Asset Accumulation Strategies in 3 New Settlement Missouri Communities

MU Cambio Center
USDA NRI

Advisory Board Meeting
April 2, 2007
Kansas City, Missouri
Agenda

Introduction
Welcome - brief introduction of attendees
Additions to the agenda?

Project Update and Comments
Presentations on Qualitative Methodologies and Comments
a) Photovoice Methodology – Steve Jeanetta
b) How the project is approaching acculturation issues – Lisa Flores
c) Case studies and the Household Survey - Corinne Valdivia

Advisory Board Comments
a) Community Forums - Identifying key stakeholders for hosting and participation
b) Information Pathways at the following levels:
   Community - Business Sector – State - Policy Makers

Adjournment
Lazos and Jeanetta, Cambio de Colores 2002

LEP Enrollment ranges from 0.6% to 29.2%

Examples:
- 0.6%
- 29.2%


Disparity Index ranges from 1.12 to 20.45
Examples:
1.12
20.45

Note counties with high rates and low disparity index. Decker, 2005:
Hispanic Search Rates are typically the highest of any race/ethnicity group; Contraband Hit Rates for Hispanics are typically the lowest of any race/ethnicity group.
The purpose of this research is to examine the strategies newcomers employ to accumulate assets, minimize their vulnerability to risk exposure and become part of their new communities.

“Getting by and getting ahead”

• The following questions will guide the study:
  – What are the strategies Latino immigrants use to integrate into communities and lead sustainable, high quality lives?
  – What factors facilitate or impede their economic integration?

• Strengths based model
Strengths Based Model: Livelihoods, Capitals, and the Context of Reception

Livelihood Outcomes
+Building Assets: economic and social wellbeing
-Vulnerabilities: mobility

Livelihood Strategies
capabilities – the ability to act

Economic Capital
(savings, assets)

Human Capital
(Education, Skill, Language Proficiency Nutrition Health)

Cultural Capital
Identity & Institutions

Social Capital
networks of support: bridging and bonding

Community Climate
(Context of Reception)

Racial Profiling
Integrating (+)

Financial Institutions

School Climate
Alienating (-)

Bridging Institutions CBOs
Accomplishments

• Certificate of Confidentiality and IRB approval January 19, 2007
• Recruited Dr. Flores to the team, and identified three graduate research assistants
• Visited with stakeholders in 3 communities and identified facilitating institutions – Pettis County Community Partnership, Milan Centro Latino, Lady of the Lakes Catholic Church with advice of UM Extension
• Developed contracts for the focus groups
• Developed contracts for the photovoice activity
• Conducted focus groups in Milan and Sedalia (4) – participants were thankful, as they feel they have a chance to share their stories
• In process of signing contracts for Branson – focus groups planned tentatively for April 17
• Accepted presentations: the Rural Sociology Meetings (8/07), paper and poster; to the Latin American Studies Association (9/07); Oxford conference (7/07)
Acculturation

Lisa Flores
Context is Important!

Individual

Community

Societal
Bronfenbrenner’s (1979) Ecological Model

**Individual Variables**
- acculturation, values, self-identity

**Microsystem**
- Interactions at home, school, work
- who influence individual's aspirations, confidence, risk taking

**Mesosystems**
- Interactions between two or more microsystems

**Exosystem**
- Linkages between subtypes
- e.g., school system policies that influence the individual

**Macrosystem**
- Ideological components of a given society
- e.g., race gender stereotyping; class bias, structure of opportunity

**Individual Variables**
- acculturation, values, self-identity
Acculturation

- Generational Status
- Primary language spoken to communicate with others
- Degree of affiliation with majority culture (e.g., composition of peer network, Anglicization of name)
- Role conflicts with regard to familial expectations
- Value systems, customs, and orientations (religion, political affiliation, etc.)
- Level of involvement in cultural traditions or activities
- Educational level of client, family members, relatives
- Skin color
- Location raised, currently living
- Religious identity, affiliation
Unidimensional

