Latinos in the Heartland: Building Bridges, Dialogue, and Opportunity

Proceedings of the 15th Annual Conference

June 8-10, 2016
Columbia, Missouri

Edited by Lisa M. Dorner, Stephen Jeanetta, and Corinne Valdivia
With the assistance of Samantha Christensen and Lindsey Saunders
Cambio Center
University of Missouri - 2017
Dr. Lisa M. Dorner's research falls into three main areas: language policy and planning in education, educational policy implementation, and immigrant family integration in “new” spaces (like rural Missouri). She is especially interested in the development of language immersion education and how immigrant families and children navigate educational options in the Midwestern United States. Much of her research is developed in partnership with local schools, families, and teachers, where the partnerships devise projects and strive to answer difficult questions. They also create together: for example, she has worked with Springboard and the Missouri Immigrant and Refugee Advocates to develop online curricula and conversations about the immigrant experience (www.lacesproject.org). She teaches undergraduate courses in child development and community/society for pre-service teachers, graduate courses in research methods, and specialty courses on the theories of human development, educational policy and immigrant families. She is a proud fellow of the Cambio Center.

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

Dr. Corinne Valdivia specializes in economic and rural development. She focuses on how individuals, families and communities adapt to change and how information can support the process of building strategies that are resilient and improve well-being. Her focus is on decision-making, risk management and pathways for technological uptake and market integration that lead to sustainable livelihoods. Dr. Valdivia, along with colleagues from MU, initiated Cambio de Colores in 2002. She is a founding member of MU’s Cambio Center and serves on its executive board. Her research with Latino families focuses on their livelihood strategies and experiences in the process of integrating to a new community. She has completed two research projects in collaboration with Cambio Center Fellows: the first on asset-building strategies of newcomers in three new settlement communities in Missouri, and the second on community integration. She is studying entrepreneurship as a livelihood strategy in rural communities of Missouri, and working on a new project on Latino agricultural entrepreneurship, with colleagues at Cambio Center, Michigan State, and Iowa. Internationally, her research and outreach takes places in the Andes of Peru and Bolivia and East Africa.

About the Cambio Center:
The Cambio Center leads Research and Outreach on Latinos and Changing Communities and 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

The future is coming, of course, and that is a truism as bad as any.

Nonetheless, one of the traits that makes us human is our persistence in making conscious decisions attempting to shape the future one way or the other. Sentient humans know very well that those decisions rarely yield the intended results. “Life happens,” we say nowadays, meaning that non-controllable events affect what really happens. As the poet said in the epigraph, the actual future arrives invented by us and by chance, however one wants to define it.

In spite of the overwhelming odds in favor of “chance”—pun intended—being more relevant than willpower, doing nothing is not an option. Truism number two: we do need to understand, to educate, and to be proactive in our jobs and in our communities. The people that attend the Cambio de Colores conferences or who read this book of proceedings have obviously bought into that idea.

There is little doubt that immigrants are needed to maintain the economies of countries and regions where aging populations can no longer supply enough labor and energy. Historically, these labor needs have often resulted in economic growth at the cost of lasting injustices. Today, a significant amount of the emotional capital for social justice is invested in efforts to amend past errors and injustices. (To this, we need to add the extensive economic costs arising from a divided and unjust society.) There’s a difference between fixing the wrongs of the past and setting the stage to take advantage of the opportunities that change brings to our communities. The more we work to make conscious and informed decisions of how to intervene in this changing world, the better we will be able to prevent future wrongs or, worse, a future full of wrongs.

Immigrants take great risks, and they usually see the glass half full, even when the glass would be seen as almost empty by non-immigrants. They—we—have to be optimistic, as uprooting ourselves is possibly the biggest decision in our lives, and it usually involves giving away most of the material possessions left behind, and a significant proportion of our emotional possessions (what some may call personal networking support mechanisms). Migrating is not quite starting a new life, but rather taking a sharp turn onto a road that—we are told, we want to believe—goes to a place where we have a better chance of achieving our objectives. Every personal history is different, of course, and the balance of what one leaves behind and what one wishes to build is impossible to measure, because the former is a reality and the latter is a possibility.

Let us thank each and every one of the authors of the articles in this book. They do believe that we cannot leave the immigration and settlement process to chance, and that solid knowledge is needed to improve our chances of having a better world for all. After all, the future is there for us to shape; and for chance’s role to be limited as much as possible.

Domingo Martínez Castilla
Former Conference Director
May 2016
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Introduction

The 15th Cambio de Colores Conference was held in 2016 with the theme “Latinos in the Heartland: Building Bridges, Dialogue, and Opportunity”. The Latino population continues to grow across the Midwest, and the question of leadership in these communities is both a sign of and prerequisite for true inclusion. The 2016 conference proved to be a good place to explore inclusive leadership. Plenary sessions covered inclusion from a variety of perspectives including a focus on disabilities among Latino families, and youth development research focused on Latino prosocial and moral development. Dr. Juan Andrade explored leadership development through his own experiences and in his role as President of the United States Hispanic Leadership Institute (USHLI).

Leadership, along with human, social, cultural, and economic capitals, are essential to the long-term social and economic well-being of communities in the US. This is especially the case in the context of change, as seen in areas with population growth in Northern, Central, Southern and Western states. All these regions were represented at this Cambio de Colores and many different perspectives about these changes were shared in the breakout and poster sessions. An increasingly important demographic are Latinos who are settling in the regions and having children: nationally one in four young people under 18 in the United States is Latina/o. Cambio de Colores this year had a special focus on youth, families, and education. There were 22 presentations and 6 selected papers that address youth, leadership, educational experiences, 4-H, and family, seeking to provide knowledge and tools to enable change that engenders opportunities for their success as members of society and the wellbeing of their communities.

The community of practice that is Cambio de Colores comes together with a purpose: seeking to contribute our shared experiences, knowledge and best practices to enable a context that facilitates the integration of Latina/os, and continue to facilitate networks of collaboration. This 15th Conference Proceedings includes nine papers (one available in English and Spanish) in public health, youth development, education, integration, human trafficking, immigration, and well-being, with lead authors from California, Indiana, Iowa, Kansas, Michigan, Missouri, and Wisconsin. The abstracts of the 62 presentations and workshops cover the five conference theme tracks: Changing Communities, Civic and Economic Engagement, Education, Health, and Youth Development. These serve as resources for people working in each area by explaining 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 to make a positive impact. For those of us working in universities, especially in the land grant system, part of our mission is 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 so that each of these groups can learn from each other. 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 others as each works to address key issues facing our neighborhoods, communities, and regions. We hope you find the proceedings a useful resource in your practice, research, and outreach.

Lisa M. Dorner
Stephen Jeanetta
Corinnee Valdivia
Abstracts
Information Needs of the Midwestern Latino Populations: A Retrospective Analysis of Cambio de Colores Presentations

Denice Adkins and Paulina Hempel

*University of Missouri*

The Latino population is rapidly growing in the Midwest, through population migration inside the United States and immigration from outside the country. Latinos in this Midwestern setting have different information needs than libraries’ traditional clientele, but they also have different information needs than Latinos in more traditionally-Latino states like California and Arizona. However, little research has been done that specifically focuses on Latino information needs, in the Midwest or elsewhere. Despite the dearth of research on Midwestern Latino information needs, there has been quite a bit of research on the Midwestern Latino population in general, leading to our question: Is it possible to determine the information needs of Midwestern Latino populations based on non-library, non-information research?

**Method:** Qualitative secondary analysis is a method that uses existing data to pursue a research interest the data was not collected to address, allowing researchers to perform in-depth analysis of materials with a new conceptual focus. Though we did not reuse actual qualitative data sets, the intentions behind qualitative secondary analysis guided this project. We used an inductive content analysis approach to review 403 abstracts published in the Cambio de Colores conference proceedings from 2004 to 2014. We first coded each abstract by method, population studied, date of research, and research objectives. In our inductive review, we focused on indications of information needs identified by researchers. From there, we look at whether and how those information needs are identified and resolved and what information practices the Midwestern Latino community engage in. Though the original researchers may have identified these needs differently, as gaps in communication or integration, these can also be viewed as information needs that can be alleviated by sharing information in a culturally appropriate manner. We used open coding to allow information needs to emerge organically, and we jointly coded 20 abstracts to ensure consistency in our coding.

**Findings:** Inductive coding is still in process, but findings to date suggest that main information needs are related to health, social support networks, financial knowledge, and how to preserve identity and culture while integrating into a new society.

Mexican Immigrant Parents’ Perceptions of Climate at a New Language Immersion Charter School

David Aguayo and Lisa Dorner

*University of Missouri*

Schools desiring to improve their climate typically consider ‘parent involvement’ as a one-way relationship (school parents); too often, this perspective leads to deficit-driven models (Calabrese Barton, Drake, Perez, St. Louis, & George, 2004; Lareau & Horvat, 1999). We join scholars who criticize these approaches (Baquedano-López, Alexander, & Hernandez, 2013) in our analysis of the perceptions and challenges of Mexican immigrant parents whose children attended a one-way, Spanish immersion school (SIES, a pseudonym). Our research questions were: How did parents view SIES’ school climate? How did Spanish-speaking parents, in particular, navigate this climate? What were their experiences?

**Theoretical Framework:** We draw from Ecologies of Parental Engagement (EPE), a system-wide and culturally-affirming framework for parent engagement (Calabrese Barton, et al., 2004). Following ‘disruptive’ methodology (Brown, Kuby, & Carducci, 2014), we merged EPE with Foucault’s concepts of power (Foucault, 2001), to provide depth and clarity to participants’ perspectives. While EPE focuses on the system-wide processes whereby parents’ networks, spaces, and capitals permit them to navigate and understand schooling, Foucault suggests an analysis of power at the institutional and individual levels, heightening how it discursively shapes day-to-day interactions.

**Methods:** Recognizing that a school-climate survey in 2012 did not reach all families, we worked in partnership with SIES to administer a translated survey in 2013 to 27 Spanish-speaking families. The survey
included open-ended and Likert-scaled questions. We received 19 responses (75%). Our analytical approach was to ‘think with theory’ (Jackson & Mazzei, 2012), where EPE, in conversation with Foucault, permitted us to represent the voices of participants traditionally marginalized by educators and underrepresented in research.

Results and Implications: Preliminary analyses demonstrate that respondents believed in SIES’ mission and generally felt welcomed at the school. However, they also felt that the school lacked organizational capacity, and ironically, many blamed themselves for the communication barriers that they navigated. 75% of parents felt welcomed by the school. Nearly half of respondents most valued ‘that they speak various languages’ at SIES. Many commented about the disorganization they felt within the school climate: ‘For the most part, the personnel at the school does not know what they’re doing. . . .’. Despite SIES being a school that immersed children in Spanish 80-100% from K-5, with native Spanish-speaking teachers, 20% of parents felt their own English was ‘weak’ and thereby produced a barrier between them and the school. Utilizing Foucault’s relational power as one that influences individuals’ actions and attitudes, we found that parents felt discouraged in SIES’ climate, but mainly blamed this on their own (lack of) language or ability to be involved. This is disheartening: how are parents to exercise their relational power when they see language as a deterrent to engagement, even in a school where the target language is (close to) their own? This dual language school was not bridging the gap between the (hegemonic) English society and Mexican immigrants (Valdés, 1997). Discussion will consider how to push the boundaries of school climate research and parent involvement projects at schools serving the Latina/o student population.

Bright Spot in Latino Youth Educational Success: The Juntos Program
Cintia Aguilar and Diana Urieta
North Carolina State University

The Juntos Program is an experiential program that provides Latino youth and their parents with knowledge and resources to equip them to be successful students and pursue postsecondary education. The Juntos Program was recently recognized by the White House as a Bright Spot in Hispanics Education fulfilling America’s Future. The program aims to unify families, schools, and community’s efforts to work ‘together’ to promote student success and increase parental involvement. Juntos started in 2007 in North Carolina and is now in five other states (Iowa, Oklahoma, New York, Texas, and Oregon). During this session you will hear from the North Carolina Juntos teams about their success.

Participation and Civic Engagement among Mexican Immigrants in Central Illinois
Julia Albarracín
Western Illinois University

Political participation and civic engagement are important indicators of the political incorporation of immigrants. Through participation, people can have input into the political system. The proposed presentation reviews participation in social and political activities among Mexican immigrants in Beardstown and Monmouth, IL. This presentation, part of my forthcoming book At the Core and in the Margins: Incorporation of Mexican Immigrants in Two Midwestern Rural Communities (Michigan State University Press), assesses the degree of political incorporation of immigrants by exploring their contribution to different social and political activities, including participating in a church or religious group; volunteering time to a school, neighborhood or community group; being part of a group representing Mexicans or Latinos; contacting a public official; volunteering time or making a contribution to a political campaign; attending a public meeting or demonstration; registering to vote; and voting in a U.S. election. Also, it determines the extent to which social class, length of stay in the country, and gender influence participation. In addition, this presentation explores the degree to which a number of political factors shape participation. Finally, this presentation investigates how immigrants’ attitudes and beliefs and the opportunities and constraints available in society shape the process of political
incorporation. The conclusions of this paper are based on statistical analyses of the survey data from 260 Mexican immigrants and on the 47 in-depth interviews, all conducted in Beardstown and Monmouth, IL.

Uniting Voices of Advocacy: Latino Parents with a Child with Developmental Disabilities in Missouri
Bertha Aldape*1, Jordana Vera-Monter*2, Gerardo Martínez*3, and Katheryne Staeger-Wilson*4, and Yeni (Jenni) Vasquez*2
*Visions with Love
*2ALAS: Alliance for Leadership, Advancement, and Success
*3Alianzas of University of Missouri
*4Missouri Developmental Disabilities Council

The purpose of this demonstration project is to increase the awareness of a community-based center for Latino families with children with developmental disabilities at Kansas City, MO and Springfield, MO to provide family-directed support that preserve, strengthen, and maintain the well-being of the family. The needs of Latino families of children with disabilities are not yet being met. There are barriers to the access of supports and services, and disability service systems have not addressed the unique barriers of Latino families accessing services. Latino organizations and service systems need to collaborate to provide services and supports that are family-centered.

Access to Public Space in a New Latina/o Place: The Question of Latina/o Integration and Inclusion in Northwest Arkansas
Aaron Arredondo
University of Missouri

Located in a residential area where Latina/os spatially concentrate on the eastside of Springdale, Arkansas, The Jones Center for Families (JCF) provided a space of inclusion for Latina/o newcomers since the mid-1990s before a new administration instituted an entrance fee system in 2008. This paper examines how, and to what extent, the new policy requiring entrance fees to access JCF, shapes the potential for Latina/os to become integrated with local longtime residents in a new settlement of the U.S. Heartland. This study also makes note of how JCF has operated as an institution fostering community relations in Northwest Arkansas (NWA) through its utility as a venue for multiple local community events involving prominent community leaders and organizations. Using qualitative data collected throughout NWA, this paper documents how Latina/o newcomers respond to the constraints of the entrance fee system at JCF through demonstrations of their resistance to the exclusionary aspects of the public space. Capturing the narrative of participants behind their relationship to JCF demonstrates how Latina/os are active agents persistent in their efforts in becoming integrated within the local community of NWA. The findings present both, how Latina/o newcomers opt out of engaging in activities at JCF by seeking alternative recreation spaces, and how they challenge the exclusionary aspects of the institutionalized fee system by making themselves present within the premises of JCF. The paper concludes by emphasizing the potential that JCF maintains as a space in arranging contact between local longtime resident and Latina/o newcomers and thus shaping the potential for Latina/o integration and inclusion.
Effects of Food Insecurity and Family Rituals on Rural Latina Immigrant Mothers’ Mental Health
Juan Bao and Kimberly Greder
Iowa State University

Numerous studies reveal a negative relationship between household food insecurity and positive mental health. The presence of rituals in families promotes family stability and is linked to helping families cope with stress. However, few studies have examined the role of family rituals in moderating the effects of food insecurity on maternal mental health, especially within Latinos. Using data collected from 98 first-generation Latina immigrant mothers in a rural area of a Midwestern state between 2010-2012, we examined: (1) the relationship between food insecurity and mental health, and (2) whether two specific family rituals commonly related to Latina families can moderate the relationship between food insecurity and mental health.

Each mother’s mental health was measured using the 12-Item Short-Form Health Survey (SF-12V1) (Ware Jr, J. E., et.al., 1996). Household food insecurity was assessed using the Six-Item Short Form of the USDA Household Food Security Module (Bickel, Nord, Price, Hamilton, & Cook, 2000). The presence of family rituals was assessed by the mothers’ responses to two specific statements related to expectation of regularly eating together as a family and knowing what traditions to expect as part of family celebrations. SPSS v.22 was used to conduct descriptive and multivariate analyses. On average, the mothers were 33.29 years old (SD = 8.46). Half of the mothers (49.0%) had completed 8 years or less of formal education and less than one-third (31.6%) had earned a high school diploma or GED. Few had participated in formal education beyond high school. The large majority of mothers were married or lived with a partner (87.8%). After controlling for age, education, and partner status, food insecurity had a significant negative relationship with mental health.

In the presence of the two family rituals, food insecurity had the same effect, and the ritual related to knowing what traditions to expect as part of family celebrations showed a significant positive relation to mental health. After adding the two interaction terms between food insecurity and family rituals, the model showed an even more significant main effect of food insecurity and the ritual related to family members knowing what traditions to expect as part of family celebrations. Food insecurity and ritual related to the expectation of regularly eating together as a family had a negative interaction effect while the interaction of food insecurity and ritual related to family members knowing what traditions to expect as part of family celebrations had a positive effect on mental health.

Explanations of these findings may include: (a) mothers, commonly the family food preparers, experience stress when food is insecure; (b) expectations associated with the expectation of family members regularly eating together, and the reality of not having enough food to adequately feed all family members, may result in higher levels of stress for them. However, (c) if family members were aware of family rituals during family celebrations, they may give the mothers more emotional support, confidence and warmth despite more severe food insecurity.
References:

### Building Stronger Communities Through Cultural Engagement and Understanding
Carlos Barcenas and Kathie Starkweather
*Center for Rural Affairs in Lyons, Nebraska*

The increasing immigrant population in the Midwest and other parts of the country is impacting communities, organizations, and institutions. In order to manage the changes taking place and facilitate integration, the Center for Rural Affairs (CFRA) knows the importance of creating change and starting the conversation at different levels. CFRA integration efforts take place in the following areas at the Community level, Organization/Institution level and, probably the most important, at the Individual/Personal level. Published in Future Work Skills 2020, cross-cultural competency ranked #4 of the top 10 work skills needed for the future.

Our integration work is based on cultural engagement and understanding based on intercultural development. We are implementing an intercultural development inventory to develop cross-cultural skills across various sectors/members of a community. An individualized development plan is created for each community member as well as each organization/institution. The understanding piece of our work has a focus on education, the self-awareness of each participant, and a deeper understanding of our own biases. Community awareness means understanding who lives in our community and exploring the community’s diversity. The engagement piece is stepping out of our comfort zone to explore our biases and starting conversations at the community level on how to create an integrated community. Since change and integration are experienced differently between and among populations, there is a crucial need in developing interculturally competent leaders that are able to decode deep cultural differences and create opportunities of growth. These interculturally competent leaders can understand the differences and how those differences can become assets. CFRA’s intercultural development process is designed for individuals, organizations, and communities that want to be intentional about integration.

