area immigration attorneys; 3) a printable "Know Your Rights" card in English and a 4) pamphlet to help residents avoid immigration scams. CASA partners with area and state groups, including Love, Inc., Mid-Sioux Opportunity, the Latina Health Coalition and Welcoming Iowa (part of the nationwide group "Welcoming America") to ensure seamless service provision and ample community education opportunities. CASA takes action, working with groups on legal housing, communication, websites, community education, Church Outreach and the recently formed Deportation Rapid Response.

CASA Sioux County members recognize that without regional government and law enforcement support, documented and undocumented immigrants, as well as native-born residents in Sioux County, will continue to face significant challenges in their mutual integration.

CASA Sioux County is a relatively diverse organization, with retirees and college students, Whites, American Indians and Hispanics/Latinos, priests, nurses and stay-at-home parents, all working together for shared goals. It is clear for most CASA members that their actions and attitudes towards their immigrant neighbors are informed primarily by their respective faith traditions. Diverse in their political views, all people that were interviewed agreed that "welcoming the stranger" is a Biblical mandate. Their approaches to the greater Sioux County community are reflective of this ethos when applicable, but they also leverage practical, economic and social defenses for the need to welcome, foster relationships with, and to support immigrants, in Sioux County.

### ***The Sioux County 100:***

The Sioux County 100 is a new organization formed in the spring of 2012 following an 8-week community educational workshop at the American Reformed Church, in Orange City, Iowa. The Christian perspectives on immigration in Northwest Iowa drew over 300 Sioux County and area residents who engaged in discussion, heard stories from Sioux County immigrants, panelists from various area industries, clergy, communities and government agencies about immigration challenges, best practices, opportunities, and theological considerations.

Following the culmination of the series, a small body of Sioux County residents expressed their desire to do more. A group of 10 residents formed The Sioux County 100 by carefully crafting a petition for area dissemination that calls for immigration reform at the federal level as well as humane and welcoming policy and social changes at the local and regional levels (Our Iowa Neighbors, 2012). The petition, titled "Fixing Our Broken Immigration System: A Proposal from the Sioux County 100," has three primary goals, both pragmatic and pluralistic in their approaches:

1. *To Protect Families and Children:* Reform immigration law to be more "family friendly", enabling immigrant families to stay together or reunite, and enabling immigrant families to flourish.
2. *To Grow Small Town Economies:* Expand legal avenues for workers to enter our country and work in a safe and legal manner with their rights and due process fully protected, and for workers who are already contributing to our economy through employment to continue to work while applying for legal status that reflects their contribution to our communities.
3. *To Practice Smart Law Enforcement:* Implement smart immigration law enforcement initiatives consistent with maintaining human dignity and respect that includes fostering positive relationships with all local residents while deterring and punishing criminal activity" (2012).

It is clear that Sioux County is not "finished" with its efforts to create an immigrant-welcoming community. He estimates that approximately one-third of residents would fall in the "pluralist" category, which is most individuals with attitudes of welcoming immigrants coming from the county's vast faith communities (Flora, et al 2000). Another third of Sioux County residents are "pragmatists," who recognize the importance of immigrants in supporting the county's rich agricultural and manufacturing industries and support common-sense reforms. "Legalists," Heie suggests, "include those who think "we should send them back" (Heie, 2012), comprised primarily of community members with the deepest roots in Dutch American culture, with the majority coming from elderly populations who are fearful of change and difference, more than hateful, and are motivated primarily by these fears. By engaging "all three categories" through community-wide discussions of this petition, in particular and the work of organizations like The Sioux County 100 and CASA Sioux County in general, the different groups "can talk to one another." Personal relationships and respectful conversations, to Heie, play the primary role in affecting social change.

Long-term residents partner with their immigrant neighbors in county and region-wide advocacy and direct service efforts, focusing on commonalities in ideology rather than differences, and working directly with elected officials and county law enforcement, cross-institutional and organizational networks are growing. As Heie notes, positive changes in Sioux County have come from individuals working together in community-based, collaborative efforts. "It's not emerging top down – it's not because the city council does anything to make it happen, or even church bodies as institutions, or the mayor – it's bubbling up from below," (Heie, 2012).

### **Conclusion:**

Sioux County is not "finished". Immigration is an ongoing process and these two select organizations cannot shoulder the burden of creating a welcoming Sioux County alone. The breaking up of families, restrictions on working visas, and limited pathways for legal migration are issues that must be addressed at the federal, and where appropriate, state levels.

However, CASA Sioux County and The Sioux County 100 are not resting idly, waiting for such reforms. While different in their missions and scope of work, the groups' members are partners in addressing advocacy and policy-level issues as well as immediate, tangible needs, all while fostering broader community education and inclusivity. CASA Sioux County and The Sioux County 100 are reframing the narrative of immigration away from partisan politics towards faith, family and community prosperity, both economically and socially. In this way, the organizations cultivate relationships with members across the legalist/pluralist spectrum, focusing on values that the majority of Sioux County residents share. Given the outpouring of public support for The Sioux County 100 petition, and CASA Sioux County initiatives, this relational focus appears to be working.

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## • **Volunteer Study Involving the Latino Community**

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### **Abstract:**

Hispanics represent the fastest growing population with cultural, demographic, and geographic diversity. This makes it difficult to successfully deliver homogeneous programs. Therefore, it is essential to better understand and have awareness of Hispanic American community needs. Such an understanding will allow 4-H Youth Development educators to deliver programs that engage Latinos as volunteers to benefit their community. This study surveyed 85 Hispanics to describe their participation in volunteerism and activities they would like to be involved in. The results provided information and recommendations that enabled 4-H Youth Development professionals to develop strategies for programs focused on recruiting Hispanics as volunteers.

### **Review of Literature:**

The 2010 census designated 50.5 million people as Hispanic/Latino (U. S. Bureau of the Census, 2011), which constitutes 16.3% of the total United States population. This statistic shows that there is great potential for recruitment for many organizations. However, they have not sufficiently responded to the complex needs of the Latino population (De la Garza & Lu 1999). While recognizing how critical it is to engage with a diverse audience, especially adult Latinos, it is imperative to create new strategies that support Latino needs and participation (Nowak, 2005; Hobbs, 2007). Understanding and acknowledging differences in language and culture are major factors that will support and create new volunteers opportunities in Hispanic American communities. In order to

achieve success, it is imperative to understand how Latinos perceive volunteerism.

There is a misconception in the Hispanic community regarding volunteerism. Hispanics view “volunteerism” as the act of helping others (Morales 1999; Hobbs, 2000; Gregory, Steinbring, & Sousa, 2003). Most Latino immigrants come from a system where governments and churches have been responsible for providing the majority of social services to the community. For Latinos, volunteerism is far more personalized, informal, and less institutionalized compared to White American citizens (Hobbs, 1997; Ramos, 1999; Nowak, 2005). This understanding is critical to choose a plan that sparks interest in the Latino community and to create new strategies that will support Latino needs and encourage participation in volunteering (Nowak, 2005; Hobbs, 2007).

Volunteers are an integral part of Extension. They play an essential role in the delivery of educational programs conducted by the Extension. This is especially true when the implementation of 4-H Youth Development Programs rely almost exclusively on the work of thousands of dedicated adult volunteers (Boyd, 2004). In spite of the important role of volunteers and the programs they support play in United States society, volunteer programs have not reached out sufficiently to include as diverse a volunteer pool. Such outreach programs make it possible to accommodate language skills, cultural understanding and differences in such programs (Ellis & Noyes, 1990; clutter & Nieto, 2000). Therefore, there is a need and demand for expanding Extension youth development programs in urban and diverse communities. It becomes clear that Extension must work harder to find volunteers from minority communities and be sensitive to their special needs. Providing training and support would expand benefits for volunteers and further strengthen the programs that they deliver (Braker, Leno, Pratt, & Grobe, 2000).

Morales (2011) pointed out that Extension 4-H has developed a multicultural model with the participation of Latino youth and parents as volunteers. The model demonstrated that providing volunteer opportunities has been the key factor for the program success. This program offered volunteers a variety of leadership positions giving them the opportunity to practice new skills. Lopez & Safrit (2001) also stated that having a family member or friend involved in a program provides motivation for volunteering.

### ***Purpose and Objectives:***

The purpose of the study was to conduct a volunteerism study involving Latino residents in King County, WA. The study objectives were the following:

1. To determine the level of Hispanic engagement in volunteerism practices
2. To identify activities preferences among the Latino Community
3. To describe selected demographic characteristics of the Latino Community

### ***Methods/Procedures:***

The population for this study consisted of 85 Hispanic residents from the following cities: 1) Sea-Tac; 2) Burien; 3) Des Moines; 4) Renton; 5) Seattle; 6) Federal Way; 7) Normandy Park; and 8) Bellevue. Sixty eight females and 17 males participated in this study. They ranged in age from 20 to 40+ years.

A descriptive survey research design was used in the study. It was determined that a questionnaire was the most appropriate instrument due to the number of questions, the diversity of the population to be questioned, and the size of the geographic area

to be covered. The questionnaire was written in Spanish, translated into English, and back translated into Spanish to establish its validity and for analysis purposes. A ten-point questionnaire was designed to ask individuals their participation in volunteerism. In addition, some demographic variables such as gender, age, number of children, country of origin, and the area of residence were included for the purpose of describing the respondents. The questionnaire was provided directly to individuals (face to face) who were allowed discretion in responding to all of the questions on the instrument. A voluntary response was a key factor in the design of the study. The data were analyzed using frequencies and percentages.

### ***Findings and Discussion:***

In the summary of 85 respondents, 50 (61.2% of participants) revealed they had volunteered, and 31 (36.5%) of the respondents indicating they had not volunteered. Twenty five (48%) participants mentioned that they had volunteered at schools in the city of Sea-Tac, Burien, Des Moines, and Seattle respectively. Seven (13.5%) respondents had participated in volunteerism programs at churches. In addition, 13 (25%) participants had volunteered at Community Centers and seven (13.5%) in other locations. The majority, 83.9% of all non-volunteers, indicated that they would like to volunteer at schools, community centers, churches and other programs such as 4-H respectively. Seventy six residents identified activities that they would like to participate in. Twenty-seven (35.5%) of the participants would like to participate in folkloric dance groups, 18 (23.7%) prefer to be involved in educational activities such as reading, homework, and computers. Moreover, five (6.6%) participants wanted to be involved in food and nutrition activities, eight (10.4%) in gardening, and six (7.8%) in childcare. However, three (3.9%) would prefer to be involved in mechanical programs, photography, and fairs.

Seventy two (84.7%) participants stated they wanted to participate in volunteerism training. Eighty five respondents indicated interest in attending trainings and over 24 (28.2%) respondents indicated that Monday through Thursday is the best time to attend training. Furthermore, 23 (27.0%) respondents indicated Friday is the best time to attend a training session. Twenty two (25.9%) and three (3.5%) indicated that preference for Saturday and Sunday training sessions.

Regarding demographic questions, the majority of the respondents (48.2%), ranged from 31 to 40 years in age. An additional of 20 (23.5%) respondents ranged from 21 to 30 years, respectively. The data also reveals that seventy five (88.2%) of respondents indicated that they have children and ten (11.8%) did not have children. A distribution of 29 was established by number of children, 29 (34.1%) respondents pointed out that they have two children, while 26 (30.6%) respondents have 3 children. Additionally, 11 (12.9%) respondents indicated they have one child. However, 7 (8.2%) have four children and two (2.3%) have five children.

