

13th ANNUAL
CONFERENCE

Cambio de Colores



Latinos in the Heartland: Growing Together in New Destination Areas

Proceedings of the 13th Annual Conference

University of Missouri-Columbia
June 25-27, 2014

Edited by

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

With the assistance of Ashlie Anderson-Rice, Isabel Casal Nazario, and Lindsey Saunders
University of Missouri - 2015

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About the Cambio Center:

The Cambio Center for Research and Outreach on Latinos and Changing Communities is an interdisciplinary unit, established in 2004, at the University of Missouri. Cambio's main goals are:

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

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Preface

Over fourteen years, the Cambio de Colores annual conference has evolved in different ways, but always keeping its unique character of a meeting of people bringing solid knowledge, endless good will, first-hand expertise, and rigorous academic inquiry. The combination of these four elements is necessary to approach the complexity of the process of integration of newcomers and the equally complex development of healthy and sustainable communities that incorporate both native residents and the recently arrived, whose families usually bring with them a remarkable eagerness to work and to succeed—as it's been the norm for immigrants through the ages—along with youth and different cultures.

That being said, immigrants and newcomers in general do face a daunting number of things that need to be learned, and that are not necessarily provided by the individuals or businesses that employ them. Livelihood is not only a job and a salary: an individual has to immerse herself into the nuances of a new language and the culture of health care, education, socioeconomic development, civil rights and the political environment, each of which likely differs significantly from those at her place of origin.

This complexity has, in a way, found its match in the Cambio de Colores conference's special way of dealing with the integration issue, providing a space where people very sincerely look to share what they know and to learn what others have to offer. Practitioners and academics come to learn from each other; advocates bring new problems and take home new solutions; in other words, the Cambio de Colores experience merges the ground zero with the ivory tower.

Besides this vertical shrinking, there is also a horizontal exchange: educators learn about civil rights; health care providers and experts get their feet wet in the uncertain pools of political reality; social justice activists acquire knowledge from the social sciences; and vice-versa, vice-versa and vice-versa, respectively. The common thread for these conferences is that the participants are very convinced that the sustainable integration of immigrants can and possibly should be catalyzed for the benefit of all, newcomers and old-timers alike. To understand and validate each other will transform the other into part of us.

Domingo Martinez Castilla

May 2015

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Introduction

Cambio de Colores was held for the 13th time in 2014 with the theme “Growing Together in New Destination Areas”. As the Latino population continues to grow in the Midwest, it becomes more evident that Latino families are here to stay. The conference explored the strategies taking place in new destination areas that are facilitating the integration of newcomers such that communities are becoming a reflection of the diversity of cultures present and active. We know from the research produced by universities and the experiences shared by many practitioners working to create positive connections among the diverse elements of the community that the presence of newcomers in communities represents hope and opportunity for many places—especially rural areas facing an aging and declining workforce. Creating wealth, building the human, social, cultural, and economic capitals, is essential to the social and long-term economic well-being of communities in the South and Midwest. “Growing Together in New Destination Areas,” explored the challenges and opportunities of integration and the good news is that there is evidence that communities are in fact growing together. There are still many challenges but there are also many things taking place in communities across the South and Midwest that are hopeful.

The community of practice that is Cambio de Colores comes together with a purpose: seeking to contribute our shared experiences and knowledge to facilitate the integration of Latino/as. This 13th Conference Proceedings includes seven papers in health, education, entrepreneurship, integration and well-being, from Iowa, Kansas, Missouri and Washington. The abstracts of the presentations cover the five conference themes: Civil Rights, Education, Health, Entrepreneurship and Economic Development, and Change and Integration. They provide a resource to people working in each of these areas, in terms of defining what is happening in our communities and providing a way to connect and learn from the authors.

Cambio de Colores began in 2002 as a call to action, and acknowledged from the beginning that in order to support communities in their processes of change, it needed to become a place for sharing and learning, as well as identifying what needs to be done. For those of us in the universities, especially in the land grant system, it is part of our mission to develop research and best practices that are relevant to improving well-being. We also know that a community of practice is essential to a process of change, and have been blessed with all the people and their organizations that come together each year to create such a rich learning environment. The conference brings together people on the ground working in communities to facilitate change, practitioners that work in local and state organizations, and researchers studying the issues of integration together with the people who are working in the communities trying to address the issues. The proceedings provide papers with the state of the art in research and best practices, on-going research and practice through the abstracts presented, and a directory of participants that can help readers connect to other people as each of you works to address key issues facing your neighborhoods, communities, and regions. We hope you find the proceedings a useful resource in your practice, research, and outreach.

Sincerely,



Corinne Valdivia



Steve Jeanetta

Abstracts

Economic Integration of Immigrant Populations: The Latino/a Experience in Des Moines, Iowa

Johnny Alcívar Zúñiga, Iowa State University

Iowa has become a new gateway destination for Latinos/as, demonstrated by a five-fold increase in the Latino/a population in the state since the 1990s. The Latino/a population has become the largest minority group in Iowa and the state has benefited from the influx of this population given existing demographic trends that include brain drain, aging populations, and shrinking communities. This growth has led to the development of Latino/a entrepreneurship and businesses, creating commercial niches with high potential for economic development and revitalization in Iowan communities. However, the distribution of Latinos/as in the labor force remains concentrated in low-wage sectors of the economy. The lack of state and federal involvement to facilitate the economic integration of Latinos/as in the receiving communities partially explains this concentration. In order to overcome the public sector non-action status, the efforts to promote economic integration is shifting to nongovernmental organizations (NGOs). Using a context of reception framework, which refers to the existing modes of integration at the receiving locations, my research will specifically study the formal nongovernmental actors that contribute to the integration of Latinos/as in the City of Des Moines.

The Latino/a population continues to grow in the largest city and capital of the State of Iowa, and a few facts remain unclear with regards to the role of NGOs in the economic integration efforts of Latinos/as, including: 1) whether or not there is a network of support created by the local actors involved; and 2) what type of effects this network has on the economic integration of the Latino/a population. I define economic integration efforts as services and opportunities that contribute to the multi-sector mobility of the Latino/a labor force in the host labor market. Within this context, the main objectives of my project are 1) to examine the existence of a potential network of support in Des Moines (i.e., nongovernmental organization, important actors); 2) examine what the actors involved do (i.e. service provision) and how they do it; 3) understand the target clientele and requirements for service; and 4) analyze their performance in assisting the economic integration of Latinos/as. A qualitative approach will be used in order to explore these objectives. My ultimate goal is to propose recommendations to minimize obstacles that may exist for the Latino/a population and enhance opportunities for future Latino/a economic integration. I believe that the results of my project will bring awareness to the need for additional support for NGOs, as well as the inclusion of culturally sensible planning efforts, to accomplish the economic integration of immigrant populations in new gateway destinations. Acculturation is an expression of human agency, which results in outcomes, some objective such as earnings, and some subjective like well-being and job satisfaction.

The theories to develop indicators will be briefly introduced, and the findings of the use of each measure with a household survey of 460 Latinos/as in the Midwest will be presented along with tests of validity, and will include a discussion of their usefulness in creating integration profiles, and how these can be used to inform policies that support integration.

Improving Relationships and Communication through Understanding One Another

Debra J. Bolton, Kansas State University Extension

Have you ever heard these statements? “They’re not like us.” “They don’t have our values.” “We invited them, but they’re not interested, so they don’t come.” “They just don’t care about doing better.” You may recognize these comparisons as judgment statements. Why are such statements made? Is there a lack of understanding? Do you recognize fear in any of the statements? Perhaps we fear what we do not understand. Do we interact with those we fear or do not understand? How do we break down barriers of fear and misunderstanding? First of all, a genuine desire to learn has to be come from within each individual. No one

can demand, require, or force you to be interested in interacting with someone from different origins than your own. What if you wanted to reach out to someone from a different culture with educational materials or in a business prospect? With rapid population changes in the United States, as well as around the world, we have seen the importance of breaking down cultural barriers that impede interpersonal communication and trusting relationships. Yes, it seems easy enough to simply avoid anyone whom you think to be different, but it is not practical in education, service, business arenas, or in any cohesive community setting. Humans do not function in isolation. Isolation is rarely beneficial to healthful or peaceful outcomes.

Since countries grow daily in ethnic and cultural diversity, now may be the time to learn some steps towards ‘cultural pluralism’. Often called integration or multi-culturalism, cultural pluralism reflects individuals who are highly acculturated (adaptive) to more than one culture. Research and best practice suggest some preliminary actions for reaching families and individuals not living in mainstream cultures. Primarily, there must be an understanding of one’s own cultural patterns and personal bias. This begins the steps toward the comprehension of other cultural customs and paves the way for cross-cultural communication. The purpose of this workshop is to bring participants closer to clearly defining and understanding cultural patterns, learning how cultural patterns can impede the communication process, and introducing ways to improve comfort levels in building cross-cultural relationships.

A Qualitative Exploration of Muslim Women’s Perspectives in Access to Health Care in the United States

Kiran Choudhry, Naziha El Hasan and Sawsan Hasan, University of Missouri-Columbia
LaShaune Johnson, Creighton University

In 2013, the American Academy of Pediatrics sponsored community-based outreach, surveys, key informant interviews and focus groups to assess access to medical care, healthy eating, and physical activity among diverse faith communities in Columbia, MO. Preliminary data suggested that the Muslim community, and in particular Muslim women, in Columbia face several barriers in accessing appropriate healthcare services.

Objectives: The purpose of this follow-up research was to gain better understanding of the perceptions and barriers experienced by the immigrant Muslim women in Columbia, Missouri, in accessing proper healthcare services.

Methods: A qualitative methodology was used to collect in-depth information from the immigrant Muslim women in Columbia, Missouri. Interview questions about experiences with healthcare related services in the U.S were developed. The topics of these questions included: the availability of healthcare provider, past experiences and future plans for dealing with health issues, communication with the healthcare team and other cultural issues in health faced specifically by Muslim women. Using the snowball sampling technique, 29 Muslim women were interviewed. Demographic information was collected from the women. Qualitative data analysis was guided by grounded theory. After the data was collected, the recurrent themes were identified, and grouped into three major categories so that they could be further analyzed.

Results: Three major themes emerged from all Muslim women’s interviews: access to healthcare, cultural competence around delivery of care, and their health literacy. Access to health care was the main problem among most of the participants. It was attributed to lack of information about services like urgent care clinics, services provided through department of health or family health centers, access to an interpreter, and financial aid. All participants described their need for culturally competent healthcare providers that would make Muslim patients comfortable in all healthcare settings, along with enhancing the delivery of health services, treatment and preventive care. Health literacy was low among most of the participants. Participants were in need of more information about the role of the family physicians, nurse practitioner, and particularly services for women and children. Moreover, awareness about patients’ right to confidentiality, changing providers, seeking second

opinion, and refusing treatment or procedure was lacking.

Conclusion: This qualitative research project displays that the immigrant Muslim women in Columbia, Missouri, face several barriers in accessing health related services in the USA. Through this exploratory study, we were able to determine a number of key issues that influenced the Muslim women's experiences in dealing with their health problems. Lack of information about the health care system, cultural competence around the care delivery, and health literacy were the major barriers highlighted in this study.

4-H Youth Futures College within Reach

Alison Copeland, 4-H, University of Missouri Extension

Alejandra Gudiño, Family Nutrition Education Programs, University of Missouri Extension

Alejandra Hoyos, 4-H Youth Futures Volunteer

The 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, promotes college as an attainable goal for high school youth who are not typically encouraged to attend college, such as first-generation college students. 4-H Youth Futures is an extensive college orientation program that includes on-going local mentoring and a college orientation conference on the University of Missouri (MU) and Lincoln University (LU) campuses. The goal of the program is to help underserved youth go to college and stay in college. The program has been on-going since 2002 and each year targets 100 high school youth that meet the following criteria: the student must be engaged in an MU or LU Extension/4-H program and they must be a current high school student that has completed at least the 9th grade. In addition, the conference specifically targets youth that: have financial needs, may be a first-generation college student, and/or need assistance in understanding the steps to be successful in college. The MU and LU Extension/4-H Youth Development staff and volunteers plan and implement the program each year. Extension staff members and volunteers market the program by talking individually with youth and parents currently involved in Extension programs in St. Louis, Kansas City, Sikeston and the mid-Missouri area (Columbia and Jefferson City).

Mentoring: LU and MU Extension/4-H staff members and volunteers serve as mentors to youth to provide a continuous support system as they prepare for college. Mentors have contact with youth at least quarterly to discuss college preparation (i.e., grades, study skills, applications and scholarship forms, ACT tests, etc.).

Conference: Each year the Youth Futures Conference helps youth learn about academic programs, student life activities, and college survival skills. Participants also learn about financial assistance and receive resources and information regarding campus life and college attendance. Residing in college dorms, attending workshops, and participating in MU, LU, and community activities provides youths the experiences they need to prepare for and be successful in college. In addition, a practice ACT test is administered to prepare youth for this important step toward college enrollment. If a mentor determines it is warranted and valuable, some youth attend the conference more than one time. Returning youth participate in a specialized track that offers advanced workshops and builds on earlier conference experiences. Once enrolled in the Youth Futures program, participant preparation for college (ACT preparation, completing college and scholarship applications, enrolling in college, etc.) is tracked each year. Yearly progress is tracked from the time youth attend the conference for the first time until they either graduate from college or four years after high school graduation. This presentation will feature the 4-H Youth Futures Latino club in Columbia and Kansas City, MO, and focus on program activities that promote collegiate behaviors of Latino youth.

Promotoras de Salud Health Literacy Program: A Community-Based Approach to Health Literacy in the State of Missouri. Phase 2.

Eduardo Crespi, Centro Latino de Salud, Columbia, Missouri

Promotoras de Salud, which translates as community health workers, is a social intervention model that promotes health literacy based on the development of partnerships between providers of health care services and community members. The Promotoras de Salud program provides a bridge between the providers of health care services and the targeted Latino and non-Latino community. The Promotoras de Salud primarily serve working class, low-income immigrants, they are bilingual, trusted members of the target community with access to those who need the services. They work through Centro Latino de Salud, a trusted resource in the community, and collaborate with a range of healthcare providers and community educators to develop health literacy resources, provide a framework for accessing resources and a link to health services. The expansion of the Promotoras de Salud program is focused on developing a statewide network of communities and organizations with an interest in utilizing their capacity to address health literacy using the Promotoras model. The program was adapted to work with the African American community in the Columbia neighborhood where the Promotoras de Salud program is located. The program will expand its capacity to do outreach in the community by testing some additional methods for addressing health literacy using the Promotoras Model. All of these strategies build on the original 10 themes and educational modules developed by Promotoras de Salud: diabetes, obesity, HIV prevention, family planning, dental health, AskMe3, stress reduction, Parent Link, Medline Plus, and cholesterol. The Promotoras de Salud Health Literacy project Phase 2 is comprised of three main components: 1. Adapt and outreach to African Americans. 2. Establish the Kids in the Kitchen and Conversation and Food programs as a strategy to prevent obesity and diabetes. 3. Expand and replicate the program to other counties in the State of Missouri.

Chronological development of the PDS program

2008 Promotoras de Salud curriculum design

2009-2011 Implementation of the Promotoras de Salud Health Literacy program

Phase 1 Partners: Curators of the University of Missouri Columbia, through the Cambio Center, Health Literacy of Missouri, MU Extension and Missouri Foundation for Health.

2012-2014 Expansion of the Promotoras de Salud Health Literacy program

Phase 2 Partners: Boone County Health Department in Columbia, ACCESS Family Care with clinics in Joplin, Neosho, Anderson and Cassville, located in Newton and Jasper counties and the Cole County Health Department in Jefferson City.

The barriers to Health Literacy are present within the communities and they need to be addressed at the community level. Centro Latino developed a model of Promotoras de Salud that does address Health Literacy at the community level serving the most vulnerable population and empowering the general public to access reliable health information to make informed decisions about their health needs.

St. Louis Mosaic Project: Best Practice Approach to Welcoming and Integrating Immigrants

Anna Crosslin, International Institute of St. Louis

Betsy Cohen, St. Louis Mosaic Project

Attracting and retaining immigrants has become a key strategy in St. Louis' mission to remain prosperous. In fact, the Greater St. Louis region wants to become the fastest growing US metropolitan area for immigration

by 2020. “Immigrants bring work skills, add to our neighborhoods, pay taxes and buy goods in our region. And we need new residents to add to our own multicultural perspectives, so our regional enterprises can compete effectively in the widening global market,” said Mayor Francis Slay (National Welcoming Week). To realize its vision for St. Louis’ future prosperity, the city looked for strong initiatives that could both attract immigrants to St. Louis and retain those who are already here. To ensure its success, first steps included engaging a powerful cross-section of city leaders and local stakeholders to help put good ideas into practice. Under the leadership of the Mayor’s Office, the St. Louis County Executive and the St. Louis Regional Chamber, steered by the International Institute of St. Louis, this enterprising coalition would work together to build a broad consensus across the whole community. Enter the St. Louis Mosaic Project. On June 19, 2012, the St. Louis Regional Immigration and Innovation Steering Committee launched its 18-member steering committee representing a diverse mix of regional business, civic, economic development and academic leaders. A year later, vision and action came together as the St. Louis Mosaic Project, under the slogan “regional prosperity through immigration & innovation.”

Getting the local population on board is equally important. The Mosaic Ambassadors project has done the most to generate enthusiasm among the local population. The Mosaic Ambassadors Program is a low key but high impact strategy for better educating and connecting immigrants with native-born St. Louisans. Ambassadors are citizens who make a simple commitment to share information, visit at least three immigrant restaurants or businesses in the area and make an important message of welcome by inviting a new immigrant home with them for dinner. Other Ambassadors operate ‘pop-up’ sites at local corporations with large numbers of immigrant employees where they promote St. Louis’ welcoming and integration services and distribute helpful information. Insight from local experts was available from the beginning, but learning from other cities was an essential part of their plan for success. Strauss was commissioned to identify immigration welcoming and integration best practices elsewhere and to offer recommendations for St. Louis immigrant population growth. The St. Louis City Mayor and St. Louis County Executive have also signed on to the Welcoming Cities and Counties network run by Welcoming America. Mosaic’s early successes include the support of the Mayor’s office and city executive, recruitment of top public and private leaders, blending of business and social justice priorities without one being sacrificed for the other, financial commitment of seed funds from St. Louis County to hire project staff with other project funding from other regional sources, and major, substantial, and sustained local and national media coverage.

Teachers’ Knowledge of Latino Culture and its Effect on Their Attitudes and Instruction

Esmeralda Cruz, Community Schools of Frankfort

Purdue Extension’s Learning Network of Clinton County has the unique opportunity in Frankfort, Indiana, to take a holistic approach to helping Spanish-speaking immigrants and their children to acculturate, as well as helping majority population (mostly monolingual residents) within the local community to better understand the dynamics of Latino culture. This presentation is part of a panel that showcases studies conducted with participants who attend educational programs within the same community--focusing on students, teachers, and parents and their knowledge and attitudes toward change and integration.

Esmeralda Cruz, graduate student at Purdue University, has studied teachers’ knowledge of Latino culture and its effect on their attitudes and instruction, with some findings that translate to best practices in school settings. Specifically, she presented two workshops, one data-driven and one attitudinal, with teachers, using pre- and post-tests to evaluate the extent to which knowledge impacts attitudes about Latino students.

The Influence of Community Perception and Acculturation on Latina/o Immigrants' Support Seeking

Guadalupe Cruz, Marjory Vázquez, Denise León, and Lisa Y. Flores, University of Missouri-Columbia

Due to the positive health outcomes associated with social support and cohesion within highly dense Mexican-American communities (Eschbach, 2004), it is particularly important to understand the support seeking behaviors among Latina/os living in predominantly White, heterogeneous, rural areas. Past studies have found that physical health is negatively associated with acculturation stressors (discrimination, legal status, and language conflict; Finch & Vega, 2003). Immigration reform and the call for the legalization of undocumented immigrants has been a predominant topic discussed since an estimated 400,000 unauthorized immigrants have been deported annually since 2009 under Obama's administration (Lopez, Gonzalez-Barrera, & Motel, 2011). These types of anti-immigrant policies and negative attitudes have been found to create a hostile environment for immigrants, especially for Latina/o immigrants settling in rural communities (Yakushko, 2008; Flores et al., under review). For this reason, this study will examine the influences that community perception, Anglo acculturation, and Latina/o acculturation on Latina/o immigrants seeking support.

Participants were 253 Latina/o immigrants (58.5% female; 41.5% male) living in three rural communities in the Midwest. Participants completed measures of acculturation, community perceptions, and support. Specifically, the Bidimensional Acculturation Scale for Hispanics (Marin & Gamba, 1996) was used to measure behavioral adaptations to both Latina/o and Anglo cultures. The Perceptions of the Community Scale was a 17 item measure that assessed participants' perceptions of the community environment. An exploratory factor analysis indicated the following four factors: experiences with discrimination ($\alpha = .92$), community climate ($\alpha = .68$), community acceptance ($\alpha = .77$) and language pressures ($\alpha = .81$) (Flores, Aguayo, & Harvath, 2012). The Perceived Support measure assessed one's likelihood of seeking support regarding financial matters (i.e. finding a job, finding housing) across five different sources. The measure includes five subscales representing different sources of support (i.e., friends, family, church, co-worker, and employer) and each subscale contained seven items that measured support. A multivariate multiple regression will be conducted for this research study, with community perceptions, Anglo acculturation, and Latina/o acculturation as the independent variables and the six sources of support as the dependent variables.

The implications of the study will identify sources of support seeking along six different types of support and highlight ways in which Latina/o immigrants acquire sources of support in their respective communities. The results of the study will provide insight on the type of community resources that Latina/o immigrants use while settling in rural communities to gain knowledge on the type of resources that are needed to accommodate to this population. This study will prompt awareness about the importance of creating and establishing resources that reflect the values and the culture of the Latina/o community. Lastly, the implications of the study will create more visibility of the emerging Latina/o population in the Midwest as well as stimulate further research on the quality of services and support provided to this community.

Explaining the Relations between Acculturative Stress and Prosocial Behaviors in Latino Youth from the Midwest

Alexandra N. Davis, University of Missouri-Columbia

Lisa J. Crockett, University of Nebraska-Lincoln

Gustavo Carlo and Cara Streit, University of Missouri-Columbia

Stressful experiences may weaken coping mechanisms, lead to maladjustment in adolescents (Lazarus & Folkman, 1984), and may also influence adolescents' relationships with their peers. Latino adolescents face unique forms of stress associated with their cultural orientation. One form of cultural stress that is salient

to many Latino adolescents is acculturative stress. Acculturative stress is defined as stress that results from adapting to a new culture (Alegria & Woo, 2009). One specific behavioral outcome of acculturative stress is prosocial behaviors (i.e., actions intended to benefit another; Carlo & Randall, 2002). Acculturative stress may influence psychological processes that in turn influence the adolescents' social relationships. Specifically, adolescents who are experiencing acculturative stress may begin to feel more depressive symptoms and may gravitate towards more deviant peers. In previous research, acculturative stress has been positively linked with depressive symptoms in Latino adolescents (Crockett et al., 2007). Research has also shown that Latino adolescents become more at risk for deviant peer affiliation as they become more acculturated (Samaniego & Gonzales, 1999). This may be in part due to the increased pressure adolescents experience to engage in mainstream culture and distance themselves from their traditional cultures. There is also supportive evidence for the notion that deviant peer affiliation may have detrimental consequences for adolescents' social behaviors (see Carlo et al., 1999).