Method 1: Use Intercultural Development Inventory to place participants in the Intercultural Development Continuum. Individual development plan guides participants in their intercultural development. There are five orientations on the continuum and moving from one orientation to the next requires 30 to 50 hours of intentional work. Method 2: Survey communities to measure levels of immigrant awareness, language access, prejudice, racism, and perception of immigrants. Method 3: Perform presentations and workshops regarding census data, community composition, understanding the immigration process, and intercultural communication.

### Cooking for the Health of It: A Health & Cooking Program for Low-Literacy Audiences
Kristin Bogdonas
*University of Illinois Extension*

The Cooking for the Health of It program was designed with the immigrant and refugee population in mind. Acclimating to the food environment in the United States can be challenging, putting them at an increased risk for poor eating habits and chronic disease. This series teaches healthy cooking techniques, food safety, basic nutrition, and provides social support to aid in the acquisition of new information and literacy skills. Focus group results indicate participants are now engaging in label reading when shopping for groceries, reducing sodium and saturated fats in meals, being physically active during leisure time, and making more meals from...
scratch. This program is easily replicable and can be utilized by other nutrition and health educators serving populations that are growing more diverse.

Providing Health Education to Refugees in Missouri: A Statewide Collaborative
P. Ariel Burgess
International Institute of St. Louis

With Office of Refugee Resettlement funding from the state of Missouri, state wide refugee resettlement agencies are collaborating to provide health education to newly arrived refugees in Missouri, while also building and enhancing working relationships with providers. The Health Promotions project provides health-related curriculum to both newly arrived refugees and community providers, thus bridging dialogue within and among refugees, refugee service providers, and community providers. The International Institute of St. Louis, Jewish Vocational Services in Kansas City, Refugee & Immigration Services, Catholic Charities of Central and Northern MO in Jefferson City and Columbia and the International Institute of Southwest MO in Springfield resettle and provide services to over 1000 refugees each year from Iraq, Somalia, Afghanistan, Iran, Ukraine, Burma, Nepal, Cuba, Congo, Sudan, and Syria. Regardless of resettlement location, all refugees arrive with different expectations of U.S. life, English language ability, and varying degrees of acculturation to their new environment. Health Promotions is a 3-year project, providing health orientation workshops, health education workshops, medical case-management, and non-clinical interventions to refugee populations in each location. Health care providers in each resettlement region benefit from health care provider education on topics related to working with refugees, while also strengthening and enhancing their relationships with the resettlement agency. Each service component is evaluated by resettlement site, with follow-up 90 days after the intervention. Throughout the project Health Literacy Missouri provides curriculum development, data collection, and evaluation. Presentation will discuss the first year of the Health Promotions project, with a focus on the needs assessment developed for the project. The needs assessment was completed in June 2015 by StratCommRx and identified needs and challenges for refugees, resettlement agencies, and providers related to health issues affecting refugees, identified health challenges, preventative health needs, and issues related to access to health care.

The Changing Face of Students: Meeting Language, Academic, and Social Needs of Recent Immigrant Youth
Jamie Cardwell and Karina Arango
Ritenour School District, Missouri

This abstract is available in the Selected Papers section.

Strengthening Communities and Creating Economic Opportunities for Latinos Through the Advancement of Entrepreneurship, and Other Asset-Building Skills
Michael Carmona and Ernesto Marquez
Hispanic Economic Development Corporation of Greater Kansas City

The Hispanic Economic Development Corporation (HEDC) was established in 1993 and is a certified 501(c)3 not-for-profit Community Development Corporation. The HEDC’s mission is to dedicate ourselves to improving the lives of Latinos within the Greater Kansas City area. HEDC achieves this through business development, economic, and community wealth-creation initiatives. HEDC is the only CDC area offering economic development initiatives purposefully designed for the Kansas City Latino community. HEDC provides bilingual and culturally sensitive approaches to assist current and aspiring entrepreneurs to achieve financial stability. During Fiscal year 2014-15, 193 existing and aspiring business owners dedicated 1,852 hours to HEDC various
Business Development Program services. HEDC helped in the creation of 11 new businesses in the Greater Kansas City area, leading to the formalization of 17 new jobs. During this period, HEDC’s micro-lending program, Impacto Fund, Inc. awarded 6 loans to 5 area businesses seeking to increase their capacity. HEDC seeks to share best practices and the economic impact from serving Latino entrepreneurs in the Greater Kansas City area since 1993. The entrepreneurs and business owners the HEDC Business Development Program typically serve are Latino immigrants from low-income communities. A majority of these business owners reside in the cities of Kansas City, KS and Kansas City, MO. The remaining business owners come from Independence, Lee’s Summit, Blue Springs, Raytown, and Belton in Missouri, and Shawnee, Mission, Overland Park, and Olathe in Kansas to name a few (HEDC also works with business owners as far out as Topeka, KS, more than 60 miles from HEDC’s main office). The types of businesses the Business Development Program assists span a variety of industries, including: janitorial services, restaurants (mobile and brick and mortar), general contractors, real estate and insurance agents, IT services, landscaping services, hair salons and barber shops, professional services (tax services, legal, etc.), and retail services to name a few. The Business Development Program offers one-on-one technical assistance to area business owners seeking to grow their capacity. The type of assistance offered from the HEDC Business Development Specialist(s) include support with marketing, strategic planning, financial planning, legal/insurance issues, location assistance, loan packaging preparation, and assistance with local Minority Business Enterprise/Women Business Enterprise (M/WBE) certifications. HEDC also provides other asset-wealth-building services that help KC’s Latinos create economic opportunities for themselves, their families, their businesses, and their communities. These services include HEDC’s Digital Literacy Program, focused on closing the digital divide among Latinos in the Greater Kansas City area, and HEDC’s Financial Literacy Program. Through recent advancement in Business Intelligence and data management practices, HEDC is capable of quantitatively and qualitatively tracking the progress of the individuals we serve (i.e., increase in revenue, job advancement, etc.). HEDC served 424 individuals during fiscal year 2014-2015 and participated in 4,135 hours of economic wealth-building programs and services.

The Glass Ceiling and Latinas’ Leadership in Higher Education in the State of Missouri
Daisy I. Collins  
Missouri State University

The percentage of Hispanics in the state of Missouri and its universities continues to grow. However, few Hispanic women/Latinas make it into leadership positions; instead, many hit a glass ceiling. The purpose of this qualitative, phenomenological research study is to examine Hispanic women/Latinas’ experiences and perceptions about their journey to leadership in higher education, the barriers that they encounter as they attempt ascension into administrative positions, and their access to and acquisition of resources needed for their success. The overarching research question is: How do Latinas in higher education make meaning of their journeys and quests to reach leadership positions?

Data collection includes a series of open-ended interviews, field notes, and a biographical questionnaire with at least five Latina participants, as well as a reflective journal of the researcher. Data analysis will follow a comparative approach influenced by grounded theory, to illuminate the similarities and differences among women’s pathways. In addition, as an ‘organic intellectual’ and a ‘thinker who emerges from an oppressed group and reflects its concerns and interest’ (Collins, 1998, p. 279), the researcher employs standpoint theory as a means to include her own story. While the purpose of this study is to empower Latina educators, this inquiry also informs legislators, educational officials, and higher educational administrators of the institutional support needed to recruit, retain, and promote Hispanic women in their organizations.

Mental Health First Aid: Developing Awareness and Providing Timely Intervention to Save Lives  
Antonia Correa  
University of Nebraska Medical Center
Latinos are the largest minority group in the United States. Latinos are particularly vulnerable to depression, anxiety, and post-traumatic stress disorder arising from many immigration-related sources such as family separation, social isolation, the ramifications of war in their countries of origin, and the migration experience itself. Although the Latino population shows similarities in the predisposition to mental illnesses when compared with the general population, it is undeniable that inequality in access to mental health services and the low quality of available services increases and/or aggravates these conditions. Only 20% of Latinos who have symptoms of psychological disorders discuss their concerns with a doctor and only 10% discuss them with a mental health specialist. The reluctance of Latinos to seek help for mental disorders is based largely on language and cultural barriers, stigma, lack of language and culturally concordant providers, and lack of health insurance.

Mental Health First Aid (MHFA) is an 8-hour course designed to educate members of the community about how to recognize signs that someone is going through a crisis or suffering from mental illness. Family members, friends, or coworkers may be first notice behaviors related to addiction problems or mental disorders and may not know how to respond to them. This program is aimed at developing skills necessary to identify, understand and respond to these conditions, and prevent future crises or worsening mental health conditions.

MHFA has an important role in eliminating the stigma that has surrounded mental illness for so long, keeping the affected people in the darkness and far from a fair and appropriate treatment. The goal of this presentation is to provide culturally sensitive information about mental health, to inspire others in developing a community network with innate leaders who want to support their family, friends, neighbors, and community in general during mental health crisis situations. MHFA knows the critical shortages of bilingual and culturally competent mental health providers, and has made available the tools to develop the skills of community members necessary to become MHFA leaders. Increasing the number of MHFA trainings in Spanish is imperative to meet community needs in mental health care information and resources for our Latino brothers and sisters.

This workshop will: (a) discuss state of mental health among Latinos, especially Latino immigrants; (b) provide an overview of Mental Health First Aid USA program; (c) share how MHFA has been implemented within the Hispanic/Latino community in the Omaha, Nebraska area; and (d) challenge workshop participants to become part of the MHFA initiative.

Expanding Access Mapping Workshops: A Community-based Tool for Building Partnerships with Underserved or Unserved Audiences
Teresa Curtis
University of Wisconsin Cooperative Extension

The Expanding Access Mapping Workshop is a framework developed and implemented by University of Wisconsin-Cooperative Extension. Mapping Workshops provide a multi-county, multi-disciplinary approach that aims to create a shared understanding of the physical, social, and economic context of unserved communities throughout Wisconsin in order to foster more equitable partnerships. Mapping Workshop participants spend the day exploring demographic profiles of poverty by race and ethnicity by county, consisting of census tract data and county maps of diverse populations; developing composites of county office and community assets, such as personal skills and knowledge, community and personal contacts, potential partner organizations, and cultural guides; and creating action plans that aim to increase or shift relationship building efforts to underserved communities. By building the capacity of county colleagues and community partners around the use of hard data and local knowledge, Mapping Workshops inform outreach efforts, relationship development, and program planning. Mapping Workshops also create a space in which colleagues may engage in rich discussion around the identification of both barriers and solutions tied to effectively and equitably engaging marginalized communities. A recent long-term evaluation of the Mapping Workshops suggests that learnings from the workshop have a substantial impact once colleagues return to their offices and communities. Data showed that 57% of participants reached out to a new community partner and 22% reached out to three or more new partners as a result of the workshop. When asked if the workshop 'provided space for conversation sharing and learning
that you could act upon,’ one colleague responded that ‘the workshop created a space for colleagues in our office and neighboring counties to think and act on more inclusive educational programming to underserved audiences. Seeing audiences on a map was a great visual and reminder of the opportunities available to us.’

Evaluation data suggests that participants value the tailored, hands-on approach of the workshop and appreciate that they leave with relevant information and tools that can be directly applied to their work. This workshop will introduce participants to the Expanding Access Mapping Workshop. After reviewing the Mapping Workshop rationale and process, session participants will be guided through a simulated and accelerated Mapping Workshop using real data. By going through each phase of the Workshop, participants will have a chance to develop a deeper understanding of the process itself, an experience that will likely prompt beneficial questions and discussions. The workshop facilitator will close the session by engaging participants in a discussion about how the Mapping Workshop might be adapted and utilized in their organizations and communities.

**Discrimination on University Campuses: Understanding Latino and African American Students’ Subtle and Overt Experiences**

Alexandra Davis, Katharine Zeiders, Antoinette M. Landor, and Symone Lenoir

*University of Missouri*

Understanding the experiences of discrimination among marginalized college students is a topic of considerable importance, as such experiences are associated with mental and physical health consequences (Pascoe & Richman, 2009). Discrimination experiences are multifaceted and can occur in a variety of settings including college campuses. Most of our knowledge of discrimination has focused on overt experiences, which include being called a derogatory name because of an individual’s race/ethnicity (Jones, Peddie, Gilrane, King, & Gray, 2013). However, recent research suggests that more subtle forms of discrimination, referred to as microaggressions, might also impact individuals’ well-being (Pérez & Solorzano, 2015). An additional consideration in college students’ experiences of discrimination is within-group mistreatment (i.e., discrimination from members of the same race/ethnicity). Limited research suggests that these experiences center around phenotype (e.g., skin color, hair), degree of assimilation, and language use (Rosenbloom & Way, 2004). Rarely has research considered within-group experiences in the context of out-group experiences, leaving us with limited information about how multiple forms of discrimination co-occur in students’ lives.

The current study utilizes preliminary data collected at the University of Missouri during the past academic year and examines the frequency of multiple forms of discrimination. Latino and African American students (N = 49) participated in a weekly diary study focused on stressors, relationships, and well-being. Participants visited our lab for an initial online assessment and then completed four subsequent weekly online surveys. At the initial assessment, participants completed the Perceived Ethnic Discrimination Questionnaire (Brondolo et al., 2005) and a within-group discrimination scale developed by study investigators. Each week, participants completed the Racial/Ethnic Microaggression scale (Nadal, 2011). We conducted descriptive analyses on discrimination experiences and t-tests to examine whether perceptions of specific forms of discrimination differed for Latino or African American students. Results revealed that discrimination was fairly common for both Latino and African American students at the initial assessment. Significant race/ethnicity differences emerged for Work/School and Exclusion discrimination, and African American students reported significantly higher levels of both. As for weekly experiences of discrimination, results revealed that the most common experiences were instances of micro-invalidations (e.g., I was told that I should not complain about racial/ethnic issues relating to my race/ethnicity) and second-class citizen (e.g., Someone avoided eye contact with me). There were significant differences between Latino and African American students on microaggressions associated with language usage and foreign-born status in that Latinos reported having more experiences than African Americans. African American students reported being avoided, ignored, and not belonging on campus more than Latino students. The most common within-group discrimination experiences for African American and Latino students were accusations of ‘acting white’ and not being ‘black/Latino enough.’

For the presentation, we will have a larger sample (N = 150) and will link discrimination experiences to
students’ academic achievements and health outcomes. The discussion will focus on the prevalence of experiences of discrimination among students and the importance of better understanding these events in an attempt to mitigate these negative experiences and create a more positive campus climate.

Aprendiendo Juntos: A Collaborative Model for Developing Teachers’ Knowledge and Skills in Working with Latino English Learners

Rocio Delgado

Trinity University

As students become increasingly diverse and the teaching force remains largely monocultural (Boyer & Mainzer, 2003; Brougham & Rollefson, 2001; Bynoe, 1998), prospective educators must continue to increase their understanding of cultural and linguistic differences (CLD) and how these impact students’ academic performance. Teacher educators have advocated for prospective teachers to be exposed to field-based experiences early in their preparation (Darling-Hammond, 1996; Holmes Group, 1995) so they can explore what it is like to work with CLD students, including those who speak languages other than English. In addition to developing teacher education programs that prepare teachers to teach each and every student, educator preparation programs must find avenues to incorporate the theory into practice. Through their teacher education programs, prospective teachers can acquire critical knowledge about important factors to consider in working with English learners. One way in which school reformers (Darling Hammond, 1994) have proposed to enhance teachers’ application of theory is through the development of professional development schools or communities of practice where teacher educators, pre-service, and in-service teachers come together to learn from one another while modeling effective instructional practices and collaborative skills across disciplines that will ultimately impact student-learning.

This session will describe the efforts that an Education professional program in a small, private, liberal arts college in Central Texas has taken to develop partnerships with local schools to enhance teacher candidates’ preparation to work with English learners. In particular, it will present the case of two courses entitled Teaching in the Bilingual Classroom and Principles and Practices of English as a Second Language, where undergraduate students complete field experiences at a dual language (English/Spanish) school and at a center for refugees. The presenter will share reflections that undergraduate students wrote about lessons they learned from these experiences, as well as share suggestions regarding the enhancement of teacher preparation programs for teachers to work effectively with English learners.

References:
Engaging in Difficult Dialogues
Sonia Dhaliwal and Oscar Rojas-Perez
University of Missouri

The purpose of this training workshop is to demonstrate how to productively and constructively engage in Difficult Dialogues. Attendees will learn how to engage each other on issues on which they differ, and actively listen in a respectful manner for what it is that they can learn about the subject, about themselves, others, and about common values. To learn and challenge each other to think critically, and with discernment about contentious issues, while putting aside personal assumptions, biases, and stereotypes, and sit with discomfort and creative potential of not-knowing. This workshop is designed to stimulate intellectual inquiry and empower individuals to express opposing views respectfully while promoting academic freedom. A significant piece of this workshop will be to teach individuals how to develop guidelines for communication which will result in a safer environment enabling people to take risks and connect with one another. Finally, in order to assess the outcome learning objectives of this workshop, the facilitators will include a case study which requires attendees to incorporate concepts learned in an applied manner.

Latina/o Vocational Research: A Trend Analysis
David Diaz, Jiajia Zhu, Bo Hyun Lee, Lisa Flores, Jennah Beilgard Strathausen, Mohamed Shahin, Melissa Muñoz, Sarah May, Ching-Lan, Rosaline Lin, Jeffrey Fisher, and Ruben Atilano
University of Missouri

The current study is an extension to a 36-year review of racial/ethnic minority (REM) career articles (Flores et al., 2006) published between 2005 and 2015 across 11 vocational, counseling and psychology journals (i.e., Journal of Vocational Behavior (JVB), Career Development Quarterly (CDQ), Journal of Career Assessment (JCA), Journal of Career Development (JCD), Journal of Counseling Psychology (JCP), The Counseling Psychologist (TCP), Journal of Multicultural Counseling and Development (JMCD), Cultural Diversity and Ethnic Minority Psychology (CDEM), Journal of Cross-Cultural Psychology (JCP), and Journal of Latina/o Psychology (JLP), with a particular focus on Latina/os. Out of 4,548 articles published across these 11 journals, 50 Latina/o career-related articles were identified. Publication trends, population sample demographics, and main scholar and institutional contributors of this research are reported. Analyses indicate a generally low number of Latina/o career-related articles published across time. Specifically, JCD and CDEM published the largest percentage of these articles (20%, n = 10 each) compared to other journals, whereas JLP had the largest proportion (12.31%) of Latina/o career-related articles relative to other publications within a journal during this time period. Implications of the findings for future REM career research are discussed.

Culturally Responsive Program: The Transition from Mono-Cultural to Multi-Cultural 4-H Clubs
Claudia Patricia Diaz Carrasco
University of California Cooperative Extension

Over 60% of school-aged youth in Riverside and San Bernardino Counties are Hispanic/Latino, with approximately 20% English language learners. Challenges for youth in this region are not limited to English proficiency, which may affect their ability to complete high school. Over 60% of the students are eligible for free and reduced lunch, more than 15% are living in households headed by single mothers, and one out of every two Latino females born in year 2000 are projected to develop diabetes by 2025, due the lack of physical activity and nutrition habits (Regents of the University of California, 2009).

4-H Clubs provide a space for positive and sustained relationships between youth and adults as 4-H volunteers and teen leaders conduct activities that allow youth to build important life skills. According to a national longitudinal study, 4-H youths are 2.1 times more likely to report high school engagement, and twice as
likely to report healthier living (Lerner & Lerner, 2013). However, in Riverside and San Bernardino Counties, Latinos only represent about 17% of the 4-H Club program (16.2% RIV, 17.2 % SB) and adult volunteers below 10% in both counties (4.9% RIV, 8.0 % SB).