The data revealed a breakdown of respondents by country of origin. Mexicans comprised the largest number of respondents, 66 (77.6%), while seven (8.2%) of the respondents were from El Salvador. Furthermore, five (5.9%) respondents were from Honduras. Respondents from Guatemala and Chile comprised 3 (3.5%) respectively, and one (1.1%) respondent was from the United States.

Thirty three (38.8%) of the individuals indicated that they live in the city of Sea-Tac while 19 (22.3%) of the respondents lived in Burien. Eleven (12.9%) of the respondents

lived in Des Moines, and nine (10.6%) in Renton. Data also showed that six (7.2%) respondents mentioned that they live in Seattle and four (4.7%) were from the city of Federal Way. Finally, two (2.3%) and 1 indicated residence in Normandy Park one (1.2%) in Bellevue.

### ***Conclusions and Recommendations:***

Despite the fact that Latino participation in volunteerism is relatively low, this study showed that (61.2%) of those surveyed are already volunteering. Additionally, most participants indicated an interest in attending volunteer training. The results suggested that Extension 4-H Youth Development should make focused efforts to recruit and train individuals who are already actively involved in community service roles. This would increase the number of volunteers and would build stronger collaborations among Extension programs, volunteers and youth organizations. Results from these partnerships would allow great savings of financial resources.

Eighty-two percent of the respondents mentioned that they have at least one child in school. Respondents also reported that they prefer to volunteer in activities that include culture events, education, and nutrition. The study also suggests that increasing in the partnership with schools will increase the number of Latino parents becoming volunteers. Parents would learn new volunteering skills and gain knowledge that would allow them to effectively develop and implement 4-H programs with the cultural competency to meet the needs of the communities they serve.

Results of this study show that Hispanics are already volunteering at faith-based organizations which both act as a motivational setting for volunteering. Hispanic Americans are driven by their religious beliefs (Swenson, 1990). Therefore, religious organizations represent an outreach opportunity for Extension 4-H to target volunteers that could participate and implement programs that will help strengthen familial bonds.

Based on the respondents' country of origin, the data stratified that Mexicans comprised the largest number of respondents, followed by Salvadorans, Hondurans, Guatemalans, Chileans, and the United States. This result pointed out the importance of ensuring volunteerism opportunities that allow Latino volunteers to utilize their culture and language skills to advertise opportunity throughout Spanish radio stations, newspapers, newsletters, and TV. Additionally, to ensure success, the effective advertising tools should be a "personal relationship" developed with individuals in the community.

In addition, 4-H Youth Development professionals should encourage Hispanics to remain active in their communities as volunteers. Individuals with limited formal education and limited income should be encouraged to attend volunteer training programs to improve their self-esteem and interpersonal skills.

Nonetheless, creating training programs to develop capacity for the Latino community can be worthwhile for Extension 4-H Youth Development Programs and other youth organizations. The benefits of volunteering help build awareness and community involvement through the strengthening the ability to solve their own problems. Volunteer efforts and interest cultivate and provide meaningful opportunities and space that is full of participation, of a diverse population delivering a vast array of experiences, knowledge, and expertise to benefit the communities they serve.

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- **Trauma Exposure During Immigration: Important Considerations for Professionals Working with Latina Immigrant Populations**

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**Abstract:**

Latina immigrants represent a population that has been historically under-served and exploited (Ojeda, Flores, Meza & Morales, 2011). Therefore, it is the responsibility of professionals that work with this vulnerable group to not further victimize or misuse research participants. This exploratory paper summarizes available literature relating to trauma experienced by Latina immigrants during migration and provides guidance for researchers and other professionals who work with Latina immigrant populations. It is important to note here, however, that the authors of this paper are not suggesting that severe trauma is necessarily a part of all Latina immigrant migration experiences. Rather, that they emphasize the point that this population is especially vulnerable. It is important that researchers and professionals working with Latina immigrants consider this topic.

**Trauma Exposure During Latina Immigrant Migration; An Overview:**

Scholars around the globe have reported noteworthy statistics about the prevalence of traumatic experiences among asylum seeking immigrants. The Association for Victimes de la Represion en Exil reported that 20% of those applying for asylum in France had previously experienced torture (Reid & Strong 1987, cited in: Shalev, Yehuda & McFarlane 2000), as had 18% of 2,099 asylum applicants in Quebec (Tohneau et al. 1990, cited in: Shalev, Yehuda & McFarlane 2000) and 26% of such individuals in Sydney, Australia (Silove et al. 1993, cited in: Shalev, Yehuda & McFarlane 2000). In the United States, very little research has been conducted of immigrants seeking asylum, but some studies cite that up to 75% of Latina research participants from Central America/Mexico report exposure to trauma (Kaltman et al., 2010). Additionally, traumatic experiences while crossing the US/Mexico border were found to be “common stressors” among Latina research participants (Shattell et al., 2008). Such experiences include: 1) exposure to political violence; 2) sexual trauma; and 3) witnessing violence (Fortuna, Porche & Alegria, 2008). The phenomenon of National Security Rape, when members of the US National Guard rape women at the Mexico/US border, has become disturbingly common in recent years as well. Women often prepare for such an incident by taking birth control before migration (Falcón 2006).

Outcomes of traumatic experiences include psychological adjustment disorders, anxiety, depression, hopelessness, and terrifying episodes in which the trauma is re-experienced. Further, these negative psychological outcomes not only affect the women who endure them, but are also evident in less effective parenting styles leading to inhibited development of their children (Forogue & Muller 2012). Thus, investigating this issue is of concern for current and future members of the Latino community including immigrants, their families, and their children.

**Immigration Trauma in Research: Avoiding Re-Traumatization:**

In light of the severe impact that trauma experience can have on individuals, researchers working with Latina immigrants should be sensitive to this concern regarding the individuals that they recruit. Research suggests that recounting stories of trauma in an

insensitive setting can be re-traumatizing to the individual (Falcón, 2006), and traumatic exposure is often not disclosed to a researcher, even in a study where this is the focus (Kaltman et. al, 2011). Trauma may be associated with immigration in general, thus, describing the migration process to researchers may be traumatizing. Researchers that are responsible for recruiting Latina immigrants must be aware of the possible trauma experiences of such individuals and tailor research protocol accordingly, especially if the project includes a focus on or questions about the participants' migration experience.

To avoid traumatizing research participants, researchers should continue to educate themselves on this issue and seek out training on how to appropriately confront disclosure of traumatic experiences if they arise. Further, researchers should take extra care not to place undue stress on research participants, as they may already be experiencing heightened levels of stress in coping with trauma outcomes.

### ***Crisis Intervention & Trauma: Working with Latina Immigrant Survivors:***

Given the extreme trauma that may emerge when working with Latina immigrants, it is imperative that professionals at all training levels understand how to support and effectively communicate with trauma survivors. There are various psychological services offered to trauma survivors (e.g. survivors of domestic violence, sexual assault survivors) however, an increase of mental health services and advocacy agencies is needed. According to Ullman and Townsend (2007), "the ability to access support services is the starting point for victims to get formal help in coping with [trauma]." An increase in services is needed for survivors to receive treatment and support in order foster their coping process is essential".

When interacting and working with Latina immigrant sexual assault/trauma survivors, it is important to incorporate aspects of cultural identity and values (Williams, 1984; Lira, Koss, Russo, 1999; Lefley et al., 1993). One important aspect for professionals to keep in mind is the historical discrimination and disadvantages that Latinos face in the United States. Klevens (2007) states that the structural disadvantages of immigrant status and the socioeconomic status of Latinos shapes their identity and view of the world. Professionals must not ignore trauma that may emerge due to immigration and discrimination but rather incorporate these views into a counseling session.

Not only is it vital for professionals to be culturally sensitive towards the needs of trauma survivors, but also aware of their own health and mental exhaustion. Numerous studies have proven that counselors and advocates who work with trauma survivors (e.g. sexual and domestic violence) are likely to experience burnout and vicarious trauma (Baird & Jenkins, 2003; Ghahramanlou & Brodbeck, 2000; Schauben & Frazier, 1995; Wasco & Campbell, 2002).

Cultural sensitivity and knowledge to avoid unintentional re-victimization of the Latina trauma survivors is also necessary for professionals and graduate students in training. Traumatic experiences and negative mental-health outcomes of such experiences, including Rape Trauma Syndrome and Post-Traumatic Stress Disorder (Jackson-Cherry & Erford, 2010) are a health concern for Latina immigrants. This may result from traumatic experiences that occurred during the immigration process (from mother country into the United States) and/or once they have settled into the new country. Sexual violence (e.g. rape and coercion) has been consistently related to deleterious psychological health outcomes. When specifically speaking of rape and trauma, Testa and

Messman-Moore (2009) found that rape accounted for greater severity in post traumatic symptoms. Although the rate of rape is increasing at an alarming rate worldwide, women are particularly vulnerable while crossing the Mexican-U.S. border. According to Olivera (2006), this may be a result of the [Mexico] country's current crisis of governability, internal security, and respect for human rights. With the rate of rapes increasing amongst Latina immigrants, and the mental health effects of rape and trauma being very detrimental to an individual's well being, there is a need for the psychological treatment for victims.

### **Conclusion:**

The authors of this publication aim to raise awareness of the negative mental health outcomes that result from traumatic experiences, and to emphasize the importance of cultural considerations for counselors when working with Latina Immigrant trauma survivors. The process of immigration does not necessarily cause traumatic experiences, but because Latina immigrants are at a higher risk for such experiences, it is essential that professionals working with them take into account how the experience may have an affect have on every aspect of an immigrant Latina's life. To avoid re-traumatizing Latina immigrants who have experienced trauma, it is essential for researchers and community advocates to be trauma-informed in their work.

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- **Creating a Dual Ph.D. Degree Program between Oklahoma State University & Universidad Popular Autonoma del Estado de Puebla, Mexico**

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**Abstract:**

Universidad Popular Autonoma del Estado de Puebla (UPAEP University) and Oklahoma State University (OSU) have developed a strong international academic relationship since 1992. Both institutions share and understand the importance of educating students to live in a global and multicultural society (Bhawuk & Brislin, 1992) and have developed, among other academic exchange opportunities, 25 dual degree programs at the Masters level. As part of the dual degree, students have the opportunity to earn two Masters Degrees, in two different countries, in approximately two years (Fabregas-Janeiro & Nuno de la Parra, 2011). American, Canadian, and Mexican students have benefited from these innovative international Master programs.

Overall, students' evaluation of the dual Masters Degree program has been very positive. Participating students perceived these programs as an opportunity to experience cultural immersion and language development in a challenging and international learning environment (Brandhorst, 2011).

Due to the extraordinary outcomes of the dual degree programs, UPAEP University and OSU expanded the degree to the doctoral level. The Department of Agricultural Education, Communications, and Leadership, OSU and the Department of Education of the Centro Interdisciplinario de Postgrados at UPAEP finalized a Memorandum of Understanding to offer a dual Ph.D. program. Students will earn two Ph.D. degrees, one in Agricultural Education at OSU and one in Education or Economic Development and Strategic Sectors at UPAEP (Oklahoma State University, 2010; UPAEP, 2011).