In an effort to extend previous research, the current study will examine how acculturative stress influences Latino adolescents' prosocial behaviors directly and indirectly via depressive symptoms and deviant peer affiliation. The current study uses data from the larger NSF funded Latino Youth Care Project. Participants include 42 Latino adolescents from Nebraska (mean age = 15.53 years; range = 14-17 years; 65.8% male). Participants completed measures of their acculturative stress (Multidimensional Acculturative Stress Inventory; Rodriguez et al., 2002), depressive symptoms (CES-D; Radloff, 1977), deviant peer affiliation (Dishion et al., 1991), and their tendencies to engage in three common types of prosocial behaviors (Prosocial Tendencies Measure-Revised; Carlo et al., 2003). Preliminary bivariate correlations demonstrated that pressure to acculturate was positively associated with depressive symptoms and deviant peer affiliation. Pressure to acculturate was also marginally negatively associated with emotional prosocial behaviors. Deviant peer affiliation was negatively associated with compliant prosocial behaviors and marginally negatively associated with emotional and direct prosocial behaviors. Data collection for this project is ongoing, and the sample will be substantially larger by the conference date. Structural equation modeling will be conducted to examine the direct and indirect associations between the variables of interest. The discussion will focus on the influence of acculturative stress on prosocial behaviors via depressive symptoms and deviant peer affiliation and the impact of these results on future research and practice.

The Making of Multilingual Schools in Monolingual Spaces

Lisa Dorner, University of Missouri-Columbia

While much research has demonstrated that English-only rhetoric negatively affects bilingual education for the children of US immigrants, few studies have examined the local negotiations and discourses that shape the development of multilingual programming for English-speaking students. Across the US, educational leaders and policymakers today struggle to develop language programs and explain the benefits of multilingualism. To examine these challenges at the local level, this study analyzed data from an 18-month ethnography documenting the development of an elementary (K-5) language immersion school in a predominantly monolingual city. Framed by neo-institutional theory, analyses focused on leaders' and parents' cultural scripts, or the discourses they employed during bottom-up planning processes. Findings demonstrate that the majority of leaders and diverse parents valued multilingualism as a right and resource for all students. However, parents' discourses also stressed the importance of language as a marker of identity, as well as the importance of having quality academics and safe, secure schooling. In other words, cultural scripts beyond those about multilingualism shaped the implementation of and parents' choices for language schools. The presentation will conclude with a discussion about the implications of these results for how school leaders establish, and sell, multilingual programming.

Initial Development of a Scale on Immigrants' Perceptions of the Community

Lisa Y. Flores, David Aguayo, Jessica Harvarth, Corinne Valdivia, Stephen Jeanetta, and Domingo Martínez, University of Missouri-Columbia

The participants of the study were 460 immigrants living in three rural communities in the Midwest. Participants completed the 27-item measure as part of a larger household study of immigrant integration, which was administered by a trained interviewer in Spanish. Scale items assessed perceived stereotypes, feelings of discrimination, social relations, and pressures to learn English, and participants responded to these items using a 7-point scale (1 = strongly disagree; 7 = strongly agree). This study presents a preliminary examination of the psychometric properties of the scale scores with this sample. Specifically, internal consistency reliability, exploratory factor analysis, and convergent and divergent validity will be presented. Directions for future validation of the scale scores will be discussed, along with implications of the availability of the scale for future research in Latino/a and immigration psychology.

Exploring Beginning Latino Farmers and Ranchers' Willingness to Become Involved in Community Activities in Rural Missouri

Eleazar U. González, Stephen C. Jeanetta, and David J. O'Brien, University of Missouri-Columbia

In 2013, we conducted two workshop series, each consisting of 10 sessions, focused on how to improve financial capacity of agribusiness and to gain access to community resources. As part of the workshops, eighteen Latino farmers and ranchers in Southwest Missouri completed a survey that analyzed their disposition towards becoming involved in community activities over the upcoming six months. The willingness of the Latino farmers and ranchers to become involved in community activities was explored across five indicators: 1. "to be more engaged in community leadership roles," 2. "to form new connections in the community," 3. "to display more tolerance when working with others," 4. "to develop a community action plan," and 5. "to implement a community project." A total of 140 answers to each indicator were collected from participants and were analyzed using symmetric responses, where 1 was coded as "not willing," 2 was coded as "reluctant," 3 as "neutral," 4 as "moderate willing," and 5 as "very willing." Participants' responses to each of those five indicators showed that many (46%, 43%, 51%, 53% and 48%) beginning farmers and ranchers were "very willing" to involve themselves with community projects and activities during the upcoming six months. The willingness of participants to become involved in community activities helped us to know their predisposition to integrate and assimilate into the communities where they lived. It is argued that Latino immigrants have trouble assimilating into mainstream US culture (Huntington, 2004), and those who do assimilate, belong to a cluster with the following characteristics: spatial concentration, high incomes, intermarriage, English fluency and high levels of embeddedness in Anglo-social contexts (South et al. 2005, Waters & Jimenez, 2005). The predisposition to participate in community activities is positively related with Waters and Jimenez's perception (2005) that US communities have evolved in absorbing new immigrants and continual immigrant replenishment makes assimilation less visible. Other factors influencing positive integration and assimilation may be attributed to the population size of that immigrant group in the community and the population size of the rural community where they immigrated.

Key words: beginning Latino farmers and ranchers, immigrant integration, rural communities.

Broadening Mothers' Knowledge, Skills and Social Networks to Improve Latino Family Health

Kimberly Greder and Flor Romero de Slowing, Iowa State University

Ethnicity, culture and place affect a person's health (Bonder, Martin, & Miracle, 2001), and social ties among immigrants play a central role in preservation of health (Romero de Slowing, 2012). Thus, interventions that are aimed to improve the health status of Latino immigrant populations need to consider barriers to health (e.g., place, acculturation, knowledge, skills) as well as Latino cultural values in order to be effective (Cristancho et. al 2008). Commonly, the concept of "health" among Latinos refers to the balance of social, physical, spiritual, and psychological aspects of an individual (Spector, 1991), and "good health" is associated with absence of illness (Reina, Greder, and Lee, 2013).

Based on data gathered 2011-2013 from 98 individual interviews and a focus group interview with Latina immigrant mothers in rural Iowa, Iowa State University Extension is piloting a series of health focused workshops for Latina immigrant mothers. The workshops are designed to offer mothers a space where they can learn and share information about health, wellness and nutrition, and at the same time strengthen social networks with each other. We will share a summary of the data related to mothers' health concerns, how they want to engage in education to improve their health and the health of their families, workshop details including recruitment, topics, learning activities, and preliminary data. Workshop objectives include:

- Reduce feelings of loneliness and isolation among mothers
- Broaden mothers' knowledge and skills related to preparing traditional cultural food dishes with less fat or "healthy fat", less salt and less sugar
- Mothers identify strategies to maintain cultural foods in their family's diet despite new demands on family time and changing child food preferences
- Broaden mothers' knowledge related to how to incorporate inexpensive, enjoyable family activities that involve physical activity into routines at home and or in the community
- Broaden mothers' knowledge and skills related to growing food and herbs in Iowa

To briefly summarize the interview findings that shape the workshop series: Mothers want to interactively participate in educational programs, and share knowledge and skills with each other. Mothers expressed feelings of isolation, and strongly desired to meet as a group on a regular basis to share, discuss, and broaden their knowledge and skills to improve their health.

Specifically, mothers expressed interest in learning how to grow food and herbs in their new community, cook with less oil, help their children desire and eat traditional foods at home versus wanting "American food". Mothers also expressed concern with canned, pre-packaged and frozen foods served at school and didn't know what they could do about it. Mothers stated that they are not as physically active as they would like to be. In their home country, physical activity was built into their daily activities. Mothers also shared concerns about accessing healthcare in the community. They do not feel comfortable going to the health clinic in the community. Mothers want to learn more about where and who they can go to in the community for information and resources to help their families.

Lessons from 'Walk One Hour in My Shoes': A Cultural Competence/Multicultural Training Program on Working with Latino Communities

Martha Hubert and Teresa Curtis, University of Wisconsin Extension
Fred Garcia, Waukesha County Department of Health and Human Services

University of Wisconsin-Extension's Walk One Hour in My Shoes is a sought-after research-based cultural competency training program for professionals working with Latino communities. The half-day workshop is

interactive and designed to guide participants to learn about Latino values and culture; understand how their own culture influences beliefs, values and attitudes; and work more effectively with Wisconsin's Latino population. The program was initially developed in 2007 by two Latina colleagues as a response to repeated requests by community partners for information about improving their ability to work with Latino employees. The workshop was revised and updated in 2011 using a collaborative process including original facilitators, new facilitators, and colleagues specializing in multiculturalism. This session will discuss the initial program and revision phase, the resulting program, the most recent evaluation results from 2013, and plans for a long-term impact evaluation. Session participants will explore the importance of understanding the needs of the audience when developing a multicultural training program and the benefits of continually reviewing and applying feedback. Lessons about transparency, communication, and honoring individual life experiences within a cultural community will be addressed. Using small group discussion and individual reflections, participants will identify strategies and possible barriers to developing similar programs.

Latino Parents' Perspectives on Culture and Out-of-School Programs

Maria Iturbide, Vanessa Gutiérrez, Marcela Raffaell, and Lorraine Muñoz, University of Illinois at Urbana-Champaign

Immigrant families encounter opportunities and challenges as they negotiate life in their new environments. Schools have traditionally served as mechanisms for integrating immigrant youth, but other contexts may be equally influential. We focus here on out-of-school programs, which provide opportunities for youth to explore interests and develop skills while contributing to their well-being. Participation in out-of-school programs may be particularly important for young people from immigrant families, given economic disparities in school and neighborhood settings in the US and parental unfamiliarity with the US context. However, Latino youth are less likely to participate in out-of-school programs than youth from other ethnic groups. Contextual and cultural factors are known to affect program participation (e.g., unfamiliarity with youth programs, language barriers). Many of these factors operate at the family level and parents are therefore likely to play a key role in Latino youth's program participation. Accordingly, we explore Latino parents' perceptions of the role of culture within their children's out-of-school programs and their expectations in regards to how culture is expressed in the program goals and activities.

As part of a longitudinal mixed-method study on adolescent development in the context of youth programs, repeated open-ended interviews were conducted with parents and caregivers. Questions focused on multiple topics, including: interactions with program leaders, parents' engagement with the program, and the fit between parenting beliefs/practices and the program. Interviews were audio taped, transcribed, and coded for emergent themes. Latino parents from the first year of data collection provided preliminary data for this abstract; additional interviews from Latino parents from the second (final) year will provide additional data for the presentation. In the first year, 15 parent/caregivers were interviewed (age 21-54, mean age = 40.46; 86% female).

Preliminary analyses revealed that culture is a salient dimension of parents' views of the program. One important theme was exposure: parents felt that program participation exposed their child to culture in myriad ways. For example, parents described how program participation allows youth to learn more about other racial/ethnic groups by providing a space where youth from different groups can socialize and engage in cultural activities. Furthermore, parents felt that the programs helped youth maintain/preserve their native language and cultural identity (cultural maintenance). Language also emerged as a salient theme. For some families, the program provided a vehicle for youth's language development and maintenance. In addition, some parents described a language barrier, which affected their ability to engage with the program. These analyses indicate that culturally-relevant themes are a salient aspect of Latino parents' perceptions and expectations of out-of-school programs. Analyses will be extended, and variations due to individual (e.g., gender), family

(e.g., immigrant background), and program (e.g., participating youth demographics) examined. Findings will contribute to understanding parental influences on adolescent participation in youth programs. It is important to identify ways to increase Latino youth's involvement in out-of-school programs so that they can take advantage of these benefits, in the near term (e.g., social integration) and in the long term (e.g., leadership skills).

Development of the Missouri Hispanic Health Survey Instrument

Stephen Jeanetta, Ioana Staiculescu, and Shannon Canfield, University of Missouri-Columbia

Scope of the presentation: To better understand factors related to how and why people make choices about accessing healthcare, qualitative research methods and a review of the literature were employed to inform the creation of a statewide Hispanic Health Survey. This presentation will describe how qualitative research analysis and review of existing scales and survey questions led to the creation of the instrument.

Methods: Qualitative data were collected using in-person, semi-structured interviews. Thirty-six newcomer immigrants and refugees were interviewed. Patients were from the following countries of origin: Iraq, Sudan, Somalia, Kenya, Mexico, Cuba, Colombia, Ecuador and Guatemala. Interviews were audio-recorded and verbatim transcriptions were coded using NVivo software and themes were identified using a grounded theory methodological approach. A review of the literature was conducted to determine existing scales and questions that related to primary qualitative themes determined in the analysis. Questions and scales were considered for inclusion if they would contribute to an understanding of how social determinants of health impact accessing health care services for the target population.

Findings: Qualitative analysis revealed several thematic areas to be represented in the survey: ability to pay for services; system navigation; health literacy; relationship with provider(s); availability of interpretive services; transportation; and individual cultural norms. Findings from this analysis and from the literature review led to inclusion of questions that should reveal how the intersection of demographic and household variables, a person's acculturation status, one's social capital, and current health status affect a person's experience accessing healthcare services.

Conclusion: The development of this instrument should allow researchers across Missouri to collect data to better understand the extent to which barriers and facilitators affecting access to healthcare services reach across the Hispanic population.

Provider Perspectives on Patients' Culture and How Culture Impacts Communication

Stephen Jeanetta, University of Missouri-Columbia

Ioana Staiculescu, Shannon Canfield, Karen Edison, and Stanton Hudson, Center for Health Policy, University of Missouri-Columbia

This presentation describes the experiences of health care providers giving care to newcomer refugees and immigrants patients in Missouri and how culture impacts patient-provider communication.

Methods: Qualitative research methods were employed. Data were collected using in-person, semi-structured interviews. Thirty-five health care providers were interviewed in St. Louis, Columbia, Cassville, Kenneth, Senath, Bernie and Kansas City. Interviews were audio-recorded and verbatim transcriptions were coded using NVivo software and themes were identified using a grounded theory methodological approach. We interviewed a variety of providers, including physicians, nurses, social workers, medical assistants, financial counselors, patient access representatives and behavioral health assistants.

Findings: Patients' culture was identified as one of the main factors impacting the patient-provider communication. The main sub themes related to culture were presence of a cultural gap between providers and their patients, difficulty bridging that gap and importance of cultural competency trainings in health professions

schools and throughout. Providers seemed aware of the fact that patients' culture influences their behaviors and beliefs about accessing health care services in the United States and acceptance of treatment plans. Cultural difference sometimes resulted in providers' lack of awareness of sensitive topics that patients do not wish to discuss, such as superstitions about treatments and use of traditional medicine practices. Providers also mentioned cultural norms that they are not aware of, especially when it comes to understanding the role of the family, traditional dress and physical gestures, as well as the fact that patients are private about health care even with providers. The time the immigrant patient spent in the US played a role in how large the cultural gap was perceived by providers. When asked about training and education about the culture of their patients, the main themes that emerged were the need to integrate culture into medical curriculum, the importance of involving the community you serve into medical education, the importance of ongoing trainings and reinforcement of cultural awareness trainings in practice. Resident rotations were mentioned as limiting factors for the effectiveness of cultural competence training.

Conclusion: Patients' attitudes about health care, their ability and willingness to understand, and make appropriate medical decisions are influenced by variety of factors, with culture being one of them. Patients and their families bring cultural values and norms that will influence their understanding of health, symptoms, concerns about treatment and their expectations about health care. Understanding the culture of patients can create better communication, which will improve patient understanding.

School Structure, Social Capital, and Ninth Graders' Mathematics Achievement among Latino/a and Non-Latino White Students

Jean Kayitsinga and Rubén Martínez, Julián Samora Research Institute, Michigan State University

Policy makers are concerned about low achievement among Latino students, particularly among Latino males who are lagging behind other students in terms of academic achievement. Using Hierarchical Linear Models (HLM) and drawing on the baseline data from the High School Longitudinal Study of 2009, this study shows that Latino male and Latina students scored significantly lower on math achievement than their non-Latino white student counterparts. The Latino male-white gap in math achievement was estimated at -4.40 points and the Latina-White gap at -4.62 points, respectively. School structural characteristics (size, poverty, and location) were significantly associated with math achievement and reduced the Latino/a-White gaps in math achievement. School city location and school size were positively associated while school poverty was negatively associated with math achievement. Although significantly attenuated, the relationship between school structural factors and math achievement remained significant even after controlling for individual, family, and school confounders. Family and school social capital measures, including parent-child discussion, parent educational expectations, parent help with homework, parent contact with school, school engagement, and teachers' expectations were also significantly associated with students' math achievement and in the expected directions. We found that social capital measures mediated the effects of school structural factors on math achievement. Policy implications from this study suggest intervention programs aimed at enhancing math achievement among Latino students, particularly Latino male students by improving school economic resources but also investing in family and school social capital.

You and Medicare: Why It Matters

Judy Keseman and Jim Day, Primaris's CLAIM Program, Columbia, Missouri

'What is Medicare and how will it help me?'; 'Do I have to enroll in Medicare?'; 'I can't pay for my prescriptions, what should I do?'; 'I received a 'bill' from Medicare but I don't understand the information or what I'm supposed to do?'; 'If Medicare doesn't pay for all my health care needs, what options do I have?'. As

Missouri's State Health Insurance Assistance Program, CLAIM (Community Leaders Assisting the Insured of Missouri) staff, partners and volunteers encounter these questions and varied problematic scenarios on a daily basis from beneficiaries residing in all geographic regions of Missouri. The CLAIM Program has 20 years of experience in providing Medicare education and personalized one-on-one counseling assistance to all Missouri beneficiaries, inclusive of the immigrant populations throughout the state. We provide free, unbiased advocacy, education and assistance for people with Medicare and those who help them to make informed decisions about Medicare and related health insurance needs. As a result of our presentation, participants will gain a working knowledge of the following: Medicare coverage to include parts A, B, C, and available extra help programs and how to qualify drug plan comparisons during annual open enrollment period. Medicare offers year round services provided by the CLAIM Program, CMS website as source for Medicare information, take away material associated with each area of the presentation will be available for attendees.

Building Understanding: New Courses Seek to Educate Ozarks-area College Students Lincoln Lambeth, College of the Ozarks, Missouri

The focus of this presentation is to share my experiences as a professor of Spanish in creating and teaching two new courses at my institution (College of the Ozarks). Both courses seek to increase the understanding of Latino culture and Latinos among certain (typically anglo) members of Ozarks-area host communities. The source or base for at least 90% of the College of the Ozark's students are Ozarks-area (Arkansas and Missouri, mostly) families of modest income, whose sons or daughters are academically qualified but financially unable to afford a college education. This demographic segment frequently lacks substantial appreciation of Latinos and their language(s) and culture(s). The first course, for juniors and seniors who are Spanish majors or minors, is titled, 'Latinos in the United States.' When I came to my institution in 1999, there was no such course in the curriculum, only courses on the civilizations of Spain and Latin America. Organized around several key themes, the course surveys the history of Latinos in the United States, discusses Latino experiences in various sectors of society, and gives special attention to present trends and conditions. We de-bunk a fair number of myths and stereotypes, and have some fun doing so. As the course is for majors and minors, I teach it in Spanish, although readings come from diverse sources, some in Spanish and some in English. This fall of 2014 will mark the 10-year anniversary of the course at our institution. The second is a freshman-level course titled, 'Spanish for Agriculture.' In 2007, conversations with colleagues in our Agriculture Department led to the creation of the course (first offered in the spring of 2008), which seeks to give Agriculture majors a basic understanding of Spanish and of the cultures of Latino immigrants. Some of our students of agriculture have already worked alongside Spanish-speakers on farms or elsewhere, and those who have not will likely do so at some point. Although our students are fine young people, typically their pre-college background has not helped them understand Latinos, and many hold prejudices of various kinds. My hope is that the course serves as a sort of bridge between the students and the Latinos with whom they will live and work in the future. In my presentation (supported by a Powerpoint) I would plan to explain briefly my institutional context, and then describe in rather more detail the two courses and their content, sharing my goals, challenges and also some great 'teachable moments' that have happened. I like to think that in a small way, the courses contribute to improving the understanding and attitudes of our students, who will form part of many different host communities in the Ozarks region and elsewhere.

Education Reform, Civil Rights, and Immigrant Children

Sylvia Lazos, William S. Boyd School of Law, University of Nevada, Las Vegas

First generation immigrant children are typically entering public school system that is underfunded, and classrooms where teachers are not well trained to help children become English language proficient. Federal law classifies immigrant children as “English Language Learners” because they speak Spanish at home. ELLs, nationally, have the worst academic achievement outcomes of any demographic. With Latino immigrant children being the fastest growing demographic, continued lack of attention to supports that will allow ELL children to succeed is a short term folly that will have serious work force implications for the country. How can we reverse this trend?

Relations of Support Seeking and Life Satisfaction among Latina/o Immigrants in the Midwest

Denise León, Marjory Vázquez, Guadalupe Cruz, and Lisa Y. Flores, University of Missouri-Columbia

As the Latina/o immigrant population continues to emerge in communities across the Midwest, it is important to understand how and with whom members of this community are establishing networks of support and forming relationships. Specifically, it is essential to examine in what ways social networks and supports within the community positively affect the lives of Latina/o immigrants. This study will examine how varied sources of social support affect Latina/o immigrants’ satisfaction with life.

The participants of this study were 253 Latina/o immigrants (58.5% female; 41.5% male) who live in three rural communities in the Midwest. Participants completed measures of life satisfaction and social support. Specifically, the Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985; Pavot & Diener, 1993) is a five item measure that assessed whether participants agreed or disagreed about conditions in their lives. Using a 7-point Likert scale, participants’ indicated their agreement with each item. The Perceived Support measure assessed the likelihood of participants seeking support in situations of their family’s well-being (i.e. transportation, to learn English, to acquire a driver’s license) across five different sources of support. There were five subscales representing each source of support (i.e. friends, family, church, co-worker, employer) and each contained seven items. A multiple regression will be performed to examine how different sources of support affect the participants’ life satisfaction. Specifically, the five sources of support will serve as the independent variables and life satisfaction will be the dependent variable.