The University of California 4-H Youth Development mission is to engage youth in reaching their fullest potential while advancing the field of youth development. To support this mission in 2014, the university decided, through a multi-county partnership, to support the development, implementation, evaluation, and expansion of local 4-H programming with a special focus on Latino, low-income youth and families, and/or other underserved populations in Riverside and San Bernardino Counties. To lead these efforts, a new 4-H Youth Development Advisor was hired. The new advisor provides academic leadership to 4-H program staff and volunteers and through conducting applied research and collaborating with internal and external stakeholders. The advisor works on strengthening local programing and on identifying effective practices to engage Latinos in 4-H.

In order to support programming, a comprehensive assessment will take place in both counties, including governmental agencies, faith-based organizations, industry groups, schools, youth services, community-based organizations, and ethnic/cultural networks. The ultimate goal is to develop culturally responsible 4-H programs for Latinos. In this session, the newly hired advisor will discuss the specific goals of the program and the benefits of “having a multicultural 4-H club” for Latino or other underrepresented populations. They will also discuss the benefits to majorities who are now learning in an inclusive environment, which may be critical for their performance in a globalized world, helping to reduce social disparities and inequalities.

**4-H as Culturally Responsive Program: Building an Afterschool 4-H Program that Engages Latino Youth and Parents in Sacramento, CA**

Claudia Patricia Diaz Carrasco and Marianne Bird  
*University of California Cooperative Extension*

This abstract is available in the Selected Papers section.

**Human Trafficking at the U.S./Mexico Border: Our Responsibility as Social Workers**

April Dirks-Bihun and Stormy Hinton-Janda  
*Mount Mercy University*

This abstract is available in the Selected Papers section.

**Cena y Ciencias: Science Programming in Spanish and with Parents**

Alvarez Dixon and Ricardo Diaz  
*University of Illinois Extension*

Cena y Ciencias is a collaborative scientific outreach program in the bilingual community of the Urbana, Illinois Public School District. Conceptualized by the Parent Advisory Council of the Dual Language Program (DLP) at Leal Elementary School in 2013, Cena y Ciencias is a collaboration between DLP parent faculty members of the University of Illinois at Urbana-Champaign (UIUC), the UIUC Society of the Advancement of Chicanos and Native American Scientists (SACNAS), and U of I Extension 4-H Youth Development Program to provide high-quality science lessons for children of the Program outside of school as well as academic family engagement. Each school year’s program is implemented as monthly sessions that begin with a hot meal (cena) and continue with a variety of hands on science experiments (ciencias); on its third year, each semester’s theme illustrates concepts in chemistry, the scale of the universe, states of matter, electromagnetism, or the physics behind simple machines. The sessions and materials are provided in Spanish to all children including, those
who are still learning it as a second language. Translation is offered in English primarily for parents who are not bilingual and parents participate in the experiments. A bilingual 4-H club that meets at other times and follow-up materials for parents are presently in development.

Language Brokering and the Development of Purpose from Adolescence to Early Emerging Adulthood
Lisa Dorner and Sujin Kim
University of Missouri

This presentation reports on a longitudinal study of Spanish-English bilingual immigrant youths' language brokering regarding how such practices have shaped their development of purpose over time from adolescence to emerging adulthood. Language brokering is defined as (young) people’s practices of translating, interpreting, and providing cultural knowledge to help others; it occurs in various contexts, first mostly as family-oriented helping tasks among immigrant youths, but gradually evolving into independent work for others who need linguistic and cultural support in the wider community. Some have related this kind of community involvement to the development of purpose, defined as an intention to actively engage in tasks in order to accomplish something that is meaningful and consequential to the ‘world beyond the self’ (Damon, Menon, & Bronk, 2003).

Informed by previous studies on language brokering of immigrant children (Dorner, Orellana, & Jiménez, 2008; Orellana, 2009) and the development of purpose (Damon et al., 2003), we examined the relationship between language brokering and purpose from late childhood to early emerging adulthood, asking: (a) how is purpose manifested in language brokers now 18-23 years old? (b) What may lead to (or distract from) the development of purpose over time? Data for this study were collected at three points in time between 2000 and 2010, through survey, participant observation, semi-structured interviews, and youth-created documents (e.g., journal entries). While we draw from the entire data set, our analysis for this presentation focused on narrative interviews conducted with eight Mexican American language brokers living in the Chicago area, who provided insights on their brokering practice across developmental stages.

Data analysis used a grounded-theory analytical approach (Charmaz, 2010), and developed longitudinal portraits of participants’ language brokering and development of purpose over time. Through providing snapshots from the narratives, we argue the following: (1) Language brokering and growing up in an immigrant home created opportunities for adolescents and young adults from immigrant families to develop a particular kind of purpose. The majority wanted to continue helping their communities through activism and employment in the helping professions. (2) Although nearly all participants spoke about wanting to enact their purpose in these ways. Those without legal status faced serious challenges and had to defer working toward their purpose. In other words, social context and legal barriers can reshape youths’ aims to support their communities in purposeful, meaningful ways. In conversation with the audience, we will discuss the implications of this research for youth development, schools, and social service agencies.

References:
Unleashing the Latino Vote - Today and into the Future
John F. Dulles
Human Rights Consultancy

Should Latinos vote at the same rate as Anglos and African Americans, they will cast twice as many votes in 2032 as they did in 2012. In that year, twelve million eligible Latinos failed to vote. Their turn-out rate was 48 percent, compared to 64 percent for Anglos, and 66 percent for African Americans. Between now and 2030, Latinos will account for 40% of the growth in the nation’s electorate. While Latinos represent 17% of the population, they constitute only 10% of all voters. This needs to change! The numbers suggest that the Latino community can potentially have enormous political clout, and thereby help determine our nation’s economic and social future. The challenge is, of course, to transform the potential into reality.

While voting rights are guaranteed by the 15th Amendment to the Constitution, it was not until the Voting Rights Act was passed in 1965 that access to the ballot box was protected by the federal government. And even then, constant vigilance and litigation were necessary to keep the promise alive.

This workshop will explore the history of minority participation in the electoral process, efforts to obstruct that participation, and how the 1975 amendments to the Voting Rights Act (protecting language minorities) were critical in extending political empowerment to the Latino community.

Despite overwhelming bipartisan support in Congress (which extended the Voting Rights Act for 25 years in 2006), the Supreme Court in 2013 effectively gutted the most important enforcement tool available in the legislation, and thus inspired the imposition of new and sweeping restrictions on voting rights, especially in states with large minority populations. The workshop will detail this important epoch in our political history, and explain how voter suppression laws in many states disenfranchise millions of voters, especially minorities, young people, seniors, urban populations, and the disabled.

Fortunately, these suppression measures are not being implemented without awareness and organized opposition. It appears that when entrenched interests attempt to marginalize the rights of large numbers of our citizens, these very citizens become motivated and energized to reclaim their full rights to participate in our political process. In the next few decades, huge demographic shifts will see a nation with a majority-minority population, the largest group consisting of Latinos. This represents a threat to the entrenched Anglo power structure, and may explain in part why efforts to suppress voting are so much in play.

Unleashing the Latino Vote to maximize its political impact will require organized campaigns to educate and register voters, naturalize immigrants, nurture candidates to run for office, and especially motivate the community to recognize the power of the ballot box to bring about change and promote an agenda commensurate with the needs of the Latino community. This is an eminently feasible goal, but it will not happen unless we commit to the purpose. This workshop will help participants to understand the power of political participation and hopefully motivate activism throughout the Latino community.

Solidarity Microfinance: A Case Study Demonstration of Building Dialogue and Opportunity with Peer-Group Lending Using Grameen Methods
Mark Edelman and Sandra Burke
Iowa State University

Solidarity Microfinance is a demonstration peer group-lending program launched by an Iowa 501(c) (3) nonprofit startup community development financial institution called Iowa Community Capital (ICC). The Solidarity program uses Grameen methodology that has been widely implemented internationally in many low-income countries. Domestic programs designed to emulate some aspects of these peer group-lending methods have periodically experienced difficulty in achieving the performance metrics reported by Grameen projects. This presentation outlines many program parameters, discusses best practices, and reports first-year performance metrics for a pilot project demonstration in Des Moines that provides small business loans of $50-$6,000 to low-income women. ICC’s Solidarity Program is a unique credit builder program. Eligible participants must
complete an extensive 5-hour orientation. They then may voluntarily form a loan group with four other women whom they know and trust. Loan groups must be approved by Solidarity staff, and the members of approved groups typically receive an initial loan of $1000 each. Each loan group meets weekly to discuss their business enterprise activities, make loan payments, and deposit savings. All loans are for a six-month term. The Solidarity loan amount may be increased by up to $500 at the end of each six-month loan term, if the group and its members have satisfactory records of participation, loan payments, and savings deposits. To enhance business success, extra classes are organized on accounting, marketing, and other business, family, and community topics of interest to Group Members.

In 15 months, 103 loans were approved for 85 loan clients. All clients reported family incomes below 80 percent AMI. Eighty-seven percent of loan clients were Latina, 12 percent were other minority and one percent was white. The average Solidarity loan size was $1,150. For loans disbursed in 2015, all loan payments were current and 100 percent of due loans were repaid. For those reported, credit scores exceeded FICA 680 after six months of participation. The average participant increased income by $200 per month and deposited savings at an annual accumulation rate of $150 per year. Typical loan uses included food catering, health products, exercise, daycare, equipment rental, beauty and salon services, cleaning products and services, and sewing, clothes, crafts, and jewelry sales. Clients provided testimonial comments such as ‘Solidarity has given me the strength to improve my life,’ ‘Solidarity has helped me meet other women in my community and have stronger relationships,’ ‘Solidarity has helped me grow more confident in myself and my business,’ and ‘I have learned about the importance the teamwork.’ Two Solidarity Members started a weekly market on the Des Moines south-side after learning that downtown market fees were prohibitive for their business cash flow. Their south-side market grew and continues with dozens of local vendors which in turn attracted hundreds of weekly attendees during the market season. The market continued indoors during winter months. Solidarity impacts include greater financial literacy, more bankable customers, and entrepreneurs with small enterprises, more jobs and incomes, stronger neighborhoods, leadership skills, and action-oriented networks for building community vitality.

**Intercultural Competence Experience in Puebla, Mexico**

Maria Guadalupe Fabregas Janeiro*1 and Jorge H. Atiles*2

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*2Oklahoma State University

Oklahoma Cooperative Extension Service (OCES) has contributed to improve the wellbeing of the population in the state for more than 100 years. During this time, OCES has witnessed changes in the demographic and it is leading the nation in designing and conducting innovative approaches to address this issue, preparing extension educators to effectively work with the Latino population around the state. The designed program was called Intercultural Competence in Puebla, Mexico and the objective was to expose Oklahoma extension educators to the Mexican culture while improving their personal intercultural competence, defined as the ability to effectively work with people from other cultures. The program included: (a) pre-departure intercultural competence assessment, personal coaching, orientation sessions as well as 10 informative email communications; (b) a 12-day trip to Puebla and Mexico City; and (c) a post-experience evaluation. The specific topics of the trip were agriculture, health, immigration, business, education, and family. The experience was aware with two grants which secure funds to cover almost 100% of the program. During the presentation, the presenters will share and discuss the program’s design, execution, and evaluation, including challenges and opportunities of sustainability and to scale this experience to a national level.

**Welcoming Youth Latinos to California 4-H!**

Maria Guadalupe Fabregas Janeiro and Shannon Horrillo

*University of California, Division of Agriculture and Natural Resources*

This abstract is available in the Selected Papers section.
A Comparison of Screening Tools Among Pregnant and Post-partum Latinas: Is Screening for Depression Enough?
Anne Farina
Saint Louis University

Purpose: Instruments such as the Edinburgh Postnatal Depression Scale are widely used to screen for postpartum depression. With a wider understanding of Perinatal Mood and Anxiety Disorders, screening instruments should also encompass symptoms related to the range of these disorders’ symptomatology. Typically, clinics are only utilizing tools that screen for depressive symptoms. Is this enough? Are these screening instruments culturally relevant? Few studies to date have explored the prevalence of Perinatal Mood and Anxiety Disorders for Latina mothers and which screening tools may be appropriate to use in community settings.

Methods: Data from 70 women participating in a non-profit program for Latina mothers was analyzed. The women were screened for depressive symptoms utilizing the Edinburgh Postnatal Depression Scale (EDPS) and the Burns Depression Checklist), and anxiety symptoms (utilizing the Burns Anxiety Inventory). Zero-order correlations and linear regression techniques were employed to examine the relationships between the measures.

Results: EDPS scores are significantly correlated with Burns Depression Checklist scores ($r = 0.60$, $p < 0.001$) and Burns Anxiety Inventory scores ($r = 0.53$, $p < 0.001$). Forty-three percent of the women scored positive EDPS scores (using a score of 10 as positive). Of the 43%, only 40% scored in the moderate, severe, or extreme depressive score range and 50% scored in the moderate, severe, or extreme anxiety score range. Of those that scored negative on the EDPS screen, only one score fell in the extreme depressive score range and three fell in the moderate, severe, or extreme anxiety score range.

Conclusion: The EDPS continues to be a popular screening tool for postpartum depression. It is a short instrument and it is available in multiple languages. In this limited view of screening scores for Latina mothers, the positive EDPS scores were able to capture the majority of the women who screened high on the depression and anxiety scales used. It is important to note that it did not capture 100%, which can be a high cost for those women suffering from Perinatal Mood and Anxiety Disorders. It is important to consider adding additional screening measures or questions to capture a wider range of symptoms and behaviors. More research is needed to better understand Perinatal Mood and Anxiety Disorders with Latinas, which will inform how to screen for and treat women in a more comprehensive manner.

Salud y Bienestar: Program to Address Health and Wellness for Latinas in St. Louis City
Anne Farina*1, Eileen Wolfington*2, and Emily Stuart*2
*1Saint Louis University
*2Kingdom House

Kingdom House has been serving low-income residents in the City of St. Louis since 1902, through a comprehensive approach to addressing the significant social issue of poverty and the establishment of an extensive range of programs serving infants, youth, families, and seniors. In Spring 2015, the Programa de Salud y Bienestar (Health and Wellness program) was piloted with 10 Latinas. With additional funding, the pilot was expanded in Fall 2015. Through this program, the women engage in fitness classes, nutrition and health workshops, individual coaching sessions, and ‘steps toward health’ text messages. Additionally, the women receive a healthy meal after each session and have access to a free, onsite food market. This 12-week program empowers women to achieve their health and wellness goals by removing barriers to accessing adequate fitness and nutrition, increasing confidence levels, and providing the education necessary to achieve behavior change. The women participate in four exercise classes on-site at Kingdom House each week for 12 weeks. The exercise component of the Programa de Salud y Bienestar is based on the 2008 Physical Activity Guidelines for Americans, and includes a mix of aerobic and muscle-strengthening classes. Once a week program staff provide health and nutrition workshops to discuss topics such as disease prevention, portion size, and meal planning. Text messaging is an emerging practice in health care, and data supports the theory that text messaging can influence...
health behavior and decisions. There are multiple quantitative outcomes tracked for this program: (a) participants will increase their knowledge about exercise and nutrition (tracked at week 1 and week 12); (b) participants will increase their confidence to choose healthy foods and exercise consistently (tracked at week 1 and week 12); (c) participants will report an increase in energy levels (tracked at week 1 and week 12); (d) participants will report an increase in the consumption of healthy foods and in the amount of time they spend exercising each week (tracked weekly); and (e) participants will experience a decrease in Body Mass Index between the start and completion of the program (tracked at week 1 and week 12).

Given that perceptions and practices around food and physical activity are deeply cultural, this program ensures that participants have the opportunity to provide qualitative feedback on the impact of the program in their lives. Kingdom House is committed to ongoing evaluation of all programming to ensure that we provide culturally competent and evidenced-based services of the highest quality. Our presentation will address the following topics: (1) Programa de Salud y Bienestar: (a) lessons learned from the pilot; (b) evidence and innovation; (c) program design and expansion under current grant; and (d) outcomes to date. (2) Next Steps: (a) plans for dissemination of outcomes; (b) sustainability of the program; (c) further expansion of the program; and (d) formal evaluation.

Missouri 4-H Youth Futures: College Within Reach
Donna Garcia, Paula Herrera-Gudiño, and Christine Mosbrucker
University of Missouri

Although college enrollment rates have improved in the past few years, students whose parents did not attend college, students of lower economic status, and students of minority backgrounds are considerably less likely than their peers to graduate high school (College Board, 2010). The Missouri 4-H Youth Futures: College Within Reach program is an essential mentoring program that makes college an achievable goal for underserved youth. Results reveal that the on-site campus experiences coupled with mentoring helps youth achieve success throughout the college process. The Youth Futures program promotes college as an obtainable goal for underserved high school youth. Participants include first generation college students, ethnic minority groups, and students from working class families. In 2002, the Missouri Extension/4-H Center and Lincoln University Cooperative Extension developed an extensive mentor orientation program to address the challenges that underrepresented students face in the college choice process. The Youth Futures program: (a) promotes early college planning; (b) enhances knowledge to inform college choice; (c) organizes and encourages campus visits; and (d) provides on-going outreach and support.

The Youth Futures program is delivered using various methods. Individual 4-H sites are often used, partnering with other community organizations, and school-based programs have been developed. Year-round mentoring by 4-H faculty and volunteers is offered at individual sites with sites often partnering during the summer to ensure continued programming. Curriculum is web-based and available for all Youth Futures sites. The curriculum includes sections on high school completion and planning, college preparedness, college persistence, and career and workforce readiness. In addition to the Youth Futures curriculum, sites are encouraged to use other materials which may also meet the needs of their individual populations. As part of the curriculum, youth are invited to attend a summer Youth Futures Conference on the University of Missouri-Columbia (MU) campus where they attend college/workforce prep workshops, take the ACT practice test, participate in mock college interviews, learn how to create and present an elevator speech, and attend a college fair among other events and activities. Since the implementation of Youth Futures, 550 students have participated in the full program (local mentoring and conferences). Of the 390 participants scheduled to graduate from high school from 2002 to 2014, 64% (n = 249) have graduated from college or are currently enrolled. Reports from the 2013 annual Youth Futures Conference revealed that before participating, 44% of students (n = 38) felt uncertainty about going to college. A post-conference survey revealed that 98% of participants (n = 84), believed they could go to college and knew how to apply. Of the 30 participants scheduled to graduate from high school in 2014, 21 (70%) enrolled in higher education institutions. The status of the remaining 9 participants (30%) is as follows:
4 (13%) entered the workforce, 4 (13%) dropped out of the program and 1 (4%) entered the military. Conference instructional techniques will include cultural competency activities, a presentation on the program, an abbreviated Youth Futures curriculum exercise, and a discussion on the effect this program has on first generation, underrepresented youth.