The purpose of the Ph.D. dual degree program is to provide students the opportunity to study in, and benefit from, the academic and cultural environment of OSU in the United States and UPAEP in Puebla, Mexico. Students enrolled in the dual Ph.D. program will earn 75 credit hours equating to 15 more than the current Ph.D. program at OSU. The students will have a home institution that awards the degree, and a host institution where the student studies abroad, taking courses in partial fulfillment of the host institution's degree requirements. All students enrolled in the dual degree should have the academic background and language skills to enable them to benefit from participating in regular university classes at each institution (English and Spanish proficiency). Each student must meet applicable admission requirements at both OSU and UPAEP (UPAEP & Oklahoma State University, 2011).

This presentation provides details on the successful relationship between OSU and UPAEP, how the degree plan will be executed at each institution, including the development of the agreement (Appendix A), and how students will progress toward

completion of the degree, as well as the resources required to implement such a program at other institutions.

### ***The Ph.D Development of the Program:***

The dual degree program has been divided in three phases:

1) First phase at home university (OSU or UPAEP University): Participating students spend one to two years at their home institution, taking 30 credit hours or more. An advisor will be assigned to each student from his or her home institution.

2) Second phase at the host university (UPAEP University or OSU): An advisor will be assigned to each student at the host university. With the aid of the advisor, the participating students will dedicate one to two years at the host institution, taking 30 credit hours or more to complete the degree requirements at the host university. The university hosting the students in the second phase agrees to accept graduate transfer credit for the Ph.D. degree credit hours, earned during of the first phase, up to 30 credit hours. A list of such courses for each approved program will be created and maintained by faculty from OSU and UPAEP on an annual basis.

3) Third Phase Dissertation: In order to earn a dual-degree, the student must complete the dissertation degree requirements at OSU (15 dissertation-credit hours at OSU). OSU dissertation credits will be transferred to UPAEP University and will be considered when granting the UPAEP University Ph.D. degree. In order to transfer the dissertation credits from OSU to UPAEP University, the dissertation committee must include one member from UPAEP University, and four members from OSU approved by the Graduate Colleges for a total of five members (UPAEP & Oklahoma State University, 2011)

OSU and UPAEP encourage joint participation on each dissertation committee from faculty from both universities. The Deans of the Graduate Colleges agree to facilitate such assignments through appointments to the respective Graduate Faculties, consistent with applicable Graduate Faculty bylaws or regulations (UPAEP & Oklahoma State University, 2011).

### ***Results, Future Plans & Cost of The Program:***

The dual Ph.D. agreement between OSU and UPAEP University was signed in February of 2012. The first generation of students will enroll in the program in Mexico and the United States by fall of 2012. Ph.D dual-degree programs do not require additional institutional resources to be operated.

The success of International Ph.D. Dual-Degree programs will be based on the ability of advisors to develop plans of study that could be completed in both institutions, in a reasonable period of time, and the language skills of the students. The international Ph.D. dual-degree offers students more academic opportunities and experiences from working in international settings.

**Summary Procedures to Complete the Dual Ph.D. Program:**

<b>Description</b>	<b>Dual Degree Students</b>
Admission	Dual Ph.D Students meet the requirements to be admitted at both institutions
Number of Credit Hours	Total number of credit hours of the Dual Ph.D is 75
Phase One	30 credit hours in the home institution
Phase Two	30 credit hours in the host institution
Phase Three	15 credit hours / dissertation at OSU
UPAEP Dissertation	OSU dissertation credits will be transferred to UPAEP and will be considered when granting the UPAEP Ph.D

**Appendix A**

**Memorandum of understanding for dual Ph.D. degree programs between Oklahoma State University (OSU) and Universidad Popular Autónoma del Estado de Puebla (UPAEP).**

In order to foster international understanding and academic cooperation, Universidad Popular Autónoma del Estado de Puebla (hereinafter referred to as UPAEP) and Oklahoma State University (hereinafter referred to as OSU) agree to establish the following foundations for a dual Ph.D. degree program.

***I. Purpose of the Dual Ph.D. Program:***

The primary purpose of this agreement is to institute the foundations for a dual Ph.D. degree program between OSU and UPAEP. The program will provide student participants from each institution with an opportunity to study in and benefit from the academic and cultural environment of the other institution. For the dual Ph.D. degree, 75 credits are required. Students will have a “home” institution that awards the degree, and a “host” institution where they study abroad, taking courses in partial fulfillment of the “host” institution’s degree requirements.

***II. Conditions of the Dual Ph.D. Program:***

1. Exchange Type: Participating students will pay applicable resident tuition and fees to

each institution at which classes are taken. The students are responsible for all other costs related to the program, including lodging and meals, and other living expenses.

2. Selection: UPAEP and OSU agree to select students who have the academic background and language skills to enable them to benefit from participating in regular university classes at each institution. All students must meet applicable admission requirements at each institution.

3. Participating Dual Program: Only Ph.D. programs approved by the Deans of the Graduate Colleges at both OSU and UPAEP are covered under this memorandum of understanding.

4. Dual Ph.D. Program's Curriculum: The dual Ph.D. program is divided in three phases:

a) First phase (at the "home university": OSU or UPAEP): Participating students spend from one to two years at the home institution, taking 30 credit hours or more. Two advisers will be assigned to each student in the program, one from each university.

b) Second phase: At the partner ("host") university (UPAEP or OSU). With the aid of the student's advisers, the participating student would dedicate from one to two years at the host institution, taking 30 credit hours or more to complete the degree requirements at the host university. The university hosting the student in the second phase agrees to accept as graduate transfer credit for the Ph.D. degree program the credit hours of the first phase that correspond to equivalent courses, seminars, or thesis credits of the host institution, up to 30 credit hours determined by the faculty of the host institution, not to exceed one-half of the total credit hours required for the degree. A list of such courses for each approved program will be drawn up by faculty at the two institutions and maintained on an annual basis. Participating students may take extra classes at the host institution as desired to learn more or to meet course work requirements of the home university. However, resident tuition only applies to courses listed on the Plan of Study.

c) Third Phase Dissertation: In order to earn a dual degree, the student must complete the dissertation degree requirements at OSU (15 dissertation-credit hours at OSU). OSU dissertation's credits may transfer to UPAEP, if so desired. In order to transfer the dissertation credits from OSU to UPAEP the dissertation committee must include one graduate faculty member from UPAEP, and four or more graduate faculty members from OSU, for a total of five.

d) OSU and UPAEP encourage joint participation on each dissertation committee from faculty from both universities, and the Deans of the Graduate Colleges agree to facilitate such assignments through appointments to the respective Graduate Faculties, consistent with applicable Graduate Faculty by laws or regulations.

5. Housing and Other Assistance: The Host Institution will assist the student in securing appropriate housing in university residence halls. The Host Institution will provide

participating students appropriate admissions certificates and visa documents and lodging information and will offer an on-site orientation. Both UPAEP and OSU will provide the information and guidance necessary for participating students to participate in the lectures, seminars, and research programs best suited to their program of study and their level of achievement.

6. Institutional Responsibilities:

- a) Each institution will provide the other institution with a list of educationally related costs, including, but not limited to, books, supplies, local transportation, and such other incidental expenses that students can expect to incur during their program of studies. Each institution will provide the other institution with the exact dates of enrollment for their programs, including the beginning and ending dates of each of the semester/terms in their academic year.
- b) For each term of a student's enrollment at a host institution, each institution will provide an assessment of each student's course participation and examination performance to the Host Institution. Upon completion of the program of study, the Host Institution will provide to the Home Institution, in a timely manner, academic transcripts on behalf of participating students.

7. Participating Student Responsibilities:

- a) Participating students are responsible for round trip transportation, lodging and meals, books and supplies, local travel, medical insurance, and personal expenditures. Neither institution shall be held responsible for such charges. Applicants will be expected to provide a written guarantee of sufficient funds, as determined by the Host Institution, to support themselves during the exchange period.
- b) UPAEP participating students may be expected to pay the fees required of all international students at OSU.
- c) It is understood that all participating students must purchase at their Host Institution comprehensive health insurance for their time abroad, including medical evacuation and repatriation benefits, unless they can present evidence of comparable or better coverage.
- d) Participating students will be subject to and must abide by all the rules and regulations of the Host Institution, including the same institutional regulations regarding academic performance as pertains to regularly enrolled students at the Host Institution.
- e) Participating students who are accepted must satisfactorily complete their first semester program at the Host Institution, in accordance with the Host Institution's academic requirements for its regularly enrolled students. If the first semester program has not been satisfactorily completed, the Host Institution may ask the participating student to return to his/her Home Institution.

8. Coordination: UPAEP and OSU Designate the Following Offices to Coordinate the Programs:

For UPAEP: Martha Cabanas

Centro Interdisciplinario de Posgrado, Investigación y Consultoría (CIP)

21 Sur 1103, C.P. 72160 Puebla, Puebla México

Telephone: +222-229 9400 ext. 7117 E-mail: martha.cabanas@upaep.mx

Website: [www.upaep.mx/cip](http://www.upaep.mx/cip)

For OSU:

Graduate College

Oklahoma State University, Stillwater, OK 74078 USA

Telephone: +405-744-6368 E-mail: [graduate.college@okstate.edu](mailto:graduate.college@okstate.edu)

Web site: <http://grad.okstate.edu>

The offices will serve as a liaison between the two institutions, and will be responsible for overseeing the selection of students to participate in the dual programs, ensuring appropriate reporting, and assisting with the students' adjustment.

**III. Conditions for OSU Students Receiving Financial Aid:**

1) In order for OSU participating student(s) to be eligible for federal financial aid under the Federal Title IV Student Aid programs, the following conditions are agreed upon:

2) Participating OSU students who are enrolled full-time at UPAEP will be considered full-time at OSU, which will be considered their home institution and which will process federal and state (if applicable) financial aid.

3) OSU will use the cost of education information and the enrollment dates provided by UPAEP to determine financial aid eligibility and to schedule disbursements, see Section II, paragraph 6 a and b.

4) OSU is responsible for monitoring students' satisfactory academic progress relative to the federal and state financial aid assistance programs, using the student's grades or statement of academic progress supplied by UPAEP, see Section II, paragraph 6c.

**IV. Enactment, Renewal and Termination:**

1) This agreement carries no financial implications for the signatory institutions, except for the above-mentioned exemption from nonresident tuition, if applicable.

2) It is understood that this agreement in no way supersedes any other agreement that either institution may have with other universities or academic organizations.

3) This agreement will take effect when signed by both parties. It will continue thereafter, subject to review every five years by the involved parties or modification by mutual agreement, until terminated by either of the parties hereto. Either institution may give notice of intention to terminate participation. Such notice shall be given in writing at least twelve (12) months before the beginning of the academic year in which it will take effect

and the agreement will terminate at that point. If the dual Ph.D. program is terminated, all enrolled students will be allowed to complete their degree requirements.

The Agreement is executed by the authorized representatives of UPAEP and Oklahoma State University in duplicate copies, each of which shall be deemed an original.