The implications of the study will provide insight on what specific sources of support positively affect Latina/o immigrants’ satisfaction with life. The implications of the findings will be discussed regarding interventions aimed at improving the life satisfaction of immigrant adults and suggestions for future research with Latina/o immigrants will be provided.

Determinants of Community Resource Utilization among Immigrants in Noel, Missouri

Kathryn Macomber and Lydia Kaume, University of Missouri Extension

Immigration has the potential to reshape societies, create new demands, priorities and socio-demographics (Carrasco-Garrido, 2006). Noel, Missouri, is a 2.08 square mile city that has experienced a sharp increase in immigrants, rising to over 50% of the city’s population. Ethnicities of the immigrants in Noel include Hispanic/Latino, Somalians, Sudanese, Micronesians, and Burmese working for the Tyson Foods plant. Studies suggest that immigrants may experience language barriers and cultural challenges resulting in poor integration and isolation. Consequently, immigrants are reported to have reduced or no utilization of pertinent community resources (Cristancho, 2008). Resources such as farmers markets, food pantries, education workshops, and

volunteer services provided by non-profit organizations provide essential and supportive information with potential impacts to integration of immigrants. The goal of this study is to determine strengths, challenges and barriers to accessing educational resources and in particular educational programs offered by University of Missouri Extension in Noel, Missouri.

As immigrants arrive in Noel, multiple factors impact their ability to fully capitalize on the resources available to improve their lives and the community at large. Among the variables that affect a successful integration into a new community, education has consistently arisen as important. Education may be the intervention that can greatly improve the lives of immigrants (Potocky-Tripodi, 2003). University of Missouri Extension programs provide research-based practical education to improve the lives of Missourians. Educators and local leaders can evaluate the expectations and needs of the immigrants and provide effective communication on accessible local resources. This communication may be improved by increasing cultural competency of those educators and leaders (Perry, 2012). Through education, immigrant and refugee families may improve their problem-solving abilities, and their ability to retain heritage while adapting to new lives (Segal, 2005). Understanding how immigrants identify, select, access, and utilize community and educational resources may help educators and community leaders effectively communicate to this population. Immigrants may need specific cultural information and communications channels in order to effectively identify the needed resources.

The study will survey community resource and service providers as well as ethnic community leaders with the aim of understanding how immigrants access and utilize various community resources including educational services and resources. These findings will contribute new understanding of how the various ethnicities connect with community resources and provide a framework for how the University of Missouri Extension can connect their educational programs to immigrants in Noel to avoid ethnic disparities.

Non-Identified Vision Conditions: How Does This Affect Hispanic/Latino Immigrants?

Bertha Mendoza, Kansas State University Research and Extension

Non-identified vision issues or conditions in children and adults limit the individual's potential to achieve excellence. How does this affect Hispanic/Latino immigrants? What is the role of educators in this area? Since good vision is important for learning in any environment, it is important that every person has a comprehensive eye exam periodically. However, there are several eye conditions that are not obvious to those who are not experts in the field, and therefore, the person may disregard the idea of having a comprehensive eye exam. In the case of children of Hispanic/Latino parents, many of them rely on the annual screenings performed at schools as their periodic vision exam. The result of this overlooked need creates many problems such as low school achievement, low self-esteem, incorrect placement, and unnecessary accidents resulting in injuries or even death. All of these can be prevented by making awareness and providing resources to families whom otherwise may not have the opportunity to learn about the issue. Teachers and Extension Agents can make the difference by bringing awareness in the area of non-identified vision issues and conditions to families and communities. They have access to people in their communities and specially children in their classrooms and youth development programs, and they can be instrumental in helping families identify possible vision issues in children and adults.

This session provides useful information about the most common vision conditions that are often misdiagnosed and prevent children and adults from achieving their maximum potential in the classroom, in daily life, or in their professional careers. In the case of Hispanic/Latino children and adults, the impact can be even more detrimental, in many cases they are misdiagnosed as having a learning disability totally unrelated to the vision condition, or they can be labeled as lazy and/or not being interested in school. Furthermore, Hispanic/Latino gifted children with vision conditions are often prevented from pursuing their dream career due to not making the adequate grade point average necessary to participate in advanced classes and other opportunities

that will allow them to perform at their maximum potential. This presentation provides information to help you identify vision issues and conditions that affect Hispanic/Latino immigrants and people from other cultures. In this session, I will also share my son's story and the stories of many individuals (both children and adults) whose lives have been impacted in a positive way by becoming aware and correcting a vision issue that was preventing them from achieving their maximum potential.

Strengthening and Developing Effective Latino Students Life Skills for Career Success

Sonia G. Morales Osegueda, Washington State University Extension

Hispanic student's enrollment in higher education has grown in the last decade. Hispanic students value a college education and there is no doubt that Latino families are willing to invest in their children's education. As a student's academic achievements increase, behavior and attitudes toward school improve and when parents understand the education system and participate in their children's education process. Nevertheless, increasing convergence is required to attend college. This can include algebra, statistics, strong oral and written communication skills, and research skills will help students to successfully complete college-level work and meet the needs of today's work world. To achieve this, certain approaches have been proven effective in a variety of situations and can easily help maximize benefits for Latino students. To make progress in closing the achievement gap, Latino youth need to be supported with the creation of tutoring and mentorship programs, college related activities, lesson plans, and support for documented and undocumented Latino minorities with scholarships, fundraisers, and other financial assistance.

Much of what accounts for the gap between enrollment and graduation is a lack of support systems that are available to other students. Providing financial, social and academic support assistance is one of the most important factors for non-traditional students. Therefore, colleges should develop strategies to improve their recruitment of low-income Hispanic students. College preparation programs for minority youth living in low-income neighborhoods help them develop the skills, knowledge, confidence, and aspirations they need to enroll in higher education. Over time, the strategies for expanding the college access, attendance, and graduation rates of these youth have grown in complexity, as have the funding sources, which are now a mesh of support from the Federal and state governments, organizations, and colleges and universities.

Incorporating these strategies by using a faculty or staff person to serve as an active and vocal advocate of the students, who consistently meets with key administrators in an effort to find solutions to barriers, will result in a greater respect for the students' academic preparation and a program reputation of being innovative and progressive. This presentation will provide successful strategies in supporting and promoting college awareness and skills development that will enable students to succeed in college and then being able to compete as professionals in their future life.

Exploring the Career Aspirations of Latino English Language Learners in a Rural Midwest High School

Melissa Muñoz, University of Missouri-Columbia

Alejandro Morales, California State Polytechnic University, Pomona

Latina/o foreign-born adolescents are significantly increasing in the United States, consequently populating schools and diversifying student bodies (U.S. Bureau of the Census, 2011). Immigrant families have relocated to rural Midwest areas due to better job security. Unlike their urban counterparts, the lack of established ethnic enclaves and social capital make it difficult for immigrants to transition. The result of this cultural context affects Latina/o English Language Learner (LELL) adolescents in the high school system, where students encounter further academic and social challenges (Yakushko et al., 2008). A lack of resources in rural

areas and language acquisition further contribute to this predicament. Although these students invest extensive time learning English, teachers and administrators often overlook LELL students' personal goals and career aspirations due to the misinterpretation of the cultural complexity of the students' social system (Hill, Ramirez, & Dumka, 2003). LELL students in the rural Midwest may have limited career opportunities as a product of their influencing social systems, compared to their non-LELL counterparts.

Brofenbrenner's Ecological Model (1977) has been helpful in understanding the individual, contextual, and interactional factors of career development for people of color. More specifically, the model further explains the complex interplay of a person's social system and their influence on career choices. Although the Ecological Model has been implemented for low income Latina/o students, few studies have applied it to different geographical locations within the US. In an effort to better understand LELL students' career development, the purpose of the current study were to apply the ecological model to better understand the personal, educational, and career aspirations of LELL students while living in the rural Midwest. This study will highlight the intricate environmental factors and how they influence students' career aspirations.

Method: Participants were 16 LELL students from a rural Midwest high school and ranged in ages from 16-19 years. Interviews were semi-structured and lasted 30 minutes. All LELL students were first generation immigrants, primarily from Mexico, with Spanish as their first language. Participants were asked 22 semi-structured questions based upon the ecological model which explored: relationships, school experiences, challenges and resources in high school, coping, and cultural diversity experience. Example questions included: "What is it like to be Latina/o at your school?" The data was transcribed verbatim and is currently being analyzed using thematic analysis (Braun & Clarke, 2006). The research team is generating initial codes, searching, reviewing, and defining the themes and subthemes.

Preliminary findings revealed five salient themes across the participants which include adjustment process (mesosystem), oppression (macrosystem), coping (mesosystem), sources of social support (mesosystem and individual), and expectations for the future of the ecological model (individual). The ongoing analyses and final results will highlight relevant LELL career development themes which will facilitate an improved understanding of the challenges that pertain to this population. Furthermore, findings will provide insights regarding the application of interventions and resources aiding LELL students with career development.

Welcoming Schools: The Integration Process at Ritenour Public Schools

David Nehrt-Flores, Missouri Immigrant and Refugee Advocates (MIRA)

Mike LaChance, Ritenour Public Schools

Connie Dee, St. Louis County Library, Rock Road Branch

This workshop will review and examine the promising practice of developing a 'welcoming school' within Ritenour School district. Missouri Immigrant and Refugee Advocates (MIRA) through the Welcoming Missouri project have developed a working partnership with the Ritenour Public School District in St. Louis County. This partnership grew out of organizational outreach and the school district's desire to create stronger integration of immigrant parents and students into the school's activities and culture. The workshop will highlight the process that Ritenour and MIRA have undertaken to foster a welcoming school. This process includes hosting 'welcoming events', advancing conversations around school policies and practices that increase student and parent involvement, and the encouragement of building a wider community lens toward inclusion. Furthermore, the workshop will aim to show that the process can be used as tools for other school districts and points of contact to repeat and utilize.

The Changing Face of the United States: the Provision of Public Services to Immigrant Populations

Kate Olson, University of Missouri-Columbia

By 2043, the United States is predicted to become a majority-minority country where the non-Hispanic, single-race white population will no longer be the majority. This change can currently be seen in the US population growth trend where population growth from 2000 to 2010 was due to the increase of the Latino population (Passel, Cohn & Hugo Lopez, 2011). With these demographic changes taking place, public institutions and employees have to adapt to and at times mediate the integration process and mixed responses from the local community (Singer, 2013; Fennelly, 2008). Those providing public assistance have noticed that varying skills and approaches are needed to reach and serve those who need support. One such public assistance program is SNAP, the Supplemental Nutrition Assistance Program. SNAP is a federal entitlement program with the aim to increase access to nutritional food for people in need (FRAC, 2011) and is one of the country's most important public assistance programs (Haskins, 2012). This specific research focused on SNAP outreach to immigrant populations. During the summer of 2013, we interviewed SNAP outreach workers who were employed at food banks across the United States. These interviews took place over the phone or in-person. We interviewed a total of 48 food bank employees from nine different food banks located in four different states. The purpose of the interviews was to hear what SNAP outreach workers identified as barriers to access SNAP. Results from these interviews conclude that language is a main obstacle to accessing SNAP assistance. Additional barriers identified include: working with the local government office; the immigrant's or family's legal or mixed status (specifically in working with seasonal workers); and the stigma of participating in government programs. This research discusses these barriers more in depth from interview results.

Economic Integration of International Students for Upward Mobility and Regional Growth

Christina Pope, University of Missouri-St. Louis

Betsy Cohen, St. Louis Mosaic Project

Josemir Carolaine Peroza Laguna, University of Missouri-St. Louis

International students represent a critical segment of the foreign-born workforce and entrepreneurial population in St. Louis, but F-1 students are often ignored in scholarly discussions surrounding immigrant entrepreneurship. International students come to St. Louis in significant numbers, with many hoping to find a job or start a business post-graduation. Despite high participation in the STEM fields and a desire to gain long-term employment or become entrepreneurs, many international students struggle to find economic opportunities in St. Louis after graduation. This panel explores the reasons behind this phenomenon and presents best practices to support students given current barriers. Foreign-born students fill a critical niche nationwide in the STEM fields; 40-50% of new Ph.Ds. and masters in several STEM fields are awarded to foreign-born students. In St. Louis, the foreign-born are 44% more likely than the native-born to have at least a college degree and 130% more likely to have an advanced degree (Strauss, 2012). In addition to graduating with marketable degrees in the STEM fields, international students have exceptionally high rates of entrepreneurship. A recent study showed that immigrants in the St. Louis metropolitan region are 60% more likely than the native-born to start a business (Strauss, 2012). Yet immigrants comprise only 4.5% of the region's population, and the proportion of international students who remain in St. Louis post-graduation is low relative to our urban comparators (Strauss, 2012).

Studies show that to remain competitive and stimulate economic growth, the region must attract and retain more immigrant talent. If students desire to stay in the US, their degrees complement the St. Louis job market, and the region wants to retain immigrant talent, why don't we see more international students entering

the labor force in St. Louis? This panel will outline the legal and cultural barriers students face when seeking employment and entrepreneurial opportunities post-graduation. We will discuss how F-1 immigration regulations limit students' ability to work off-campus during and after their studies, and explore how these limitations affect the amount of agency students have when charting their course for upward mobility in the US. Then we will present best practices; in the absence of comprehensive immigration reform, how can universities and economic development agencies better support students as they seek long-term employment or develop a small business? Learn about programs in the St. Louis region to empower students with knowledge of existing pathways to smoothly transition from F-1 status to an employment-based immigration status, and to equip students with the necessary skills to excel in the American job market. Also review the results of an initiative to integrate international students into an existing career path and mentorship project in St. Louis through a partnership between the St. Louis Mosaic Project and the Regional Business Council. Finally, listen in and provide feedback on plans to celebrate international students' successful job outcomes and to incorporate international students into St. Louis' business incubators and growing start-up culture.

Dreams Deferred? The Educational and Financial Implications of In-State-Resident Tuition Policies for Undocumented Immigrants

Stephanie Potochnick and Rajeev Darolia, University of Missouri-Columbia

Many states are evaluating how to best develop the productive resources in their communities by adopting immigration and education related policies. A policy area that resides at the nexus between these policy areas is the provision of in-state resident tuition (IRT) benefits to undocumented immigrants. Since 2001, 13 states have adopted IRT policy that allows undocumented immigrants to pay the relatively low tuition and fees available to state residents at public colleges and five states have reduced costs even further by allowing undocumented immigrants access to state financial aid and/or private scholarships. While prior research finds that IRT policies have positive effects on college enrollment and associate degree completion among undocumented young adults, no study has examined the financial implications of these changes in depth. Financial and legal constraints are likely to affect where and when undocumented students go to college and how they pay. We provide some of the first evidence for these behaviors.

Using the Current Population Survey (CPS), the National Postsecondary Student Aid Study (NPSAS), and a difference-in-difference design with state, year, and state-year linear fixed effects, we examine how IRT policies affect Latino FBNCs' (a proxy for undocumented status) decision to enroll in college and how they decide to attend, the financial implications of that investment, and degree completion. Specifically, we examine how the adoption of IRT policies affects the choices of the type of institution attended (e.g., 2-year vs. 4-year; public vs. private vs. for-profit) and intensity (part-time vs. full-time). Further, we examine how students finance their college education by examining measures of student borrowing and work behavior. Lastly, we expand on prior research on IRT policies and degree completion by examining additional degree types and a longer post-policy time frame.

We find that IRT policies not only positively affect decisions of whether to attend, but also reduce the financial burden of undocumented immigrants by decreasing the number of hours worked while attending school and the amount of private loans taken. We also find that IRT policies shift students from the for-profit to public sector, but do not find evidence of an effect on enrollment intensity or on attendance at 2-year versus 4-year institutions. Lastly, we find that IRT policies increase associate degree attainment but have minimal effect on Bachelor degree attainment. By providing a more comprehensive understanding of how undocumented students respond to financial constraints our paper can help policymakers appreciate the consequences of IRT policies, allow them to develop future policy design, and evaluate other supports or mechanisms that can enhance the well-being of residents and the state economy.

Migrant Farmworker Health: Findings and Recommendations for Integration from Nebraska

Athena Ramos, Center for Reducing Health Disparities, University of Nebraska Medical Center

Ricardo Ariza, Creighton University Office of Multicultural Affairs, Omaha, Nebraska

Antonia Correa, Center for Reducing Health Disparities, University of Nebraska Medical Center

According to the World Health Organization, mental health is “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” Due to a number of factors within the agricultural industry, many migrant workers are not able to attain optimal mental health. Farmworkers may experience high levels of stress and inherent job uncertainty, which significantly impacts daily living for themselves and the communities in which they live. This workshop will focus on a recent study of migrant farmworker health in Nebraska. The purpose of the Migrant Farmworker Health Survey was to: (1) Develop baseline data on the health of Latino migrant farmworkers in Nebraska especially mental health, stress, and substance use, (2) Understand the migratory pattern of Latino migrant farmworkers who come to Nebraska to work, and to (3) Develop recommendations to improve working and living conditions for migrant farmworkers .

This multidisciplinary study included both quantitative and qualitative measures both from migrant farmworkers themselves and organizations that serve this population. Participants were recruited between May and September 2013 from five central Nebraska counties. Potential participants were informed of the study by the research team during a community meeting held at each farmworker camp. Participants were administered the Migrant Farmworker Health Survey which consisted of 103 questions encompassing five general areas: demographics, current health status, stress measured by the Migrant Farmworker Stress Inventory (MFWSI), depression measured by the Center for Epidemiologic Studies Depression (CES-D) scale, and substance use including tobacco and alcohol through the Rapid Alcohol Problems Screen-Quantity Frequency (RAPS4-QF). The final sample included 200 participants, of which 185 were male and 14 were female. Ages ranged from 19 to 70, with an average of 33 years of age. Over 70% were born outside of the United States and over 90% were Mexican or of Mexican descent. Latino migrant farmworkers experience high levels of stress and depression as measured by the Migrant Farmworker Stress Inventory (MFWSI) and the Center for Epidemiologic Studies Depression (CES-D) scale.

Of the 200 participants in the sample, 61 (30.5%) were identified to have stress levels of over 80 as indicated by the MFWSI and 98 (51.6%) were identified as depressed as indicated by a score of over 16 on the CES-D scale. Health promotion and community engagement strategies are needed to address this major health disparity in the agricultural workforce. Addressing these health issues is a significant factor for worker health and safety and well-being of rural, agricultural communities. Our discussion will focus on the process for participatory action research, findings from the Migrant Farmworker Healthy Study, and recommendations to integrate migrant farmworkers and create healthier, more welcoming communities.

Eating From the Garden

Larry Roberts, Eating From the Garden State Coordinator

Rebecca Mott, Family Nutrition Education Programs, University of Missouri Extension

Candance Gabel and Jo Britt-Rankin, University of Missouri Extension

The Eating from the Garden program provides evidence-based information to youth in schools and community programs. The program hopes to increase consumption of fruits and vegetables by youth through nutrition and gardening activities. Eating from the Garden helps kids improve their diet and food choices by helping them develop the skills to grow, harvest and prepare produce. With assistance from area partners and

volunteers, the program promotes healthier food choices, gardening skills and physical activity. Many of these gardens are located at elementary schools, and a number of students enjoy having the opportunity to eat fresh fruits and vegetables they produced as a part of their school lunches. Currently, more than 50 gardens are being cultivated in 17 counties across the state of Missouri.

Spatial Segregation in Latino Majority Communities

J.S. Onésimo Sandoval, Saint Louis University

According to the 2010 U.S. Census, there were 50,477,594 Latinos. The Latino population represented 16.4% of the total US population. The growing Latino population is impacting many regions across the US. This impact can be seen with the growth in new Latino communities in the South and Midwest. The 2010 Census also revealed that there were 960 Latino majority towns in the US with at least a total population of 500. This project conceptualizes two types of Latino towns: (1) The Pueblo (50% to 74% Latino) and (2) The Hyper-Pueblo (75% to 100%). There were 518 pueblos and 442 hyper-pueblos. This talk explores the spatial segregation patterns in these two types of pueblos.

Adult Learners' Spanish Language Proficiency and Their English Language Outcomes

Maria Tineo, Purdue University

Melinda Grismer, Purdue Extension's Learning Network of Clinton County

Purdue Extension's Learning Network of Clinton County has the unique opportunity in Frankfort, Indiana, to take a holistic approach to helping Spanish-speaking immigrants and their children to acculturate, as well as helping majority population (mostly monolingual residents) within the local community to better understand the dynamics of Latino culture. This presentation is part of a panel that showcases studies conducted with participants who attend educational programs within the same community--focusing on students, teachers, and parents and their knowledge and attitudes toward change and integration.

Maria Tineo, Ph.D. candidate at Purdue University and intake/testing coordinator for the Latino Community Learning Center's ESL program, will present a correlated study based on her research of adult learners' Spanish language proficiency and their English language outcomes. She investigated links between level of education, language proficiency in their first language, and how it's associated with their second-language (English) outcomes. These findings have relevance for second language acquisition policies and procedures at the local and state level within an adult learning context. Melinda Grismer, coordinator of Purdue Extension's Learning Network of Clinton County and the director of the Latino Community Learning Center, has conducted a comparative study examining civics knowledge among Spanish-speaking immigrants, benchmarking their results on the 100-question US citizenship test/attitudinal survey against an ESL program that does not provide civics instruction. These findings can provide us with new insights regarding integration of immigrants, especially in an immigration reform climate.

“Comer en Comunidad: Non-Traditional Factors Driving Dietary Transition and Food Insecurity among Latinas”

Pablo Torres-Aguilar and Angela Wiley, University of Illinois at Urbana-Champaign

Latino immigrants moving to the US face conditions which over time negatively impact their nutritional behaviors and health outcomes. Changes in dietary patterns partially contribute to development of diet related diseases. Furthermore, socio demographic circumstances, including gender and locality, increase the likelihood of developing obesogenic behaviors which exacerbates the pandemic of non-communicable diseases in the US.

Our objective was to evaluate life circumstances, environmental influences or language acculturation; and its relations with respect to healthy or harmful dietary patterns in a sample of Latino immigrant in Central Illinois. Healthy dietary patterns included intake of fruits and vegetables, fruit juices, vegetarian products and whole grains whereas harmful dietary patterns included consumption of salty snacks, non-diet beverages, fast foods and wheat tortillas. The resilience perspective and the Sustainable Livelihoods model were used as frameworks to determine independent variables. These models allow the evaluation of potential promotive or risk factors associated with dietary patterns at an individual, family and community level.