Traditional

Acculturated
Bidimensional

Integration

Assimilation

Separation

Marginalization

MEXICAN

AMERICAN
Photovoice

Steve Jeanetta
Community Partners

• Local Facilitators
  • Contacts in the community
  • Serving as bridges between the Immigrant community and the broader community
  • Focal point for building networks into the community
  • Establish them as bridges to the University and our resources
  • Increased understanding of each others needs and capabilities

• Participants
  • Share their stories
  • Process of self reflection
  • Increased understanding of their own circumstances
Community Stakeholders

– Connecting through local partners
  • Facilitators
  • Extension Staff
  • Other networks

– Photovoice Community Forums
  Share participant findings with the communities
  Start a discussion about what the photos mean about their community
  Engage in a dialogue about what kind of changes may begin to improve the integration process
Case studies and the Household Survey
Corinne Valdivia

• How LS take shape:
  – case studies – process – criteria for selection
  – household survey 2007-2008 – quantitative indicators of assets/capitals and climate

• Economic Integration:
  – Asset accumulation – indicators (case studies)

• Social Integration:
  – Institutions Identity and well being – indicators (focus groups and photovoice)
Advisory Board Comments

a) Community Forums - Identifying key stakeholders for hosting and participation

b) Information Pathways at the following levels:
   Community - Business Sector – State - Policy Makers

c) Other
References

Introduction - D. Martínez

Land Grant Model

• Land Grant: address state needs through research, teaching, and service (extension)

• Permanent two-way link between academia and society’s needs

• Partnership between federal government, states, and LG institutions
Cambio Center “Model”

- Problem oriented and proactive
- Multidimensional problems require multidisciplinary approaches
- Sustainability requires involvement of all stakeholders (newcomers & receiving)
- Integration vis-à-vis assimilation
Changes in the state

University of Missouri System

Knowledge, Data, and Outreach

Research
Premise

“Recent developments in the cultural identity literature can help us to move beyond a deficits approach to viewing culture not an obstacle but as a resource from which individuals draw to create strategies to function in various domains in society (Berry 2003). This new orientation shifts us away from a deficit model for thinking about how individuals of different cultures gain and lose in the process of integration to recognizing the multiple ways that individuals can adapt in new and ever changing environments without suffering loss of identity in the process. This approach shifts our attention to looking at what the newcomers offer and leads us to ponder how we can engage them in the future development and prosperity of the new settlement communities.” (Asset Accumulation Strategies, 2006)
Vision

Newcomers and their families integrated to their new settlement communities

Thriving communities - Pluralism

- Less Than National Average
- Higher Than National Average
- More Than 2x Growth
- More Than 4x Growth
- More Than 8x Growth
Social Capital

Community Social Capital Typology

- Bridging Social Capital

- Conflict with outside or internal factionalism

+ Inclusion (horizontal ties within the community; diverse horizontal and vertical ties to the outside)

- Apathy; extreme individualism

+ Clientelism (internal and external ties are mainly vertical)
Social Capital

• Measuring Social Capital in the Immigrant community
  – Bonding Social Capital--social capital as connections within the immigrant community
  – Bridging Social Capital--strong links to other groups and institutions in the community
Focus Group Process

• Purpose of the Focus Group Project
  – Develop a picture of how immigrants are integrating economically and socially
  – Develop a sense of immigrant perceptions on community climate and identity
  – Develop an understanding of their perspectives on culture, identity and how the immigration process has affected those perceptions.
  – Develop a framework for further analysis of social relationships and their effect on economic and social integration and community climate.
Focus Group Process

• Observations on the process so far…
  – Connecting to community partners
  – Diversity of the participants
  – Relationship between the facilitators and the participants
  – Differences between the men and women’s groups
    • Women’s Isolation
    • Perspectives on differences in culture and discrimination
    • Attitudes towards sharing in a group
  – Time and Place are important