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- **Of Possibilities and Limitations: Maternal Self-Perceptions of Agency in Children's Spanish/English Bilingual Development**

*Isabel Velázquez, University of Nebraska, Lincoln, Department of Modern Languages and Literatures*

#### **Abstract:**

This paper presents preliminary results of an ongoing study of the sociolinguistic experiences of a group of first-generation Latino families attempting to raise their children as Spanish/English bilinguals in the city of Lincoln, Nebraska. Each mother's self-perception of agency in her child's linguistic and academic development was examined, as well as her perceptions of the challenges involved in having her children use Spanish in private and public spaces. Previous studies (Velázquez, 2009; Potowski, 2008; Okita, 2002; Schecter & Bailey, 2002) have pointed to the work of mothers as a key factor in the process of intergenerational transmission or loss of a heritage language. Understanding the motivations and beliefs about this work, held by a group of mothers who are in the process of acquiring English, provides us with insight into one of the main foundations of home language policies and practices. These policies and practices set the basis for Spanish transmission or non-transmission to the children in these households.

#### **Introduction:**

This article presents preliminary results of an ongoing study on the sociolinguistic experiences of a group of first-generation Latino families attempting to raise their children as Spanish/English bilinguals in the city of Lincoln, Nebraska. Each mother's self-perception of agency in her child's linguistic and academic development is examined, as well as her perceptions of the challenges involved in having her children use Spanish in

private and public spaces. Perception of agency, is also what De Hower (1999) calls an impact belief, "The parental belief that parents can exercise some sort of control over their children's linguistic functioning," (83). As this author points out, the best chances for active bilingualism is commonly present in families where parents have a positive impact belief concerning their own role in child's acquisition process.

One of the main arguments put forth in the following pages is that the study of Spanish maintenance and loss in the Midwest matters. For many Latino bilinguals in this region, in particular those of recent arrival, Spanish is not just one of the languages that the history of individual and family experiences is written, but access to social networks that are a source of social capital and resilience is less prevalent (APA, 2012). From a policy perspective, understanding language dynamics in Midwestern Latino households can help to address the needs of children and adolescents growing up in communities that are part of what researchers have identified as, the New Latino Diaspora (Wortham, Murillo & Hamann, 2002). This group represents an increasingly important sector of the student population in the region. Several studies suggest that maintenance of ethnic language skills contributes to academic achievement and successful integration of minority language students because it provides access to social capital, and in psychological terms, because of cognitive transference (Portes & Rumbaut, 1996; Bankston 2004; Bankston & Zhou, 1995). From a language acquisition perspective, these families allow us to study what happens in immigrant households where parents and children are undergoing different, but intersecting, processes of linguistic acquisition and loss. More work remains to be done in order to understand the ways that language(s) shape the experience of Latinos in the Midwest (Díaz McConnell & Leclere, 2002). In the case of Lincoln, Nebraska, which is the focus of this article, de Guzmán et al (2001) highlighted the centrality of language in shaping the experience of the respondents to their study of the quality of life for Latino parents and their families. In Nebraska, as in other states in the Midwest, Latinos are, "an increasingly significant part of the political and social fabric" (Rochín & Siles, 1996), and currently make up for the loss of population in many metropolitan and non-metropolitan counties (OLLAS, 2010). Despite these demographic trends, the needs and strengths of Latino families for successful integration to their new communities has been sparsely researched and poorly understood (Raffaelli et al 2005; Carranza, Carlo & de Guzmán, 2000).

One of the major components of the study described here are the parental perceptions of the benefits, costs and viability of intergenerational transmission of Spanish in their families. Speaker perceptions, or speaker beliefs, are part of a larger constellation of subjective processes related to language use that includes: 1) linguistic ideologies; 2) world-views; 3) social stereotypes; 4) language attitudes; and 5) social categorization (Kristiansen, Garret & Coupland, 2005b). These processes are at the core of the ideological frameworks that, as McGroarty (2008) points out, determine choice, evaluation and use of language for all speakers and in all language communities (98). The study described here centers on maternal perceptions of agency. Previous research points to the centrality of the mother in intergenerational minority language transmission (Velázquez, 2009; Potowski & Matts, 2008; Okita, 2001). Other authors, such as González, Moll, & Amanti (2005), highlight the role of women in the formation of household and community networks and funds of knowledge. A succinct discussion of project results, intended for a general audience, is presented in the following pages, along with recommendations on how to integrate these findings into our current understandings of Latino experiences in the Midwest.

### ***Method, Participants and Community:***

The results discussed in the following pages are part of a larger study on household language practices and attitudes toward Spanish in a group of first generation Latino families in Nebraska. A detailed discussion of the ways that respondents in this study understood their role in their own children's language development, and what household practices they perceived as conducive to Spanish transmission has been presented elsewhere.

Lincoln, Nebraska, is a community with low vitality for Spanish, and a recent history of Latino settlement. In 2009 only 5% of the city's total population of 247,882 was Latino. In the same year, some 9,955 people over the age of five spoke Spanish at home (U.S. Census Bureau). Nineteen Lincoln households, with at least one child under the age of 18 living at home and two parents who were native speakers of Spanish, participated in this study. The median household size was five. All parents in this study were born outside of the U.S. Fifty-six percent of the children were born in Nebraska, 10% were born in another U.S. location, and 34% were born in their parents' country. Eighty-nine percent of the parents in this study were born in Mexico. In one family, the father was from Mexico and the mother from Guatemala, and one family was from Peru. In nine of these 19 families, the father had lived in the United States between one and 10 years longer than the mother. In two families, the mother had lived in the U.S. between one and three years longer than the father. Two sociolinguistic interviews were conducted with the mother and one child in each household. The first interview took place at the beginning of the study, and the second, five months later. Data was collected on: 1) perceived language competence; 2) perceived role in their children's linguistic development; 3) attitudes to Spanish transmission; 4) maternal understandings of bilingualism; 5) reported patterns of household language use; and 6) family strategies related to maintenance.

### ***Results:***

As described elsewhere, respondents in this study were asked to identify individuals or institutions on what people or person their children's development of Spanish and English depended upon. For each of these questions, participants were asked to select from the following options: (1) It depends completely on me; (2) on my husband and me; (3) on my children and me; (4) on the whole family; (5) on the school; (6) on the family and the community; and (7) don't know/other. One item on acquisition of English was included because maintenance of the home language and acquisition of the majority language were concurrent processes in these households. A third item, related to academic development, was included as a point of comparison.

Participants were asked to identify activities or practices that they perceived as conducive to Spanish maintenance in their household. Respondents were also asked to name the most difficult aspect regarding their children speaking Spanish in the domains of home, school and community, in an attempt to investigate perceived obstacles to maintenance of Spanish in families.

Contrary to the original expectation that individuals with a greater sense of agency would identify themselves as primarily responsible for their children's bilingual development, 58% of all respondents perceived that fostering their children's use of Spanish depended either on herself, her husband, or on the whole family. For many respondents, the conceptualization of family included extended family members living in their household, in the same city, in other U.S. locations or in their country of origin.

Most respondents perceived that agency for their children's Spanish development was located within the home and the family, while perceived agency for their children's English development was located in the school and the community. Results suggest however, that respondents did not perceive these as mutually exclusive. In contrast, slightly more than half of the mothers in this study perceived that their children's academic development depended exclusively on the parents.

Respondents' own report of household practices identified them as conducive to maintenance, suggests that in these families, the largest share of the task of children's socialization to, and through Spanish, rested largely on the mother's shoulders regardless of whether she worked outside the house or not. All mothers could name concrete activities in which they commonly engaged that, from their perspective, helped their children to maintain Spanish. All but one listed activities performed by their husband that served the same purpose. However, respondents' own recollection of each parents' contribution to maintenance of the family language differed in number and quality. As a group, respondents identified 17 activities they commonly engaged in that helped their children maintain Spanish, and they identified 10 activities for their husbands. Forty seven percent of all activities mentioned, for either parent, were listed as exclusive of the mother. Overall, activities listed as, commonly performed by the mother, showed a greater expenditure of time and effort, as well as planning and arrangement of family schedules. These results do not imply that no other relevant activities took place in these households, or that mothers and fathers did not engage in any of the activities mentioned for the parent of the opposite gender, but point to a division of parenting duties.

To different degrees, all activities identified by respondents as conducive to maintenance, exposed their children to Spanish. Not all of these activities, however, required the children to speak in Spanish. Slightly more than half of all mothers responded that there were no difficult things about making their children use Spanish at home. The responses of the other nine mothers in the study suggested various shifting degrees to English in their households. Overall, results suggested that respondents did not perceive school as a viable space for their children to use Spanish. Regarding children's use of Spanish in the community, eight mothers, or 42% of respondents, perceived no obstacles. Two perceived that a lack of speakers in the city reduced their children's opportunities to speak Spanish outside the home. Three respondents perceived that the main obstacle to their children's use of Spanish resided in their children, not the community.

### ***Discussion and Conclusions:***

This article has presented preliminary results of an ongoing study of the sociolinguistic experiences of a group of first-generation Latino families attempting to raise their children as Spanish/English bilinguals in the city of Lincoln, Nebraska. The analysis discussed has centered on maternal perceptions of agency in children's linguistic and academic development, as well as reports of household activities perceived by respondents as conducive to children's use of Spanish. Analysis also included perceived challenges involved in children using Spanish in private and public spaces. The main argument made throughout this paper is that the study of patterns of intergenerational maintenance, and loss of Spanish in Midwestern communities, matters not only because of what bilingual Latinos can teach us about language acquisition in the particular context of the region, but for instrumental and policy reasons as well. If bilingualism is understood

as a source of social and personal capital, that can benefit both the individual and the community where he or she resides, the study of language dynamics in Latino households, and in particular, of the bilingual development of second generation Latino Nebraskans should matter to those interested in the successful integration of Latinos in the Midwest.

The analysis discussed in the preceding pages centers on maternal perceptions of agency first, because intergenerational transmission is the fundamental precondition for maintenance of a minority language, and second, because mothers play a key role in this transmission process. An important finding regarding these perceptions is that most mothers in this study did not perceive that agency in their children's development of Spanish and English depends exclusively on the child or the mother, but included the father, siblings, extended family members, the school, and the community. This was in contrast with perceptions of agency on their children's academic achievement, which most respondents situated with the parents. While most respondents perceived that agency for their children's Spanish development was located within the home and the family, and perceived agency for their children's English development was located in the school and the community, results suggested that respondents did not perceive these as mutually exclusive. This is important because it shows that for most mothers in this study, their children's development of Spanish and English were not separate or compartmentalized by domain, but rather, development is an ongoing intersecting process.

Most mothers in this study perceived co-agency for their children's development of English with their children's school, despite the fact that they were learners of English themselves, suggests that they perceived their children's successful acquisition of English as one of their parental duties, regardless of their own level of proficiency. Overall, results suggested that respondents did not perceive the school as a viable space for their children's use of Spanish. This would be expected perhaps, because none of the school-aged children in these 19 families were receiving instruction in Spanish. More data is needed to confirm that mothers conceptualize school as a space for development of reading and writing skills, regardless of the language, or if they interpreted the growing number of Latino students, and school attempts to engage Latino and other language-minority families in the school community, as an implied commitment to help them maintain their family language. An alternative explanation is of course possible, and merits further investigation, as it relates to differences in parental and school expectations about opportunities for bilingual development.