Promotive factors, including human and economic capital, access to food and information and low language acculturation, are conditions which foster positive adaptation whereas risk factors, including family and community challenges or food insecurity, are conditions which increase the odds of poor outcomes in Latina immigrants. Data from a larger study, The Latino Needs Assessment, evaluating immigrants' well-being was used. Participants were recruited through solicitations at community service offices and events, however only 105 met the inclusion criteria. Inclusion criteria included non-US nationality, maternal status and rural location. Principal component analysis was used to create composite variables for each construct and Spearman rank correlations were conducted to determine associations. Food and information ($ps = 0.23$) and language usage ($ps = 0.22$), were positively associated with mothers' healthy dietary patterns whereas family challenges was negatively associated with mother's healthy dietary patterns ($ps = -0.29$). Food security was negatively associated with mother's harmful dietary patterns ($ps = -0.21$). The elaboration comprehensive constructs allows us to explore underlying factors driving dietary change in Latino immigrant mothers. Thus, increasing our understanding about socio-ecological variables and its correlation to dietary patterns. Furthermore, it opens the door to determine how life circumstances, environmental influences or language acculturation and mothers' dietary patterns may exacerbate the dietary transition of other family members, especially children. Finally, our study points out the need to include these socio-ecological variables in the design and implementation of programs addressing food insecurity among immigrants.

Afraid to Say It? Examining Ambivalence in Public Support for Localized Immigration Control

Adriano Udani, University of Missouri-St. Louis

According to the 2012 American National Election Study (ANES), 52% of Americans support policies that allow local police to determine the immigration status of a person if there is a reasonable suspicion he or she is an undocumented immigrant. Given the lack of comprehensive immigration reform in the US, political scientists are not surprised that a majority of Americans support localized immigration control tactics. However, the 21% of Americans who are ambivalent toward the policy (i.e. who select a 'neither support or oppose' category) is rather curious, particularly in light of empirical studies that show racial resentment of foreign-born groups such as Latinos, Asians, and Muslims has increased over time (Kinder & Kam, 2010). Many political scientists would expect that ideological differences polarize immigration policy attitudes, decreasing any apparent ambivalence (Abramowitz, 2010). Others suggest that people may choose a 'neutral' survey response category to conceal their racial prejudice (Berinsky, 1999). Using the 2012 ANES to test these dominant hypotheses, I show that ambivalent Americans have higher anti-Latino attitudes than those who oppose localized immigration control. I also find that Americans who support localized immigration control are more likely to think that Latinos are unintelligent and lazy. The results raise important concerns for social justice. As supporters of localized immigration control continue to perceive Latinos as socially dysfunctional, and as ambivalent Americans mask their underlying racial animosity, the US immigration policy system will foment a false narrative that America has moved beyond race.

How Do We Measure Social Integration? Qualitative Data from a National Service Perspective

Dawnya Underwood, Jessica Ranweiler and Fabio Lomelino, Lutheran Immigration and Refugee Service
Lauren Wichterman, Independent Contractor, New York

The Lutheran Immigration and Refugee Service (LIRS) is committed to intentional and ongoing dialogue with our networks to deepen the connections that make our work more effective. One topic we are currently exploring is the long-term integration of migrant youth into their communities, and how healthy social connections are fundamental to their success into adulthood. With our partners, LIRS works to expand the social connections that help refugees and migrants integrate into their communities. From a recent focus group with eight partners, we have found that forming one positive bond that establishes trust can have the most lasting effects for successful integration. Trust is key to linking but may also disconnect, especially for families within our service population. When we can strengthen these bonds, formal and informal relationships are believed to be more sustainable over time. LIRS partners report connections within a faith community are of specific significance to families, as those relationships can lead to a huge increase in positive social bonds that youth experience. Conversely, challenges related to school enrollment and supportive services have been identified by direct service partners. School is the main social system for youth and when families cannot adequately access this entry into the community, further isolation becomes an issue. Youth also receive services beyond education via the public school system, to include: free or reduced meals, special education, mental and medical health, and educational or vocational counseling and guidance. Furthermore, education staff from the DC metropolitan area, including all of Maryland and Virginia where a large majority of LIRS' post release services cases are located, express the need for more information on the migrant youth population in order to better serve them. LIRS has begun to pursue work with these professionals in order to create more holistic services for our children and families. In November and December 2013, as well as February 2014, LIRS convened over 40 partners from the national network to define issues facing migrants and refugees across the United States. The collective body of knowledge and scope of programming has provided a unique opportunity for LIRS to gather a baseline of qualitative information. This data will allow LIRS to reshape how the partner network understands and provides services to migrants and refugees. This presentation will represent the findings of not only these convenings, but also from other service partners outside of the LIRS affiliate network (e.g., school systems, community service providers).

The Nature of Latino-Owned Businesses in Relation to Acculturation Paths and the Context of Reception in Three Regions of Missouri

Corinne Valdivia, Katherine Higgins, Rachel Schmidt, Lisa Y. Flores, and Stephen Jeanetta, University of Missouri-Columbia

This research explores the nature of businesses Latino newcomers engage in as part of their livelihood strategies, and the effect of context and acculturation paths. Two data sets have been gathered in three regions of Missouri that ask about the livelihoods of Latinos, and include specific questions about the businesses that have been established. We use statistical analysis to establish if there are significant relationships between the acculturation path of Latino newcomers, the networks they develop, and the nature of the business; and between context of reception (community climate), the nature of networks, and the establishment of businesses. Literature on entrepreneurship mentions ethnic enclaves as places where Latinos and other ethnic groups have traditionally developed businesses. The nature of recent migration to areas where there is not a large concentration (enclaves) of Latinos, poses the question of the nature of businesses or the characteristics of the entrepreneur that contributes to including this as a livelihood strategy.

Implementing Legalization: The Roles and Responsibilities of States and Localities

Michele Waslin, Immigration and States Project, Pew Charitable Trusts, Washington, D.C.

This paper focuses on the roles and responsibilities of states and localities during the implementation of a legalization program. We examine the Immigration Reform and Control Act (IRCA) of 1986 and the Deferred Action for Childhood Arrivals (DACA) program, initiated in 2012 and highlight lessons learned from past experiences to better understand the roles and responsibilities states may encounter in the case of a new legalization program. The magnitude of a new legalization may be significantly different given the number of unauthorized immigrants in the US today and their dispersion across all 50 states. When IRCA passed, immigrants were largely concentrated in a few states. In fact, over half (53%) of those who legalized under IRCA were from one state California. Eighty-three percent of those who legalized resided in five states California, Texas, New York, Illinois, and Florida. Today, there are approximately 11.7 million unauthorized immigrants residing in the US, and large numbers of potential beneficiaries of a legalization program are found in nearly all 50 states.

In contrast to the IRCA experience, the more recent DACA program application rates show that the five states with the highest foreign born populations have generated approximately 62% of all applications, more than 20 percentage points less than those who legalized under IRCA in the same five states. This signals that many more states will likely be involved in various aspects of implementing any broad new legalization program. The experiences of IRCA and DACA show that states and localities are either required, or have chosen, to take on various roles and responsibilities during implementation that include providing: 1) outreach and public education about the legalization program and providing potential applicants with information about the application process; 2) certain documentation necessary for applicants to prove eligibility; 3) the education necessary for applicants to meet eligibility requirements; and protecting immigrants from fraudulent or predatory immigration legal service providers.

The level of engagement and magnitude of states' and localities' roles is, of course, dependent on the type of legalization program that is enacted and to some extent, on their desire to engage in this policy. The specific eligibility requirements of the legalization program and the amount of time applicants have to fulfill those requirements are important to determining what states and localities may need to do and how much time they will have to prepare for and respond to applicants' needs. Of course, once the initial implementation of a legalization program is complete, all levels of government, but particularly states and localities, have a role in integrating the newly legalized population into their communities. Future research will delve into what these responsibilities are and what the fiscal and economic impacts may be.

There's an Application for That: Assisting Latino Businesses in Navigating the Permit Process

Jon Wolseth, Iowa State University Extension and Outreach

The majority of Hispanic-owned businesses in the US are classified as 'nonemployer,' meaning that they are firms without paid employees, generally run by sole proprietors and partners. Emblematic of 'nonemployer' businesses are family-owned and operated retail establishments, auto repair shops, restaurants, and cleaning businesses. Such retail and service industries require special permits to operate (such as health department permits and liquor licenses) or require building permits to expand or renovate business spaces. Building codes, health codes, and other forms of regulation are difficult to access, navigate and understand for many Latino business owners because of lack of English fluency, knowledge of existing regulation, or access to technology. Personal investment and assumption of risk is exceptionally high in immigrant-owned businesses. The cost of business failure, then, is also extremely high on individual families and on the community as a whole. Failure to

file the necessary paperwork or receive adequate permission for operation can be financially disastrous and force business closure. This presentation will present several best practices in addressing the knowledge gap about business regulation among Latino entrepreneurs. Special focus will be placed on the pros and cons of using personal networks with organized workshops to address the knowledge gap.

Selected Papers

A Network for Economic Integration of Immigrants: Supporting Latinos/as in Des Moines, IA

Johnny G. Alcívar, Iowa State University

The State of Iowa has become a new destination for immigrants, mostly of Mexican and Hispanic descent (Zúñiga & Hernández-León, 2005). In the early 1990's, the meat packing and processing industry started to recruit minorities, especially Latinos/as. This was caused by changes in employment practices that created a need to fill low-skilled job openings (Gouveia & Saenz, 2000; Kandel & Parrado, 2005). As a consequence, the Hispanic population is the largest minority group in Iowa, consisting of 5 percent of the total population in 2011 (U.S. Census Bureau, 2012). The state is benefiting from this immigration given existing decreasing demographic trends of Iowans, caused by brain drain and aging population, promoting the 'shrinking communities' phenomenon in many counties (Grey & Woodrick, 2005). On one hand, this growth has led to the development of some Latino/a entrepreneurship and businesses, creating commercial niches with high potential for economic development and revitalization in Iowan communities (Trabalzi & Sandoval, 2010). On the other hand, the distribution of Latinos/as in the labor force remains mostly concentrated in low-wage sectors of the economy (State Data Center of Iowa, 2013). The lack of state and federal involvement to promote economic integration of Latinos/as partially explains this concentration (Grey, 2006). In order to overcome the lack of involvement by the public sector, non-governmental organizations (NGOs) are working to promote economic integration of Latinos/as in many locations across the U.S. (Petsod et al., 2006).

In 2011, approximately 35,000 Latino/as resided in Polk County, where the City of Des Moines is located, making it the county with the largest Latino/a population in the state (State Data Center of Iowa, 2013). Within the City of Des Moines, 12 percent of the total population, around 25,000 people, and possibly more, are Hispanic and the number continues to grow (U.S. Census Bureau, 2014). However, it is important to highlight that the number may be larger due to the existence of undocumented immigrants, who may or may not have been included in the censuses. In 2010, for instance, an estimated 75,000 undocumented immigrants lived in Iowa, indicating a sharp increase from the estimated 5,000 in 1990 (Passel & Cohn, 2011). Moreover, if all undocumented immigrants were removed from Iowa, there would be losses of \$1.4 billion in economic activity and \$613.4 million in gross state product. Finally, we would see 8,819 jobs would occur (Perryman Group, 2008).

As of 2011, 30 percent of the Latino/a labor force in Iowa worked in production, transportation, and material moving occupations, in comparison to 16 percent of the total population. Almost 25 percent of the Latino/a labor force worked in service occupations compared to 17 percent of the total population. In sales and office occupations, 17 percent of the Latino/a labor worked in this field while the percentage of the total population was 24. An additional 14 percent of the Latino/a labor force were employed in management, professional, and related occupations, compared to 34 percent of the total population (State Data Center of Iowa, 2013). The 2013 unemployment rate in Iowa was 7.7 percent for Latinos/as and 4.7 percent for the state population. Compared to the national 9.1 percent for Latinos/as and 7.4 for the national population, Iowa has a higher rate of Latino/a unemployment when looking at the ratio Latinos/as to the total state population (U.S. Bureau of Labor Statistics, 2014). When poverty and education statistics are considered, the numbers show that the Latino/a population, on average, is more likely to be poor, earning half of the State median family income, and is less educated than the average for the entire state.

While the tenure of residence of immigrants may play role in the distribution of Latino/as in the labor force, there is a need to understand the economic integration-related services and opportunities that are being provided to the Latino/a population in Iowa. Within this context, the main objective of this research is to examine the existing network of support that assists Latino/a immigrants to achieve economic integration in the City of Des Moines. This study is about the supply side, i.e., formal NGOs stakeholders involved in the

network of support, not including the public sector. The demand side (i.e. Latino/a population) is not part of this study nor are the informal stakeholders (e.g., a priest or a community leader).

Research Design and Methodology

The four overall research questions are: 1) Who are the formal NGO stakeholders involved in the network of support for economic integration? 2) What are the NGOs currently doing to assist with the economic integration of the Latino/a population? 3) How do the NGOs perform with regards to provision of services and opportunities? and 4) Do the NGOs collaborate and form partnerships within the network? This paper will mainly focus on question number 3 for brevity purposes and will provide recommendation for the network of support. Semi-structured interviews were conducted with 12 formal NGO stakeholders involved with assisting Latino/a immigrants. In order to analyze the interviews, I proposed a classification based on two qualitative types of measurement: ‘level of service and opportunity’ and also ‘overall performance category,’ as explained below.

Economic integration in this paper is defined as the process by which immigrants have equal access to economic opportunities, giving all the chance of having a job, accessing financial services, and experiencing mobility, all depending on the reception context of the receiving location. For the classification, three indicators were proposed and are described in Table 1: jobs, financial services, and mobility. These indicators were assigned different ‘level of service and opportunity’ labels: basic, intermediate, and advanced. The basic level represents service provision characterized by access to unskilled work which lacks mobility opportunities, and to simple financial services only, such as checking and savings accounts. The intermediate level represents service provision characterized by access to better paid jobs with technical and skill-acquisition training, chances for mobility, and provision of financial services such as credit cards and microloans. The advanced level represents service provision including access to higher education, to professional high-skilled jobs, and entrepreneurship opportunities, leading to sector mobility, and to financial services that includes loans and mortgages. For example, an NGO that assists Latinos/as to find only unskilled jobs is labeled as basic level provider for the indicator jobs. Moreover, an NGO receives an advanced level label for financial services if Latinos/as have access to loans and mortgages.

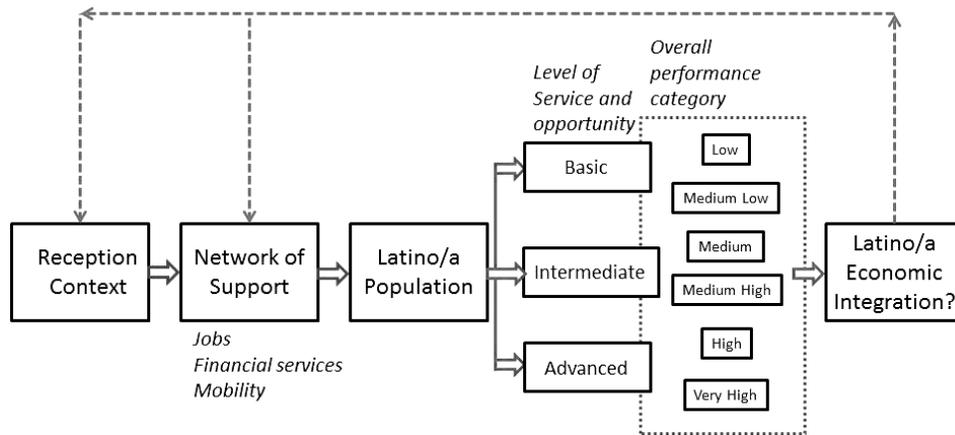
Table 1: Description of ‘level of service and opportunity’ for the classification

Level of Service	Jobs	Financial Services	Mobility
Basic	Low skilled/low wage Dead end jobs	Checking/Savings accounts Financial education	No mobility opportunities Little mobility opportunities
Intermediate	Technical/Skilled Benefits/Safety net	Credit cards Micro loans Grants/Scholarships	Job ladders available High wages
Advanced	Professional High Skilled Entrepreneur	Loans Mortgage	Sector-mobility = upward mobility High mobility Business start-up

By combining these ‘level of service and opportunity’ with the indicators (i.e., jobs, financial services, and mobility), I propose six ‘overall performance category’ for NGOs, varying from low to very high for the classification. An NGO is ranked low for ‘overall performance category’ if it has a basic label for ‘level of service and opportunity’ for even one of the three indicators. An NGO is ranked very high for the ‘overall performance category’ if all three indicators are at least an intermediate ‘level of service and opportunity’ label.

Figure 1 displays the research framework following a reception context ideology as put forth by Portes & Rumbaut (2001). The Des Moines reception context influences the network of support, which is composed of formal NGO stakeholders. These NGOs provide services and opportunities related to jobs and/or financial services and/or mobility to the Latino/a population. Jobs, financial services and mobility can be labeled as one of the three ‘level of service and opportunity’: basic, intermediate, or advanced. Each NGO, depending on the combination of ‘level of service and opportunity’ can be ranked with an ‘overall performance category’ varying from low to very high. The final combination of NGOs with their specific ‘overall performance category’ defines how the network is performing. Depending on the network strength, a feedback loop is proposed that can then affect the reception, context, and/or the network of support.

Figure 1: Research Framework



Initially, I identified 29 organizations working with Latino/a in Des Moines, and then narrowed this number to 17 which provide services directly related to economic integration. Those 17 organizations became my sampling frame. It is important to highlight that even though my definition of economic integration includes jobs, financial services, and mobility, one should not expect that each NGO would be providing services and opportunities focusing on these three indicators at the same time. Rather, ideally, the network of support should have NGOs working with one, two, or three indicators, producing a strong overall economic integration synergy.

The interviewing process took place from March to April, 2014. I was able to interview 12 NGOs out of the 17. Participants were informed of the Institutional Review Board procedures, and guaranteed anonymity. All interviewees consented to being audio recorded, and were then, transcribed for analysis. The NGOs representatives that were interviewed held different job positions, such as managers and directors. To maintain the interviewees’ anonymity, in the rest of this paper, I refer merely to the organizations by their focus: business, community, educational, financial, marketing, and service provider.

Results and Conclusion

In this study I used the ‘segmented assimilation’ approach, focusing on the societal level of the reception context. By examining the existing network of support, which was influenced by the reception context, I concluded that the societal mode of incorporation was not sufficient to contribute to producing a strong network of support. In summary, a network of support for the economic integration of Latinos/as comprised of 17 formal NGO stakeholders existed in the City of Des Moines. Based on the 12 organizations that were interviewed in this study, the existing ‘performance category’ for economic integration with regards to jobs, financial services, and mobility has room for improvement. Shown in Table 2, seven out of the 12 organizations in the sample performed at or below a medium low ‘performance category’. Moreover, four NGOs were performing low, which means limited influence on jobs, financial services, or mobility. Four NGOs were performing in the high ‘performance category:’ two in medium high, one in high, and one in very high. The latter could be considered a good example to be followed. There were five organizations, however, that could potentially be performing at high and/or very high category, but Latinos/as were facing constraints by the requirements, including authorized U.S. status. Services and opportunities related to financial services were more prevalent in the City of Des Moines than access to jobs and mobility opportunities.

Table 2: NGO performance according to classification

Organizations	Jobs	Financial Services	Mobility	Performance
Business Org.	Advanced	Intermediate	Advanced	Very High
Community Org. A	Non-Existent	Intermediate	Basic	Medium
Educational Org. A	Intermediate	Basic	Intermediate	Medium High
Educational Org. B	Intermediate*	Non-Existent	Intermediate*	Medium Low
Educational Org. C	Basic	Intermediate	Basic	Medium Low
Educational Org. D	Advanced	Basic	Advanced	High
Financial Org. A	Non-Existent	Advanced*	Non-Existent	Low
Financial Org. B	Non-Existent	Advanced*	Non-Existent	Low
Financial Org. C	Non-Existent	Advanced*	Non-Existent	Low
Marketing Org. A	Non-Existent	Intermediate	Non-Existent	Medium High
Marketing Org. B	Non-Existent	Basic	Non-Existent	Low
Service Provider Org. A	Intermediate*	Non-Existent	Intermediate*	Medium Low

As a result of the interviews, I have specific recommendations that, I believe, could improve how the network should assist Latino/a immigrants to achieve economic integration. Firstly, as a top priority, the public sector should increase its involvement with the network of support and the Latino/a population. Strong public support could provide a positive impact in the existing networks. Examples of public support could include assisting NGOs to help improve their performance and identify the gaps in service provision. The

existing formal NGO stakeholders should reach out to the public sector to initiate this change in behavior. The NGOs were well aware of what the most difficult challenges for Latinos/as were, and could educate the public sector. To facilitate the public sector involvement, cultural sensitivity and awareness programs for local and state public employees should be offered. For instance, planners in Des Moines should be aware of their multicultural environment and reach out to diverse communities for inclusion in the planning processes. Moreover, a further way for the public sector to convey a supportive message to the Latino/a community would be to acknowledge immigrant economic contributions. In this way, they could contribute to the breakdown of embedded social structure issues, such as persistent discrimination.

Secondly, there is a need to expand jobs and mobility services and opportunities in the network. In light of prevalence of financial services, more jobs, mobility services, and opportunities are needed in Des Moines to provide for a population of over 25,000 Latinos/as. Responses pointed to an increasing demand for entrepreneurship education, demonstrating a weakness in the network of support. This type of service and opportunity should increase in the network, and even expand to target the less-educated entrepreneur. Thirdly, the simplification of the qualification/application process could increase accessibility to services and opportunities, by minimizing the obstacles that the Latino/a population could encounter. Existing best practices should be evaluated to provide effective models that others can follow. Finally, partnerships and collaborations within networks of support should increase. Larger players, for instance should reach out the less well-connected NGOs.

Future research should focus on other aspects that could play important roles in the economic integration of Latinos/as. This study focused on the supply side of the network of support, meaning that the demand side (i.e., the Latino/a population) should be investigated. An examination of the role of the public sector should also be considered. The economic dimension of integration is only a part of the holistic concept of integration. Hence, other dimensions such as political and social integration should also be reviewed. This study contributed to the literature on new gateway destinations dealing with the growth of immigrant population by focusing on the role of formal NGO stakeholders working on Latino/a economic integration in Iowa. The findings should not be generalized to other cities but they demonstrated the importance of having a large network of support, offering services and opportunities related to jobs, financial services, and mobility. The findings also suggested that other cities should understand how the societal level is influenced by their own reception context for the economic integration of immigrants.

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Improving Relationships and Communication through Understanding One Another

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Introduction

Have you ever heard these statements? “They’re not like us.” “They don’t have our values.” “We invited them, but they’re not interested, so they don’t come.” “They just don’t care about doing better.” You may recognize these comparisons as judgment statements. Why are such statements made? Is there a lack of understanding? Do you recognize fear in any of the statements? Perhaps we fear what we do not understand. Do we interact with those we fear or do not understand? How do we break down the barriers of fear, misunderstanding, and judgment? If “they” are “not like us”, do we take the time and/or the steps to learn more

about others? Hopefully, the answer is “yes”. Read on for a better understanding of why we may fear people who are different and why we may struggle with cross-cultural communication.