**Going Beyond Language: How to Talk About Cultural Competency to Funders**
Carla Gibson and Dawn Downes
The REACH Healthcare Foundation

This session will give participants the skills to more effectively communicate their organizational cultural competency efforts to funders and learn about what funders look for in a funding request related to this area. Additionally, it will provide an opportunity to advance the culturally competent practices of organizations, ultimately creating stronger, more inclusive programming to better serve clients and the community. The title of this workshop is ‘Going Beyond Language.’ Language is an important component of cultural competency, but unfortunately, it is where many grant proposals stop rather than start. Funders are interested to know what exists structurally in the organization to support and encourage cultural competency. Though many proposals discuss cultural competency with respect to language, most organizations, in practice, do so much more. This presentation will enable organizations to recognize and communicate their culturally competent practices to funders to ensure a strong proposal. Two areas that funders particularly look for in cultural competency are governance and service provision. Grant proposals should include specific examples of what the organization does that enables them to successfully serve their clients. Funders know that an organization’s record of successful service provision is likely evidence of strong culturally competent practice. Foundations want organizations to have the skills to unpack best practices in a proposal so that strong organizations can be more successful in securing funding. Not only does this give foundations increased confidence in the investment, but also it allows them to learn from grantees. In addition to building stronger proposals, this workshop seeks to provide opportunities to improve care and create dialogue around building communities and organizations that are better equipped to accommodate diverse populations. This workshop will share examples of important innovations in cultural competencies, and facilitate dialogue for organizations to learn from one another. Additionally, the session will emphasize that cultural competency goes beyond a one-time training, but rather is an ongoing journey. Ultimately, cultural competency must be integrated into the very foundation of programming and service provision. Cultural competency must be integrated into the very foundation of programming and service provision. This workshop will share strategies and specific practices to accomplish this, and furthermore will provide organization with insight on how to successfully demonstrate their cultural competency to funders.

**Intrapersonal and Interpersonal Risk Factors as Mediators of Stress and Prosocial and Aggressive Latino/a College Students**
Sonia Girón and Gustavo Carlo
University of Missouri

The Latino population is the largest ethnic group in the United States and this growth will soon be reflected in college and university enrollment. College can be filled with many types of stress due to the new academic environment, added responsibilities, and changing relationships. The stress brought on by these changes can have both negative and positive behavioral outcomes (Verona & Kilmer, 2007; Park, Cohen, & Murch, 1996). However, it is possible that other common processes (e.g. depression and peer conflict), have a role in how stress impacts these outcomes. Of particular interest are personal and interpersonal processes such as depressive symptoms and peer conflict. Thus, the present study examines the roles of depression and peer conflict in the link between stress, aggression, and prosocial behavior outcomes among Latino college students.
Participants included 194 (M age = 23.38 years, SD = 5.53, 64.6% female) Latino/a college students from state universities in Texas and California. Participants for the present study were selected from a larger dataset if they self-identified as being part of an ethnic group with Hispanic/Spanish cultural origins in either North America, Central America, South America, or the Caribbean. The present sample was relatively acculturated (M = 3.37, SD = 1.08, on a 5-point scale) based on a revised 6-item version of the Short Acculturation Scale for Hispanics (Marin, Sabogal, Marin, Otero-Sabogal, & Perez-Stable, 1987). The present study uses self-reported data on academic, financial, and social stress, depression, peer conflict, aggression, and prosocial behavior. The College Stress Inventory (Solberg, Hale, Villarreal, Kavanagh, & 1993) was used to assess three types of stress. The Center for Epidemiology Studies Depression Scale (Radloff, 1977) was used to measure depressive symptoms. The conflict subscale of the Network of Relationships Inventory (Furman & Buhrmester, 1992) was used to assess peer conflict. Aggression was self-reported using a subscale of the Weinberger Assessment Inventory (Weinberger, 1991). Prosocial behavior was modeled as a latent variable composed of emotional, dire, and compliant prosocial behavior, which were assessed using the Prosocial Tendencies Measure (Carlo & Randall, 2002).

Preliminary analyses indicate that age was significantly associated with academic stress, $\beta = -.17$, $p < .05$, and depression, $\beta = .23$, $p < .001$. Being female was significantly associated with higher levels of prosocial behavior, $\beta = .23$, $p < .01$. Also, social stress was significantly associated with depression, $\beta = .48$, $p < .001$. We will conduct structural equation modeling analyses to test the main model. The model will examine indirect associations between academic, financial, and social stress, depression, aggression, and the prosocial behavior latent variable. In addition, indirect paths from stress to prosocial behaviors will be examined. Sex, age, and maternal education will also be controlled for in this model. Finally, additional analyses will also investigate how depression interacts with peer conflict and how this is associated with aggression and prosocial behavior. The findings will be discussed with regard to intrapersonal and interpersonal risk factors predicting positive and negative social outcomes in Latino/a college students.

**Exploring Farming and Ranching Sustainable Production Methods Among New and Beginning Latino Producers in Missouri**
Eleazar U. Gonzalez*1 and Nadia Navarrete-Tindall*2
*1 University of Missouri
*2 Lincoln University

Latino producers are the fastest growing community of farmers and ranchers in the country. While the total population of the United States farmers decreased by 4%, Latino farmers in Missouri increased by 26% from U.S. Census of Agriculture 2007 to 2012. From direct observation of Latino farming practices, it is evident that they are highly biased to opt for conventional methods of production instead of sustainable methods. We are seeking to explore to what extent Latino producers are aware of and perform sustainable production practices. A series of focus groups and open-ended interviews were conducted among 28 producers from Missouri to meet that objective. Analysis of qualitative data using NVivo 10 Software helped to document current views and perspectives about performing sustainable production practices in this community of farmers. Through exploring Latino farmers’ views, it is possible to identify the challenges and constraints that the participants face in performing sustainable production practices. We analyzed that the beliefs and perceptions about performing sustainable practices and statements, such as ‘farmers are highly biased to opt for conventional methods of production instead of sustainable methods,’ were also validated among the participants’ views. Additional statements relating factors such as a lack of education, farming, and financial resources were discussed. These initial findings will be validated with additional research activities in the future stages of this research and educational program.
Parenting and Prosocial Behaviors among Latinos: Mediating Role of Collectivism in Costa Rica
Zehra Gülseven, Gustavo Carlo, Sarah L. Pierotti, and L. Diego Conejo Bolanos
University of Missouri

Parents’ child rearing behaviors predict adolescents’ level of prosocial behaviors (Eisenberg & Valiente, 2002). Children’s perception of their parents’ behavior may be more related to their prosocial behavior than is the actual behavior of their parents. Parenting affects children’s development of cultural values which then predict their prosocial behaviors (Knight et al., 1995; Raffaelli et al., 2005). Despite research establishing a link between supportive and controlling parenting with youths’ prosocial behaviors, research on how parenting behavior might affect youths’ collectivistic values and prosocial behaviors is lacking in Latino societies. Therefore, the present study was designed to examine the relations between Latino adolescents’ perceived parenting behaviors and their prosocial behaviors, and the mediating role of collectivism in a sample from Costa Rica.

Methods: Participants were 245 college students from Costa Rica (M age = 21.92 years, SD = 2.17; 50.6% female). Perceived Parenting Practices scale, including support and control (Schafer, 1965; Barber et al., 2005), collectivism values scale (Yamaguchi 1990), the revised version of religiosity scale (Hardy & Carlo, 2005) and Prosocial Tendencies Measure, including dire, emotional, compliant, anonymous, public, and altruistic (Carlo & Randall, 2002) were used.

Results: Path analysis was conducted using MLR estimation. Results showed that parental support was predictive of collectivism value. Parental control positively predicted public and negatively predicted altruistic prosocial behaviors. Collectivism value positively predicted emotional, dire, and complaint prosocial behaviors. Parental support indirectly effected youths’ emotional, dire, and compliant prosocial behaviors via collectivism value. Multi-group analysis showed that pattern of results did not differ by gender.

Conclusions: Findings yield supportive evidence on the predictive roles of parental support, control, and collectivism on Latino youths’ prosocial behaviors. These findings are in accord with cultural socialization theories and expand traditional models of prosocial development by incorporating the role of collectivism values as predictors of Latino youths’ prosocial tendencies. The present findings provide significant evidence on these relations from collectivistic predominantly Roman-Catholic culture in Costa Rica.

Education in the ‘New-ish’ Latino Diaspora: A Research and Praxis Agenda for the Next 10 Years
Edmund ‘Ted’ Hamann
University of Nebraska – Lincoln

For the last 20 years, various colleagues and I—e.g., Stanton Worthing, Enrique G. Murillo, Jr., Linda Harklau, Katherine Richardson Bruna, and Sofia Villenas—have studied various facets of education in what we termed the New Latino Diaspora (NLD). With studies from Georgia, North Carolina, Nebraska, Iowa, and elsewhere, we coined NLD to reference parts of the country where there was not a long history of large local Latino populations and where, thus, there were neither ingrained patterns of racism nor much of a Latino-supporting community organization infrastructure. Instead, in the NLD, interethnic interaction in institutional settings including schools was improvisational, as well as sometimes naive and paternalistic.

However, a generation has passed since the NLD first emerged as a social phenomenon as well as a target of inquiry and, increasingly, its members are U.S.-born. Improvisation and paternalism at this point no longer index a temporary ‘surprise.’ Moreover, in many NLD communities, the Latino so-called ‘newcomers’ are no longer the newest-arriving significant population as meatpacking, for example, has increasingly turned to refugee labor forces, meaning African, Southeast Asian, and Middle Eastern workers are increasingly present in NLD communities. Referencing both the history of NLD studies and current demographic trends, this talk traces a research agenda for the next 10 years as the study of education in the NLD necessarily grows and changes.
Redefining the 4-H Community Club Program to Engage Latino Audiences
Shannon Horrillo, Claudia Diaz Carrasco, Jessica Guild, Russell Hill, and Elizabeth Elizondo
University of California, Division of Agriculture and Natural Resources

The 4-H Youth Development Program, and in particular the 4-H Community Club Program, has a 100-year history of serving the nation’s population. 4-H has been one of the most successful community-based youth programs by utilizing hands-on learning, emphasizing youth-adult partnerships, and developing the life skills critical to a young person’s healthy development. However, as the nation’s population has changed with an increasing number of Latino youth and families making up our communities, the 4-H community club model has not effectively adapted to engage these new audiences. As a result, participation in this program model does not reflect the diversity of the communities that 4-H serves. There are several contributing factors, most notably that the model was initially developed to meet the needs of a rural, middle class White population. So, how does a program model with this deep history and millions of success stories evolve so it meets the needs of the current clientele but also 4-H’s changing clientele?

A team from the University of California Division of Agriculture and Natural Resources undertook the challenge of rebuilding this model to better serve the Latino community. As a first step, the group identified the core elements of the 4-H community club program, then reviewed the USDA requirements to be a chartered club, and finally, identified the institutional policies, rules, and practices that have resulted in structural inequality towards minority populations. During this presentation, the process that the team went through will be shared, as well as the identified core elements of the 4-H community club program. In addition, the institutional policies, rules and practices that have disadvantaged Latino youth and families will be presented. Finally, the tools and resources created for staff to build bridges and opportunities for Latino youth and families in the 4-H community club program will be presented.

Latino Wisconsin: Needs Assessment and Family Integration Study
Armando Ibarra and Daniel Malacara
University of Wisconsin

This is the largest Latino focused research project of its kind in Wisconsin history. The purpose of our research is to study Wisconsin Latino Families regional integration processes and relative position and assess personal and contextual challenges and barriers to positive integration. Additionally, we assessed the educational needs of Latino families so to provide UW Cooperative Extension with programming direction that focuses on social capital accumulation by Latinos with the intent to build community capacity. Our presentation is based on findings and recommendations that will be highlighted in our report to be released in May 2016.

Study Description: For years, the University of Wisconsin-Cooperative Extension has had a presence in all 72 Wisconsin counties teaching, learning, leading, serving, and ultimately connecting people with the University of Wisconsin, and engaging with them in transforming lives and communities. As the Latino population grows, the University of Wisconsin- Extension intends to continue to bridge the UW and community by understanding the Latino community and assessing its needs.

We used a mixed methodological approach (qualitative and quantitative) with 13 focus groups (Spanish and English), 65 full one-on-one semi-structured interviews (Spanish and English), and 200 surveys (Spanish and English). Secondary analysis of Census data and maps included the following study regions/counties: Milwaukee and Dane (urban), Racine and Kenosha (suburban and urban), Fond du Lac, Trempealeau, Door, and Kewaunee (rural).

What we are learning: (a) heterogeneity of the study population; (b) experiences with cooperative extension; (c) barriers to integration in Wisconsin communities; (d) aspirations of adults for themselves and their children; (e) institutional challenges; (f) programming suggestions from participants; and (g) recommendations from the study.
The Construction of Parent and Teacher Identities in Bilingual Settings
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This abstract is available in the Selected Papers section.

Associations Among Mexican American College Students’ Experiences of Discrimination and Their Ethnic Identity and Adjustment: The Protective Role of Sibling Support
Samantha K. Jones*1, Sarah E. Killoren*1, Edna C. Alfaro*2, Melinda Gonzales-Backen*3, and Gabrielle Kline*1
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*2Texas State University
*3Florida State University

Mexican American college students frequently report experiences of discrimination, which have implications for ethnic identity formation (Fuller-Rowell et al., 2013) and negatively impacts adjustment outcomes (Hwang & Goto, 2008). To understand how the severity of these outcomes can be alleviated, researchers have identified familial support as a protective factor for discrimination (Nora & Cabrera, 1996). Familial support is a term that is used broadly, with little research identifying how specific family members (e.g., siblings) may serve as a protective factor for perceived discrimination. The risk and resiliency framework posits that positive, supportive relationships help combat situations of adversity (Rutter, 2013). Guided by this framework, the current study contributes to the literature focused on discrimination by examining how Mexican American college students’ sibling relationships may moderate the associations between global discrimination (e.g., being ignored or excluded on the basis of one’s ethnicity) and ethnic identity formation (exploration, resolution, and affirmation) and adjustment outcomes (depressive symptoms and self-esteem).

Beginning with ethnic identity formation, prior research indicates that (in some cases) adolescents’ experiences of discrimination are associated with increased exploration, but decreased affirmation of ethnic identity (Umana-Taylor & Guimond, 2010). Familial support, however, appears to play a critical role in these experiences as it serves as a significant buffer for discrimination (DeGarmo & Martinez, 2006), and promotes positive ethnic identity exploration during adolescence (Umaña-Taylor & Guimond, 2010). Together, these findings highlight the salience of familial support. Little is known, however, about these experiences in young adulthood, and how supportive sibling relationships may serve as a protective factor for discrimination. Additionally, as positive sibling relationships can be a protective factor for individual well-being and sibling support has been found in previous literature to moderate or protect against negative individual adjustment (Milevsky, 2005), it seems likely that sibling relationships may serve as a protective factor for discrimination. We hypothesized then, that while negative associations between discrimination and ethnic identity components will exist, having a supportive sibling relationship will weaken the associations.

Turning to adjustment outcomes, previous findings have denoted increased levels of depression and lower levels of self-esteem as a result of discrimination (Villegas-Gold & Yoo, 2014). We hypothesized that positive associations between discrimination and depression and negative associations between discrimination and self-esteem will emerge, but sibling support will weaken those associations as positive sibling relationships in young adulthood promote well-being (Killoren et al., 2015).

Using data from 171 Mexican American college students, we examined the associations between global discrimination, sibling support, ethnic identity, and adjustment using path analysis. We also examined sibling support as a moderator of the associations between discrimination and ethnic identity and adjustment outcomes.
Findings revealed that under conditions of high sibling support, there was a positive association between global discrimination and ethnic identity exploration and resolution. Further, under conditions of low sibling support, there was a significant positive association between discrimination and depressive symptoms and a significant negative association between discrimination and self-esteem. Future directions will be discussed.

Family Relationships and Latino Adolescents’ Perspectives on Romantic Relationships
Sarah E. Killoren and Cara Streit
University of Missouri

Mothers, fathers, and older siblings play important roles in adolescents’ romantic relationship development (Collins & van Dulmen, 2006; Doughty et al., 2013). The majority of research in this area, however, focuses on European American families and there are few studies that focus on family influences on romantic relationships for ethnic minority adolescents. Because of greater emphasis on traditional gender role values and family values for Latino individuals (Cauce & Domenech-Rodríguez, 2002), examining how parents and siblings contribute to romantic relationship development is important and may have implications for intervention programs designed to foster Latino adolescents’ healthy romantic relationships.

In the present study, we had three research questions: (1) Do parents have different dating expectations for their sons versus their daughters? (2) How important are parents in influencing what teens think about sex and romantic relationships? (3) What role do older siblings have in terms of their younger siblings’ romantic relationships? We collected data from five focus groups (N = 44) with Latino boys and girls (aged 14-18) in a college-town and a large Midwestern city. More participants were female (59%) than male (39%). About 86% identified as Mexican or Mexican American, 2% as Central American, and 11% as South American. A total of 65% of participants said their native language was Spanish, and 18% said they spoke only Spanish at home. Focus groups were conducted with trained same-sex moderators and note takers who were all graduate students. The focus group questions used for this study reflected our three research questions. All focus groups were audio recorded and transcribed. Researchers obtained Institutional Review Board approval prior to initiating the research and participants were provided honorariums. To analyze our focus group data, we conducted inductive thematic analysis using steps outlined by Braun and Clarke (2006).

The overall findings for each of the three research questions and some focus group excerpts are as follows: (1) Latino adolescents noted different expectations and rules for sons and daughters in terms of dating and sex, particularly regarding teen pregnancy (female participant: ‘it’s ‘cause the girl has more possibility of getting pregnant.’). Additionally, they based these different expectations on Latino cultural beliefs. (2) Latino adolescents mentioned that communication with parents about sex, parents’ attitudes and experiences, and parents’ ideas about teen pregnancy influenced how adolescents thought about romantic relationships and sex. (3) Latino adolescents said that older siblings should serve as role models and protect their younger siblings (female participant: ‘my brother’s really protective over me, and when I first started bringing my boyfriend over, my brother would always like, he would always stare at him, my boyfriend didn’t feel comfortable’), but that their roles may be dependent upon the quality of the sibling relationship.

Overall, our findings suggest parents’ and older siblings’ behaviors, adolescents’ communication about sex and dating with parents and siblings, and parents’ attitudes and expectations make important contributions to Latino adolescents’ perspectives on romantic relationships.

Discourses of Changing Communities in School Website Design
Sujin Kim and Lisa Dorner
University of Missouri

This presentation addresses how school leaders understand their changing communities across the Missouri State. Specifically, we analyze how six case districts represent their students’ and communities’ diver-
sity in their website designs. Even at the heartland of the U.S. like Missouri, schools are having increasingly diverse students from families of international, migrant, and refugee backgrounds. To consider variations in the community make-up across Missouri, we developed 6 different cases (5 public school districts and 1 charter school) to examine how each case district/school incorporated their vision and practices of diversity into their district documents, mainly website design. Conceptually, we draw on studies in critical discourse analysis which broadly agrees that discourses are social practices striving for social recognition and power (Fairclough, 2010; Gee, 2011). Particularly for the analysis of district website designs, we build on the social semiotics perspective that every design is discourse (Kress, 2003; Pini, 2011). In addition, our analyses attend not only to what is said or shown, but also to what is not, and thus, what is potentially silenced or hidden.

The main data set will be 6 school district websites, composed of texts, images, and hyperlinks, focusing, at the first level, on the detailed description of every feature of the textual and visual messages. At the second level, we provide our interpretations of such design as situated in a larger social context of demographic changes over time. These descriptive and interpretive analyses will also highlight what and how each district’s multimodal, inter/hyper-textual designs imply from a critical standpoint. That is, we will examine how social and multimodal semiotics can add a new layer of representation, each community’s valued identity, problems identified, and social and political power structure if any, in different ways than what the words can do alone.