Participants were asked to identify activities or practices that they perceived as conducive to Spanish maintenance in their household. To different degrees, all activities identified by respondents as conducive to maintenance, exposed their children to Spanish. Not all of these activities, however, required the children to speak in Spanish. This is important, because while hearing parents and other adults use the family language is necessary for intergenerational understanding, it is insufficient if children are not presented with enough opportunities to use the language in different contexts and different types of situations. Finally, respondents' own report of household practices identified them as conducive to family language maintenance suggests, that in these families, the largest share of the task of children's socialization, to and through Spanish, rested largely on the mother's shoulders. Overall, activities listed as commonly performed by the mother, required a greater commitment of time and effort, as well as planning and arrangement of family schedules. This supports previous findings on the centrality

of mothers for intergenerational transmission of a family language, and in the case of immigrant households, it suggests that efforts to strengthen the mother and help her develop her own literacy skills, in both languages, might result in strengthening the family unit as a whole, in turn, creating better opportunities for the development of bilingual skills in children.

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- **Crossing Educational Borders: The Impact of International Experiences on Teachers**

*Jennifer Stacy, & e University of Nebraska – Lincoln*

**Abstract:**

Schools serve as a site for the development of complex social, cultural and linguistic identities; the permeability of borders is not only evident in students, but also in teachers. As an effort to promote the learning of various world languages, the visiting teacher program offered by The Nebraska Department of Education has intentionally crossed borders and brought several teachers from China, Spain, Mexico, and elsewhere to Nebraska to the United States. These teachers not only diversify these American schools, but also try to teach students the linguistic and cultural skills needed to be successful in an interconnected world. This paper describes the visiting teacher program offered by The Nebraska Department of Education and focuses on the perspectives of the administrators involved in bringing Spanish language teachers from Spain and Mexico to meet the needs of Nebraska schools. Specifically, this paper explores the factors that have motivated the creation of the program and the benefits that the department expects teachers and their respective countries to gain from their experience teaching in the US. The implications of this study suggest how the concepts of border crossing and immigration can influence the promotion of a cosmopolitan education in state policies and programs with emphasis on the roles and experiences of the teacher.

**Introduction:**

As American schools become increasingly diverse, they serve as a site for the development of complex social, cultural and linguistic identities. Migration and globalization factors have played a predominant role in bringing students together from around the world. The permeability of borders, however, is not only evident in students, but also in teachers. The United States currently hosts more than 20,000 visiting educators from different countries in its academic institutions. These educators are in the U.S. to fulfill many different job positions and contribute and participate in the rich cultural complexity of American schools. The international teaching experience becomes not only an opportunity to gain professional experience, but to do so through a comparative lens. Every day these international teachers negotiate the process of adjusting and performing in a new culture while juxtaposing it against their home culture. This professional encounter is unique and impacts not only the teachers' experience in the United States, but also the school, community and the educational process in general.

As an effort to promote the learning of various world languages, the visiting teacher program, offered by The Nebraska Department of Education, has intentionally crossed borders and brought several teachers from China, Spain, Mexico, and elsewhere to Nebraska. These teachers not only diversify these American schools, but also try to teach students the linguistic and cultural skills needed to be successful in an interconnected world. A closer look at this program will reveal how the comparative and international context of the visiting teachers program has impacted local education.

### ***Nebraska:***

An increasingly globalized world requires professionals to develop intercultural competence; that is, the ability to understand another country or cultural meanings and value system (Byram et.al., 2001). Today, schools are characterized by diverse students from a plethora of backgrounds who are typically taught by mono-cultural teachers, who typically do not share the same conceptual framework of culture as their students (Planel, 2008). Nebraska schools are no different. Different parts of the state of Nebraska are home to students of many different racial and ethnic backgrounds, including Hispanic. The most current data shows that the Hispanic student population in Nebraska continues to increase and substantially impact specific areas of the state. Hamann (2011) demonstrates that throughout the state of Nebraska there are four school districts that are majority Hispanic, eleven school districts with more than a third Hispanic population and twenty school districts with more than one fifth Hispanic population. The vast majority of teachers in Nebraska identify racially as White (NCES, 2011). In fact, only one Hispanic majority school district in the state reported slightly more than five percent of its teachers as being of Hispanic descent (Hamann, 2011). These demographics provide the foundation for intriguing studies concerning schooling, culture and language.

Amidst this increasingly diverse background, the Nebraska Department of Education has established the Visiting Teachers Program, that seeks to not only provide international teachers with comparative teaching experience in the United States, but also to give students in Nebraska a chance to learn a world language from a native speaker. For many districts with a significant Spanish speaking community, this program has brought in native Spanish speaking teachers from Spain and, most recently, Mexico. These teachers often teach Spanish to all students, but are increasingly being placed in newly developed dual-language immersion programs throughout the state, to teach other subjects as well.

### ***The Call for International Teachers in Nebraska:***

During the late 1990's, the Nebraska Department of Education faced a dilemma: there were not enough Spanish language teachers to fill the available teaching positions statewide. In efforts to promote a globalized vision of foreign language acquisition, that included the opportunity for students to be exposed to the cultural components of the Spanish language, the director of World Language Education, a component of the Nebraska Department of Education, began looking outside of typical recruiting strategies to find Spanish language teachers. While attending the American Council on the Teaching of Foreign Languages (ACFTL) national convention, she was introduced to the possibility of forming official partnerships with countries overseas to temporarily bring foreign teachers to the United States to teach world languages (or presumably any subject area). Soon after this convention, the director of World Language Education worked with the Nebraska

State Department of Education and the Spanish Ministry of Education to create an official Memorandum of Understanding, that outlined the terms of agreement between the two countries, for bringing Spanish teachers to work in Nebraska schools.

### ***Research Methodology:***

After determining the precise case for this study, the methodologies employed stemmed to address the central research question, “what impact do international experiences have on a teacher’s professional identity?” To explore the answer to this question, data was collected through multiple sources that included interviews, direct observations and the review of pertinent documents. A total of three participants were: 1) the director of World Language Education at the Nebraska Department of Education; 2) the education advisor of the Spanish Institute; and 3) a professor of foreign language education, who works with the Nebraska Department of Education to conduct professional development training with the visiting teachers. The interview questions focused on the administration and organization of the program and their perspectives on its impact on the teachers involved. Supplemental documents were collected from the different interviewees as well as the Nebraska Department of Education’s website and the Spanish Institute website.

### ***Findings:***

The Nebraska Department of Education’s Visiting Teachers Program Stated previously, the Nebraska Department of Education’s visiting teacher program was established in 1999 as a way to fulfill the statewide need for Spanish teachers. The director of World Language Education, a component of the Nebraska Department of Education, was the primary initiator in establishing the first Memorandum of Understanding with the Spanish Ministry of Education, but worked alongside a college professor of Foreign Language Education to align the details and implementation of the program, with the mission and vision of the World Language Education department. This mission was founded in the beliefs that:

- A K-12 articulated foreign language program should be available to all students.
- All students can learn and experience success in a foreign language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- The primary goal of foreign language education should be real-life communication
- Foreign language is a part of the core curriculum
- Foreign language education develops critical-thinking skills
- Assessments must reflect proficiency and communication as expressed in state and national standards/frameworks.

Bringing in teachers from different countries to teach world languages, such as Spanish, clearly aligned with the vision of the Nebraska World Language Education department that desired to not only teach students a foreign language, but also to expose them to the culture in which the language is imbedded. Together, the director and professor traveled to Spain to interview and hire the first visiting teachers and collaborated by working with the teachers throughout the school year ever since.

The primary role of the World Language director, the professor and the Nebraska Spanish Institute director, is to serve as a support system for the visiting teachers while they are in the United States and work to not impose on the daily function of the individual schools in which the teachers work. Both the World Language Education director and the Spanish Institute director listen to the teachers' needs and intervene in the schools only when needed. They focus on creating professional development programs that address the teachers' needs and provide them ongoing support to be successful in the individual schools in which they work. The professor has collaborated on numerous occasions with both directors to construct meaningful professional development sessions throughout the year.

During interviews with each of these administrators, to learn not only about the logistic of the program, but also about their perspectives concerning how an international teaching experience impacts a teacher's professional identity. Three different themes concerning the impact of teaching in Nebraska on the teachers' professional identities were identified as: 1) authentic language learning; 2) mutual exposure to new cultures; and 3) the acquisition of new pedagogies.

#### *Authentic Language Learning:*

The primary reason that all of the administrators gave for bringing visiting teachers to Nebraska schools was the importance of promoting an authentic language learning experience for both the students, who will receive foreign language instruction from the visiting teacher, and the teacher, who will have the opportunity to be immersed in an English speaking culture and practice speaking with native speakers. Both the Nebraska Department of Education and the Spanish Ministry of Education's mission statements include a clause about the promotion of a quality form of foreign language instruction that includes real-life communication opportunities (Nebraska Department of Education, 1996; Ministerio de Educación, 2011). The fact that the visiting teachers program was established on the premise of bringing Spanish teachers to Nebraska, to fill the vacancies throughout the states, is evidence of this notion being the main motivation behind the program.

#### *Mutual Exposure to New Cultures:*

Coupled with the value of language authenticity, mutual cultural exposure was another theme that was noted as critical in the motivation behind the visiting teacher program, and in the teachers' experiences while teaching in Nebraska. Both of the directors from the Nebraska Department of Education and the Spanish Ministry of Education talked about these experiences being a "win-win" for both countries, in the sense that the Spanish teachers have the opportunity to interact and to learn about American culture in Nebraska. The Nebraska students, schools, and communities have the opportunity to be exposed to and learn about the Spanish culture from the visiting teacher as well. The belief that international exchanges promote cultural understanding can be seen in both departments' mission statements. However, during my discussion with these administrators, I found that they each had a different manner of expressing what this cultural exchange actually looked like once the teachers were in Nebraska. A closer look at each interviewee's perspective will shed light on how the notion of cultural exposure and exchange fits into the program's structure.

The World Language Education director spoke of the importance of recognizing the

teacher exchange experience as being something more than just language acquisition. It is, instead, the opportunity to use language in a meaningful way in conjunction with the culture in which it is imbedded. From a pedagogical perspective, this was very clear during our discussion and will be discussed in the next section. However, when asked to expand upon how the students and teachers are mutually exposed to the different cultures, the director gave classroom-confined examples that did not seem to go beyond the cultural exchanges that could happen in a lesson, such as participating in a lesson about holidays celebrated in foreign countries.

The Spanish Institute director approached the topic of cultural exposure in a more explicit manner. She discussed the mutual benefits for the teachers and students in each country and also talked about how the Spanish teachers would take this cultural and linguistic knowledge with them to Spain. When asked to elaborate on these ideas of cultural exposure, the director focused on the teacher's broader cultural experience that extends beyond what they teach their students about Spain in their classrooms. Instead, she focused on some of the feelings that they may experience while living and working in the United States for the first time, such as negotiating cultural differences in the community, and at the specific school. She stated, "Here everyone smiles and nobody says a bad word or loses their temper, in Spain we are completely different and that's hard at the beginning because you're not used to it." Some of the school culture differences alluded to include different work hours, grading and evaluation practices, and the incorporation of group work. The Spanish Institute director's comments connected the general experience of negotiating being immersed in a new culture to the teachers' development as a teacher. The cultural exchange experience happens while the teacher is working in a new environment; for the teachers, the exchange is lived. It is constant and influences everything they do, from establishing relationships with colleagues to teaching the Spanish language in their classroom.

The professor suggested that the experience that visiting teachers undergo while negotiating their professional identity in a foreign context could be parallel to the process of cultural adjustment and integration. Cultural adjustment theories, such as Trifonovitch (1973), propose that people tend to go through different stages when living in a new culture: excitement, hostility/judgment, integration, and feeling at "home". Once a person arrives at this stage, she may start to look more critically at her native culture. The professor suggested that teachers might undergo the same process in regards to their teaching practice. Although they might first feel hostile or hesitant towards the new teaching culture, by going through the process of living and working abroad, they eventually will get to the level where they can critique aspects of the teaching culture in their home country as well as recognize and understand the benefits that an international teaching experience has had on their craft.