First, a genuine desire to learn about other cultures has to come from within each individual. No one can demand, require, or force you to be interested in interacting with someone from different origins than your own. However, what if you wanted to reach out to someone from a different culture, say, with educational materials or in a business prospect? With rapid population changes in the United States, indeed, around the world, we have seen the importance of breaking down the cultural barriers that impede interpersonal communication and trusting relationships.

Avoiding people who are different could be the easier option, but it is not practical in education, service, business arenas, or in human development. People who are isolated and have no friends or associates cannot exchange obligations or share expectations with others (Coleman, 1994). Globally, countries grow daily in ethnic, cultural, and human diversity, so now may be timely for learning some steps for moving toward “cultural pluralism. Cultural pluralism reflects individuals who are highly acculturated (adaptive) to more than one culture (Valdivia, Jeanetta, Flores, Morales, & Martinez, 2012). A well-integrated community, with many distinctive populations, is marked by people who interact with one another without judgment and are more likely to appreciate different types of diversity (human, cultural, beliefs, interests, etc.).

Research and best practice suggest some preliminary actions for reaching families, audiences, or individuals not living in “mainstream” U. S. cultures. Primarily, there must be an understanding of one’s own cultural patterns and personal biases. This begins the steps toward comprehension of other cultural customs and paves the way for cross-cultural communication. Cross-cultural communication leads to building and/or strengthening relationships (Ting-Toomey & Chung, 2005).

Cultural Patterns

What is culture? Our culture is the lens through which we see the world, and it lets us know how to act within that realm by what is modeled around us. Culture is part of human identity. Humans seem to function best around others of similar identities. All humans belong to one or more cultures. It could be a work culture, a culture of religious faith, an educational culture, a culture of scooter riders, or a culture of socio-economic status. The point is that there are many cultures other than those of ethnicities or creeds. Persons can belong to many cultures and practice more than one cultural pattern. There are five questions in cultural patterns (Kluckhohn & Strodtbeck, 1961; Ting-Toomey & Chung, 2005):

1. What is the character of human nature?
2. What is the relationship of humankind to nature?
3. What is the orientation toward time?
4. What is the value placed on activity?
5. What is the relationship of people to each other?

Understanding cultural patterns teaches us why we have cultural biases. Understanding cultural patterns gives one a foundation for learning that another culture is not wrong, somehow lesser, or better if it is divergent from your own background or experience. Let’s explore difference and similarities across cultures. See if you can identify your own cultural pattern. Each of the cultural patterns is divided, basically, into five orientations: human nature, humans and nature, time orientation, activity orientation, and social orientation (adapted from Ting-Toomey, 1999). These orientations in cultural patterns are shown in Table 1.

Table 1. Five Orientations of Cultural Patterns	
Human Nature	
<i>Basically evil</i>	Humans are intrinsically evil - From Puritan ancestry
<i>Mixture of good/evil</i>	Is part of the world and cannot be eliminated – needs dual approach
<i>Basically good</i>	“People are good, but society makes them evil”
Humans and Nature	
<i>Subordinate</i>	Powerful forces outside control – must accept and yield to
<i>Harmony</i>	Part of life – all things connect - not a hostile force
<i>Master of Nature</i>	Direct to our advantage, dominate - “Tame it” Structuring of markets and buyer influence
Time Orientation	
<i>Past</i>	History, traditions and religion are important Value ancestral wisdom - “Look to the past to guide the future”
<i>Present</i>	Future is vague - “Real” exists here and now - situation- bound
<i>Future</i>	U. S. Dominant, goal-bound Focus on “What is going to happen?” – Control the future
Activity Orientation	
<i>Being</i>	People, events, and ideas “flow” - “Simple act of conversation”
<i>Being-in-becoming</i>	Development, growth, spiritual life and emotional vitality
<i>Doing</i>	Activity and action, Accomplishments measured - U. S. Dominant No time to “sit and talk” - Life in constant motion
Social	
<i>Authoritarian (Linear)</i>	“Born to lead” - Others must follow - perception that this is the “norm”
<i>Collective</i>	Development, growth, spiritual life and emotional vitality
<i>Individual</i>	U.S. Constitution - Autonomous Control over one’s destiny - All else “violates the will of God”

Other cultural patterns are reflected in semantics (meaning of words as they relate to sense, reference, implication, and/or logical aspects) as influenced by regional, social, educational and/or ethnic background. Can you think of a word from your childhood that, now, has different meaning for you as an adult? Do you define certain words differently than a work colleague or a friend? Other influences on cultural patterns include geographical locations, gender, Mother Tongue, discipline (job), and family. Can you readily identify your own cultural patterns? Can our cultural patterns prevent us from reaching out to others from different backgrounds or cultures? Do our cultural patterns affect communication with those from other cultures? Let us be clear about what constitutes a culture. Think of:

- Family Systems/Structures
- Ways of Knowing
- Legacies/ Heritage
- Ethnicities
- Belief Systems
- Regionalisms
- Folkways and Mores
- Socio-economic placements
- Historical Allegiances

Working toward cultural pluralism or integration does not require one party to give up identity or belief systems. That would be more like forced assimilation. Hegemony (Flora & Flora, 2012) happens when one ethnic or economic culture dominates another, which also would be the opposite of pluralism or integration. Multi-cultural pluralistic communities have people who work in tandem with one another. Think of the parts of a gear. Two rotating cogwheels have teeth that enmesh to transmit motion. The gears do not melt into one another, rather they work in concert to move forward. They may be different, but they work together in the common goal of forward movement. If humans interact in such harmony, their communities would be at an advantage. Multi-cultural pluralistic communities are marked by social cohesion, which is a product of adept cross-cultural communication.



Cross-Cultural Communications

“The single biggest problem in communication is the illusion that it has taken place.” This sentiment comes from nineteenth-century Irish playwright and likable curmudgeon George Bernard Shaw. Have you ever spoken to another person and walked away thinking that he or she understood what you said only to discover the opposite was true? If the person with whom you spoke did not understand what you said, no communication took place. The challenges of clear and understandable communication escalate when the communicators come from different backgrounds – socially, culturally, and linguistically. Understanding how we hear one another, will improve communication. Also, communication improves as relationships strengthen.

Relationships

Daniel Goleman calls it “amae”, which is a Japanese word for peoples’ attunement with one another. The stronger our human relationships, the more open and attentive we are likely to be with one another. As we build interpersonal relationships with others, whether they are “like” us or not, the notion of difference fades. Or, we may notice more difference, but the understanding of that distinction moves us toward acceptance or appreciation.

Personal Bias

Much has been written on personal attitudes toward difference (Marofsky, 2008). To move toward cross-cultural interactions we must have an understanding of personal biases. Marofsky developed the “Tolerance Scale” in which we come to understand our own attitudes toward difference.

Appreciation: Values the difference of others and believe that difference enhances your own life.

Acceptance: Difference does not really matter to you. You tend to look for commonalities and try to ignore difference.

Tolerance: You don’t feel completely comfortable with difference. You will treat those you view as different with respect, but you would rather not have them as associates.

Avoidance: Difference clearly makes you uncomfortable. You try to avoid and do not want to work with those who are different.

Repulsion: Difference is not seen as “normal”. Working or coming in contact with those who are different causes you a lot of discomfort.

These points are not to describe a “right” or “wrong” in being. They are meant to illustrate our levels of bias. In order to understand the barriers to interpersonal communication, it is best to recognize in ourselves possible reasons for obstacles to clear and satisfying interactions.

What does this mean?

Whether we work in education, business, human service, or in our families, we all benefit from clear and comprehensible communication. At any time during interpersonal interaction or in building relationships, if we do not understand one another, or if there is judgment on one another, communication does not take place. The opportunity to build a relationship may pass as well. Learning about the origins of thought or the cultural background of others does not ask us to give up anything that we hold dear. Learning about others enhances our abilities to interact with a wider range of people. If it is an educational message that we carry, a wider audience avails us of more people who will walk away improved for hearing our clearer communication.

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Explaining the Relations between Acculturative Stress and Prosocial Behaviors in Latino Youth from the Midwest

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Scholars assert that stressful experiences have negative consequences for adolescents' health and social behaviors. Stress can weaken coping mechanisms and lead to poorer health and less desirable social outcomes (Conger et al., 1993; Lazarus & Folkman, 1984). One specific behavioral outcome associated with stressful experiences is prosocial behaviors (i.e., actions intended to benefit others; Carlo & Randall, 2002). Stressful experiences may lead to lower levels of prosocial behaviors if the individual is overwhelmed by the stressor and is unable to cope effectively. Individuals who are overwhelmed by stress may become more self-focused and might be less likely to engage in prosocial behaviors or help others. Stressful experiences, however, may also foster prosocial behaviors if such experiences promote an orientation towards others. For example, "altruism born of suffering" is a concept that suggests that stressful events might foster emotional sensitivity and promote empathy and compassion, and ultimately promote altruistic and helping behaviors (Staub, 1997). Direct evidence for the associations between stress and prosocial behaviors is still limited and mixed. Nonetheless, there is evidence that stress is an important predictor of adolescents' adjustment and positive development (Conger et al., 1993; Lazarus & Folkman, 1984; Staub, 1997).

One reason for the inconsistent associations between stress and prosocial behaviors may be that previous research has largely examined prosocial behaviors as a unidimensional construct rather than as a multidimensional construct in which different types of prosocial behaviors reflect different motivations for helping (see Carlo & Randall, 2002). Several previous researchers have demonstrated differential relations among various forms of prosocial behaviors and a variety of constructs among Latino youth, including acculturative stress (McGinley et al., 2010), parental discipline (Carlo, Knight, McGinley, & Hayes, 2011a) and sympathy (Carlo, Mestre, Samper, Tur, & Armenta, 2011b). Therefore, it is important to examine the influence of acculturative stress on different types of prosocial behaviors in order to capture the complexity of the relations. The present study aimed to address this limitation by examining the influence of acculturative stress on six different forms of prosocial behaviors that are common among adolescents.

Acculturative Stress and Prosocial Behaviors

Mexican American adolescents may face unique stressors associated with their ethnicity and family background. One particular form of stress that may be experienced by many Mexican American adolescents is acculturative stress, which is defined as stress associated with demands placed on the individual that result from adapting to a new culture (Alegria & Woo, 2009). Mexican American adolescents may experience acculturative stress due to social exclusion and the feeling that they are barred from specific opportunities or aspects of society because of their culture of origin. These adolescents may be less likely to engage in high cost prosocial behaviors, such as altruistic prosocial behaviors. However, it is also possible that acculturative stress would be positively associated with specific types of prosocial behaviors, such emotional and dire prosocial behaviors. Acculturative stress experiences may foster sensitivity towards the experiences of others, which may facilitate sympathy and ultimately certain forms of prosocial behaviors.

There is limited and mixed evidence, however, on the associations between acculturative stress and prosocial behaviors. One study found no association between acculturative stress and early adolescents' general prosocial behaviors (Schwartz, Zamboanga, & Jarvis, 2007). Another study found that acculturative stress was positively associated with specific forms of prosocial behaviors in Mexican American college students but was negatively associated with other forms (McGinley et al., 2010). However, the underlying mechanisms that account for the associations between acculturative stress and prosocial behaviors are not yet well understood. The present study aimed to address this limitation by examining depressive symptoms and deviant peer affiliation as mediators in the associations between acculturative stress and specific forms of prosocial behaviors.

Mediating Roles of Depressive Symptoms and Deviant Peers

Acculturative stress may be associated with depressive symptoms among adolescents because of the demands placed on individuals as they face challenges associated with adaptation to mainstream culture. Adolescents who feel socially isolated, struggle to feel accepted by peers or society, or experience discrimination may exhibit depressive symptoms such as a lack of energy and increased sadness (Williams & Berry, 1991). Research suggests that late adolescents who are experiencing acculturative stress are also more likely to experience depressive symptoms (Crockett, Iturbide, Torres Stone, McGinley, & Raffaelli, 2007; Hovey & King, 1996). This increased sadness and lack of interest in typical activities may then influence the social behaviors of adolescents.

Specifically, adolescents who are experiencing depressive symptoms may have a decreased interest in their typical activities. These adolescents may seek out peers who provide increased stimulation or novel experiences that they believe will help them cope with their negative emotions. Therefore, deviant peer affiliation may be associated with depressive symptoms among adolescents. These deviant peers may provide the novel, risky experiences that depressed adolescents feel will help them cope with their negative emotions. Existing research does demonstrate a correlation between depressive symptoms and deviant peer affiliation (Ferguson, San Miguel, & Hartley, 2009). However, the association between depressive symptoms and deviant peers has not been examined in Mexican American adolescents specifically.

Deviant peer affiliation may ultimately influence the social behaviors of adolescents. Specifically, when adolescents associate with deviant peers, they may be more likely to engage in behaviors similar to that of their peers (Maxwell, 2002). Thus, adolescents who affiliate with deviant peers may display more deviant behaviors and less positive, prosocial behaviors. Research has demonstrated that deviant peer affiliation is positively associated with adolescents' externalizing behaviors (Kim, Hetherington, & Reiss, 1999; Maxwell, 2002).

Present Study

This study examined the associations between acculturative stress and prosocial behaviors via two important mediators, depressive symptoms and deviant peer affiliation. Prosocial behaviors were examined as a multidimensional construct composed of different forms of helping. The participants were high school aged Latino adolescents from Nebraska, which is an understudied population. Researchers have previously highlighted the need for more research on Latinos living in the Great Plains area (Rochin, 2000).

We hypothesized that acculturative stress would be positively associated with depressive symptoms. Depressive symptoms, in turn, would be positively associated with deviant peer affiliation. Deviant peer affiliation would be negatively associated with prosocial behaviors. Based on prior research, the authors also hypothesized both positive and negative direct links between acculturative stress and prosocial behaviors (McGinley et al., 2010).

Methods

Participants

Data for the current study were from an ongoing NSF-funded study of Latino families in the Midwest (Latino Youth Care Project), which collected data from Latino adolescents and mothers in rural and urban communities across the state of Nebraska. Only adolescents' reports were used in the current study. Participants were 89 Latino adolescents from Nebraska (mean age=15.24 years, range 14-18 years; 68.4% female). Some 66% of the adolescents were born in the US. For the participants who were not born in the US, there was a range reported for number of years living in the US (1 month-17 years). The participants were predominantly Mexican American (93.8%).

Measures

Acculturative stress. Participants completed a self-report measure of their acculturative stress (Mexican American Stress Inventory; Rodriguez, Myers, Mira, Flores, & Garcia-Hernandez, 2002). For the current study, the existing pressure to acculturate subscale was used to assess stress associated with acculturating to mainstream U.S. society (7 items, $\alpha = .88$, sample item: "I feel uncomfortable when others expect me to know American ways of doing things").

Prosocial behaviors. Adolescents also reported on their tendency to engage in six common types of prosocial behaviors (dire, emotional, anonymous, altruistic, public, and compliant; Carlo, Hausmann, Christiansen, & Randall, 2003). Dire prosocial behaviors include helping others in emergency situations (3 items, $\alpha = .70$, sample item: "I tend to help people who are in real crisis or need"). Emotional prosocial behaviors include any helping behaviors in emotionally evocative situations (5 items, $\alpha = .84$, sample item: "It makes me feel good when I can comfort someone who is very upset"). Compliant behaviors include helping when asked (2 items, $\alpha = .78$, sample item: "I never wait to help others when they ask for it"). Anonymous prosocial tendencies include helping without being identified (4 items, $\alpha = .79$, sample item: "I prefer to donate money without anyone knowing"). Public prosocial tendencies include helping behaviors in the presence of others (3 items, $\alpha = .88$, sample item: "I can help others best when people are watching me"). Altruistic prosocial tendencies refer to helping others when there is no benefit to the self (4 items, $\alpha = .77$, reversed-scored sample item, "One of the best things about doing charity work is that it looks good").

Depressive Symptoms. Participants completed a measure of their own depressive symptoms (CES-D, Radloff, 1977; 20 items, $\alpha = .84$; sample item, “I thought my life had been a failure”).

Deviant peer affiliation. Participants also completed a measure of their affiliation with deviant peers. They were presented with nine deviant acts and were asked to rate how many of their three closest friends had engaged in that act in the past year (Dishion, Patterson, Stoolmiller, & Skinner, 1991; 9 items, $\alpha = .88$; sample item, “How many of your friends could have gotten into trouble with the police for something they’ve done?”).

Results

Structural path analyses in SPSS AMOS were conducted to examine the associations between acculturative stress, depressive symptoms, deviant peer affiliations, and prosocial behaviors (see Figure 1).

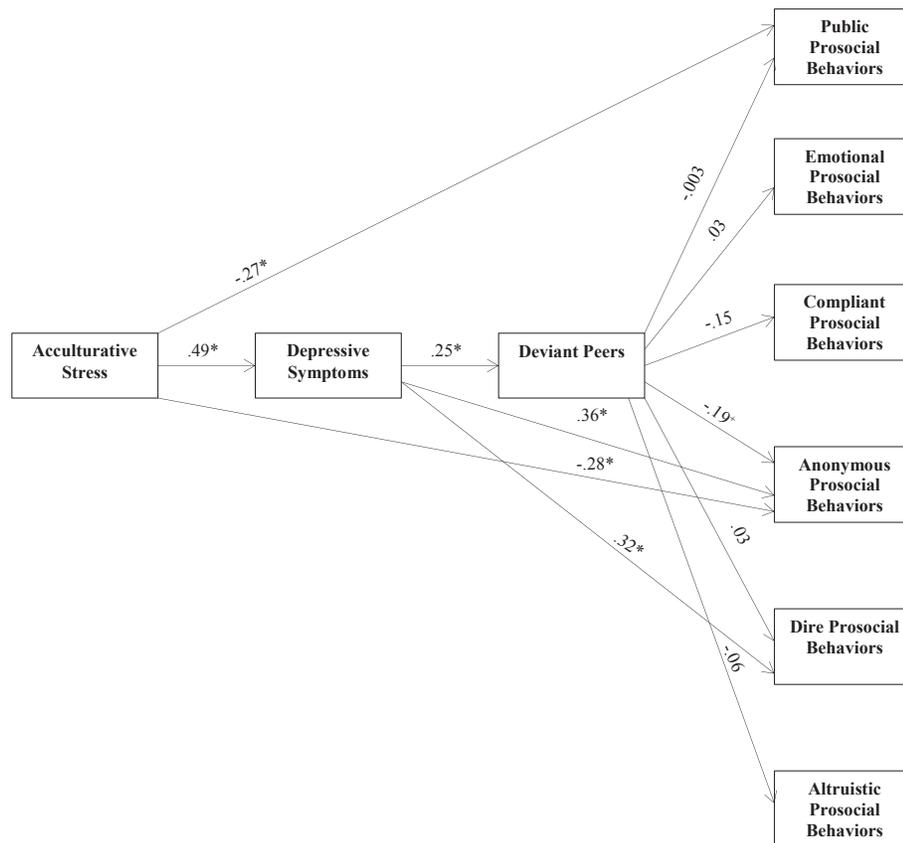


Figure 1. Path analyses demonstrating associations between acculturative stress, depressive symptoms, deviant peer affiliations, and prosocial behaviors.

The results demonstrated that acculturative stress was directly, negatively associated with public and anonymous prosocial behaviors. Acculturative stress was also positively associated with depressive symptoms. Depressive symptoms, in turn, were positively associated with deviant peer affiliations. Deviant peer affiliations were not significantly associated with prosocial behaviors. There were marginal, negative effects, however, between deviant peer affiliations and compliant and anonymous prosocial behaviors.

Discussion

The results demonstrated partial support for the proposed hypotheses. As expected, acculturative stress was positively associated with depressive symptoms. This is consistent with previous findings that suggest that adolescents who are experiencing social barriers and discrimination because of their culture are more likely to experience depressive symptoms (Crockett et al., 2007; Hovey & King, 1996). Consistent with our second hypothesis, depressive symptoms were positively associated with deviant peer affiliation. This result is also consistent with previous research demonstrating a correlation between depressive symptoms and deviant peer affiliations (Ferguson et al., 2009). Surprisingly, depressive symptoms and deviant peer affiliation were not associated with prosocial behaviors as originally hypothesized. This may be because of the size of the sample, because deviant peer affiliation was marginally, negatively associated with anonymous and compliant prosocial behaviors. Given the conceptual links between deviant peer affiliation and prosocial behaviors, it is possible that if the sample size were larger, these effects may have been statistically significant.

As hypothesized, there were also significant direct effects between acculturative stress and prosocial behaviors, but in opposite directions to earlier research. In this study, acculturative stress was negatively associated with public and anonymous prosocial behaviors, unlike a prior study with college students, which found positive relationships between acculturative stress and multiple forms of prosocial behaviors (McGinley et al., 2010). These inconsistent findings may be because of the age differences in the samples (the current sample used high school students). Acculturative stress may be particularly detrimental for younger adolescents' prosocial behaviors.

There were several limitations to the present study. First, the study was a cross-sectional design thereby limiting the ability to infer causal relations. Future longitudinal and experimental designs are necessary to discern direct of effects or causality. Second, only adolescent self-report instruments were used. Future

Table 1. Descriptives and Correlation Matrix for Acculturative Stress, Depressive Symptoms, Deviant Peers, and Prosocial Behaviors

	1	2	3	4	5	6	7	8	9
1. Acculturative Stress									
2. Depressive Symptoms	.50**								
3. Deviant peers	.34*	.24*							
4. Public	-.19	.01	-.05						
5. Emotional	-.08	.04	-.01	.22*					
6. Dire	.02	.25*	.06	.35**	.71**				
7. Altruistic	.03	-.16	-.08	-.50**	-.13	-.36**			
8. Compliant	-.13	-.07	-.18	.13	.70**	.55**	-.03		
9. Anonymous	-.17	.17	.20	.51**	.56**	.64**	-.26*	.44**	
Mean	2.45	1.66	1.64	2.59	3.59	3.59	3.51	3.70	2.93
SD	1.07	.42	.67	1.11	.90	.86	1.05	1.01	.83

Note: p<.05*. p<.001**

research utilizing multiple methods (e.g., observations, different reporters) is needed to minimize potential self-presentational demands and shared method variance. Third, research on more general and more representative samples of Mexican Americans and other Latino/as are needed to better generalize the findings.

Despite these limitations, the findings illustrate the importance of examining the associations between acculturative stress and helping among Latino adolescents, as well as the mediating mechanisms in these relations. These results can inform previous theories of prosocial development and stress as they contribute to the understanding of the complex relations between these behaviors. These findings may also inform program developers and policy makers regarding the experiences of Latino adolescents in the Great Plains and how acculturative stress, among other characteristics and experiences, may influence their helping behaviors.