Preliminary findings show how school districts envision and represent their educational mission and practices that are or not aligned with their proposed value of promoting diversity: (1) Website designs of case districts (e.g., immigrant suburbs, affluent suburbs, and rural town) endorsed diversity, both explicitly and subtly, through mission statement, photos of diverse children, and/or links to the information of new programs and resources for students (and families) from diverse backgrounds; (2) Despite the common theme of diversity, however, the multimodal discourse analysis of the language and images revealed varied underlying messages that were constructed with different visions, goals, and strategies in relation to their diverse communities. Website analysis will be triangulated through other qualitative data analysis, such as interviews, focus groups, artifact data (e.g., displays in the building), and observational field notes from board meetings. Through this comprehensive analysis, we will foreground school leaders’ perceptions of their changing communities, but we also aim to highlight whose voices are not present in those representations. Implications for district leaders and communications staff will be discussed in terms of how they can better represent and communicate their mission in ways that are more inclusive and responsive to diverse community members.

References:

Latino Youth Outreach Best Practices Toolkit
Guadalupe Landeros*1, Laura Valencia*2, Elver Pardo*2, and Maria G. (Lupita) Fabregas Janeiro*3
*1National 4-H Council Hispanic Advisory Committee
*2University of Florida IF AS Extension
*3University of California

Attendees become an active catalyst and change agent engaging Latino youth in high-quality positive youth development programs when they attend this workshop. The National 4-H Council Hispanic Advisory Committee provide researched approaches, templates, checklists, and examples of good practices to help them develop a wide variety of strategies for successfully engaging Latino youth and their families in youth serving programs, such as 4-H. Participants learn conditions for success related to administrative leadership, staff commitment, and clientele support. They learn successful ways to recruit and support Latino volunteers, developing partnerships across differences, and program delivery strategies.
Action in the Face of Anti-Immigrant Legislation: The Dovetail of Student-Led Advocacy & Direct-Student Advising at The Scholarship Foundation of St. Louis
Felipe Martínez and Karissa Anderson
The Scholarship Foundation of St. Louis

Problem: In the 2015 Legislative Session, Missouri legislators passed two separate pieces of legislation that made accessing higher education extremely difficult for undocumented students. These include adding a provision to the Higher Education Budget (HB3) requiring public state universities charge undocumented students the highest rate of tuition possible, and Senate Bill 224 (SB224) that barred undocumented students from receiving the A+ scholarship.

Solution: The Scholarship Foundation of St. Louis was founded in 1920 in response to Jewish immigrants coming to America without access to the workforce. The Foundation sees higher education as a catalyst for positive change, a force that can transform the lives of individuals and families, and advance the economic and civic health of communities. In response to the passing of the previously mentioned legislation, we combined student-led advocacy with direct-service advising in order to support undocumented students on their path to higher education. In this session we will discuss the dovetail of advocacy and direct service in an effort to mitigate and all together circumvent the challenges imposed by the prohibitive legislative actions. We will discuss our immediate response to the crisis and our long-term sustainable efforts to effect change for students, their families, communities, and institutions.

Extension Capacity to Serve Latino Communities in the Midwest
Rubén Martínez, Jean Kayitsinga, Pilar Horner, and Daniel Vélez Ortiz
Julian Samora Research Institute at Michigan State University

A regional survey of Extension educators in the Midwest was conducted in the summer of 2015 to assess their needs to better serve Latino communities. The results are based on data from 724 respondents, of which 86.7% are white Americans and 71.5% are women. About 25% of respondents indicated they regularly interact with Latino communities; only 17% indicated they translate their program materials into Spanish; 43% indicated that their units do NOT inform them of new policies that affect Latinos; only 7% indicated that they have received multicultural training in delivering services in the areas of mental illness, addiction, and incarceration. About 32% indicated that they don’t know how to find key partners to help them work with Latino communities. While 75% of respondents are open to developing programs to serve Latino communities, only 18% indicated that their units provide training opportunities to learn and work with Latino communities. Overall, Extension educators in the Midwest are interested in serving Latino communities, but need training and support to be able to do so. Stronger leadership in Extension units to build capacity to serve Latino communities is needed. This will require reprioritization of organizational values and resources.

Lady Researchers: Mapping Urban Community and Learning Spaces
Carla A. Mcnelly*1, Carla A. Dawson*2, and Katherine Richardson Bruna*1
*1Iowa State University
*2Whyld Girls Program

This abstract is available in the Selected Papers section.
Meet Them Where They Are and Take Them Far: A Holistic Approach in Youth Development for Hispanic Families
Bertha Mendoza
Kansas State University Research and Extension

With the increase in use of technology to communicate in present days, the gap between Higher Education Institutions and Hispanic Families seems to continue to grow wider. Parents and other adults who provide care to young children may not be able to keep up with the different means of communication available and, therefore, they frequently miss out on educational opportunities for their children. It is imperative that we reduce the gap by educating youth development professionals about the needs of parents and caregivers of Hispanic youth and how to help them connect with their programs.

The 4-H Pilot Program in Southwest Kansas was successful in engaging Hispanic families in 4-H due to the prior knowledge acquired and the relationships previously built in the communities where the program started. Also, it received support from an organized group of caring professionals who took the time to listen to the needs of families and addressed the barriers that prevent them from participating in the program. Three years later, the families still engaged and learning together.

Engaging Hispanic Youth in 4-H is critical to reduce poverty in this country. Language and technology create barriers that prevent Hispanic youth in participating due to the low level of education that most immigrant adults bring from their countries of origin. As they struggle to provide financial support for their family, they might not have time to invest in learning English and keeping up with technology. Youth development programs rely heavily in technology to communicate with their participants, which makes it intimidating and inaccessible for the adults who support Hispanic Youth, and therefore limits participation.

Latino Youth Development Programs: Linking Research and Practice
Fe Moncloa*¹ and Shannon Horrillo*²
*¹University of California Cooperative Extension
*²University of California, Agriculture and Natural Resources, Diversity Workgroup

Latino youth are the fastest growing ethnic population in the U.S. and they constitute 53% of the youth population in California (California Department of Education, 2015). However, Latino youth and volunteers are underrepresented in the 4-H Youth Development Program at the county, state, and national levels. In addition, Latino youth have the lowest rate of science literacy and civic participation compared to other ethnic groups. Among youth, ethnic minority youth have the highest rates of being victims of bullying in school and of joining gangs (Kids Data, 2014).

Evaluation studies of effective Latino youth development programs are limited (Erbstein & Fabionar, 2014). To address this gap in the literature, we assessed the field and interviewed 15 current and past 4-H agents in California who had implemented 23 successful programs that engaged Latino youth and families. We inquired into the key effective practices used for engaging underserved populations, key capabilities needed to effectively implement these practices, and distinguishing factors that made these programs relevant for Latino youth. We combined this knowledge with a comprehensive literature review on Latino youth development programs (Erbstein & Fabionar, 2014) that identified key principles and suggested practices for organizations and programs. We used this information to implement organizational change in the California 4-H Youth Development Program. We are in the beginning stages of implementing new Latino youth development programs that build on these findings and are evidence-based.

The focus of this poster is to share key guiding principles that inform and shape “promising practices” from the field and literature. These guiding principles informed UC 4-H YDP organizational development and program implementation, such as hiring practices to recruit bilingual/bicultural staff, reconsider dominant youth development conceptual frameworks, build and strengthen partnerships with the Latino community, and develop culturally relevant programs. Implications for Cooperative Extension programming are discussed.
An Exploration of Indiana’s English Language Learner Language Programming Models: A Mixed Method Study
Trish Morita Mullaney*1 and April Burke*2
*1Purdue University
*2Central Michigan University

This abstract is available in the Selected Papers section.

Economic Hardship and U.S. Latino Children’s Health and Academic Readiness: The Mediating Roles of Mothers’ Mental Health and Parenting Behaviors
Francisco Palermo, Jean Ispa, and Gustavo Carlo
University of Missouri

This study examines the contributions of economic hardship in infancy to U.S. Latino children’s socio-behavioral health and academic skills just prior to kindergarten entry, whether mothers’ mental health and parenting behaviors mediated those effects, and whether the effects varied by mothers’ acculturation levels. Participants were 714 U.S. Latino mothers (M age during children’s infancy = 22.60 years, SD = 5.77 years; 59% foreign-born, 82% Mexican American) and children (M age during infancy = 3.01 months, SD = 4.65 months; 53% boys) in the Early Head Start Research and Evaluation Project (EHSREP). Data were gathered across 4 time points: when the families enrolled in the EHSREP, when the children were 14 and 36 months of age, and prior to kindergarten entry. The results revealed that economic hardship at the time of enrollment predicted children’s later socio-behavioral health problems and diminished academic performance in preschool (i.e., letter-word and math knowledge). Moreover, mothers’ mental health and parenting behaviors mediated those relations, but the effects did not appear to vary by mothers’ acculturation levels. The discussion will highlight the mediational processes by which economic hardship in infancy may shape U.S. Latino children’s early socio-behavioral health and academic readiness for school.

Jóvenes del Futuro/Opciones - A Program for Minority Youth Who Dream of a Prosperous Future
Elver Pardo and Laura Valencia
University of Florida IFAS Extension

There is a lack of programs for Hispanic/Latino youth to access post secondary education in many areas of the US. According to the Tufts Study of Positive Youth Development, youth who participate in positive youth development programs like 4-H for more than a year are more likely to remain in high school, graduate and go on to college. Two counties in central Florida 4-H have partnered with the Opciones (Options) program, to develop the Jóvenes del Futuro/Opciones program. Jóvenes del Futuro (Youth Futures) is an access/orientation to college program developed in Missouri 4-H Center for Youth Development and Opciones is a personal development program developed in Colombia, South America. This innovative program has worked as a pilot to career/personal development programs for underserved populations. Since the pilot project was implemented three years ago, 100% of the juniors and senior members that participated in the program had graduated from high school and had applied and/or being accepted in college. Also, 90% percent of the youth who participated in the program had reported higher levels of interest in attending college and had adopted an awareness of the importance of participating in 4-H in guiding their orientation to reach future goals for their future.
The Role of Mexican Orientation and Respect in U.S. Mexican College Students’ Prosocial Behavior
Sarah L. Pierotti*1, Sarah E. Killoren*1, and Edna C. Alfaro*2
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This project was designed as a partial test of the model of U.S. Latino youth prosocial development presented by Carlo and de Guzman (2014). In this model, characteristics of the individual, such as Anglo or Mexican orientation, are seen to predict sociocognitive mediators. One sociocognitive mediator is the cultural values that a person endorses, such as respect. These sociocognitive mediators are then viewed as predictors of prosocial development. Respect is one value that has been identified as a prevalent value in Latino culture (Knight et al., 2010), and respect has been linked to some forms of prosocial behavior (Davis, 2012). However, research has found core cultural values to be weakened when exposed to U.S. culture (Pantin et al., 2003). A better understanding of how a person’s Anglo and Mexican orientations relate to his or her values and prosocial behavior is needed in the literature. Participants were 186 U.S. Mexican college students (78.5% girls) from a university in Texas who completed questionnaires on social development, cultural values, and family relationships. Participants’ ages ranged from 18 to 25, with the majority being 20 (23.1%), 21 (23.7%), or 22 (23.7%) years old.

Participants completed measures of Anglo and Mexican orientation (13 and 17 items, respectively) from the Acculturation Rating Scale for Mexican Americans II (ARMSA II; Cuellar et al., 1995). Participants also completed a measure of the cultural value of respect (eight items) from the Mexican American Cultural Values Scale (MACVS; Knight et al., 2010). Six types of prosocial behavior (dire, emotional, compliant, altruism, public, anonymous) were measured using a 22-item version of the Prosocial Tendencies Measure (PTM; Carlo & Randall, 2002). Path analysis was conducted using Mplus software. The model fit the data well (X2 (15) = 19.50; RMSEA = .04, 90% CI [.00, .09]; CFI = .99; TLI = .97; SRMR = .05). Significant paths were as follows. Mexican orientation was positively related to respect (B = .28, p < .01). Respect was positively related to four of six types of prosocial behavior: dire (B = .15, p < .05), compliant (B = .20, p < .01), anonymous (B = .18, p < .05), public (B = .20, p < .01) and negatively related to altruism (B = -.15, p < .05). There were significant indirect effects for Mexican orientation predicting compliant (B = .06, p < .05) and public (B = .06, p < .05) prosocial behavior via respect, as well as two marginally significant indirect effects for altruism (B = -.05, p < .10) and anonymous (B = .06, p < .10) prosocial behavior.

Discussion will focus on the role of Mexican orientation and the U.S. Mexican cultural value of respect in predicting unique types of prosocial behavior. These results also indicate the importance of measuring prosocial behavior as a multidimensional construct. Implications of the finding that Mexican orientation, but not Anglo orientation, was related to respect will also be discussed.

Welcoming New Americans through Contact, Communications, and Leadership in Receiving Communities
Christina Pope
Welcoming America

Today, immigrants are more likely to make their homes in cities and towns without a history of immigration, such as Nashville, Boise, and Omaha, increasing the risk of misunderstanding, fear and divisions within these communities. Change on this scale is complex, both for immigrants and for the communities into which they settle, referred to as ‘receiving communities.’ In order to change the climate for newcomers and address persisting immigrant integration challenges, strategies must be put in place that speak to and engage long-term residents in new ways. Just as fertile soil is needed for a seed to grow, receptive communities are critical if new Americans are to thrive. In this workshop, Welcoming America will share a 3-pronged model for successfully bridging divides between immigrants and longer-term residents in receiving communities across the country, with particular emphasis on the Midwest.
Welcoming America is a national non-profit supporting a network of local governments and non-profits in building communities that are more inclusive for immigrants and more prosperous for all. The presenter will share examples from Welcoming America’s network, drawing upon a growing body of promising efforts to build meaningful connections between immigrants and longer-term residents through contact, improved communication, and leadership in order to foster stronger and more unified communities. The presenter will guide participants through exercises and facilitated conversation to explore applications of these strategies in their own work.

The workshop will provide practitioners with concrete examples, practical advice, and new ideas to prompt ongoing reflection and spur action on three strategies: (1) Contact: many immigrants and longer-term residents have limited meaningful contact with each other. While they may live in the same cities or towns, their lives may not intersect in significant ways in the workplace, in schools, or in their neighborhoods. Among other factors, language and cultural barriers may contribute to an environment in which both immigrants and longer-term residents feel some level of discomfort with each other. Strategies such as dialogue and joint community projects can help community members develop relationships across racial, ethnic and linguistic lines and reach audiences beyond the ‘choir’. (2) Communication: media can be a positive or negative force impacting immigrant integration locally. Examples of successful media campaigns provide ideas for how communication strategies can be tailored to the local context and used for best advantage. There is fresh, provocative thinking about the types of messages that resonate with receiving communities and the kinds of individuals who make effective spokespeople. Taken together, media and communications can reinforce contact and leadership building strategies and counter resistant public opinion. (3) Leadership: the involvement of receiving communities’ leaders in integration and unity efforts sends powerful signals to others in the community that changing demographics bring opportunity, not just challenges, and should not be feared. This workshop will touch on how practitioners can identify potential allies, successfully work with and support them, and encourage them to play a growing role in community integration.

Local Immigration Enforcement Policies and Food Insecurity Risk among Mexican-Origin Immigrant Families with Children: National-Level Evidence
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Objectives: We examine how local immigration enforcement policies, specifically the 287(g) program, influence food insecurity risk among Mexican foreign-born non-citizen (FBNC) households with children, the group most vulnerable to 287(g). We also examine whether 287(g) increases food insecurity among Hispanic citizen households with children because 287(g) may have spillover effects in the broader Hispanic community.

Methods: We analyze nationally representative data on households with children from pooled cross-sections of the Current Population Survey Food Supplemental Survey (2004-2009). We use a difference-in-difference strategy to identify the influence of 287(g) on food insecurity pre-post-policy accounting for metropolitan area and year fixed effects.

Results: We find that adoption of 287(g) is associated with a 10% increase in the food insecurity risk of Mexican FBNC households with children. We find no evidence of spillover effects on Hispanic citizen households. Results are robust to sensitivity analyses.

Conclusion: Our results suggest that local immigration enforcement policies such as 287(g) have unintended consequences on the food security of immigrant children. Although the 287(g) program has ended, other federal-local partnerships to enforce immigration persist. This makes these findings highly policy relevant.
Vibrant Community, Healthy Garden: A Collective Impact Strategy to Improve Health and Build Community
Athena Ramos
University of Nebraska Medical Center

Community gardening is a growing movement across the United States. Research has shown that community gardening can have positive health, community, and social benefits. According to the CDC, community gardening may improve health by providing opportunities to (a) eat healthy fresh fruits and vegetables; (b) engage in physical activity, skill building, and creation of green space; (c) beautify vacant lots; (d) revive and beautify public parks; and (e) improve social well-being through strengthening social connections. A community garden is being established at Dorothy Patach Environmental Area (DPEA) located South Omaha, Nebraska. This area was previously a city dump for many years and then lay vacant from 1987-2001. In 2001, it was established as an environmental area named after one of the neighborhood environmental advocates. Now, a number of community organizations and interested individuals have come together to bring this community garden to fruition, including the DPEA planning committee, City Sprouts, Latino Center of the Midlands, South Omaha Boys & Girls Club, and the South Omaha Neighborhood Alliance (SONA). It is clear that vibrant communities are at the intersection of community building, supportive organizations, and strong neighborhood leaders.

A preliminary survey was conducted by the UNMC Center for Reducing Health Disparities in spring 2015: (a) to gauge support for a community garden in South Omaha and (b) to prioritize messaging strategies regarding the potential benefits of community gardens. Based on the survey data (N = 218), 90.1% of South Omaha respondents believed that a community garden would be beneficial or very beneficial to the community. The top five most important purposes of a community garden would be to: (1) build a feeling of community (73.9%); (2) donate food for community needs (67.4%); (3) teach gardening skills (65.1%); (4) beautify the neighborhood (64.7%); and (5) grow food for personal use (61.5%). Respondents also wanted to see additional amenities in the community garden such as a walking path, a water fountain, and benches to sit. Through a collective impact structure, partners have been able to secure $50,000 from the UNMC College of Public Health to improve nutrition, promote physical activity, develop an urban garden workforce, and foster a sense of community by using the community garden as a platform. This garden is a promising and powerful strategy for improving the physical and social characteristics of a neighborhood, improving health outcomes, and redefining the meaning of public space in the area.

Latinas, Tabaco y Cáncer: Health Promotion to Empower Immigrant Latina Women
Athena Ramos, Antonia Correa, and Natalia Trinidad
University of Nebraska Medical Center

Latinas traditionally serve as the gatekeepers to health and healthcare for their families and communities. Yet, many are unaware of the importance of promoting and actively maintaining healthy lifestyles. The Latinas, Tabaco y Cáncer (LTC) program is an ongoing community-based holistic health promotion program targeted towards Spanish-speaking immigrant women in the Omaha, Nebraska metro area. The group is engaged to fight tobacco, prevent cancer, and support mental well-being through education, social support, and advocacy. The goals of the group are to: (a) increase personal and family healthy decision-making; (b) increase community capacity for positive social change; and (c) increase overall well-being by promoting healthy lifestyles as individual women, wives, mothers, and engaged community members.