#### *Acquisition of New Teaching Pedagogies:*

The acquisition of new teaching pedagogies and practices was something that all three interviewees were able to articulate clearly as a major change that visiting teachers undergo during their time in the United States. The administrators stated that teachers acquire skills that promote engaging culture-based language learning and collaborative learning as well as classroom management techniques that correspond with a more student-centered pedagogical approach to teaching.

According to the administrators interviewed, providing the visiting teachers with professional development opportunities, to develop pedagogical skills, that focus on integrating authentic language learning with collaboration in the classroom will provide them with the skills to meet both the Nebraska Department of Education's and the Spanish Ministry of Education's mission for the visiting teacher exchange program and to provide a quality form of foreign language instruction that includes real-life communication opportunities and cultural exposure. In this aspect, the teachers also have the opportunity to grow professionally and acquire new teaching skills that they most likely would not have been exposed to in their home countries. These professional training opportunities are directly correlated with the teachers' development of a professional identity: as a teacher changes practices and techniques based on what is learned in a new environment, her perspective on what it means to be a professional teacher will most likely change.

### **Conclusions:**

The initial interviews with the administrators responsible for the Nebraska Department of Education's Visiting Teacher Program have shown that the main intentions of the program are to bring foreign teachers to teach different world languages and expose students to authentic linguistic traits. Mutual cultural exchanges between two different countries, the United States and Spain in this case, is a supplemental benefit of this program. It is a reality that the visiting teachers continuously face and is something that can be integrated into the classroom curriculum in many ways. Teacher professional development, and therefore the development of a professional identity, is mainly viewed from a pedagogical perspective. It is clear that teachers' teaching practices change while they are working in Nebraska.

Once a more complete picture of this particular case is painted, more insight will be gained as to how the concepts of border crossing and immigration can influence the promotion of a cosmopolitan education, in state policies and programs with emphasis on the roles and experiences of the teacher, specifically in areas with large Hispanic student populations. Further investigation is needed to understand the sociolinguistic experience of teachers from Spain who are working with Hispanic students whose lineage tends to stem from Latin America. It is also necessary to note that while a new teacher-exchange program has been established with Mexico, there are very few teachers involved, and once here, they do not yet have the same kind of support that the visiting Spanish teachers do from the Spanish Institute. Further research needs to be done to explore the cultural dynamics that are presently in these schools and how they are affecting the international teachers involved.

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- **Chicanos: Beyond the Border; The Creation of a University Class**

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**Abstract:**

This presentation focuses on the creation of a class on Chicanos at Webster University in St. Louis, MO. Participants will learn about the topics covered during the 2012 Spring Semester, materials used and class content. Learning objectives discussed will include: To expose students to multiple cultural perspectives based on original materials; To communicate critically and sensitively with people from another culture through an understanding of one's own culture; To reflect on one's own time, culture and place in the world; To reflect on authentic materials such as songs, films and virtual interviews with authors; To express values and complex thoughts in writing; To question cultural

stereotypes; To read critically and analytically.

Learning outcomes to be discussed will include: Discuss and analyze the syndrome of physical and spiritual destierro (alienation) that the Mexican and Mexican-American populations experience as depicted in the novel *Peregrinos de Aztlán*; Compare and contrast the search for meaning and identity in the Mexican and Mexican-American cultures; Develop and design individual presentations on biculturalism, its sociolinguistic implications and man's origin and destiny; Evaluate the sociocultural impact of the Mexican migration through the use of authentic materials; Compose and write critical papers on the Chicano experience; Examine and question cultural stereotypes; Evaluate readings on the Chicano quest for meaning and identity.

The presenter will examine the historical and geographical development of the multicultural Latino community, investigating mostly its Mexican roots; Share the plight of the Latino immigrants in the last thirty years-Analyze the Chicano/a history, culture and socioeconomic status; Deepen the understanding of a body of literary works by Chicano/a writers; Generate new knowledge and perspectives on the topic of social oppression and human rights; and Develop an appreciation for all art forms generated by the Chicano communities in this country. Furthermore, the participants will learn how to create learning communities in which students and instructors learn together, and share and reflect on universal themes.

### ***Introduction:***

For the first time ever, students at Webster University in St. Louis have taken a class that has presented to them the complex cultural, literary, political, economic and sociological experiences of Mexican Americans in the United States. I offered this three credit-hour course, twice a week, during Spring Semester 2012, that started in January. The topic was relevant, the focus was current, and the goal was to inform, sensitize, inspire and guide students to promote diversity and celebrate differences among people and cultures.

The idea for this class grew out of my doctoral dissertation on *El tema del destierro* in *Peregrinos de Aztlán*, by Miguel Méndez. In one of my graduate classes at Saint Louis University, I started reading Chicano authors and became fascinated with the prose and poetry of those who exposed their living conditions in the borderlands. I almost memorized the last paragraph of *Pilgrims in Aztlán*. "Return beyond the crossroads. Break the silence of the centuries with the agony of your screams. You will see the fields in bloom where you planted your children and trees that have drunk the sap of the ages, petrified trees without songbirds and without owls, there where the voices of those who have succumbed dwell....Who has made you believe that you are lambs and beasts of burden?" (Méndez, p. 178).

From those readings, my own road was mapped out. I contacted Miguel Méndez and he graciously invited me to his home for an interview that lasted three days. Sharing this time with him, his wife, and children was a magical moment that made me relive many of the scenes of the book that had become the topic of my dissertation. After I graduated in 1983, I taught Spanish language classes in a career that spanned almost three decades. In 2011, after years of teaching and engaging in research in foreign language acquisition, I rekindled my passion for the literature and life experiences of those U.S. Latinos of Mexican ancestry. I knew that students at Webster University would benefit from the study of this culture and its implications for human rights. It would also confirm the University's

commitment to diversity, global education and international languages and cultures.

During the spring semester of 2011, I presented my proposal and applied for a grant at the Center for International Education at Webster University. In March, I received funds to purchase materials and books to continue my research and develop the structure and syllabus for the class. Although 28 years had passed since I had seen Miguel Méndez, I decided that I would definitely enrich the class and the students' experience by interviewing him a second time. Although he had been retired for about 14 years, he was Professor Emeritus at the University of Arizona, in Tucson. I contacted the Department of Chicano and Latino Studies and was able to set up an interview in June 2011. My second journey took me to his new house in the mountains outside Tucson, flanked by the same saguaros that figure prominently in his books. For hours I interviewed him about his writings, his life and the Chicano experience, video recording the talk to share it with students later. Although 81 years old, and with some health issues, he still had the fire, the passion and the dedication to the advancement of Chicanos in all facets of life.

In August 2011, a trip to Long Beach, California allowed me to experience once more the richness of the Chicano culture, its music and its art. It was a special treat to be able to speak Spanish all the time, when shopping, in restaurants, fast food chains, on the bus and at the hotel. I also spent an afternoon with the Chair, José Moreno, of the Department of Chicano and Latino Studies at California State University, Long Beach, which boasts 17 faculty members. He provided valuable advice regarding the syllabus for the class, the required and recommended textbooks, and the focus for the course. Both Miguel Méndez, the aging author who is a pioneer in Chicano Literature, and José Mena, the university professor with a more current background, gave me a feel for what was important for students to know and to experience.

As the class was listed in the Department of International Languages and Cultures, it was cross-listed with Multicultural Studies and International Studies. Seventeen students signed up, three of whom were Chicanos themselves. During 16 weeks, we explored the history and culture of Chicanos, the impact of César Chávez, the plight of immigrants, human rights and social oppression issues, as well as music and art forms and literature. I continued my research while my students, filled with enthusiasm, explored websites and brought current events issues to class. Basically, all students assumed ownership of the class and helped shape content and methods. In their bi-weekly journals, they shared what they had learned, what they hoped to achieve, and what needed to be explored further. The readings were challenging, considering that two of the main texts were written in stream of consciousness, and contained elements of magical realism. The registers belonged to different sociolinguistic communities that required multiple readings of some pages to achieve full understanding. At times, the language and colloquialisms of the factory workers were shocking, while in other situations Méndez's elegant prose drew praise. In the author's own words, "Our literature is art, testimony, a flag of rebellion, if you want. We provide a reflection of what is ours, including our popular speech: jargon, slang, whatever expression may be valid for showing our inner feelings," (From Labor to Letters, p. 72).

Although Miguel Méndez was reared in the "University of Life," he valued education immensely. Without any formal education, he was able to retire as a full professor at the University of Arizona, Tucson. His remarkable journey from construction work to academic life was chronicled in *From Labor to Letters*, his autobiographical novel. In *Pilgrims of Aztlan*, he depicted the struggles of undocumented workers crossing the Mexican-U.S.

border and in 23 Millennial Stories he brought to life the oral tradition of his elders and the enchanted world of fables. These three books, as well as Pocho, by José Villareal, were required texts for the class. Borderlands, by Gloria Anzaldúa, was added as a recommended text based on a suggestion by José Mena. Finally, I supplied students with movie titles and websites to enhance their understanding of different topics.

Totally out of my comfort zone of teaching language classes for many years, I embarked on this new venture with the assistance of our library liaison, who provided resources, ideas and constant contributions to my never-ending list of books to be read, movies to be watched and websites to be checked. The conversations with students and my own family members even contributed new ideas on how to make the class highly participatory and engaging to the students.

***I set out to do the following:***

- Examine the historical and geographical development of the multicultural Latino community, investigating mostly the Mexican-American groups
- Study the plight of Mexican immigrants since the treaty of Guadalupe Hidalgo
- Analyze the Chicano/a history, culture and socioeconomic status
- Provide an analysis of the colloquialisms and Chicano/Pocho patterns of speech
- Deepen the understanding of a body of literary works by Chicano/a writers
- Generate new knowledge and perspectives on the topic of social oppression and human rights of undocumented workers
- Develop an appreciation for all art forms, mainly paintings, murals and music, generated by the Chicano communities in the United States
- Compare and contrast different nonviolent movements trying to obtain equal rights (Mahatma Gandhi, Martin Luther King and César Chávez)
- Encourage writing as a form of self-expression and as a vehicle of organizing thoughts, generating new ideas and formulating hypotheses
- Give students the opportunity to engage in research related to ethnicity, class and gender as these concepts are applied to Chicanos
- Create a learning community in which students and instructor learn together, share and reflect on universal themes

***Learning Objectives:***

- To expose students to multiple cultural perspectives based on original materials
- To communicate critically and sensitively with people from another culture through an understanding of one's own culture
- To critically reflect on one's own time, culture and place in the world
- To reflect on authentic materials such as songs, films and interviews with authors
- To express values and complex thoughts in writing
- To question cultural stereotypes
- To read critically and analytically

### ***Learning Outcomes:***

- Discuss and analyze the syndrome of physical and spiritual “destierro” (alienation) that the Mexican and Mexican-American populations experience as depicted in *Pilgrims in Aztlán*
- Compare and contrast the search for meaning and identity in the Mexican and Mexican-American cultures
- Develop and design individual presentations on biculturalism, its sociolinguistic implications and man’s origin and destiny
- Evaluate the sociocultural impact of the Mexican immigration through the use of authentic materials
- Compose and write critical papers on the Chicano experience
- Examine and question cultural stereotypes
- Select and evaluate readings on the Chicano quest for meaning and identity

### ***Classroom Assignments as Follows:***

- Journal entries based on all assigned weekly readings, as well as subsequent discussions, guest speakers and current events presentations. The intent was to have students include newly generated ideas, insights, reflections and questions.
- Current issues article presentations relevant to the class topics. This activity had to focus on issues raised by the article and the students’ analysis of the content and the author’s conclusions.
- A final essay with topics chosen by students included, among others, Chicano culture, education, language, Arizona laws, predatory lending, racism and the zoot suit riots of 1943, equality, cultural identity, Latino gangs, acculturation and identity, the desperate search of the “American Dream,” the cosmic race, GMO, the cost of cheap food and Chicano/Mexican identity.