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Exploring Beginning Latino Farmers and Ranchers' Willingness to Become Involved in Community Activities in Rural Missouri

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Introduction

Many Latinos who have immigrated to new destination US communities over the last 40 years have become the first generation of immigrant farmers and ranchers in the communities where they settled. In Missouri, most Latino farmers and ranchers are considered beginning farmers. The United States Department of Agriculture (USDA) characterizes "beginning" producers as those farmers and ranchers who have 10 years or less of farming and ranching activities earning at least \$1000 gross income a year (Economic Research Center, 2006). According to the United States Census of Agriculture, Latino farm operations in Missouri fell by 37% from 2002 to 2007 (U.S. Census of Agriculture, 2007), but then increased by 26% from 2007 to 2012 (U.S. Census of Agriculture, 2012). These fluctuations in the population of Latino farmers and ranchers in Missouri may reflect a sector of farmers that start and go out of business quickly or that are hard to be identified during Census activities. To understand these changes, we interviewed thirty Latino farmers and ranchers in Southwest Missouri; 83 percent had been farming and ranching for 10 years or less (Gonzalez & Jeanetta, 2013). From the Latino farmers' viewpoint, they are concerned with the lack of profitability for the hard work of farming and ranching, which might underlie those ups and downs in the data.

The end goal of this study is to start documenting the leadership influences on Latino producers that lead them to become involved in different programs within their communities. Latino farmers willing to get involved in community activities are explored from a cultural integration and a cultural assimilation theoretical approach. On the one hand, cultural integration theoretical approach in this paper refers to Emile Durkheim's perception of integration: "people's norms, beliefs, and values make up a collective consciousness, or a shared way of understanding and behaving in the world. The collective consciousness binds individuals together and creates social integration (Boundless, 2014)." It is generally assumed that these bonds allow new immigrants to maintain some of their customs and values while adopting others from the receiving society. On the other hand, a cultural assimilation theoretical approach in this paper refers to Robert E. Park and Ernest W. Burges's explanation: "the process of interpretation and fusion in which persons and groups acquire the memories, sentiments, and attitudes of other persons or groups, and, by sharing their experience and history, are incorporated with them in a common cultural life (cited by Gordon, 1964)." It is "[...] the gradual process whereby cultural differences tend to disappear (Gordon, 1964)."

In this context, this paper's objectives are to discuss the extent Latino farmers and ranchers in Southwest Missouri are willing to lead and become involved in future community projects, as well as the farmers' willingness to hold leadership roles in their communities. Discussion of these objectives on the basis of cultural integration and assimilation theories help us to respond to the question: To what extent do Latino farmers face a cultural integration and cultural assimilation process when willing to involve themselves with projects in their rural communities?

Methods

A series of workshops consisting of 10 sessions lasting 2.5 hours each were developed and implemented twice in Southwest Missouri to improve capacity and access to financial and community resources among beginning Latino farmers and ranchers in Missouri. During the first six sessions, Latino farmers and ranchers were instructed with a curriculum to develop their financial skills and increase their farm management knowledge. In the second four sessions, the curriculum focused on improving their capacity to access community resources.

The program was conducted with a total of 18 Latino farmers and ranchers in Southwest Missouri comprised mostly of immigrants from Mexico. At the end of each session, a survey instrument was used to collect data among those producers to analyze their disposition towards becoming involved in community activities over the following six months. Community involvement indicators were explored with a survey where Latino farmer and rancher participants were asked about their willingness: 1. "to be more engaged in community leadership roles," 2. "form new connections in the community," 3. "display more tolerance when working with others," 4. "develop a community action plan," and 5. "implement a community project." A total of 140 answers to each indicator were collected from participants and were analyzed using symmetric ordinal responses where 1 was coded as "not willing," 2 was coded as "reluctant," 3 as "neutral," 4 was coded as "moderate willing," and 5 as "very willing." Data was collected, gathered and analyzed using a statistical software package. Cross tabulation analysis of those indicators were analyzed to know to what extent Latino farmers and ranchers were willing to become involved in community activities in the upcoming six months.

Results

The demographic profile of Latino farmers who participated in the workshops showed that all participants in the workshops were US permanent residents or citizens, with ages ranging from 30 to 65 years old, and an average age of 48 years. Their average number of years of formal education was 6.5 and most had been living in the US for more than 30 years. Many moved from large metropolitan areas onto small farms in Southwest Missouri. All participants reported having full-time jobs and practicing farming as a part-time job. They were mainly employed at meat packing plants and local businesses, and there were no full-time, self-employed farmers. All participants practiced livestock activities. Some of them mixed livestock with agricultural activities. Their farms ranged in size from 10 to 148 acres of land. Nobody had a membership in a community organization; however, during the workshop, we helped them to subscribe to a local monthly livestock magazine. Only three farmers could read, write, and speak fluent English out of the 18 participants in the workshops. The responses of Latino farmers and ranchers to each community indicator are listed in Table 1.

Table 1. Latino farmers and ranchers responses to community involvement indicators

Latino community involvement indicators	Percent of farmer responses as “very willing”
To be more engaged in community leadership roles	46
To form new connections in my community	43
To display more tolerance when working with others	51
To develop a community action plan	53
To implement a community project	48

Discussion

Latino community involvement indicators showed that almost half (48%) of the participating Latino farmers and ranchers indicated having a high predisposition to become involved in community activities in the upcoming six months. Five indicators explored their willingness to be more engaged in community leadership roles, to form new connections in their community, to display more tolerance when working with other, to develop a community action plan, and to implement a community project. The high rate of the participants’ responses to the “very willing” category might be interpreted as a need to develop programs that would help them to connect with community resources. The predisposition to participate in community activities among Latino farmers is positively related and aligned with Waters and Jimenez’s argument (2005) that US communities have changed to a pattern that has absorbed new immigrants and continually replenished immigrants making assimilation less visible. However, the socio-economic profile of Latino farmers and ranchers in the workshop is not aligned with the socioeconomic profile of those immigrants who might be able to assimilate into other cultures as described by South (South et al, 2005).

The positive response to the two indicators; ‘to display more tolerance when working with others’ (51%) and ‘to develop a community action plan’ (53%), could be interpreted as a high predisposition of the participants to engage in collective action initiatives. Their willingness to participate in collective action is a positive sign that might be linked to a cultural integration or a cultural assimilation approach. Currently, the Latino farmers’ involvement with the broader community is not significant and is still influenced by the challenges of communicating in a language that is secondary. In regards to Latino farmers taking leadership roles, Latino farmers in Southwest Missouri who are willing to take leadership roles are also challenged by cultural and English communication constraints which limit their interaction with the mainstream or broader community. Potential and real involvement in community projects among Latinos is observed through secular organizations, which also facilitate community involvement.

Latino farmer and rancher willingness to improve civic participation is consistent with the idea of “building in the cultural definition of civic participation” to develop strategies that better fit with the values of the immigrant community (Association for the Study and Development of Community, 2002). A common goal might help facilitate community involvement and civic participation for this Latino farmer community. One example that created community involvement is cited by DeSipio (2002) when immigrants reacted to Proposition 187 in California by creating the San Antonio Immigrant and Refugee Rights Coalition.

Responses to our survey in regards to producers’ willingness to become involved in community activities might be biased by factors such as having sessions in Spanish, evaluations written in Spanish, and the perception that their involvement in community activities were linked to Latino community activities. Answers

to many questions regarding why most producers provided a high rate of responses to the ‘very willing’ option might remain unanswered at this stage of the beginning farmer and rancher program.

Conclusions

Latino farmers and ranchers in Southwest MO are far from becoming assimilated into the broader community. Latino farmers and ranchers are still in an integration process. Their survey responses about their motivations to participate in community activities might be tied to the way the survey was presented to them, as well as to the influence of the workshops, which were conducted in the Spanish language. In this context, their willingness to participate in local community projects might show a need for an organizational structure that fits with the Latino farmer and ranchers’ current levels of cultural integration.

An integration approach with an accurate fit to the Latino farmers and ranchers’ socio-demographic profile linked to their English language communication skills and networks to formal institutions might help them to bridge their willingness to participate into actual participation in community activities. Building bridges in the form of non-secular organizations to fill the formal gap between Latino farmers and ranchers and the broader community will help Latino farmers and ranchers to integrate better, and to eventually culturally assimilate future generations of Latino farmers.

“This project is supported by the Beginning Farmer and Rancher Development Program of the National Institute of Food and Agriculture, USDA, Grant # 2012-49400-19587.”

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Broadening Mothers' Knowledge, Skills and Social Networks to Improve Latino Family Health

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Introduction

Latinos are the largest ethnic subgroup in Iowa, and comprise 5.5 percent of Iowa's population (State Data Center of Iowa, 2014). By 2040, the Latino population is expected to increase significantly and represent 12.4 percent of Iowa's population (Woods & Pool Economics Inc., 2014 as cited in State Data Center of Iowa, 2014). As the Latino population has grown, so has poverty and food insecurity among Latinos. Approximately one third (32.6%) of Latinos in Iowa experienced poverty in 2011, compared to 12.8 percent of Iowa's total population. While the median income for Iowa households in 2012 was \$ 50,957, the median income for Latino households was \$ 36,642 (State Data Center of Iowa, 2014). Food insecurity has been defined as limited or uncertain availability of nutritionally adequate and safe foods or limited or uncertain ability to acquire food in socially acceptable ways (Life Sciences Research Office, 1990). Approximately one in four (23.7%) Latino households were food insecure as compared to one in seven (14.3%) U.S. households (Coleman-Jensen, Gregory, & Singh, 2014). In a recent study in rural Iowa, the food insecurity rate among Latino immigrant families was 28.9 percent (Greder, Romero de Slowing, & Doudna, 2012).

Studies reveal that both poverty and food insecurity, as well as low health care utilization, compromise health (Ng'andu & Lean, 2006). A quarter of the Latino population (24.0%) was uninsured compared to 8.4 percent of the total Iowa population in 2012 (State Data Center of Iowa, 2014), even though 16.2% were eligible for health insurance (Gee, 2014). However, for Latino immigrant households the rate is even higher. A recent study of Latino immigrant families in rural Iowa revealed that 81.9 percent of mothers and 26.5 percent of children did not have health insurance for at least one month in the past year (Mammen & Sano, 2013).

Before immigrants move to the U.S., they often are in better overall health, have healthier eating habits, and lower rates of obesity than their U.S. counterparts (Antecol & Bedard, 2006; Fitzgerald, 2010; Singh & Hiatt, 2006). However, immigrants commonly experience diet changes (i.e., increased fat and calorie intake and decreased fiber intake) (McArthur, Viramontez Anguiano, & Nocetti, 2001) and lifestyle changes (e.g., nature of employment, sleep patterns, and less physical activity) due to acculturation and other reasons (i.e., food availability, accessibility, affordability, and time resources) that increase their risk for obesity. As Latino immigrant children grow up in the U.S., their exposure to and consumption of canned, prepackaged, frozen, and fast food increases, commonly resulting in children developing preferences for "American food" over traditional food from their home countries (McArthur, Viramontez Anguiano, & Nocetti, 2001). This causes concern and frustration for parents who perceive traditional food as healthier and as a tool to transmit culture. They also typically engage in more sedentary behaviors (e.g., electronic games, TV) and are less physically active as part of their daily activities (e.g., walk to school or food market less often; do not play outside as often) than they were in their home countries. These new food preferences and changes in child eating and physical activity patterns can be detrimental to children's health (Antecol & Bedard, 2006; Pérez-Escamilla, 2010), and lead to overweight or obesity among children.

While there has been increased attention focused on the Latino population over the past decade, few studies or educational outreach efforts have focused on Latino immigrant families living in rural communities

(Grant & Demerath, 1999). Numerous studies suggest that ethnicity, culture and place affect a person's health (Bonder, Martin, & Miracle, 2001; Bagley et al., 1995; Northam, 1996), and social ties among immigrants play a central role in preservation of health (Menjivar, 2002; Romero de Slowing, 2012). Thus, interventions that are aimed to improve the health status of Latino immigrant populations need to consider barriers to health (e.g., place, acculturation, knowledge, skills) as well as Latino cultural values in order to be effective (Chistancho, Garces, Peters, & Muller, 2008).

A Response to Improve the Health of Latino Immigrant Families in Rural Iowa

In response to the concerns just described, as well as findings from a study that examined the physical and mental health of Latino immigrant mothers and their children living in rural Iowa (Greder, Romero, & Doudna, 2012), Iowa State University Extension and Outreach developed and is piloting a series of health focused workshops aimed at improving the health of Latino immigrant families. The workshops are designed to offer mothers a space where they can learn and share information about health, wellness, nutrition, and relevant community resources, and strengthen social networks among each other. This paper summarizes key findings from individual and focus group interviews with Latina immigrant mothers conducted by Iowa State University, which informed the development of the workshop series.

Rural Iowa Latino Immigrant Families Study

Data and Sample

The study included individual surveys interviews with closed and open-ended questions, and a focus group interview of Latina mothers. During 2011 – 2012, 98 Latina immigrant mothers in rural Iowa were recruited to participate in the study Rural Families Speak about Health (Mammen & Sano, 2013) conducted by Iowa State University. To be eligible to participate in the study, mothers had to be 18 years of age or older, identify as Hispanic or Latina, have at least one child under the age of 13 who lived in their home 50% or more of the time, have a household income at or below 185% of the federal poverty line, and live in one of the identified study communities. During September 2013, Iowa State University Extension and Outreach conducted a focus group interview with sixteen Latina immigrant mothers in a rural Iowa community to explore how to best design Extension education to help improve the health of rural Latino immigrant families.

Methods

An individual from the study community who was a native Spanish speaker and who had strong interpersonal communication skills was trained to conduct interviews with the mothers in their home or at a location that was convenient and comfortable to them and ensured privacy. Interviews lasted approximately two hours. Mothers were offered department store gift cards to compensate them for their time and sharing their experiences. The interview protocol consisted of a series of demographic (e.g., mother's age, education level, household structure) and health-related questions from standardized instruments (e.g., CES-D 10; self-rated health; access to health care and insurance). Mothers' height and weight were measured in order to compute body mass index (BMI), an indicator of physical health that is positively correlated with several chronic diseases (Ogden et al., 2014). The interviewer also asked mothers a series of open-ended questions related to children's eating patterns and feeding a family, and audio recorded mothers' responses.

Survey Findings

On average, mothers had lived in the United States 13 years and were 33 years old. The large majority (86%; N=98) of the mothers were either married (57%; N=98) or living with a partner (29%; N=98). Approximately one-third of the mothers (32%; N=98) had earned a high school diploma or G.E.D, and one-third (33%; N=98) had received less than an eighth-grade education.

When mothers were asked to rate their health, less than one fifth of mothers (18%; N=98) reported that their health was excellent or very good, and over half (59%; N=98) reported that their health was good. A quarter of the mothers (25%; N=98) stated that their health was fair or poor. One fifth of the mothers (20%; N=98) stated that they had been told by a healthcare provider that they had heart disease, diabetes, asthma or another health condition, and slightly more than one fifth of the mothers (21%; N=98) stated that they had an undiagnosed health condition. Body mass index measurements indicated that the majority of mothers were overweight or obese (44%, N=98; 35%, N=98 respectively) and one fifth (21%; N=98) were normal weight. Analysis of mothers' responses to a short form of the depressive symptomology scale (CES-D 10, Andresen, 1994) revealed that while mothers' scores ranged from 8 to 30, on average (M=14) mothers experienced high rates of depressive symptomology (a score of 10 or higher).

Close to half of mothers (49%; N=98) reported that their child's health was excellent or very good and over a third (37%; N=98) reported that their focal child's health was good. One sixth of the mothers (16%; N=98) reported that their focal child's health was fair or poor. While over half (56%; N=98) of the mothers reported that their focal child had not been diagnosed with a health condition, a little less than half (44%; N=98) of the mothers reported that their focal child had been diagnosed with one or more health conditions such as diabetes, asthma, allergies (1 condition- 20%; 2 conditions- 9%; three conditions- 15%).

While over half of the mothers (53%) reported that they had a regular health care provider, less than one fifth of the mothers (18%; N=98) reported that they had health care insurance. Public health clinics were a main source of medical care for mothers (41%; N=98). The majority of focal children had health insurance (75%; N=98). While 1 out of 4 households were food insecure (26%; N=98) (Life Sciences Research Office, 1990), the majority of households were food secure (74%; N=98). The majority of mothers' households participated in a federal food assistance program (e.g., Free or Reduced Priced School Meals – 78%; N=98; Supplemental Nutrition Assistance Program, SNAP – 52%; N=98; Supplemental Nutrition Assistance Program for Women, Infants, and Children, WIC – 53%, N=98).

Findings from Open Ended Questions

Mothers perceived themselves as the keepers of their children's healthy eating patterns. Mothers expressed that one of their main roles was to select and prepare food while making sure that their children were eating fresh, healthy and homemade food (Greder, Romero, & Doudna, 2012). However, mothers encountered several challenges while trying to fulfill their role. Some of these challenges included: 1) high prices for what they considered freshly grown or produced food and food that did not contain preservatives, 2) lack of availability and variety of freshly grown produce or butchered meat, and 3) lack of time to prepare and cook food as they desired. Additionally, mothers recognized changes in their family's eating patterns since they had moved to the U.S., and stated that foods served at school negatively influenced their children's food preferences.

Focus Group Interview Findings

Findings revealed that Latina immigrant mothers wanted to interactively participate in educational

programs - they wanted to “learn by doing” and share knowledge and skills with each other. Mothers expressed feelings of isolation, and strongly desired to meet as a group on a regular basis to share, discuss, and broaden their information and skills that could help them and their family members to be healthy. Mothers expressed interest in learning more about how to grow food and herbs in their new community, cook with less oil, and have foods served at school be more “fresh” versus canned, frozen or packaged. Mothers wanted to serve some of their traditional food dishes at home and want their children to desire and eat traditional cultural foods versus wanting “American” foods (e.g., pizza, hamburgers, chicken nuggets) at home. Some mothers expressed interest in learning basic cooking information and skills.

Additionally, mothers stated that they were not as physically active as they would like to be. In their home country, physical activity was built into their daily activities. Many mothers stated that they needed to plan to go places as they had to find someone who would take them (e.g., when husband returned home from work with the car, a friend who had a car) and many places are too far to walk to or are unsafe to walk to because there are no sidewalks. Mothers said that if there is not a sidewalk they walk along the streets to go somewhere, but are not able to do this in the winter because of the snow and ice on the street. Mothers stated that they would like to learn about places they can go in the community to be physically active as a family that are low or no cost. They said the community swimming pool was too expensive so they take their children to the creek to swim. Mothers also shared concerns about accessing healthcare in the community. They do not feel comfortable going to the health clinic in the community. Mothers want to learn more about where and whom they can go to in the community for information and resources to help their families.

Workshops to Improve Latino Family Health

Design and Implementation

The individual and focus group interview findings were used to inform the development of a series of health focused workshops for Latina immigrant mothers that would be culturally relevant and seek to improve the health of mothers and their family members. As shared above, there was inconsistency between how mothers rated their health and their children’s health, and the prevalence of diagnosed and undiagnosed health conditions, as well as a high prevalence of overweight and obesity among the mothers. The mothers served as the main caregivers for their family’s health (Greder, Romero, & Doudna, 2012), yet the majority of them had low levels of education and limited access to health care, both of which are barriers to health education and prevention. Designing educational opportunities to assist mothers in gaining knowledge and strengthening skills, as well as connecting to community resources may be an effective method to improving the health of the mothers and their children.

The health-focused workshops are designed to offer the mothers a space where they can reduce feelings of loneliness and isolation by developing relationships with other mothers and family serving professionals. The workshops also seek to expand mothers’ knowledge and skills related to accessing health care resources, growing food, preparing traditional cultural food dishes in healthier ways, maintaining cultural foods in their family’s diet despite new demands on family time, responding to changing child food preferences, and incorporating inexpensive, enjoyable family activities that involve physical activity into routines at home and or in the community.

The material and content of each workshop is a cultural and linguistic adaptation of educational materials developed by Iowa State University Extension and Outreach and the Food and Nutrition Service within the United States Department of Agriculture. It also includes key concepts and strategies promoted in “Abriendo Caminos”, a nutrition and health focused curriculum developed for and tested with Latino immigrant families (Hammons, Wiley, Fiese, & Teran, in press). (See Appendix A: Workshop topics). The

health-focused topics are addressed using elements of the facilitated dialogical method used in the Formando Lazos Familiares Project: Preventing Domestic Violence in Latino Immigrant Communities at the University of Wisconsin-Madison (Available at <http://searchwisconsinidea.wisc.edu/projects/profile/1300>).

Workshop Structure

Each workshop is designed to be 90 minutes in length, occur twice a month, and be embedded as part of an existing program in the community that successfully engages Latina immigrant mothers. Each workshop includes the following components: 1) introduction to the topic, 2) key concepts and strategies, 3) application of concepts through an interactive activity, 4) group discussion of personal, family and community assets and limitations to incorporate information and strategies into daily living, 5) demonstration and practice of a physical activity to incorporate into daily living, 6) review of information, strategies and goal setting.

During the first workshop, mothers are asked to bring a small food dish from their home country to share with others in order to help mothers get to know each other and to learn about the foods and traditions of mothers' home countries. Mothers are asked to share information about the dish they brought (e.g., how the dish is prepared, ingredients in the dish, why they chose to bring that specific dish). During the workshop, time is spent tasting the dishes and learning more about the country and town/city where each mother is from, as well as information they want to share about their family.

At the end of each workshop, a name of one of the mothers is drawn from a box in order to award a "prize" to a participant. Prizes are related to concepts addressed or information shared in each workshop (e.g., Zumba DVD, food ingredient to substitute in a recipe for saturated fat, seeds to grow herbs, vegetables).

Additionally, at the beginning of the workshop series mothers are given a small notebook to record 1-2 goals at the end of each workshop that they want to work on between workshops. The goals can be nutrition, physical activity, or mental health focused. Mothers are informed to record notes in their notebooks over the next two weeks about situations they encounter that help them or get in the way as they work towards their goal(s). During the next workshop, mothers are paired in groups of two or three and asked to share information they want to with each other regarding their goals (e.g., what the goal is, steps taken, barriers and enablers in reaching their goals). Mothers are asked to listen to each other and verbally reflect back what they heard each other say. If a mother wants, she can request other mothers in the small group to share ideas that they think may help her reach her goals.

Evaluation

During the first workshop, mothers complete a survey that contains questions related to mothers' attitudes and knowledge regarding nutrition, mental, and physical wellness. Mothers complete the survey at the end of the workshop series as well. Pre and post survey responses will be compared to identify information gained or attitude changes.