Research has demonstrated that well-designed health promotion programs are community-relevant and typically include several components, such as: (a) health information; (b) motivational messages; (c) skill development; (d) social support; and (e) environmental changes to reduce barriers and mobilize resources. The LTC program is structured to provide these components. The group meets every other month and is led by trusted bilingual and bicultural women facilitators using an interactive approach that addresses the cultural, spiritual,
physical, and emotional components of tobacco control and health promotion. During group meetings, participants learn about tobacco-related issues, such as the importance of indoor and outdoor tobacco-free policies. There is time to network, and childcare and food are also provided. There are five standard components of group meetings: (1) facilitated journaling; (2) educational presentation on a specific tobacco-related topic; (3) lunch/networking; (4) community resources, services, and partner presentations; and (5) project planning time. Members are encouraged to participate in community events, educational workshops, and innovative culturally relevant health promotion activities. Over the last 10 years, as with any program, there have been challenges and changes. Members come and go, but the group itself remains intact. In 2013, a quantitative survey of participants was conducted to assess health behaviors, tobacco-related knowledge, self-efficacy, connectedness, social capital, and levels of engagement in program activities. This workshop will: (a) discuss the Latinas, Tabaco y Cáncer (LTC) program, an ongoing community-based holistic health promotion program for immigrant women; (b) share findings from the recent survey of LTC program participants; and (c) explore opportunities for facilitating and structuring meaningful community health education and health promotion initiatives.

**Perception of Risk and Usage of Personal Protective Equipment (PPE) among Latino Immigrant Hog CAFO Workers In Missouri**

Athena Ramos*1 and Axel Fuentes*2

*1University of Nebraska Medical Center
*2Rural Community Workers Alliance

**Purpose/Objective:** The Health & Job Hazards of Latino CAFO Workers in Missouri Study was developed to systematically understand and describe occupational risks, health status, and prevention opportunities among hog CAFO workers and members of their household.

**Methods/Efforts:** This study consisted of conducting a prospective panel study as well as a series of focus groups on job processes, barriers of PPE usage, and cultural influences that may be useful addressing the development of interventions and educational materials to use with Latino immigrant hog CAFO workers. Workers were recruited to participate in this study through the Rural Community Workers’ Alliance (RCWA) in Sullivan County or through door-to-door outreach in immigrant neighborhoods in Audrain County. To be eligible to participate, individuals had to be over 18 years old, currently work in a hog CAFO in Missouri, be of Latino descent, and be an immigrant. The study methodology and the rights of research participants were explained to each participant and informed consent was obtained. Participants were administered the Immigrant CAFO Worker Survey, which consisted of a 130-question survey divided into 6 sections: (1) demographics, (2) health status, (3) occupational health and perception of risk, (4) emotional health, (5) stress, and (6) prevention. All study materials were available in English and Spanish, and participants could choose to participate in the language in which they were most comfortable. The final sample included 40 Latino immigrant workers: 92.5% male, 69% under age 40, and 77.5% with less than a high school education. Most participants were from Mexico, but some workers were also from El Salvador and Guatemala. Half of participants had no prior experience working with hogs either in the U.S. or in their country of origin and 85% had been employed in the industry less than 3 years.

**Results/Findings:** Most workers did not perceive their job to be dangerous. Approximately 40% of workers did not receive any training from their employer. Although most workers had access to employer provided PPE, usage was inconsistent. Approximately one third of workers had been injured on the job. Injuries most frequently reported were leg/knee/hip injuries (30.8%) and hand/wrist injuries (23.1%). Of those injured, 38.5% had lost productive time due to the injury. Nearly all workers agreed that health and safety was important to them, and 82.1% would like more occupational health and safety information. Providing occupational health information in person either at the jobsite or in the community is preferred, rather than online. Nearly 87% of workers would prefer to receive this information in Spanish and a few also noted that it would be helpful to have information in Mayan languages such as Q’anjob’al or Q’eqchi’.
Health Habits and Adults in the Home Among Rural, Low-Income Latino Families
Brianna Routh and Kimberly Greder
Iowa State University

Children’s health and nutrition behaviors can be strongly influenced by interpersonal family relationships (Story, Neumark-Sztainer, French, 2002). Adult caregivers play a critical role in developing the eating environment and habits, particularly for young children that have fewer external influences (Anzman, Rollins, & Birch, 2010). In carrying out home health practices, co-parents often reconcile their family food values, behaviors, and come to a consensus, likely considering education, resources, and the importance respect and roles within the family play in Latino culture (Bruss, Morris, Dannison, Orbe, 2005; Cardoso, & Thompson, 2010). Health and nutrition behaviors are influenced by feedback interactions (e.g., positive, negative) with members of the family system, with more members increasing the complexity of the family home environment (White, 2008).

In this study, we will examine the relationship between nutrition and physical activity behaviors in the home environment (as measured by the Family Nutrition Physical Activity Scale, FNPA) among Latino immigrant families and alliance between parents/caregivers. We will also examine the relationship between the number of adults who live in the household and nutrition and physical activity behaviors in the home environment among Latino families. Data for this study are based on in-person interviews with 98 Latina immigrant mothers who have low household incomes, at least one child under 13 years of age, and live in small communities in a Midwestern state. Data analyses were conducted using SPSS v.22.

Approximately half of the mothers in the study had earned less than a high school diploma or GED, and the majority were married or lived with a partner. The odds of having a lower than average FNPA score are 3.26 times greater for mothers reporting less respect from their co-parent than mothers who reported high levels of respect by their co-parent. Conversely, communication and teamwork between co-parents was not significantly related to FNPA scores. However, over half of the households reported more than two adults residing in the home, indicating there may be more adults contributing to a child’s care; the odds of having a lower FNPA score are 3.47 times greater for families with more than two adults in the home compared to families with only one or two adults. While various aspects (i.e., respect, communication, teamwork) of co-parenting are important, they may vary in their importance in implementing positive health behaviors in the home environment among different population groups. Parenting around food and nutrition behaviors are roles predominantly assigned to Latina mothers as opposed to fathers; respecting the authority of that role may be a more important factor in the home (Cardoso, & Thompson, 2010). As this analysis indicates, beyond the co-parenting relationship, more adults residing in the household is related to the prevalence of positive nutrition and physical activity behaviors in the home. To better understand health behaviors in the home environment, it may be helpful to also explore interactions between family members. Continued exploration of potential protective and risk factors can help practitioners and educators understand how families influence children’s development of nutrition and physical activity behaviors.

The Demographic Transitions of the Foreign-Born Population in the Midwest
J.S. Onésimo (Ness) Sandoval
Saint Louis University

Overview: The foreign-born population of the U.S. has been increasing since 1970. With the recent release the American Community Survey 2014-2010 estimates, we are in a position to measure the change in the foreign-born population from the 2009-2005 estimates. During this 5-year time period there has been an increase of 4 million foreign-born residents in the U.S. Foreign-born citizens can account for the majority of this increase. When possible, noticeable demographic trends will be compared to the 2000 and 1990 census. Using the national trends among the foreign-born population to frame this research paper, I will explore the demographic trends for the foreign-born population with a focus on the Midwest region. The analysis will proceed at
the state level, county level and CBSA level. This research paper will specifically contrast foreign-born Latino populations. If the data is available, I will explore the demographic profile for the Mexican foreign-born population to examine if there are noticeable demographic changes over the past 5 years.

Significance: First, the findings from this paper will contribute to an important scholarship on the changing demographic profile of the Midwest. Specifically, this paper will go beyond the categories of foreign-born citizenship and foreign-born non-citizenship by providing data by ethnic group when possible (Mexican, Cuban, etc.). Second, the findings from this paper will provide evidence on the importance of the foreign-born population to initiatives to attract immigrants to the metropolitan regions in the Midwest. Third, this paper will provide an empirical and theoretical framework to pursue future research that examines the intersection of immigration, race, and demographic transitions.

Nurturing of Translingual, Transliterate, and Multicultural Identity: One Student’s Journey
Rebecca Schwerdtfeger
University of Missouri

I am doing research regarding development of a translingual/transliterate/multicultural identity. The subject of my research is currently a sophomore in high school and we have been exploring her identity development through various lenses: her experiences as a dual language student in Colorado; her experiences as a student in a “standard” high school classroom in Missouri; her experiences within her various local communities; and her experiences within her family. This research seeks to describe the journey of this native English-speaker in becoming a young woman culturally aware, invested in translingual possibilities, and emotionally open to diversity as a result of her identity-development process.

The ‘Problem’ of Familism in New Latino Diaspora Schools: Building Bridges to Create a Hybrid Culture of Academic Success
Jessica Sierk
University of Nebraska-Lincoln

In her study of 10 Mexican immigrant families, Valdés (1996) found ‘the principal organizing theme around which family activities were centered had to do with the ties and close bonds that linked them to other members of the family network’ (p. 181). This focus on familism often conflicts with mainstream, individualistic notions of success in U.S. society, which is often seen as problematic to school personnel interacting with students who come from immigrant backgrounds. The form of liberal multiculturalism (Vavrus, 2015) practiced in many U.S. schools, specifically those serving diverse student populations, promotes individualism, egalitarianism, and meliorism (Castagno, 2014), and thus directly conflicts with familism. This often leads to school personnel viewing immigrant families through a deficit cultural lens. In her study of Latino parents in Hope City, North Carolina, Villenas (2002) found that parents were often faced with dichotomized choices like ‘the U.S. way or the Mexico way, English or Spanish, mainstream or deficit, even ‘school is an opportunity’ versus ‘school is a problem,’’ which obstructed their ability to create a hybrid culture of schooling for their children (p. 31). Therefore, students from immigrant backgrounds must assimilate (culturally and linguistically) to the mainstream (read: white, Non-Hispanic, monolingual) norms of the schooling environment to succeed academically.

This paper is part of a larger ethnographic study framed by Critical Race Theory and Critical Whiteness Studies. Drawing on data from participant observations and ethnographic interviews, this paper presents the ways that school personnel at two ‘New Latino Diaspora’ (Murillo and Villenas, 1997, cited in Hamann, Wortham, & Murillo, 2002) high schools in a Midwestern state conceptualize immigrant and refugee students’ K-12 academic success, as well as their post-secondary aspirations. Specifically, issues related to the assimilative task of schooling will be examined as they relate to the perpetuation of ideological whiteness. In their discussions of which families recognized the importance of higher education, school personnel lauded parents
(described as second- or third- generation) who encouraged their children to pursue a college degree, even when that meant moving away; whereas, students whose parents encouraged them to support the family financially instead of furthering their education, as well as students who opted to attend community colleges closer to home, were viewed through a deficit lens. Socioeconomic class, specifically as it relates to the racial and ethnic diversity of the two schools, was also seen as a determining factor of motivation to apply oneself in K-12 education and pursue higher education. High school extracurricular involvement in sports and clubs also influenced school personnel’s perceptions of students’ academic success and motivation. Given rapid demographic changes, bridges must be built to connect the dichotomized choices immigrant families and students face in Heartland schools. In majority- and near majority-Latino school districts, conceptualizations of what it means to be academically successful must be re-envisioned. We can no longer let our communities change around us without adapting educational practices to new student populations.

Three Types of Migrants Leaving Rural Mexico
Jeffrey Smith
Kansas State University

This abstract is available in the Selected Papers section.

Investigating Success in Addressing the Programmatic Interests of Wisconsin’s Diverse Communities: A Co-Authoring Approach
Shannon Sparks*1 and Teresa Curtis*2
*1University of Wisconsin-Madison
*2University of Wisconsin Cooperative Extension

The University of Wisconsin-Cooperative Extension has long played an important role in improving the lives of individuals, families, and communities facing social and economic challenges. In doing so, Extension educators develop partnerships with communities and facilitate processes resulting in high-quality educational programming that reflects the interests of local learners. The effects of growing economic disparities and loss of public resources in the United States, coupled with increasing urbanization and racial-ethnic diversity of Wisconsin’s population, pose new challenges for Extension educators. However, such conditions provide new opportunities to engage with local communities in different ways to develop relevant programming.

Our poster presents the framework and methodology we have developed for cultivating a multilevel, responsible and equitable process that intentionally engages underserved audiences around UW-Cooperative Extension’s educational priorities. This framework, the Sustainable Equitable Engagement Process (SEEP), addresses the challenges and opportunities that arise for colleagues working to meet the needs of underserved communities. We will provide a brief overview of SEEP and its 3 components: mapping workshops, case studies and learning communities. In addition, we will discuss the co-authoring process by which we are conducting the various SEEP components. Co-authoring refers to how we engage with our county colleagues and community partners to co-create the design, implementation, and dissemination of findings. In doing so, we facilitate a process whereby county educators and community partners evaluate the impact of Extension programs, as well as gain skills in participatory, utilization-focused evaluation. Learning from successful efforts across multiple Extension county offices helps our organization build capacity to address the needs of our diverse state, as well as elevate the impact of work beyond the local level. By sharing effective strategies for community engagement with others in our organization, we aim to promote institution-wide involvement in community engagement and program development, experientially grounded, which reflects the circumstances and interests of local audiences, particularly for those historically underserved or marginalized.
Replicable Integration Strategies from Faith Organizations
Leya Speasmaker*¹ and Denzil Mohammed*²
*¹Catholic Legal Immigration Network, Inc. (CLINIC)
*²The Immigrant Learning Center, Inc.

This workshop equips participants to better integrate new Americans and receiving communities by utilizing local immigration data from top research organizations and successful strategies from prominent faith organizations that can be adapted by any organization. It is designed for leaders, practitioners, and volunteers in direct service, community organizations, healthcare providers, researchers, educational organizations, government institutions, policymakers, and anyone wishing to be better informed about immigration data and issues, and ideas for creating welcoming and cohesive communities.

For centuries, faith groups across the religious spectrum have been at the forefront of receiving, educating, and integrating newcomers to America. Immigrants and refugees often seek out a religious home as both a sanctuary and a hub of social, cultural, educational, and economic services. Immigrant integration occurs most successfully at the local level particularly because a community designs its response around the local and immediate needs of its community members. Thus, the impact that faith communities have on their larger communities’ welcome to its immigrants cannot be overstated. Their abilities to build coalitions, create opportunities for dialogue and opportunity, and improve community well being for all residents are replicable by organizations of any kind. Data is crucial to implementing any kind of integration strategy, so this workshop will first provide the most recent immigration data and trends from sources including the American Community Survey and Pew Research Center. Participants will be given county and state profiles generated by the new Immigration Data on Demand online service from the Institute for Immigration Research, a joint venture between The Immigrant Learning Center and George Mason University. Other sources for local immigration data and research will be provided in addition to updates on federal government integration initiatives. Participants will then learn about replicable program models that are engaging the receiving and the newcomer communities in mutually beneficial activities. They will hear about best practices and important considerations when designing an integration program including how these strategies are conceived, developed, implemented, and measured, and how they can be adapted for different kinds of immigrant and refugee communities by a variety of organizations. These strategies and models will be drawn from a range of leading faith-based organizations including Catholic Charities, HIAS, and World Relief. Utilizing this information, participants in small groups will then draft integration strategies on education, civic participation, employment, policy change, and public educating for their own communities before discussing them with the entire workshop. By engaging with each other, participants will generate further helpful ideas that they can implement. Consequently, they will walk away with concrete plans for better integrating immigrant and receiving communities for a mutually beneficial outcome of more peaceful, thriving societies.

Under-Reporting of Hispanic Ethnicity on Missouri Death Certificates
Craig Ward, David Kelly, and Neelie Churchill
Missouri Department of Health and Senior Services, Bureau of Vital Statistics

The Missouri Department of Health and Senior Services (DHSS) seeks to maximize the health and safety of all Missourians. One way DHSS accomplishes this is by targeting populations with high potential for improvement. Identifying disparities among Non-Hispanic/Hispanic ethnicities by leading causes of death is one way to target public health interventions. However, DHSS faces challenges in identifying disparities impacting Hispanic residents due to underreporting of Hispanic ethnicity. This presentation will highlight evidence of underreporting of Hispanic ethnicity in Missouri and provide attendees with information they can use to help improve reporting in their communities. Evidence of underreporting of Hispanic deaths in Missouri has been detected through three different analyses.

Non-Hispanic/Hispanic mortality-rate ratios were calculated for 15 states in the Heartland and for
the top four U.S. states in terms of proportion of Hispanic population. The results indicate that the higher the proportion of the Hispanic population, the lower the Non-Hispanic/Hispanic ratio, meaning better reporting of Hispanic ethnicity on death certificates. Missouri ranked among the four lowest states in terms of proportion of Hispanic population and among the four highest Non-Hispanic/Hispanic mortality-rate ratios. DHSS staff has also compared Hispanic ethnicity as reported on infant and child deaths recorded in Missouri to Hispanic ethnicity indicated on the child’s matched birth certificate for three time periods. The child’s birth certificate includes the mother’s and father’s state or country of birth and whether they are Hispanic. The death certificate captures the decedent’s ethnicity and state or country of birth. This analysis revealed underreporting of Hispanic ethnicity on 26.5% of child death certificates for 2002-2006, 27.3% for 2006-2010, and 25.0% for 2012-2015 year to date. These results are inconclusive as to whether underreporting of Hispanic ethnicity is improving or deteriorating on the child’s death certificate, but 25% underreporting is worrisome. Lastly, the calculated life expectancy for the Hispanic population in Missouri is unrealistically high when compared to Non-Hispanics. Underreporting of Hispanic deaths can only be improved through more accurate recording of ethnicity on death certificates. It is the funeral director’s responsibility to gather this information from an informant for the decedent. DHSS provides training to funeral directors regarding this data collection, but the process is complex and can be confusing for informants.

Hispanic community leaders can raise awareness of the importance of accurate data collection as well as an informant’s right to ask as many questions as necessary to feel confident that the information collected is correct. Funeral directors should be willing to assist informants in working through this process. Upon receiving a death certificate, the informant or next-of-kin should review the information carefully. Any errors, typos, or questionable entries should be brought to the funeral director’s attention as soon as possible. Some changes can only be made with a court order so the informant needs to be clear about the information that goes on the death certificate and should quickly notify the funeral director of any issues found. In this way, DHSS staff, funeral directors, and Hispanic communities can work together to improve public health.
Selected Papers
The First Two Community ID Programs in the Midwest: Organizing, Evaluation, and Community Health in Johnson County, IA and Washtenaw County, MI

Irund A-wan*1, Barbara Baquero*2, Keta Cowan*3, Jason Daniel-Ulloa*2, Alana LeBrón*4, William D. Lopez*5, Mayra Elena Martínez*6, Marlén Mendoza*2, Nicole L. Novak*5, Xiomara Santana*2, Rosamond Smith*2, and Olivia Temrowski*3

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Abstract

The post-9/11 sociopolitical climate has led to an increase in anti-immigrant policies and practices, including the federal REAL ID Act of 2005, which established standards requiring proof of “legal presence” for state identification cards (IDs) and driver’s licenses to be used for federal purposes such as air travel. This has led several states to revise their ID eligibility requirements, and undocumented immigrants cannot access state IDs or driver’s licenses in any Midwestern state except Illinois (Mathema, 2015; Park, 2015). Lack of photo ID limits access to important resources including bank and check-cashing services, pharmacies, libraries, housing, and police services (Lagunes, Levin, & Ditlmann, 2012). Undocumented parents face additional challenges as IDs may be required to volunteer at children’s schools or pick them up from childcare (de Graauw, 2014).