### ***Classroom Activities Were as Follows:***

- Analysis of the poem “Yo soy Joaquín” and the characters in *Pilgrims in Aztlán*
- Comparison of chapters in *Pilgrims in Aztlán* to *Borderlands*, by Gloria Anzaldúa
- Linguistic analysis of some Chicano patterns of speech included in *From Labor to Letters*
- Multiple discussions on the cycle of poverty, the cosmic race, the labyrinth of solitude, civil rights road trip, refugee assistance, legal issues facing Mexican Americans, music and songs, discrimination, conflicts, injustices and the philosophy of non-violence
- Current events presentations, debates, mock trials, advocacy advertisements, and debunking myths
- Creation of song lyrics or a newspaper column to illustrate a topic discussed
- Use of learning stations to appreciate Chicano history as expressed in art manifestations
- Use of Venn diagrams and idea mapping and webs to organize thoughts and compare and contrast different topics

- The ultimate purpose of all activities was to keep students engaged and eager to learn.

### **Lessons Learned:**

As we held an end-of-the -semester celebration, students shared their opinions regarding possible improvements to the class. They indicated that next time the class is taught, I should introduce Chicanos on TV and in movies, their contributions, innovations and successes, more pop culture, including food, and perhaps more bilingual materials to read.

From my own perspective, I decided to replace one of the required textbooks, *From Labor to Letters*, with another one, written by a Chicana author in order to compare topics, focus and perceptions with male writers. Furthermore, in the process of creating and teaching the class, I became interested in a new field, that of Latina writers in the United States. Consequently, I presented another proposal to the Center for International Education at Webster University requesting assistance with the purchase of materials for my research. Fortunately, the center awarded me another grant and I am now in the process of developing the new class to be taught in the fall semester of 2012.

The road has been bumpy and with many hurdles along the way. The final result has been very rewarding for both students and instructor. It has definitely opened new doors to research and it has enriched the lives of all of those who participated in so many ways in the class. This is definitely the value of a college education, to open and enlighten young minds, to promote civic awareness and community involvement, and to instill the joy of lifelong learning.

In the words of Dr. David Carl Wilson, Dean of the School of Arts and Sciences at Webster University, "The humanities help humans to succeed both individually and collectively... Individually, our spirits are elevated by the work of those who are bolder, wiser or more creative than we had ever imagined. Our horizons are widened by ideas, images or sounds that shock us into seeing possibilities that we had never imagined... Collectively, the humanities strengthen global society by promoting affinities with those who might otherwise repel us as strange or barbarous," (Commentary, St. Louis Beacon, May 1, 2012).

This is basically what I attempted to achieve in my new class. As I wrote in my own doctoral dissertation, our main text for the class, *Pilgrims in Aztlan*, by Miguel Méndez, is an intricate tapestry of the Chicano life in the Southwest of the United States and in the Mexican border towns, projected into a profound look at the world and man's origin and destiny. The existential drama that represents the cultural contradiction of the Chicano is exemplified in the treatment of the sociolinguistics of the Chicano language and the phenomenology of *destierro* of those who live alienated in their own country, Mexico. In their pilgrimage to Aztlan, the Promised Land in the Southwest of the United States, they are forced into the same *destierro*, now both physical and spiritual. This constant interface reflects the bicultural condition of the Chicano and his future as the "new man" or the "new race."

The concept of *destierro* is depicted by the masses or migrants or peregrinos (pilgrims). The sociocultural impact of the Mexican migration to the United States and its psychological overtones constitute the core of this inverted pilgrimage of the Mexican American, from Aztec prince to undocumented worker. The subsequent syndrome of alienation as seen in the Mexican, American and Chicano societies is the existential

dilemma to be solved As students continue exploring this and other themes, my hope is that we can continue the conversations started in class, as well as the community of learning that we have established.

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# *Appendices*

## About the Plenary Sessions Speakers

### Civil Rights and Political Participation

*The Fiscal and Economic Impact of State Immigration Control Laws*

#### Michele Waslin

Michele Waslin, Ph.D., is Senior Policy Analyst at the Immigration Policy Center (IPC), a division of the American Immigration Council located in Washington, D.C. IPC is dedicated to providing factual information about immigration and immigrants in the U.S. In her capacity, Michele tracks and analyzes immigration policy and the immigration debate, reports on a multitude of immigration-related topics, builds relationships with academics and other authors, provides technical assistance to organizations, conducts public education events, and maintains relationships with a wide array of national, state, and local advocacy organizations as well as federal agencies. Michele has authored several publications on immigration policy and post-9/11 immigration issues and appears regularly in English and Spanish-language media. Previously she worked as Director of Immigration Policy Research at the National Council of La Raza (NCLR) and Policy Coordinator at the Illinois Coalition for Immigrant and Refugee Rights. She received her Ph.D. in Government and International Studies from the University of Notre Dame, and holds an M.A. in International Relations from the University of Chicago and a B.A. in Political Science from Creighton University.

### Change and Integration

*Latino Immigrant Youth: Invisible Facilitators of Integration*

#### Alejandro Morales

Alejandro Morales, Ph.D., is an Assistant Professor of Educational, School, and Counseling Psychology at the University of Missouri and is a Cambio Center Fellow. Dr. Morales conducts qualitative, quantitative, and mixed methods research in the areas of language brokering (i.e., children who translate and interpret) among Latino immigrant families, immigrant LGBT issues in mental health, and applied methodological issues in qualitative and mixed methods research with underserved communities. Dr. Morales received his M.A. and Ph.D. in Counseling Psychology at the University of Nebraska-Lincoln. He holds a B.A. in Psychology from California State University, Dominguez Hills. He was a Psychology Intern at UC-Davis Counseling and Psychological Services where he had the opportunity to provide counseling and psychotherapy to students of color, LGBT students, as well as first generation college students.

### Health

*Jump Into Action! The Need for Active and Healthy Schools*

#### Steve Ball

Dr. Steve Ball is an Associate Professor of Exercise Physiology and State Fitness Specialist with the University of Missouri. He received his undergraduate and Master's degrees from MU and his Ph.D. in Exercise and Wellness from Arizona State University in 2002. He is well known for developing physical activity programs for youth such as Jump Into Action, which has reached over 45,000 Missouri youth. He also created the well-known My Activity Pyramid for Kids which has received national and international attention. In addition, he has developed his own video series called Fitness and Wellness for a Lifetime. He has been a frequent guest on TV and radio programs, including the nationally syndicated Radio Health Journal, and has been quoted in major outlets including the USA Today, Wall Street Journal, and U.S. News and World Report. He is the recipient of several prestigious awards including the Provost's Award for Creative Extension Programming by New Faculty (2007), The Donald W. Fancher Provost Award for Outstanding Achievement in Extension and Continuing Education (2010), and the William T. Kemper Fellowship for Teaching Excellence (2012).

## **Entrepreneurship & Economic Development**

*Creation and Survivability of Latino/a Business*

“Does Formal Institutional Access to Startup Funds Matter to the Survivability of Latina-Owned Firms?”

### **Rubén O. Martínez**

Dr. Rubén O. Martínez is the Director of the Julián Samora Research Institute at Michigan State University . He is a nationally known scholar with expertise in the areas of higher education, race and ethnic relations, and diversity leadership. Among his areas of research focus are leadership and institutional change, education and ethnic minorities, youth development, and environmental justice. Dr. Martínez is the editor of the Latinos in the United States book series by Michigan State University Press. He has co-authored three books: Chicanos in Higher Education (1993), Diversity Leadership in Higher Education (2006), and a Brief History of Cristo Rey Church in Lansing, MI (2011). He has also edited a volume on Latinos in the Midwest (2011). He is currently working on a volume on Latino/a college presidents and another on the impact of Neoliberalism on Latinos.

“The Experience of Business Development Programs of the Hispanic Economic Development Corporation of Kansas City ”

### **Bernardo Ramírez**

Bernardo Ramírez is the Executive Director of the Hispanic Economic Development Corporation, Kansas City. He has more than 20 years of experience working in economic development and advocating on behalf of Americans of Hispanic descent. Mr. Ramírez was previously the Deputy Vice President of the National Council of La Raza (NCLR) headquartered in Washington, D.C. He has a background in board and nonprofit management in macro- vs. micro-management, operational programming and budget structures. He has conducted training sessions throughout the United States and in Quito, Ecuador. Mr. Ramírez serves on the local board of directors of the Economic Development Corporation (EDC) in KCMO, United Way of Greater Kansas City Local Operating Board, and the national board of the National Association of Latino Community Asset Builders (NALCAB) in San Antonio, Texas. Mr. Ramírez obtained an M.B.A. from Rockhurst College in Kansas City, MO.

## **Education**

*“Collaborating to Succeed: Latino Student Success Depends on Us All”*

### **Andrew O. Behnke**

Andrew O. Behnke, Ph.D., is an Associate Professor of Human Development and an Extension Specialist at North Carolina State University . He learned Spanish in Mexico 15 years ago and has served the Latino community since that time. Dr. Behnke, in partnership with Cintia Aguilar, developed the “Juntos” program to help Latino families come together to make higher education a reality. He conducts outreach efforts and applied research on academic achievement and parent involvement among Latino families. His life mission is to empower Latino youth to succeed and make a difference in the world.

# Program

## Day 1 – Wednesday, June 13, 2012

10:00 am - 12:00 pm: Exhibitors & Exhibitor Table Display Setup

11:00 am: Registration Opens

1:00 - 1:50 pm: Plenary Conference Welcome Session

**Welcoming Words:** Domingo Martínez, Cambio Center, University of Missouri

**Welcome to Columbia:** Michael Matthes, City Manager, Columbia, MO

**Remarks:** Chancellor Brady Deaton, University of Missouri

**Remarks:** Sylvia R. Lazos, University of Nevada Las Vegas

**Remarks:** Corinne Valdivia, University of Missouri

## 2:00 - 3:00 p.m: Plenary Session 1 - Civil Rights & Political Participation

*"The Fiscal and Economic Impact of State Immigration Control Laws"*

Presenter:

- Michele Waslin, Senior Policy Analyst, Immigration Policy Center, Washington D.C.

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

## 3:15 - 4:15 pm: Plenary Session 2 - Change & Integration

*"Latino Immigrant Youth: Invisible Facilitators of Integration"*

Presenter:

- Alejandro Morales, Cambio Center Fellow; Department of Education and Counseling Psychology, University of Missouri - Columbia

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## 4:15 - 4:45 pm: Break/Encuentros

(Extended Break for Networking)

## 4:45 - 6:00 pm: BREAKOUT SESSIONS I (Concurrent)

### Breakout 1:

- Discussion of the Plenary -Civil Rights and Political Participation
- The Fiscal and Economic Impact of State Immigration Control Laws

Michele Waslin, Immigration Policy Center, Washington, D.C.