During the week following each workshop, mothers are contacted by phone by one of the workshop facilitators and asked to respond to 2-3 questions related to application of information shared at the previous workshop. Mothers' responses are recorded by the facilitators and used to document behavior change, as well as further inform the development of the workshop series. Additionally, a focus group interview is conducted with mothers towards the end of the workshop series to gather data regarding information shared during the workshop series that mothers perceived as useful, new or modified behaviors mothers have implemented related to workshop topics, additional information or experiences mothers would find useful to assist them in improving or maintaining their own health or health of their family.

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APPENDIX A Workshop topics

Workshop 1	<p><i>Healthfully preparing traditional cultural foods</i></p> <p>-Hands on activity: cooking traditional foods with less sugar and less fat or “healthy” fat and less salt and using whole grains. -Physical activity: Indoor games to play with children e.g., Twister -Goal setting</p>
Workshop 2	<p><i>Planning ahead for family meals and snacks</i></p> <p>-Hands on activity: Planning healthful meals and snacks -Physical activity: Zumba -Goal setting</p>
Workshop 3	<p><i>Advocating for family food wants and needs</i></p> <p>-Hands on activity: During a facilitated discussion, mothers share their desires and needs with school personnel (e.g., superintendent, food service staff) regarding foods served at school. -Physical activity: Jump rope games with children -Goal setting</p>
Workshop 4	<p><i>Growing food</i></p> <p>-Hands on activity: Preparing container food gardens -Physical activity: Stretching -Goal setting</p>
Workshop 5	<p><i>Identifying sources of stress and support</i></p> <p>-Hands on activity: Family Circles Assessment activity -Physical activity: Yoga -Goal setting</p>
Workshop 6	<p><i>Advocating for culturally responsive health care</i></p> <p>-Hands on activity: During a facilitated discussion, mothers share their desires and needs related to health care with community health care professionals -Physical activity: Folk Dancing -Goal setting</p>
Workshop 7	<p><i>Identifying low cost, fun activities to do as a family at home and in the community</i></p> <p>-Hands-on activity: Creating a traditional cultural craft with children -Physical activity: Relaxation exercises -Goal setting</p>

Workshop 8	<p><i>Simple, low cost ways to preserve fruits, vegetables and herbs</i></p> <ul style="list-style-type: none"> -Hands on activity: Preserving foods and herbs -Physical activity : Zumba with kids -Goal setting
Workshop 9	<p><i>Exploring community resources: services and programs</i></p> <ul style="list-style-type: none"> -Panel: Local resource people who represent various family and youth serving organizations -Physical activity: Stretch bands -Goal setting
Workshop 10	<p><i>Fiesta Celebration: Traditional healthy cultural food dishes, music and dancing</i></p> <ul style="list-style-type: none"> -Physical activity: Traditional folk dances -Goal setting

Developing Effective Life Skills for Latino Student Success: A 4-H Science Project

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Introduction

Hispanics were the fastest-growing demographic group in the past decade in Washington State, and King County ranks second of 39 counties in ethnic diversity. A variety of factors, including the combination of high levels of immigration and immigrant birth rates, partly explain the brisk growth and the impact that is often first seen in the classroom. Recognizing how critical it is to engage Latino youth, 4-H Youth Development has designed programs with the necessary tools to enhance communication with youth to provide them with the best chance to succeed in life. 4-H offers Latino students the opportunity to participate in programs, such as out-of-school enrichment, that meet the needs of urban youth. These programs not only support skills development but also help learning in the field of science, technology, engineering and mathematics (STEM). The WSU 4-H STEM program has demonstrated its efficacy as an out-of-school enrichment program that benefits urban youth by engaging them in STEM fields.

Review of Literature

America faces a future of intense global competition with a startling shortage of scientists (NAS, 2007; Liu, 2009; 4-H Youth Development, 2012; TSU, 2012). Science, technology, engineering and mathematics (STEM) careers are essential for America’s future prosperity. However, our nation is not graduating STEM majors at the rate needed to meet national needs. In fact, only 18 percent of U.S. high school seniors are proficient in science (Grigg, Lauko, & Brockway, 2006; Holcomb, 2013) and a mere 5 percent of current U.S. college graduates earn science, engineering, or technology degrees compared to 66 percent in Japan and 59 percent in China.

The College Board (2011) reported that African-American, American Indian/Alaska Native, Hispanic and female students in the U.S. are less likely to study math and science in college or pursue related careers than their counterparts. In part, this is because these students are not exposed to adequate advanced classes in the STEM disciplines during high school and earlier years of education. Therefore, combining formal school experiences, informal experiences, and non-formal science experiences such as 4-H, Boy and Girl Scouts

programs can help address the need to improve scientific literacy among K-12 youth in the United States (Carlson & Maxa, 1997; Smith & Schmitt-McQuitty, 2013). Furthermore, building collaborative and effective partnerships among schools, after school organizations, parents, volunteer leaders, and community partners with STEM expertise will enhance the availability of STEM learning opportunities to all students.

The 4-H and other youth programs have long facilitated an experiential “learn by doing” model that needs to be continually encouraged because it has been shown to increase youth’s retention in secondary school (Novak & Gowing, 1984; Novak, 2010). In addition, participation in positive youth development programs increases the opportunity for students and adults to work together and build the next generation of STEM scientists successfully (Heck, 2009; TSU, 2012).

To provide opportunities to young people to pursue science careers and to enhance the nation’s contribution to the sciences, in 2012, the Ohio State University Extension designed the “4-H Eco-Bot Challenge Experiment” which introduced youth to robotic engineering concepts. Youth programmed a robot to clean up a simulated environmental spill. Millions of young people across the nation became scientists during the fifth annual 4-H National Youth Science Day (Walter & Nam, 2012; Cazares, 2013; Hendrick, 2013). Participants throughout the country reported positive results in engaging youth, supporting their self-esteem, and showing how they can be scientists now and as a potential career. For instance, twelve youth from Swain County, North Carolina, gathered to assemble their own Eco-Bots and surface controls to manage a simulated environmental toxic spill. Vaughn (2012) stated that youth were able to test the interaction between their Eco-Bot design features and various surface control configurations, and were able to determine the most effective clean-up solution. In another extension effort, more than 70 students from Smithson-Craighead Academy participated in Tennessee State University’s fifth annual 4-H National Youth Science Day in 2012. The fifth and sixth grade students were challenged to design and build a robot that would be to clean up a toxic spill. Results showed that students built self-esteem and learned that they can be scientists. Lastly, in Buckingham County, Virginia, youth built Eco-Bots and control surfaces that would be effective in containing the spill. The experiment was a success, but the bigger impact was engaging youth to use their creativity (Hendrick, 2013).

Objectives

1. Engage Latino youth in STEM projects and increase awareness through hands on experiment using “Eco-Bot Challenge Project.”
2. Latino youth learn how a robot can be controlled in order to solve environmental problems.
3. Latino youth evaluate Eco-Bot effectiveness in cleanup oil spill using Life Skill Evaluation System.

Methodology

During the fall of 2012, a total of 43 Latino youth ages 9-14 participated in the Eco-Bot Challenge project in two locations. In Renton, there were four parent volunteers that worked with 23 youth. At Olympic View Elementary Federal Way, ten parent volunteers received a training prior to engaging 20 youth to participate in the Eco-Bot Challenge project.

Youth built a mini robot to clean up a simulated environmental oil spill. Using straws and paper cups, the youth maneuvered a robot made from a toothbrush head, 10 mm pager motor, a small button cell watch battery and foam mounting tape. Youth were able to test the interaction between their Eco-Bot design features and various surface controls to determine the most effective clean-up solution. In addition, the Life Skills Evaluation System (Deen, Bailey, & Parker, 2004; Iowa State University, 2013) was used via a pre-test and post-test to assess participants’ changes in decision-making, communication, accepting differences, leadership, and self-responsibility skills.

Results/Discussion

Youths perceived gains in various life skills from participating in the Eco-Bot project. A significant impact on students was based on the Life Skills evaluation that demonstrated gains from pre-test to post-test. All indicators demonstrated an increase in life skills, as response frequencies shifted from lower responses to the higher responses of “usually” and “yes.” For instance, on the decision making indicator, “thinking of my choices before making a decision”, youth changed their response from “no” (74%) initially, to “usually” (37%) and “yes” (37%) preferences at post-test. Similarly, youth increased their communication skills, with a greater number affirming the “listen carefully to what others say” indicator after their participation in the project. Likewise, in the leadership skill, youth made gains in affirming the “I get others to share in leadership” indicator. In the self-responsibility skill, youth also made gains in this indicator that gauges youth taking care of themselves and being accountable for their behavior. Finally, the change from pre-test to post-test in the skill of “accepting differences” shows the greatest increase (63%) in the “yes” response.

These gains between the pre-test and post-test indicate that youth learned science while learning life skills. They gained skills and knowledge about the importance of participating in STEM projects. One parent reported, “Most students mentioned that they felt that they can be a scientist.”

The project also was successful at engaging parents as volunteers in youth development activities. Parent volunteers at Olympic View Elementary said the activity was a unique opportunity to learn and be engaged in their children’s educational activities. This outcome is congruent with Morales (2012), which stated that parents enjoy activities in which they feel comfortable while they are volunteering to support their children and their school. In this project, parents mentioned that they will continue participating and sharing their knowledge and experience to benefit their children as well as others in the after school program where they volunteer twice a month.

Conclusions

The Eco-Bot Challenge was an introduction to STEM activities, designed to help youth discover a passion for science, technology, engineering, and math. By simulating an environmental spill, students learned how a robot works. Moreover, they learned how technology can be used to preserve and protect the environment. This hands-on activity encouraged Latino youth to be involved in STEM projects and could help spark their interest in science careers in the future.

One concrete outcome has been the evaluation of life skills which many children may not see modeled in their daily lives, such as effective communication and decision making that “are important life skills that everyone needs to survive (Brake, 2012).” They learned to share leadership roles, to accept others with respect, and to be more responsible for task completion. Finally, the project also proved to be successful at engaging Latino parent volunteers.

By developing and implementing STEM projects for Latino urban youth, 4-H Youth Development at WSU Extension has demonstrated its capacity to deliver educational opportunities that will enrich the education of youth and expand the University’s impact on Latino audiences.

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There's an Application for That: Assisting Latino Businesses in Navigating the Permit Process

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According to the US Census Business Survey, the percentage of Hispanic-owned businesses in the United States has increased by nearly 45% during the five years from 2002 to 2007 (U.S. Department of Commerce, 2010). Hispanic-owned businesses generated over \$345 billion dollars in revenue in 2007, an increase of 55% from 2002 (U.S. Department of Commerce, 2010). It is anticipated that this number will continue to increase at a fast pace given the demographic transition in the US, whereby Hispanics are expected to comprise approximately 30% of the population by 2050 (U.S. Department of Commerce, 2010).

The majority of Hispanic-owned businesses in the US are classified as “nonemployer,” meaning that

they are firms without paid employees, generally run by sole proprietors and partners. Family-owned and operated retail establishments, auto repair shops, restaurants, and cleaning businesses are emblematic of “nonemployer” businesses. Hispanic nonemployer businesses in the US numbered around 2 million and generated nearly \$70.7 billion dollars in receipts in 2007, up almost 67% from 2002 (U.S. Department of Commerce, 2007). In rural Iowa, the overwhelming majority of Latino-owned businesses are retail and restaurants and are located in or surrounding central business districts. Thus, a thriving Latino business community is essential for the economic health and vitality of Iowa towns that have a recent history of Hispanic in-migration.

The number of Hispanic residents in Iowa has steadily increased over the past two decades. According to the Iowa Data Center, 5.3 percent of Iowa residents were Hispanic in 2013. This represents a nearly 96 percent increase since the year 2000 (State Data Center of Iowa, 2013). Despite the overall percentage, Latinos remain under-represented in local politics and community decision-making. Monolingual Spanish speakers and those who feel most comfortable communicating in Spanish are less likely to participate in formal organizations such as the Chamber of Commerce, Main Street business associations, and service clubs. This translates to a lack of support for established Latino-owned businesses and a lack of assistance for Latino start-ups.

Instead, Latino business owners often access personal, informal networks in seeking business advice and assistance. This includes family members, fictive kin, individuals from the same community of origin, and members of the same church. They leverage these personal relationships to overcome some of the barriers in opening a business, such as lack of knowledge about government regulations and limited access to credit. Personal investment and assumption of risk is exceptionally high in immigrant-owned businesses. The cost of failure, then, is also extremely high on individual families and on the community as a whole. Failure to file the necessary paperwork or receive adequate permission for operation can be financially disastrous and force business closure.

While many small business owners may start their retail or service business out of their homes or on an ad hoc basis, in order for the business to grow, owners must consider moving from the informal sector to formal recognition by local, state, and federal authorities. Applying for and acquiring the necessary permits for operation, such as a Business eFile Number (BEN) to pay sales tax or a mobile vendor license, represent a critical step away from operating “off the books.” For Latino and immigrant business owners, this can be a fraught decision, especially if language and status barriers exist. The tangle of paperwork and bureaucracy is daunting enough, no matter what one’s comfort level with English, but the culture of American bureaucracy and regulation is peculiar and non-intuitive, except, perhaps, for those individuals who have become its natives: county clerks, registrars, and tax preparers (to name a few). If the prospective business owner is also undocumented, filling out the tax paperwork and permit applications are troublesome, as every application asks for a Social Security Number. Is it best to write in one’s ITIN (Individual Taxpayer Identification Number) or register the business in someone else’s name? The fear is that registering with an ITIN may trigger increased scrutiny by the IRS and/or by ICE (U.S. Immigration and Customs Enforcement).

In my work as a Community and Economic Development Field Specialist with Iowa State Extension, I am charged with working specifically with Latino, immigrant, and refugee communities throughout the state. Part of this work entails outreach and assistance to entrepreneurs and small business owners. The majority of my clients hear about my services through existing networks of social service providers and civic groups, such as churches and cultural organizations. On rare occasions, a Chamber of Commerce or city code inspector will contact me to communicate with a Latino business owner about a specific issue.

While my work includes assisting business owners in the financing of their businesses, often this assistance is not called upon. In Iowa communities with sizeable Latino populations, many financial institutions will offer teller and banking services in Spanish. While some Latino business owners have had success

interfacing with banks, most of the businesses I work with have been self-capitalized. Self-capitalization is generally the preferred option because of the apparent mistrust of bank loans and/or not qualifying for business loans because of assumed risk. In other words, business owners and entrepreneurs are not coming to me for financial guidance, but rather for practical start-up advice in how to make their businesses conform to federal, state, and local regulation.

Assistance to meet regulations is where there exists a critical gap in services to non-English speaking entrepreneurs in Iowa. While banking services may be available in Spanish, it is doubtful as to the ability of bankers to assist with all of the paperwork necessary for applying for various permits or of their knowledge of which permits need to be applied for. None of the Iowa Small Business Development Centers (SBDC) has the staff capacity to work in a language other than English. Likewise, the Chambers of Commerce in the communities where I work in Western Iowa have limited abilities to serve non-English speaking business owners. This leaves the majority of immigrant and Latino entrepreneurs learning about government regulations and permits through their social and business networks. Often times, business owners do not know about the necessary permits until the business is cited for non-compliance. This leaves the door open for considerable more risk for Latino entrepreneurs than for their Anglo counterparts. Two short anecdotes will make this clear.

I first met Gloria several months after she had opened her small grocery store in the downtown area of a Western Iowa town with about 8,000 people. Gloria, originally from Guatemala, had been in the United States for approximately seven years prior to deciding to open the business. With help from her teenage daughter, Gloria had set out to register their business in Iowa in order to receive the BEN and sales tax permit through what they thought was the correct website. Gloria's daughter diligently filled out the requisite information on the on-line form with her mother. At the end of the process, they took out a credit card and paid the requested \$200 processing fee, being assured that their business would be registered and the permits in the mail. I had asked about the permits in our first encounter and Gloria assured me that they had taken care of it and were waiting for the permits, leaving out the detail that she had paid a sizable fee for the permit. I offered to help set up the account when the BEN arrived and teach her and her daughter how to pay sales tax using the online system.

When I came back to the store a month later, I asked about the sales tax permit, to which she replied with surprise that it had never arrived in the mail. She and her daughter had made a special trip to Des Moines, nearly two hours away, to ask the Iowa Department of Revenue in person why they hadn't received their permits yet. There they were told that the forms had never been received. Additionally, Gloria learned that applying for a sales tax permit and business identification number was free. When I reviewed the paperwork she had originally submitted, it became clear that Gloria and her daughter had entered their information to an online tax ID "service" that they found doing a Google search for "IRS tax ID." The first three links are ads for online companies that charge for the simple filing of paperwork to receive Employer Identification Numbers (EIN) and BEN. They had mistaken the first of these websites for the IRS portal. Nearly two months after having paid for the online company's service (and not realizing they had not submitted the paperwork to the IRS), Gloria had not received any word from the company as to the status of her application. Phone calls to the company requesting an update or a refund have been unsuccessful. Not only was Gloria a victim of fraud, she also submitted personal and business information to the company, including her ITIN, full legal name, and address, putting her at-risk for identity theft.

On an initial outreach visit to Latino retailers in another Western Iowa community of 11,000 people, I visited a restaurant owned by Doña Carmela. Doña Carmela had recently taken over a taquería business that shared a space with a tienda, although the two establishments had different owners. A handmade sign at the counter informed customers that alcoholic beverages would no longer be served at the taquería. The phrasing of the sign made it sound as if the restaurant had lost its liquor license. It took several visits, over a two-month period, with Doña Carmela, to learn that the establishment had not lost a liquor license. Rather, the former

owners had been selling beer without a license. Knowing they needed one, but unsure how to obtain a liquor license, Doña Carmela and her husband decided it was best not to sell beer at all. We discussed the licensing process and costs and finally went to visit the city clerk together to apply for one. With me translating, we were able to fill out the necessary paperwork, pay the application fee, and write down the next steps in the City's process, including attending a public hearing. Doña Carmela and her husband showed up to the City Council meeting several weeks later, where their application was approved. They also received the state license in the mail. In less than a month and half they were able to sell beer in their restaurant, representing a \$900 per month increase in profit. They also began a positive relationship with city staff, especially the City Clerk who took a special interest in the couple and assured them that they could come to her in the future with any questions regarding permits.

These examples show the difference that targeted outreach about bureaucratic procedures to Latino entrepreneurs can make in facilitating business success. It also demonstrates the need for concerted liaison efforts by local officials and agencies such as city offices, Chambers of Commerce, and local representatives of the SBDC to reach out to Latino and immigrant communities. Yet most rural communities in Iowa lack the capacity and, in some cases, the political will, to assist in business development efforts with populations who are culturally and linguistically different from the Anglo majority.

While there is some outreach material from the IRS and the Small Business Administration in Spanish, these materials are often difficult to access and use. They require Internet service and, as Gloria's case demonstrates, getting to the correct information and understanding the forms one is filling out is not an easy endeavor. There also exists a gap in available outreach materials for the state and local level. There are many permits that require an interplay of agencies at different levels of governance. For instance, health department permits for food establishments, liquor licenses, and building permits may have state, county, and city requirements. The increased complexity at the local level makes it impracticable for the development of outreach material at the state and federal level that walks clients through the permitting process.

Local outreach remains the best means of assisting small business owners because it allows for face-to-face contact and the development of trust and rapport. Designated Extension positions that work with Latino and immigrant communities can certainly help play a bridging role. Likewise, working in conjunction with social service providers may be an option for reaching out to Latino and immigrant entrepreneurs. However, there is no replacement for having bilingual city staff that can assist in explaining both the process and reasoning for existing permits. Not only does this build better trust between local governance and Latino community members (perhaps even leading to increased participation in public meetings), it also leads to successful economic development for the municipality. Downtown districts in rural Iowa are hurt by a constant turnover of failed retail ventures. Assisting Latino and immigrant entrepreneurs in permit applications leads to more stable business districts and has appreciable economic impact for the community. For instance, the city of Denison, Iowa, where 42 percent of the city population of 8,300 identifies as Hispanic, has made significant progress in this direction by hiring a bilingual code inspector. While code inspection is primarily about enforcement, over time the person in this position has been able to gain recognition within the Spanish-speaking community as someone to consult with prior to renovating or starting a business. Such an eye to prevention saves heartache and money.

By drawing on social networks, Latinos have made considerable inroads in establishing successful businesses in Iowa's communities. However, how many more Latino businesses would thrive if they were better informed about necessary permits and regulation? Fostering mutual trust and support between Latino entrepreneurs and the broader community are essential components to improving the situation of the Latino community while also aiding in strengthening Iowa's cities and towns. Face-to-face outreach that takes the time to develop on-going relationships serves as the best means to accomplish this. Local government and business groups would benefit from increasing their capacity to do outreach with Latino and immigrant communities.

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Appendices

Plenary Speakers

Education

“Education Reform, Civil Rights, and Immigrant Children”

Sylvia Lazos is a Justice Myron Leavitt Professor of Law at the University of Nevada, Las Vegas. As a constitution and critical race scholar, she has written exhaustively on how constitutional norms can accommodate a new American reality that is increasingly multicultural, multiracial and multiethnic. Her current research interests focus on the importance of the judiciary being diverse, the impact of rapid immigration growth on intergroup relations, and how to fashion constitutional interpretive norms to promote better cross-racial understanding. She is currently part of a cross-disciplinary faculty effort at the University of Nevada, Las Vegas to establish a Center for the Research of Race and Social Justice, to engage in groundbreaking research efforts across disciplines on wide ranging subjects related to race and ethnicity class and social justice.

Civil Rights and Political Participation

“Implementing Legalization: The Roles and Responsibilities of States and Localities”

Michele Waslin is manager of the Immigration and the States Project at The Pew Charitable Trusts. Pew’s work on immigration includes tracking and analyzing policy and public debate. As project lead, she coordinates Pew’s research agenda and has authored several publications on immigration policy and appeared in English- and Spanish-language media. Prior to joining Pew, Waslin worked as senior policy analyst at the Immigration Policy Center, as director of immigration policy research at the National Council of La Raza, and as policy coordinator at the Illinois Coalition for Immigrant and Refugee Rights.

Change and Integration

“The Adaptation of Children of Immigrants to the U.S.”

Alejandro Portes is Professor of Sociology and founding director of the Center for Migration and Development at Princeton University. He is the author of 250 articles, chapters, and books on national development, international migration, Latin American and Caribbean urbanization, and economic sociology. His current research is on the adaptation process of the immigrant second generation in comparative perspective, the roles of institutions in national development, and immigrant transnationalism. Presentation by video.

Entrepreneurship and Economic Development

“Job Creation, Entrepreneurship and Economic Development”

Roger Campos is the president, CEO, and founder of Minority Business RoundTable (MBRT), the first national organization for CEOs of the nation’s leading minority-owned businesses. MBRT provides a forum for the 6 million CEOs of minority and women-owned businesses to address public policy issues, and serves as a unique resource on business issues, including access to capital and doing business with the federal government.