In 2015 two Midwestern counties (Washtenaw County, Michigan and Johnson County, Iowa) became the eighth and ninth U.S. localities to issue ID cards regardless of immigration status. These grassroots initiatives, the first local government-issued ID programs in the Midwest, were spearheaded by local activists and advocates who had witnessed—or experienced firsthand—the challenges of living without locally accepted IDs. The Washtenaw ID Project and the Center for Worker Justice of Eastern Iowa each worked with community members, county officials, and law enforcement with the goal of developing IDs that were accessible, secure from fraud, and widely accepted by area businesses, service providers, and law enforcement.

These programs are well suited to the 2016 Cambio de Colores theme, “Building Bridges.” Local IDs were designed to serve not only undocumented immigrants but also others that face challenges in accessing ID: the elderly, transgender individuals, individuals with
chronic mental illness, residually unstable individuals, and those displaced by natural disaster or domestic violence.

This panel included several perspectives on these innovative programs. Representatives from the Center for Worker Justice of Eastern Iowa and the Washtenaw ID Project shared lessons from years of organizing, advocacy, and policy development. They discussed each county’s process of identifying the need for local IDs, organizing to promote local ID policies, and implement the ID policies. Both groups worked to promote local IDs widely, including to those with state-issued IDs, so that local IDs were not stigmatized as substandard forms of identification.

Researchers from University of Michigan School of Public Health and Social Work and University of Iowa College of Public Health shared findings from a multi-site, mixed-methods longitudinal evaluation of these programs. The objective was to evaluate whether community IDs increased access to community resources. Researchers partnered with the community agencies above to develop and administer surveys to ID applicants on the day they applied for ID (n=407). In Washtenaw County, qualitative interviews on the day of ID application (n=18) provided richer data about applicants’ day-to-day experiences prior to accessing ID. Researchers presented preliminary findings about changes in participants’ day-to-day experiences and access to resources since being issued ID.

The panelists concluded with recommendations for designing local ID policies in other communities, including eligibility criteria, administration process and community engagement.

Keywords: Community organizing, government-issued identification, local policy, evaluation, collaborative research, community-engaged research, public health

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**Introduction**

In 2015, two Midwestern counties (Washtenaw County, MI and Johnson County, IA) became the eighth and ninth U.S. localities to issue ID cards to residents regardless of their immigration statuses. These grassroots initiatives, the first local government-issued ID programs in the Midwest, were led by local activists and advocates who hoped to enhance service access and community inclusion for several groups who face challenges in accessing ID: undocumented immigrants, the elderly, transgender individuals, individuals with chronic mental illness, residually unstable individuals, and those displaced by natural disaster or domestic violence. Our panel presentation included representatives from the Washtenaw ID Project and the Center for Worker Justice of Eastern Iowa, who described the years of community organizing that brought these two local ID policies about. Community advocates were joined by students and academic researchers from the University of Michigan and the University of Iowa, who together described collaborative efforts to evaluate the effects of these new ID policies on the communities they serve.

**Background**

**Local IDs in context: the national and state landscape for ID policy and practice**

The federal REAL ID Act of 2005 requires that in order for state-issued IDs to be used for federal identification purposes, states must ensure that state IDs are issued to persons who can prove their documented status (Mathema, 2015). This has led many U.S. states, including all Midwestern states except Illinois, to deny ID to undocumented immigrants (see Figure 1). At the same time, many U.S. citizens also lack government-issued photo ID: a 2006 nationally representative survey found that 11% of adult U.S. citizens do not have valid ID. For US citizens,
lack of ID was disproportionately high among the elderly, African Americans, Latinos, and individuals earning less than $35,000 per year (Brennan Center for Justice, 2006). ID access is especially difficult for individuals with chronic mental illness, individuals who are transgender and do not identify with the gender marker assigned on their federal ID, and those who are homeless, residentially unstable, formerly incarcerated, or displaced by natural disasters or domestic abuse (Wilson, 2009). These challenges in accessing ID occur in a racialized context: in an experimental study in New Haven, CT, researchers observed non-Latino White and Latino male actors making identical transactions and found that Latino customers were carded at a higher rate than White customers (Ditlmann & Lagunes, 2014).

Figure 1. State ID policy and locations of active county or municipal ID programs as of March 2016. State-level image adapted from Park (2015) with local-level information from Mathema (2015).

Local government-issued IDs have emerged as a response to the patchwork of restrictive ID policies across the country. They began in New Haven, CT, in 2006, and have since spread to several other municipalities (San Francisco, CA; Oakland, CA; Richmond, CA; Newark, NJ; New York, NY) (Figure 1). There are also local ID cards issued by non-governmental organizations in Mercer County, NJ and Greensboro, NC (Mathema, 2015). Localities throughout the U.S. and the Midwest have increasingly considered local ID programs, but the first two local IDs to come to the Midwest were Johnson County, IA and Washtenaw County, MI.

**Center for Worker Justice of Eastern Iowa and Johnson County Community ID**

The Center for Worker Justice (CWJ) is located in Iowa City, IA (Figure 1) and was founded in 2012 by a coalition of religious, community, labor and immigrant organizations. CWJ is a membership-driven organization of low-wage workers: worker-members unite across race and immigration statuses to achieve social and economic justice through education, organizing, direct services and community alliances. CWJ members and allies identified a local, county-issued “Community ID” as a primary organizing goal early in the formation of the organization after a survey of community members revealed that relationships with police were a primary concern. The Community ID was identified as a tool to improve relationships with local law enforcement and increase confidence in reporting crime. CWJ chose to organize at the county level because many potential beneficiaries of the Community ID live outside city limits or work in a different municipality than their city of residence. The Johnson County Board of Supervisors approved the Community ID in April 2015 and IDs were first issued in July 2015.

**Figure 2. Johnson County, IA (in black) and Washtenaw County, MI (in grey).**

**Synod/Washtenaw ID Project and Washtenaw County ID**

Organized in 2012, The Washtenaw ID Project is a joint public-private partnership between the County of Washtenaw, MI and local area advo-
cacy organizations led by Synod Community Services (see Figure 2). The central goal of the ID Project is to provide government-issued county identification cards to any county resident regardless of immigration status. After a two-year process of education, governmental and community advocacy, and planning, the Washtenaw County Board of Commissioners voted to fund the administration of the ID card program in November 2014.

The individual who first brought this issue to Synod’s attention was an elderly White citizen with diabetes whose original identity credentials had all been lost by the hospital where she had received treatment. Once discharged, she discovered that no physician in her insurance network would see her because she lacked a government-issued photo ID. Despite a pressing need for medical care, there were no exceptions to the Secretary of State’s requirement that a specific set of original credentials be presented to obtain a state ID. Upon canvassing the advocacy and social service community for solutions, Synod learned that lack of ID was preventing a number of marginalized communities from accessing needed resources and services. This community-wide conversation gave rise to the Washtenaw ID Project.

Organizing for Local IDs and ID Policy Design

Important aspects of organizing for Johnson County

In Johnson County, CWJ took a multi-pronged approach to organizing for the Community ID, uniting individuals who needed ID, faith leaders, academics and local government in presenting an argument for the Community ID. Early in the organizing process, CWJ members (including members who did not currently have a state ID or driver’s license) met with local police departments and the county sheriff to ask for their support of the program and for their willingness to accept a county-issued photo ID as proof of identification. CWJ also partnered with students in the Advanced Immigration Law and Policy Project, led by law professor Stella Burch Elias at the University of Iowa. In 2013 Elias’ students created a report for Iowa City about the feasibility of a Community ID (Fleck & Moody, 2013). In April 2014, CWJ members, Professor Elias, and local faith leaders spoke at a bilingual community forum about the need for the Community ID. CWJ also created multimedia materials and circulated a pledge to tally the number of people who would get an ID if the program were created. Throughout the advocacy process, CWJ relied on direct action (marches and demonstrations) to unite CWJ members and allies and present a visual show of support for the Community ID.

Important aspects of organizing for Washtenaw County

Beginning in 2012, Synod channeled a growing community conversation around negative outcomes for those who lack ID into an organizing campaign. Several decision points were crucial to this effort: First (1) Synod chose to organize the ID Project at the county level, both to accommodate individuals who live in different townships, and to align with the county’s management of other vital statistic functions (e.g., birth certificates, veteran’s cards). Second (2), the ID Project actively worked to prevent the ID from being associated only with the community of undocumented immigrants by forming a coalition including members and advocates of the homeless community, the transgender community, the undocumented community, the African American community, and individuals with disabilities. Third (3), the ID Project used parallel organizing, promoting discourse and planning with and between members of the affected community and local policy makers. Fourth (4), with the support and leadership of Sheriff Jerry Clayton of the Washtenaw County Sheriff’s Office, project staff worked to ensure that all law enforcement agencies in the county agreed to accept the county ID as valid identification. After two years of discussions, all jurisdictions had agreed to accept the ID.

Fifth (5), the ID Project promoted the ID among local institutions providing fundamental health, safety, and education services. As of August
2016, all libraries and health care institutions, three area pharmacies, and two banks had agreed to accept the County ID for accessing their services. Last (6), the ID Project initiated outreach with local retailers and universities to defeat the possibility of stigma attaching to the County ID. The goal was for the ID card to be incentivized with retailer discounts so students and other residents could be persuaded to get a county ID even if they already had a state ID or driver’s license. This would help ensure that marginalized communities were not the only people utilizing the county ID for identification, which could stigmatize the card and reduce its utility for those who most need it.

**Community ID**

**Community ID Study Team and Community ID Evaluation.**

A bilingual (Spanish/English) team of undergraduate and graduate students and researchers from the University of Michigan (School of Public Health and School of Social Work) and University of Iowa (College of Public Health) worked in collaboration with the Center for Worker Justice, Synod, Johnson County, and Washtenaw County to conduct a study evaluating whether a local ID program affected access to services, feelings of community belonging, and chronic stress of life without a state-issued ID or driver’s license.

The mixed-methods study incorporated a longitudinal survey of ID applicants and a secondary record review. Baseline and follow-up surveys were used to assess participants’ experiences accessing resources and services, sociodemographic information, and experience applying for the ID (Wave 2). Surveys were administered on the day participants applied for their IDs (n=407) and six months after applying for their IDs (n=139). Surveys took approximately 20-30 minutes to complete, were available in both English and Spanish, and could be completed either with a bilingual evaluator or individually. The secondary record review provided further information regarding the ID application process. Researchers reviewed ID applications, identified which documents were accepted or not, and identified recommendations for future changes that could be made to make the process more accessible.

**Qualitative Methods**

The evaluation also included two forms of qualitative data: in-depth interviews with Washtenaw ID holders and field notes from the Washtenaw ID evaluation team. Trained interviewers conducted in-depth interviews with 18 Washtenaw ID card holders who identified as lacking documented status, having a chronic mental illness, being transgender, and/or experiencing housing instability or homelessness. Semi-structured interview questions centered on participants’ ID-related experiences prior to having the Washtenaw ID and their expectations for use of the Washtenaw ID. Interviews ranged from 5 minutes to 20 minutes. Additionally, evaluators took field notes at several events in support of the Washtenaw ID policy, during the data collection process, and when assisting applicants with applying for the Washtenaw ID.

**Collaborative Model**

Our collaborative model used the research process to leverage support for the ID program wherever possible. For example, in addition to collecting data, bilingual researchers also assisted ID applicants in interacting with non-Spanish-speaking county
staff. Modest study incentives ($10 or $15) helped to offset the cost of county IDs. As described below, the research team also worked to promote ID uptake as it disseminated study results.

**Dissemination strategies**

Both evaluation sites engaged several dissemination strategies to share preliminary evaluation findings with ID policy advocates and county residents more broadly. In Washtenaw County, we developed several articles (e.g. Lopez, LeBrón, Fa’Aola, & Cowan, 2015) for Groundcover News, a local newspaper managed and distributed by members of the homeless community. Our goal was to raise awareness of the Washtenaw ID and to enhance readers’ understanding of the salience of ID in the day-to-day lives of several populations who experience contested access to government-issued ID. We also developed an article featuring the perspective of an ally on these issues, in an effort to encourage current US government-issued ID holders to leverage their ID privileges to support the use and acceptance of the Washtenaw ID.

In Johnson County, the research team co-hosted a Community ID anniversary party to celebrate the program and share preliminary study results with CWJ members. We began by asking CWJ members to share their experiences with the ID (if they were able to access one), and shared study results in several different mediums including facilitated discussion, posters, interactive activities, and handouts. We shared study results and invited further conversation regarding: where the ID had been accepted/rejected; why particular businesses or institutions had rejected the ID; how CWJ members could promote access to and acceptance of the ID; and next steps for organizing. Another topic was the stigmatization of the ID.

**Other synergies between research and community**

In Washtenaw County, members of the research team worked with the Washtenaw ID Project on a “Solidarity in Action” campaign to promote ID uptake among students at the University of Michigan School of Social Work. This included informational sessions about the importance of ID policy to vulnerable communities and a “solidarity march” in which students proceeded to the County Clerk’s office to apply for County IDs.

In Johnson County, undergraduate students working on the ID evaluation identified an opportunity to promote the ID among international students, who comprise 11.3% of the student body at the University of Iowa. The students learned that many international students’ only forms of valid identification are their visas and passports, and that carrying these important documents in daily life distresses many students. The Community ID may help international students to feel more included in the community and provide them with a safe, locally accepted, and alternative form of identification. Undergraduates working on the ID Evaluation took the initiative to organize a Community ID registration clinic for the Fall 2017 International Student Orientation.

**Conclusions**

Our collaborative partnerships across disciplines, sectors, and states have endeavored to broaden the evidence base for local government-issued IDs, community-driven interventions that have the potential to ease day-to-day life for many members of our increasingly diverse communities. We have focused on the first two local ID programs in the Midwest and have found that ID programs benefit from a great deal of collaboration not only for their design and enactment, but also to continue functioning in ways that benefit those who need them most. We recommend that localities interested in developing their own local ID policy build broad coalitions across multiple groups affected by restrictive state ID policies. We advocate for the development of sustainable, equitable partnerships that will be able to provide ongoing feedback and support for implemented local ID policies.
Table 1. Basic information about the Community ID programs in Washtenaw County, Michigan and Johnson County, Iowa

<table>
<thead>
<tr>
<th></th>
<th>Washtenaw County, MI</th>
<th>Johnson County, IA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program launched</td>
<td>June 2015</td>
<td>July 2015</td>
</tr>
<tr>
<td>County population</td>
<td>354,240</td>
<td>139,155</td>
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<tr>
<td>ID advocacy</td>
<td>Washtenaw ID Task Force</td>
<td>Center for Worker Justice</td>
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<tr>
<td>ID administration</td>
<td>County Clerk’s Office</td>
<td>County Auditor’s Office</td>
</tr>
<tr>
<td>Hours of administration</td>
<td>At first M 8:30-4, W 8:30-4, F 8:30-12, now M-F 8:30-4:30</td>
<td>M-F 7:45-5:30</td>
</tr>
<tr>
<td>ID requirements</td>
<td>300 point system</td>
<td>1 ID doc from category A or 2 ID docs from category B</td>
</tr>
<tr>
<td>ID price</td>
<td>$25</td>
<td>$8</td>
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<tr>
<td>ID receipt</td>
<td>ID received on day of application</td>
<td>ID sent to mailing address</td>
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<td>Financial Support</td>
<td>ID Scholarship Fund</td>
<td>Community ID Study created ID Scholarship Fund-distributed by CWJ</td>
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<td>Homelessness</td>
<td>Can get ID if homeless</td>
<td>No ID without permanent address</td>
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<td>English only</td>
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<td>Application support</td>
<td>ID Support Clinic</td>
<td>None/Community ID Study</td>
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<td>Age limits</td>
<td>14 or older</td>
<td>All ages</td>
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<td>ID benefits</td>
<td>Discounts at participating businesses</td>
<td>Discounts at participating businesses</td>
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<td>Acceptance at banks</td>
<td>Two banks accept as primary ID if applicant also has a social security card</td>
<td>One credit union accepts as primary ID</td>
</tr>
</tbody>
</table>

References


Acknowledgements

Neither Community ID program would exist without the advocacy and bravery of many people living without ID in both Washtenaw and Johnson County. Likewise, we are grateful to participants in the study who shared their experiences.

We are grateful to all of our partners in this project, including the Washtenaw ID Task Force, the Center for Worker Justice of Eastern Iowa, the Johnson County Auditor’s Office, and the Washtenaw County Clerk’s Office.

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The Changing Face of Students: Meeting Language, Academic, and Social Needs of Recent Immigrant Youth

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Abstract

Relocation across national borders poses unique challenges and possibilities to newcomer immigrant students. As they enter new schools, newcomer students face a number of challenges in their adjustment. School districts across the country have developed special schools or programs designed to meet their language, academic, and social needs. This paper describes the efforts of one suburban district in the St. Louis area to meet the needs of newcomers by opening a new International Welcome Center.

Keywords: newcomers, school districts, immigrant students, education
Introduction

In 2015, the Ritenour School District located in St. Louis, Missouri opened the Ritenour International Welcome Center (IWC) to meet the needs of English Language learners (ELLs), particularly newcomer students. Based on the U.S. Department of Education (2016), a newcomer is defined as “any foreign-born students and their families who have recently arrived in the United States” (p. 1). Newcomers have unique needs and need more support with English language acquisition. In the regular program, ELLs would receive one to two classes with a certified ELL teacher, but at the IWC, the majority of the classes are with a certified ELL teacher. The focus of each class is language acquisition through content along with scaffolded support. The goal of IWC is to serve newcomer students who need intensive support with accelerated English language acquisition, an introduction to the U.S. culture and school system, and exposure to educational expectations and opportunities. In addition, IWC supports and helps parents, guardians, and families navigate the school district and community.

Prior to the start of the IWC, Ritenour School District had been experiencing increasing numbers of newcomers from Spanish-speaking countries, particularly Central America. Although the number of ELLs did not change, the type of ELL coming into the district changed. In addition to the changing population, the graduation rate for ELLs was less than 50%. In order to serve the needs of the changing population of students, the IWC was created. The IWC is comprised of teachers, counselors, social workers, administrators and parents all working together to address language, academic, and social needs (see Figure 1). A team of dedicated bilingual staff members, including an ELL lead teacher, math teacher, and bilingual teacher assistant, assist with academics and language development. Meanwhile, counselors and social workers assist with social needs as described later in this article.

In order to attend the IWC, the student must reside in the Ritenour School District. During enrollment, families are asked about the child’s English level and a screener test is given to identify the student’s level in English in the domains of speaking, listening, reading, and writing. If a student scores in the lower range of the examination, he or she is placed at the IWC. Due to space restrictions at the high school, the IWC is located at one of the middle schools and students are bused to that location. After students reach a certain level of English as demonstrated on the state examination and through classroom assignments, he or she is then transferred to the high school to complete his or her studies. Prior to the transfer, a meeting is held with the family, student, counselor, principal, and teachers from both the IWC and the high school. This is to ensure a smooth and successful transition to the new school.

This paper describes the initial strategies used within the IWC to support students’ language, academic, and social needs. Because the IWC has been mostly comprised of Spanish-speaking immigrant students, instructors adapted dual-language strategies while teaching content to better provide for the educational needs of students with limited proficiency in English. In this case, dual-language strategies means that Spanish in addition to English is used in the instruction of grade-level content material. In addition to academics, students have participated in group and individual therapy, offered in Spanish and English, to assist with social/emotional needs. Finally, a parent liaison and social worker support students and families. Families have access to these resources and can call on them at any time when a need arises. Based on the work at the IWC, best practices were discovered to support specific language, academic, and social needs of recent immigrant students.