### Breakout 2:

- Change and Integration Research Panel
- Community Voices and Welcome Mat

Corinne Valdivia, University of Missouri - Columbia

Lisa Y. Flores, University of Missouri - Columbia

Stephen Jeanetta, University of Missouri - Columbia

Alejandro Morales, University of Missouri - Columbia

### **Breakout 3:**

- Health Research Panel
- Family Nutrition; Culturally Competent Service Providers

#### *"Family Nutrition Education Program in Missouri"*

Candace Gabel, University of Missouri - Columbia

Jo Britt-Rankin, University of Missouri - Columbia

#### *"Beyond Bilingual and Bicultural: How Service Providers in a New Growth Community Work with Latinos"*

Deirdre Lanesskog, University of Illinois at Urbana - Champaign

Lisette Piedra, University of Illinois at Urbana - Champaign

Stephanie Maldonado, University of Illinois at Urbana - Champaign

### **Breakout 4:**

- Education Promising Practices Panel
- Methods and Issues for Latino Success in Higher Education

#### *"Creating Opportunities for Latino Youth; Juntos it is Possible!"*

Kim Allen, North Carolina State University

Cintia Aguilar, North Carolina State University

Andrew Behnke North Carolina State University

#### *"A Closer Look at the Latino BSN (Bachelor of Science in Nursing) Student"*

Eve McGee, University of Missouri - Kansas City

#### *"Latino Families are College Ready! Adjustment of the 'Juntos Curriculum' to Missouri"*

Alejandra Gudiño, University of Missouri - Columbia

Alison Copeland, University of Missouri - Columbia

Jim Ronald, University of Missouri - Columbia

Kayce Nail, University of Missouri - Columbia

### **Breakout 5:**

- Entrepreneurship and Economic Development Promising Practices Workshop
- Developing Latino Entrepreneur Support Networks; The Wapello County Microloan

Himar Hernández, Iowa State University

### **Breakout 6:**

- Promising Practices Workshop
- Trauma Exposure During Immigration: Important Considerations for Professionals Working with Latina Immigrant Populations

Sarah May, University of Missouri - Columbia

Danielle Quintero, University of Missouri - Columbia

**6:00 - 7:00 pm: Cash Bar**

**7:00 - 8:30 pm: Networking Dinner**

**Day 2 –Thursday, June 14, 2012**

**8:30 - 9:45 - Plenary Session 3: Health**

*Jump Into Action! The Need for Active and Healthy Schools*

Presenter: Steve Ball, Associate Professor of Exercise Physiology, University of Missouri

**9:45 - 10:00 am: Break / Encuentros**

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

**Breakout 1:**

- Discussion of Plenary - Health
- Jump Into Action! The Need for Active and Healthy Schools

Presenter: Steve Ball, University of Missouri - Columbia

**Breakout 2:**

- Higher Education Promising Practices Workshop
- Chicanos: Beyond the Border ( A New College Course Offering)

Mercedes M. Stephenson, Webster University, St. Louis

**Breakout 3:**

- Education Research Workshop
- Volunteer Study Involving the Latino Community

Sonia G. Morales Osegueda, Washington State University

**Breakout 4:**

- Change and Integration Promising Practices Workshop
- Barriers to Professional Integration Among Latino Immigrants in Missouri

Westy Egmont, Boston College

Eva Millona, Massachusetts Immigrant & Refugee Advocacy Coalition (MIRA), Boston

**Breakout 5:**

- Promising Practices Panels
- Focus on St. Louis: Promoting Social Change and Higher Education

*“Amigas en la Comunidad: Community Members for Social Change”*

Meredith Rataj, Catholic Charities Southside Center, St. Louis

Judy McGrath, Catholic Charities Southside Center, St. Louis

*“Working with Undocumented Students Pursuing Higher Education”*

Maria Rebecchi, the Scholarship Foundation of St. Louis

Virginia Braxs, Washington University in Saint Louis

### **Breakout 6:**

- Change and Integration Research Panel
- Social Capital, Integration & Extension

*"Social Capital in Rural Southwest Kansas"*

Debra J. Bolton, Kansas State University

*"Community Mobilization for Immigrant Integration: The Case of Sioux County Iowa"*

Cornelia Flora, Iowa State University

Jan Flora, Iowa State University

*"Exploring How to Make the North Central Education/Extension and Research Activity 216 (NCERA) Sustainable Over Time"*

Diego Thompson, Iowa State University

Jan L. Flora, Iowa State University

Saúl Abarca Orozco, Iowa State University

### **12:00 - 1:30 pm: Lunch - Remarks & Greetings from Guests**

### **1:30 - 3:00 pm: Plenary Session 4 - Entrepreneurship and Economic Development**

*Creation and Survivability of Latino/a Business*

*"Does Formal Institutional Access to Startup Funds Matter to the Survivability of Latina-Owned Firms?"*

Presenter: Rubén Martínez, Director of the Julián Samora Research Institute, Michigan State University

*"The Experience of Business Development Programs of the Hispanic Economic Development Corporation of Kansas City"*

Presenter: Bernardo Ramírez, Executive Director of the Hispanic Economic Development Corporation, Kansas City, Missouri

### **3:00 - 3:30 pm: Break / Encuentros**

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

#### **Breakout 1:**

- Discussion of the Plenary - Entrepreneurship and Economic Development

Rubén Martínez, Michigan State University

Bette Avila, Michigan State University

Bernardo Ramírez, Hispanic Economic Development Corporation, Kansas City, Missouri

#### **Breakout 2:**

- Health Workshop
- The Health Care Law and You - Provisions of the Affordable Care Act and It's Impact on Consumers

Nancy Ríos, Centers for Medicare & Medicaid Services, U.S. Department of Health and Human Services (DHHS), Kansas City, Missouri

### **Breakout 3:**

- Change and Integration Research Panel
- Focus on Youth: Bosnian Refugees; Latino Youth and Food Systems

*"Bosnian Muslim Refugee Girls in St. Louis: An Invisible Religious Minority Asserting Themselves"*

Lisa Dorner, University of Missouri - St. Louis

Alice Floros, University of Missouri - St. Louis

Midheta Mujanovic, University of Missouri - St. Louis

*"Exploring the Meanings of Food and Agriculture for Latino Youth Through the use of PhotoVoice in Three Iowa Cities"*

Jan L. Flora, Iowa State University

Diego Thompson, Iowa State University

Saúl Abarca Orozco, Iowa State University

Héctor Bombiella Medina, Iowa State University

Caroline Oliveira, Iowa State University

### **Breakout 4:**

- Health and Education Research Panel
- Focus on Child Wellbeing and Development

*"Protection for Undocumented Children: Sexual Abuse among Latino Children Living in the Heartland"*

April Dirks-Bihun, Mount Mercy University, Cedar Rapids, Iowa

*"The Relationship between Immigrant Parents' Perception of Climate and Immigrant Children's Wellbeing"*

Lisa Y. Flores, University of Missouri - Columbia

Corinne Valdivia, University of Missouri - Columbia

*"Of Possibilities and Limitations: Maternal Self-Perceptions of Agency in Children's Spanish/English Bilingual Development"*

Isabel Velázquez, University of Nebraska - Lincoln

### **Breakout 5:**

- Education Research Panel
- Transnational Issues: Educators and Professionals

*"Crossing Educational Borders: The Impact of International Experiences on Teachers"*

Jennifer Stacy, University of Nebraska - Lincoln

*"Creating a Dual Ph.D. Degree Program between Oklahoma State University and Universidad Popular Autónoma del Estado de Puebla, Mexico"*

Kathleen Kelsey, Oklahoma State University

María Lupita Fabregas-Janeiro, Oklahoma State University

*"Cultural Transition, Identity Crisis and Challenges of a Foreign Professional"*

Reyna Jurkowski, Universidad Autónoma de Nuevo León, Monterrey, Mexico

**Breakout 6:**

- Change and Integration Research Panel
- Moral Development, Parenting, and Acculturation

*"Disciplining Practices and Moral Development in Mexican American and European American Youth"*

Cara Streit, University of Missouri - Columbia

Alexandra Davis, University of Missouri - Columbia

Gustavo Carlo, University of Missouri - Columbia

George Knight, Arizona State University

*"The Roles of Parenting and Cultural Values in Prosocial Behaviors among Mexican American Youth"*

Alexandra Davis, University of Missouri - Columbia

Cara Streit, University of Missouri - Columbia

Gustavo Carlo, University of Missouri - Columbia

George Knight, Arizona State University

**5:30 - 8:00 pm: Cash Bar, Appetizers, Live Entertainment and Dancing**

**Day 3 - Friday, June 15, 2012**

**8:30 - 9:30 am: Plenary Session 5 - Education**

**Breakout 1:**

- Discussion of the Plenary - Education
- Collaborating to Succeed: Latino Student Success Depends on Us All

Presenter: Andrew Behnke, Associate Professor of Human Development, North Carolina State University

**Breakout 2:**

- Health Research Panel
- Working with Latino Patients

*"How Can I Help You?: Immigrant Reception at a Midwestern Public Health Department?"*

Deirdre Lanesskog, University of Illinois at Urbana - Champaign

*"The Need for Routine HIV Testing in the Latino Community: Silence is not Golden Anymore"*

Maithe Enríquez, University of Missouri - Columbia

*"Voces de Mujeres Emigrantes: The Lived Experiences of Immigrant Women Living with HIV/AIDS"*

Yolanda Rodríguez-Escobar, Our Lady of the Lake University, San Antonio, Texas

**Breakout 3:**

- Change and Integration Research Panel
- Bridging, Bonding, and Suffering Among Newcomers

*"Transnational Lives and Local Belonging: Creating New Iowa History"*

Cristina Ortiz, University of Iowa

*"Hay que Sufrir (Suffering is Necessary): The Hermeneutics of Suffering in the Migrant Settlement Process"*

Pilar Horner, Michigan State University

Rubén Martínez, Michigan State University

**Breakout 4:**

- Entrepreneurship and Economic Development Research Panel
- Latino Farmers; Housing

*"Latino Farmers and USDA Agents Talk about Challenges to Access and Use of USDA Programs"*

Eleazar U. González, University of Missouri - Columbia

Stephen Jeanetta, University of Missouri - Columbia

*"Hispanics and Housing During the Economic Downturn"*

Jorge Horacio Atilas, Oklahoma State University

Russell James III, Texas Tech University

Jonathan Douglas, Oklahoma State University

**Breakout 5:**

- Health Promising Practices Panel
- Hardship Evaluations in Immigration/Deportation Cases

Megan Strawsine Carney, University of Missouri - Columbia

Marlen Kanagui-Muñoz, University of Missouri - Columbia

Constance Brooks, University of Missouri - Columbia

**Breakout 6:**

- Civil Rights and Political Participation Workshop
- Reframing the Conversation on Diversity

Alejandra Gudiño, University of Missouri - Columbia

Donna Mehrle, University of Missouri - Columbia

Candace Gabel, University of Missouri - Columbia

**11:00 am - 12:00 pm: Closing Plenary Session**

**12:00 pm: Conference Adjourns**

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