Health

“The Health of Migrant Children and an Innovative Teaching Tool to Decrease Obesity”

Jill F. Kilanowski is an associate professor at the College of Nursing at Michigan State University. She serves as a Fellow in the American Association of Nurses and is serving on the National Advisory Council of Migrant Health for the Health Resources and Service Administration. Prior to her position at MSU, she was affiliated with Case Western Reserve University in Cleveland, Ohio, where she completed a National Institutes of Health KL2 career development award. She was a nurse scientist at Cincinnati Children’s Hospital Medical Center and faculty at Capital University in Columbus. Dr. Kilanowski’s program of research explores the health of children in migrant farmworker families. She has examined food frequencies, physical activity, food security, acculturation, and safety and has conducted intervention studies in migrant camps and in Migrant Education Programs.

Program

Day 1 – Wednesday, June 25, 2014

9:00 – Noon

Annual Meeting of the interstate initiative Latinos and Immigrants in Midwestern Communities
(NCERA 216)

1:00 – 1:50 PM

Conference Welcome Session

Domingo Martinez, *Conference Director; Cambio Center, University of Missouri-Columbia*

Remarks: **Robert W. Schwartz**, *Chief of Staff, Office of the President of the University of Missouri System*

Remarks: **Councilwoman Barbara Hoppe**, *representing the City of Columbia as Mayor Pro Tem*

Remarks: **Handy Williamson**, *Vice Provost for International Programs, University of Missouri-Columbia*

2:00 – 3:00 PM

Plenary Session 1 - Keynote Presentation: Education

“Education Reform, Civil Rights, and Immigrant Children”

Presenter: Sylvia Lazos - *William S. Boyd School of Law, University of Nevada, Las Vegas*

3:15 – 4:15 PM

Plenary Session 2 – Civil Rights and Political Participation

“Implementing Legalization: The Roles and Responsibilities of States and Localities”

Presenter: Michele Waslin, Ph.D. - *Immigration and the States Project, Pew Charitable Trusts, Washington, D.C.*

4:45 – 6:00 PM

Concurrent Breakout Sessions Block I

Breakout 1: Integration Workshop

“How do we measure social integration? Qualitative data from a national service perspective”

Dawnya Underwood, Jessica Ranweiler, and Fabio Lomelino –*Lutheran Immigration and Refugee Services, Baltimore*

Lauren Wichterman, *Independent contractor, New York*

Breakout 2: Change and Integration Organized Research Panel

Measuring Integration, Acculturation, and Satisfaction

Organizer: Lisa Y. Flores – University of Missouri-Columbia

The Influence of Community Perception and Acculturation on Latina/o Immigrants’ Support Seeking”
Guadalupe Cruz, Marjory Vázquez, Denise León, and Lisa Y. Flores – University of Missouri-Columbia

“Relations of Support Seeking and Life Satisfaction among Latina/o Immigrants in the Midwest”
Denise León, Marjory Vázquez, Guadalupe Cruz, and Lisa Y. Flores –University of Missouri-Columbia

“Initial Development of a Scale on Immigrants’ Perceptions of the Community”

Lisa Y. Flores, David Aguayo, Jessica Harvath, Corinne Valdivia, Stephen Jeanetta, and Domingo Martínez –University of Missouri-Columbia

Breakout 3: Education Workshops

Preparing Latino Youth for College

“4-H Youth Futures College within Reach”

Alison Copeland –4-H, University of Missouri Extension

Alejandra Gudiño – Family Nutrition Education Programs, University of Missouri Extension

Alejandra Hoyos –4-H Youth Futures Volunteer

“Strengthening and Developing Effective Latino Students Life Skills for Career Success”

Sonia G. Morales Osegueda –Washington State University Extension

Breakout 4: Health Research Panel

Measuring Health Practices among Latinos

“Comer en Comunidad: Non-Traditional Factors Driving Dietary Transition and Food Insecurity Among Latinas”

Pablo Torres-Aguilar and Angela Wiley – University of Illinois at Urbana-Champaign

“Development of the Missouri Hispanic Health Survey Instrument”

Stephen Jeanetta, Ioana Staiculescu, and Shannon Canfield – University of Missouri-Columbia

6:00 – 7:00 PM

Poster Session

6:00 – 7:00 PM

Networking Activities with cash bar

7:00 – 8:30 PM

Networking Dinner

Day 2 – Thursday, June 26, 2014

8:30 – 9:45 AM

Plenary Session 3: Change and Integration

“The Adaptation of Children of Immigrants to the U.S.”

Presenter: Alejandro Portes, Ph.D., Professor of Sociology and founding director of the Center for Migration and Development, Princeton University. Presentation made by video.

9:45 – 10:15 AM

Thematic groups idea exchange

10:30 – 11:45 AM

Concurrent Breakout Sessions Block II

Breakout 1: Change and Integration Workshop

“Lessons from ‘Walk One Hour in My Shoes’, A Cultural Competence/Multicultural Training Program on Working with Latino Communities”

Martha Hubert and Teresa Curtis – University of Wisconsin-Extension

Fred Garcia – Waukesha County Department of Health and Human Services

Breakout 2: Education Workshop - Cancelled

Breakout 3: Education Research Panel

Examining Culture, Policies, and Outcomes

“The Making of Multilingual Schools in Monolingual Spaces”

Lisa Dorner – University of Missouri- Columbia

“Dreams Deferred? The Educational and Financial Implications of In-State-Resident Tuition Policies for Undocumented Immigrants”

Stephanie Potochnick and Rajeev Darolia – University of Missouri-Columbia

“Afraid to Say It? Examining Ambivalence in Public Support for Localized Immigration Control”

Adriano Udani – University of Missouri-St. Louis

Breakout 4: Change & Integration Panel

Building Understanding among Diverse Immigrants and Receiving Communities

“Determinants of Community Resource Utilization among Immigrants in Noel, Missouri”

Kathryn Macomber and Lydia Kaume – University of Missouri Extension

“Building Understanding: New Courses Seek to Educate Ozarks-area College Students”

Lincoln Lambeth – College of the Ozarks, Missouri

Breakout 5: Health Panel

Focus on the Family: Promoting Nutrition and Health Literacy

“Show Me Nutrition: Healthy Eating and Active Lifestyle”

Alejandra Gudiño, Candance Gabel, Juana López, and Guadalupe Hernández – University of Missouri Extension

“Broadening Mothers’ Knowledge, Skills and Social Networks to Improve Latino Family Health”

Kimberly Greder and Flor Romero de Slowing – Iowa State University

“Promotoras de Salud Health Literacy Program: A Community-Based Approach to Health Literacy in the State of Missouri (Phase 2)”

Eduardo Crespi – Centro Latino de Salud, Columbia, MO

“Eating from the Garden”

Larry Roberts -- Eating from the Garden State Coordinator

Rebecca Mott - Family Nutrition Education Programs, University of Missouri Extension

Candance Gabel - University of Missouri Extension

Jo Britt-Rankin - University of Missouri Extension

12:00 – 1:25 PM

Lunch

1:30 – 3:00 PM

Plenary Session 4 – Keynote Presentation: Entrepreneurship and Economic Development

“Job Creation, Entrepreneurship and Economic Development”

Presenter: Roger Campos, Esq. – President and CEO, Minority Business RoundTable, Washington, D.C.

3:30 – 5:00 PM

Concurrent Breakout Sessions Block III

Breakout 1: Entrepreneurship and economic development

Extended Discussion of Entrepreneurship and Economic Development Plenary

Roger Campos, Minority Business Roundtable, Washington, D.C.

Breakout 2: Education Workshop

“Welcoming Schools: The Integration Process at Ritenour Public Schools”

David Nehrt-Flores – Missouri Immigrant and Refugee Advocates, St. Louis

Mike LaChance – Ritenour Public Schools

Connie Dee - St. Louis County Library - Rock Road Branch

Breakout 3: Entrepreneurship Panel

Research & Best Practices in the Heartland

“There’s an Application for That: Assisting Latino Businesses in Navigating the Permit Process”

Jon Wolseth – Iowa State University Extension & Outreach

“The Nature of Latino-owned Businesses in Relation to Acculturation Paths and the Context of Reception in Three Regions of Missouri”

Corinne Valdivia, Lisa Y. Flores, Stephen Jeanetta and Katherine Higgins – University of Missouri-Columbia

“Economic Integration of Immigrant Populations: The Latino/a Experience in Des Moines, Iowa”

Johnny Alcivar Zúñiga – Iowa State University

Breakout 4: Change and Integration Research Panel

Changing Communities: Public Service Provision, Demographics, and Latino Leadership

“The Changing Face of the United States: the Provision of Public Services to Immigrant Populations”

Kate Olson – University of Missouri-Columbia

“Spatial Segregation in Latino Majority Communities”

J.S. Onésimo Sandoval – Saint Louis University

“Exploring Beginning Latino Farmers and Ranchers’ Willingness to Become Involved in Community Activities in Rural Missouri”

Eleazar U. González, Stephen Jeanetta, and David O’Brien – University of Missouri- Columbia

Breakout 5: Education Panel

Challenges and Opportunities Affecting Latino Schooling

“Exploring the Career Aspirations of Latino English Language Learners in a Rural Midwest High School”

Melissa Muñoz – University of Missouri-Columbia

Alejandro Morales – California State Polytechnic University, Pomona

“School Structure, Social Capital, and Ninth Graders’ Mathematics Achievement among Latino/a and Non-Latino White Students”

Jean Kayitsinga and Rubén Martínez – Julian Samora Research Institute, Michigan State University

“A Look at Latino Parents’ School Readiness Practices in the State of Indiana”

María Tineo – Purdue University

Carmen DeRusha – Purdue University Extension

Teresa Witkoske – Purdue University

“Non-Identified Vision Conditions: How Does This Affect Hispanic/Latino Immigrants?”

Bertha Mendoza – Kansas State University Research and Extension

Open Evening –activity suggestions are provided, including a documentary screening downtown and the annual meeting of the interstate initiative Latinos and Immigrants in Midwestern Communities (NCERA 216) from 5:30-8 PM.

Day 3 – Friday, June 27, 2014

8:30 – 9:30 AM

Plenary Session 5: Health

“The Health of Migrant Children and an Innovative Teaching Tool to Decrease Obesity”

Presenter: Jill F. Kilanowski, PhD, RN, Associate Professor, College of Nursing, Michigan State University, East Lansing

9:45 – 11:00 AM

Concurrent Breakout Sessions Block IV

Breakout 1: Cultural competency workshop

“In Their Shoes: Improving Relationships and Communications through Understanding One Another”

Debra J. Bolton – Kansas State University Extension

Breakout 2: Health Workshop

“You and Medicare: Why It Matters”

Jim Day, Primaris’s CLAIM Program, Missouri

Breakout 3: Entrepreneurship and Economic Development Panel Discussion

Panel: “Economic Integration of International Students for Upward Mobility and Regional Growth”

Christina Pope – University of Missouri-St. Louis

Betsy Cohen – St. Louis Mosaic Project

Josemir Carolaine Peroza Laguna - University of Missouri - St. Louis

Presentation: “St. Louis Mosaic Project: Best Practice Approach to Welcoming and Integrating Immigrants”

Anna Crosslin – International Institute of St. Louis

Betsy Cohen – St. Louis Mosaic Project

Breakout 4: Education Organized Research Panel

Community Based Approach to Latino Integration in Indiana

Panel Organizer: María Tineo – Purdue University

“Adult Learners’ Spanish Language Proficiency and Their English Language Outcomes”

María Tineo – Purdue University

Melinda Grismer – Purdue Extension’s Learning Network of Clinton County, Indiana

“Teachers’ Knowledge of Latino Culture and its Effect on Their Attitudes and Instruction”

Esmeralda Cruz – Community Schools of Frankfort, Indiana

Breakout 5: Health Research Panel

Youth Behavior, Culture, and Farmworkers’ Health

“Explaining the Relations between Acculturative Stress and Prosocial Behaviors in Latino Youth from the Midwest”

Alexandra N. Davis – University of Missouri-Columbia

Lisa J. Crockett – University of Nebraska-Lincoln

Gustavo Carlo and Cara Streit– University of Missouri-Columbia

“Provider Perspectives on Patients’ Culture and How Culture Impacts Communication”

Stephen Jeanetta – University of Missouri-Columbia

Ioana Staiculescu, Shannon Canfield, Karen Edison, and Stan Hudson – Center for Health Policy, University of Missouri-Columbia

“Migrant Farmworker Health: Findings and Recommendations for Integration from Nebraska”

Athena Ramos – Center for Reducing Health Disparities, University of Nebraska Medical Center, Omaha

Ricardo Ariza - Office of Multicultural Affairs, Creighton University, Omaha, Nebraska

Antonia Correa – Center for Reducing Health Disparities, University of Nebraska Medical Center, Omaha

11 AM – Noon

Closing Plenary Session

Noon: Conference Adjourns

2014 Cambio De Colores

Thematic Idea Exchange Notes

These notes were taken from a brainstorming session during the 2014 Cambio de Colores, where participants in thematic groups discussed three questions.

Topic: Community Integration

1. Diagnostic: what are the main issues represented by this theme area?

How to connect and link university programs (service learning for example), with community actors that would be beneficial both ways; for the learning about diversity and language needs/barriers, in changing communities.

2. What are the challenges we face in addressing these issues?

Especially lack of knowledge of the people and networks that would facilitate the process. Bilingual education, engaging youth both ways, from the colleges with the communities. Translating – professional “Study Abroad” locally. Service learning programs.

3. What kind of support or action agenda would help us begin to overcome these challenges?

Facilitating connections, especially as these depend on trust. Lots of interest in contributing.

Topic: DACA

1. Diagnostic: what are the main issues represented by this theme area?

Regulations regarding higher education for DACA students
A lot of misinformation of what the concept of DACA is.

2. What are the challenges we face in addressing these issues?

In state/out of state/ international tuition fees applied to students by different campuses in different states and within the same state
Some campuses not allowing undocumented students to enroll.

3. What kind of support or action agenda would help us begin to overcome these challenges?

Seeing more universities allowing DACA students to be able to enroll and use in-state tuition.

Availability of more private and public funds and scholarships across the board.
Join Missouri Immigrant and Refugee Advocates and similar associations to build partnership within University and Community Colleges.

Topic: Educational Achievement

1. Diagnostic: what are the main issues represented by this theme area?

Cultural clash: teachers being able and willing to support student and parents
Lack of advocates helping to navigate the US “educational system”.
Help teachers, responsibility of professionals.

2. *What are the challenges we face in addressing these issues?*

Lack of enough professionals in legislation, to support agencies or groups that are working on such issues.

3. *What kind of support or action agenda would help us begin to overcome these challenges?*

Have more Latino representation in legislation that have a passion for this work.

Topic: ELL/ESL Teaching and language acquisition

1. *Diagnostic: what are the main issues represented by this theme area?*

Strategies are based on the students

Challenge to find a way

Training teachers in ELL Certification/support

Society demands everyone speak English but society does not provide means to learn

2. *What are the challenges we face in addressing these issues?*

Funding for ELL Certification and staff

Changing mindset

Finding accurate assessment instruments

3. *What kind of support or action agenda would help us begin to overcome these challenges?*

Research on testing/assessments

Find ways for language development in the workplace

Diagnostic: what are the main issues represented by this theme area?

All teachers need to have ESL endorsement

Evaluation or tests for ELL students need to be revised

Children need to be evaluated for special needs/learning disabilities if they do not improve in their language acquisition after a year, rather than waiting so many years

3. *What are the challenges we face in addressing these issues?*

School policies; bureaucracy; ESL standards

4. *What kind of support or action agenda would help us begin to overcome these challenges?*

Research to figure out if the students who do not seem to progress in language acquisition rapidly, if there are learning disabilities involved

Also, mental health evaluation

Social and emotional factors

Topic: Entrepreneurship

1. *Diagnostic: what are the main issues represented by this theme area?*

Micro-entrepreneurship

2. *What are the challenges we face in addressing these issues?*

(educate)

Coming in with help after venture has already started

Resources in language other than English sometimes limited
Rural communities are not promoting businesses well

3. What kind of support or action agenda would help us begin to overcome these challenges?

Cultural sensitivity training

Topic Area: Health Care/Health Care Access

1. Diagnostic: what are the main issues represented by this theme area?

Main issues:

- Access to health insurance
- Increased fertility rates for teens (as a symptom of poverty and hopelessness)
- Lack of education opportunities in schools
- Poor economies in minority communities
- Lack of prevention practices in poor and minority communities
- Under-educated populations can be “non-compliant” with medical instructions, medications
- Lack of “champions” and ambassadors that bridge immigrant communities with mainstream populations
- Lack of medically-appropriate interpreters
- Children with disabilities and other under-represented populations lack access to proper health care
- Low or lack of availability of mental health services
- Factual information about access to services
 - Use all media tools
 - Facebook
 - Word-of-Mouth
 - Other social networks
- Low health literacy
- Elimination of pre-natal care coverage
- No temporary Medicaid
 - What is the appropriate 45 day window in a pregnancy?
 - Because of this, there is an increase in natal complications
- Need prevention education for general public
- STDs not discussed in minority communities
 - Education needs to be one-on-one
 - Afraid of stigma associated with STDs when talking in a group
- Working poor does not have access to insurance and health care
 - Work full time, but do not make a living wage
 - Cannot afford insurance

2. What are the challenges we face in addressing these issues?

Challenges faced in addressing issues:

- Lack of language-appropriate education
- Racial discrimination
- “Who deserves this?”

- Populations become isolated from one another and the larger community
- Lack of funds for enough “navigators” to meet the needs of immigrant and poor populations

3. *What kind of support or action agenda would help us begin to overcome these challenges?*

- Target parents with empowering education to work with their own children
Create parent leadership programs (like helping parents further their own educational dreams)
Empower parents to be seen as leaders by their own children
Empower parents to be their children’s educational advocates
- Promote and support bi-culturalism
- Build allies across cultural groups in communities
- Reach out to schools to become more supportive of parents
- Find “champions” and ambassadors in mainstream communities to “adopt” and promote causes related to under-served, minority, and immigrant populations
- Step out of comfort zone to build bridges and relationships
- Under-served and minority populations could “grow their own” in health care fields
- Increase funding for human capital for programs like “promotores”
- Promote careers in health care services in underserved communities (Latino)
- Help students look into their futures regarding finishing high school and looking to higher education or technical training

Topic: Leadership Development

1. *Diagnostic: what are the main issues represented by this theme area?*

We need more leadership from diverse sectors/demographics.

2. *What are the challenges we face in addressing these issues?*

We need someone or an institution to organize leadership development.

We need a good program that is meaningful, targets Latinos, focuses on how a growing leader can get involved to improve their community. Program needs to recognize language needs (Spanish) and participants’ level of education. We need a program that thinks through how to make the program accessible to people schedule-wise. It should have a mentorship component. The program should respond to the needs and demands of the potential leaders.

3. *What kind of support or action agenda would help us begin to overcome these challenges?*

We need evidence-based curriculums for communities to select appropriate skills-training modules for their needs. Youth programming, too. We need sponsors, or partners, who can help finance and facilitate programs. One example we learned about (from Fred Garcia) is called Latino Non-Profit Leadership Program, through the University of Wisconsin in Milwaukee. It’s a 15 month program that means one evening per month and has two weekend retreats. It has cohorts of 15-35 people. It costs \$500, but workplaces often sponsor it, or the university, or there are scholarships. You must be bilingual, ideally already in the nonprofit world. You apply and are interviewed by a panel. It has skills modules to prepare Latinos for leadership in nonprofit management,

including board governance, ethics and boundaries, public speaking, understanding your own goals, etc.

We also know that Carmen DeRusha has a series of modules on leadership development for Latinos which we want to learn more about.

Topic: Migrant/Immigrant Workers

1. What are the main issues?

- Lack of knowledge about workers' rights
- Lack of enforcement of policies
- Production/line speeds increase accidents (no institution regulates this—up to employers)
- Stronger enforcement of H2A visa program
- Outreach services for access to health care
- Access to care
- Policies and laws are so poor to protect workers (aim to protect employers)

2. What are the challenges in addressing these issues?

- No one enforces workers' rights or protects them from abuses
- Workers are afraid to speak out for fear of losing job
- Employers do not have anything to lose
- Accountability for employers is lacking
- Context of reception in rural communities are not welcoming
- Agricultural workers are not covered under minimum wage laws
- When workers want to file complaints, there are a lack of bilingual and culturally competent workers in the Dept of Labor and cannot file claims because of access to office (hours are from 9-5)
- Lack of accurate data that can be duplicated—how to build this data?
- Development of policies that do not protect workers (i.e., cannot record conversations)—cannot prove abuses or discrimination

3. What kind of support or action agenda would help us begin to overcome these challenges?

- Advocate for comprehensive immigration reform
- Stronger oversight of H2A visa program
- Funding for migrant health clinics
- Training individuals in migrant camps to deal with basic health issues (promotores)
- Hire people who understand language/culture
- Expand office hours for filing discrimination cases
- Medical insurance for workers (by employers)
- Undocumented workers are not covered by the ACA
- Give workers options on who they see (doctor) vs going to company doctor
- Access to information that is culturally appropriate and linguistically appropriate (literacy concerns)
- Address isolation for migrant workers in rural areas—increase networking and support
- Find healthy ways to reward workers that does not include alcohol. Encourage supervisors/employers to use other incentives.

Topic: Nonformula/After school education/4-H

Diagnostic:

We are looking to share best practices in working with experiential learning in out of school settings (this includes 4-H). We need good models on finding and training volunteers, sharing programs and other resources, learning how to recruit and train personnel, etc.

Some observations for future solutions:

Are Latino Clubs 4H clubs destined to be college preparation programs? What about kids that don't fit this category?

When parents and participants ask for this type of curriculum, then we are meeting their needs.

Examples of activities: Help with resume. Help with essay writing for scholarships. FSFA information. Information on ACT/ SAT. University visits. University requirements. Have a plan make goals and work toward them.

What do we do with youth that want to go to the university but do not make the cut in ACT scores? Help them confront the reality of standards and look for opportunities in alternatives. Involve the parents, train them, set the same goals/associated work.

What of traditional 4-H clubs? Experiential learning of youth development goes beyond clubs, in conferences, fairs, and workshops

In Kansas, Full family involvement in one session is general practice for 4-H

Where do we get the volunteers? what is their profile? -educated professionals from their home country? -how to include parents -how to recognize the asset of Latino Families

Working with gatekeepers.

What keeps kids in these programs? Questions of retention.

It helps kids feel they belonging.

Have conferences at the university to help expose teens to higher education institutes.

After school enrichment programs to develop skills

Have parents participate as volunteers and as part of the group.

Parent involvement is crucial and should be a requirement.

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