Language Needs

During the first year of its existence, the IWC was mostly comprised of Spanish-speaking immigrant students, so instructors adapted dual-language strategies while teaching content to better provide for the educational needs of students with limited profi-
ciency in English. It was determined that teaching in both the language used at home and the language of instruction best served newcomer students. Instructors integrated dual-language strategies, language, and literacy development with subject teaching to promote English. For example, in science and math classes, the content was taught in both English and Spanish simultaneously. The teacher would deliver the content in English, which the teacher’s aide would translate during the lesson. Students are allowed to answer in class through Spanish or English. As students become more fluent, they are encouraged to speak in English. This was integrated with bilingual teaching aides, bilingual working groups, and individual translation devices. For many of the students, bilingualism opened up additional opportunities for their educational and civic development.

Throughout the summer program offered at the IWC, students had an opportunity to practice English through authentic experiences with teachers and peers. At the same time, they got to know the resources offered in the community. For example, once a week, students visited the local library to check out books (written in English) and participate in reading programs. Students also used public transportation in order to get to various places around the city. Students reported that the summer program allowed them to take risks in a controlled environment with their teachers next to them to help them through the new situations. This scaffolding can alleviate fears and allow students to take risks comfortably (U.S. Department of Education, 2015).

**Academic Needs**

Like any student, newcomers are responsible for meeting high academic standards; however, they face challenges with this. They are required to take all of the state assessments and perform to the standard before they have mastered the language. Not only are they learning the English language, but they are also learning academic content in a new language. IWC was designed with flexibility and differs from mainstream classrooms in class size, curriculum, and teaching style. Class sizes range from 10-20 students with a teacher and teacher’s aide in each class. The main teacher is ELL certified and has extensive experience in working with ELLs. The only exception to this is when students go to exploratory classes such as physical education, music, health, etc. These classes are with the mainstream population, so there are no ELL teachers and class sizes range from 20-30 students. Since a majority of the students at the IWC had interrupted or inadequate schooling, which created a gap in their academic knowledge, students at the IWC participate in extended time in literacy and math. Specifically, math lessons are taught each day using whole group, small group, and one-on-one activities, with extended time for monitored practice using books and technology. This allows the teachers to take time and explain the lesson fully with many examples and practice time to support a diverse group of students.

Meanwhile, literacy instruction is based around the individualized needs of each student in order to support the current literacy level (Short and Boyson, 2012). Literacy classes have 10 students or less so that the teachers can focus on specific needs of each student. This also provides time for students to share misunderstandings and participate in a smaller class discussion. Students enjoy the smaller classes because they feel less intimidated and more supported. During literacy time, students read, write, listen, and speak through cooperative learning experiences. Students typically read a novel or story, discuss it with their partner, and write responses. Partners are matched according to literacy levels with one partner slightly above the other. The partners take turns practicing leadership roles. Writing is adapted for the learner as well. Depending on the student, some may choose to show their response in a picture instead of through words.

In order to provide continued academic support outside of the classroom, students at the IWC are offered homework help after school in which teachers help students with their homework. This time is important because most of the family members do not speak English and many have not been to high school. This time is offered three times a week, free of charge, including transportation. Some students
are required to attend the additional program after school and some were given the option, depending on the level of need.

**Social Needs**

In addition to language and academic needs, newcomers have various social and emotional needs. Some newcomers have faced some sort of trauma or violence before arriving to the United States. Teachers and program staff need to be aware of the signs and symptoms of trauma in order to help support students (National Child Traumatic Stress Network, 2016). Even if students have not faced some trauma before their arrival, adjusting to new family members, a new culture, new language, new food, etc. takes a toll on the human psyche. In order to meet these needs, the IWC employs counseling agencies to offer individualized and group therapy. Services are offered in families’ home languages and in a culturally sensitive and linguistically competent environment. Parents/guardians are able to access free counseling for their families as well as sign consent for their students to participate in group art therapy. Art therapy is offered once a week in a small group where students are guided through discussion while creating art. The discussions may range from fitting in with new family members to talking about their journeys to the United States.

**Conclusion**

School districts are facing new challenges with increased numbers of newcomers. Students sometimes find themselves in settings that may be completely unfamiliar on multiple levels. It is often that the quality of schooling newcomers receive depends on the capacity of the community in which they reside. The Ritenour School District located in St. Louis, Missouri, opened the Ritenour International Welcome Center (IWC) in 2015 to meet the needs of English Language learners (ELLs), particularly newcomer students. Newcomer immigrant students need to be able to navigate high school strategically, so IWC was created to ensure they maximize their time effectively from the very first day. At IWC, attention is given to immediate language, academic, and social needs to holistically support newcomer immigrant students.

As newcomer enrollment rises and newcomer programs multiply, concrete steps must be taken to assure that school districts and communities, like Ritenour, safeguard the educational rights of immigrant students and meet their needs. Moving forward, school districts, educators, and communities must be vigilant in recognizing and meeting the changing needs of all students, particularly recent immigrant students, and to share the fruit of a solid education.

**Figure 1: International Welcome Center (IWC) Framework**

![Diagram of IWC Framework](image)

**References**


Abstract

In a richly diverse state—and one where no single ethnic group makes a clear majority—the University of California 4-H Youth Development Program (CA 4-H YDP) is proposing new program structures to attract and serve Latino audiences, especially through a 4-H Club experience. One such structure creates 4-H Clubs in established after-school programs that take place on school sites. The 4-H Youth Development Program in Sacramento, California, has a history of engaging African American, Asian, and Latino youth in a variety of non-club programs, and is seeking to establish an after-school 4-H Club at a charter school serving primarily Latino children.

In an effort to better understand the qualities that best support Latino participation in positive youth development (PYD) programs, CA 4-H YDP also commissioned a review to synthesize the research and literature in this area. The resulting paper (Erbstein and Fabionar, 2014) explores Latino participation in PYD programs through a framework, Positive Youth Development Program Elements, which includes four components: conceptual framework, program elements, organizational infrastructure, and organizational and community relationships.

This paper has two purposes: to describe the process, challenges, and outcomes in forming a predominately Latino 4-H Club in an after school setting; and to view the process of forming the Club through the lens of the Positive Youth Development Program Elements framework.

Keywords: 4-H, youth development, Latino, afterschool, youth programs
Introduction

In 2014-15, the California 4-H Youth Development Program (CA 4-H YDP) reached 80,435 young people through 13,048 adult volunteers. About 33% of youth and 12% of adults identified themselves as Hispanic/Latino. The statewide goal is to increase Latino participation in the 4-H YDP to 50% by 2025. To reach that goal, CA 4-H YDP has adopted a multipronged strategy that includes the redefinition of the community club model, intensive cultural competence training for staff and academics, and the implementation of Expansion and Review committees at the county level to plan and implement an effective local outreach program.

4-H Community Clubs in California and generally across the nation provide a space where youth can learn about almost any topic they become interested in while working with their peers and a caring adult. The Land Grant Institutions’ State or Local 4-H Extension Office must charter each 4-H club and, by and large, all 4-H clubs must be youth-led, volunteer-administered, and supervised by local 4-H staff. Historically, this model has allowed land grant universities to deliver high quality youth development programming.

Because the traditional 4-H model relies heavily on adult volunteers, parent engagement is often the biggest challenge in starting a new 4-H club. This is especially true for Latino and other cultural groups who are often unfamiliar with 4-H and the benefits associated with participating. Therefore, despite outreach efforts, local 4-H programs have found it difficult to attract and maintain diverse populations. For example, in 2014-2015, 15% of youth in 4-H community clubs statewide were Latino while over 50% of the state youth population was Latino.

This paper chronicles efforts to expand 4-H volunteer base and adopt an alternative Club model in a largely Latino community in Sacramento County.

Club Formation

Steps in Organizing

In spring 2014, parents and community members submitted a petition to the school district Board of Education for consideration to re-open a neighborhood school as a Community Charter School with a tentative opening date in September 2014. The proposed Community Charter School was to have an agricultural theme.

After the elementary school opened, one of the program directors—a retired teacher and a founder of the charter school—approached Sacramento County 4-H to explore how 4-H programming might happen at the site. A 4-H Club leader in years past, she understood the 4-H program structure and benefits and was able to see the where the goals of 4-H fit with the goals of the school, especially as it related to the school’s agricultural theme (and a traditional focus in 4-H). During the winter of 2015, the local 4-H staff and program director tried a 4-H curricula project during the school day with little success. By Fall 2015, the program director and 4-H staff identified an after-school setting as the best fit for the 4-H club program. To form the club, multiple steps were coordinated:

Sacramento 4-H Youth Development Program offers a variety of out-of-school time opportunities, including 4-H Community Clubs, camps, and science literacy projects conducted in afterschool programs. As a whole, participation in these programs closely reflect local demographics, but like other California counties, the Sacramento Club program is not in parity.

The Sacramento 4-H Club Program has been traditionally volunteer-administrated and youth-led and offers project-based, hands-on experiences for youth ages 5-19. The Clubs are centered in communities (neighborhoods, schools, etc.) and rely mainly on the youth and leaders’ social capital to find meeting locations, project supplies and/or meeting planning. This case study documents key learnings in building one after-school 4-H Club program that engaged 34 Latino youth and six parent volunteers in Sacramento, CA.
1. The director recruited volunteers from the parents of the children attending the after-school program. The club offered seven projects: cooking, crocheting, electronics, gardening, needlepoint, theater arts, and woodworking. While most of these volunteers were English speakers and several were bilingual, at least one of the parents spoke only Spanish.

2. The 4-H staff made site visits to the school during 4-H programming, as well as for other school functions (e.g., fall festival, community recognition event).

3. The 4-H staff and the program director identified and provided 4-H curricular resources for new volunteers.

4. The 4-H staff and program director discussed necessary student and volunteer registration and chartering of the Afterschool Club.

5. The 4-H staff delivered customized training for new volunteers on the school site for volunteers’ convenience and availability.

Continuous communication between the program director, volunteers, and 4-H staff was critical, especially during the beginning stages of the club. To solidify a sense of belonging for youth and volunteers, and to integrate the club more fully into the school community, the program director and 4-H staff sought opportunities to participate in school-wide events. This gave the new 4-H members opportunity to showcase the skills gained through their participation in the afterschool 4-H Club, and enabled 4-H staff to understand and become more closely connected to the community.

By Winter 2016, staff and the program director integrated the new club with the broader Sacramento 4-H program. They gave presentations about their project to 4-H Community Club Leaders at their quarterly meeting and also gave demonstrations at County Presentation Day, a traditional 4-H event, where they had the opportunity to interact with other 4-H members and volunteers.

By Spring 2016, the 4-H Afterschool Club had taken root, and volunteers demonstrated their willingness to continue, despite the fact that the program director indicated she would be retiring and leaving the program at the close of the school year. The school principal confirmed with 4-H staff that the school was excited to maintain the 4-H Afterschool Club in the 2016-2017 academic year.

**Observations in Club Organizing**

Upon reflecting on the organizing process, 4-H staff made the following observations:

1. The program director’s passion for integrating 4-H into the after-school program was critical. Her role as “champion” created the entree with parent volunteers and the school principal; and her knowledge of 4-H enabled her to envision the experience she sought for youth.

2. It was not necessary to be Spanish speaking to organize the Club. Neither 4-H staff, nor the program director, was bilingual. Bilingual interpretation was used only during the on-site training for parent volunteers.

3. Maintaining volunteers was a challenge because only two-thirds saw their 4-H projects to the end of the school year.

4. Youth and volunteers who participated in activities with traditional 4-H Community Clubs strengthened their commitment to the program. Those volunteers have risen as leaders for the new Club, and youth attending Presentation Day have indicated a strong desire to continue.

5. Staff observed quality program at the site as measured by positive youth-adult interactions, learning, and student engagement.

**Discussion**

Erbstein and Fabionar’s literature review explored positive youth development program qualities that lead to high and sustained participation rates and positive outcomes for Latino youth. Based on the review, the authors identified an emerging set of guiding principles for program development focused on four aspects of positive youth development: (1) conceptual frameworks, (2) community
partnerships, (3) program elements, and (4) organizational infrastructure (see Figure 1). The authors of this paper have overlaid the Positive Youth Development Program Elements Framework with the newly formed 4-H Afterschool Club at the Charter school to examine how and where they aligned.

The CA 4-H YDP has a conceptual framework that guides 4-H programming, not only in Sacramento, but statewide. According to the literature review, effective programs tailor efforts to the specific experience, resources, needs, and interests of local and regional Latino youth and families (Erbstein and Fabionar, 2014, p 6). CA 4-H YDP’s 4-H Youth Development Framework encourages local staff and academics to modify program content to speak to local populations including Latino youth and families. It also accounts for “diverse, interesting, fun, and skill-building activities to engage youth.” (Dogan, 2012). 4-H staff in Sacramento, working in partnership with Charter school volunteers, interpreted the framework and selected culturally appropriate approaches and activities for the youth in the new club.

Erbstein and Fabionar analyzed what the programs’ relationships are within their communities. The review suggested that youth development organizations and programs build on the knowledge of the local Latino community and that staff or volunteers should pursue outreach practices that lead to positive community engagement (Erbstein and Fabionar, 2014, p. 15). In establishing the 4-H Afterschool Club, the program director and 4-H staff actively engaged parents as volunteers. Members of the school community were sought as resources critical to the program’s functioning. These practices of recognizing and tapping into community assets are foundations of ownership and positive change (Kretzmann and McKnight, 1993). 4-H staff participation in schoolwide events strengthened program reputation and connection. Additionally, flexibility around volunteer training and meeting times was critical to retain parents as 4-H volunteers.

Program elements is the third principle discussed. Literature suggests that successful programs address “hidden safety concerns, build on assets unique to Latino youth, and engage youth, family, and community in program matters” (Erbstein and Fabionar, 2014, p. 17). Before the 4-H club started, the charter school was a welcoming environment for Latino community members. The
school itself was born of local initiative, hence the parents and teachers felt ownership and connection within the context of the school. 4-H staff and the program director were able to establish high-quality positive youth development programming: project meetings happened twice a week; caring adults led those projects; young people developed and showcased new skills. Project leaders and 4-H members used the program activities to express their culture through art, cooking, and theater. The projects built upon unique assets of 4-H volunteers and participants, and allowed 4-H staff to show their appreciation for cultural diversity.

The fourth aspect of the framework is organizational infrastructure such as leadership, staff hiring and development, accessibility, resource allocation, and evaluation. At the time of the club’s formation, 4-H staff and academics were participating actively in the Intercultural Competence Training and embedded in community of practices where they had the opportunity to learn from others and reflect upon their own attitudes towards diversity. Academic staff had the liberty to allocate significant time and focus to this case.

A challenge 4-H staff encountered in organizing the new club was to get the formalities (registration, charter, etc.) of the club in place. 4-H staff found the completion and collection of paperwork from new volunteers a consuming process. The literature review found evidence that “some Latino families might mistrust programs due to past negative experiences with formal organizations” (Erbstein and Fabionar, 2014, p. 16). Therefore, when introducing a new program, awareness of the organization’s reputation within the community is critical.

**Conclusion**

This case study of the formation of a predominantly Latino Afterschool 4-H Club in a Community Charter School outlines the process by which the club was developed and the challenges and observations were noted by organizers. It presents a model describing the components important to establishing youth development programs with Latino populations and discusses how club formation intersects with these principles.

Learnings that might inform practitioners developing similar youth development programs include: the need to be sensitive to needs of the community and flexible in both administrative and programmatic components; knowledge of the key role a champion may play in its organization; an understanding of the importance of integrating the club into the community’s activities to build trust; and the embracement of community volunteers as leaders and full participants. The Club required significant staff time, yet the staff did not need to be bilingual to fulfill their role. The organizers employed promising practices of community engagement that show promises of a sustainable program.

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Abstract

This paper is designed for helping professionals who work with Latino families and are concerned about human trafficking of Latino children. The prevalence of trafficking in the United States, specifically trafficking of Latino immigrant and resident children involved in commercial sex trafficking, will be reviewed as well as best practice behaviors related to cultural competence for working with trafficked persons. This topic is important because Latino children trying to come into the United States may fall victim to human trafficking. Arriving in Mexico from South and Central America, an untold number of children and adults are then illegally smuggled into the United States. This process of trafficking individuals across the border occurs daily without adequate intervention from the government on either side of the border. It is important for helping professionals in the Midwest and across the US to understand the risks Latino children and families face as these professionals increasingly work with this rapidly growing population.

Keywords: human trafficking, Latina/o youth, prevention, social work
**Introduction**

This paper is designed for helping professionals who work with Latino families and are concerned about human trafficking of Latino children. The prevalence of trafficking in the United States, specifically trafficking of Latino immigrant and resident children involved in commercial sex trafficking, will be reviewed as well as best practice behaviors related to cultural competence for working with trafficked persons. This topic is important because Latino children trying to come into the United States may fall victim to human trafficking. Arriving in Mexico from South and Central America, an untold number of children and adults are then illegally smuggled into the United States (Langberg, 2005). This process of trafficking individuals across the border occurs daily without adequate intervention from the government on either side of the border. It is important for helping professionals in the Midwest and across the US to understand the risks Latino children and families face as these professionals increasingly work with this rapidly growing population (Martinez & Martinez, 2011).

The demand for using children in the commercial sex trafficking industry is fueled by a demand for prostitution and pornography (Langberg, 2005). Children may be abducted and placed into the trade or they may fall victim to human traffickers due to a vulnerable status and a possible history of physical and sexual abuse or other external factors such as hunger and economic necessity. Even undocumented Latino children living in the United States who are not victims of human trafficking, or who have not crossed the border alone, are at risk of childhood sexual abuse and other trauma related to immigration and separation from their families. If we know that children who have run away from home are primary targets for sex trafficking recruiters due to their vulnerability, we can safely assume that children and women belonging to a minority group who are classified as immigrants and undocumented would be targets as well. Obtaining information on sex trafficking is very difficult due to the nature of the crime and the sensitivity of the topic.

**Review of the Literature on Human Trafficking**

The United States is considered to be one of the top four countries leading the commercial sex markets with astronomical profits that support the growing industry of selling trafficked persons for sex (Kotrla, 2010). Although obtaining actual statistics of domestic trafficking victims is very difficult due to various factors, the U.S. Department of State estimates that 15,000-50,000 people are trafficked to the United States every year, making it one of the most sought-out locations for individuals being trafficked (Jordan, Patel & Rapp, 2013). Human trafficking is the second most profitable illegal industry in the world and many experts believe it will far exceed drug and arms trafficking within the next 10 years.

It is estimated that at any given time, approximately 10,000 individuals are being trafficked across the United States (Jordan et al., 2013). These numbers only portray a small fraction of what researchers can detect due to victims being misidentified, mislabeled, never reported missing, disappearing indefinitely, or simply not revealing that they are in fact a victim of sex trafficking. The methodical challenges of getting accurate numbers of trafficked victims is detailed in a report put out by the Task Force on Trafficking of Women and Girls (2014). The Task Force reports that human trafficking is extremely difficult to measure and that the victims are difficult to identify. It is most useful to identify a sex trafficking victim at the time they are first trafficked or when they are out in the community actively engaging in sex acts.

According to the National Human Trafficking Resource Center (NHTRC), in 2015 they received a total of 24,757 “signals” of possible trafficking nationwide. For instance, Iowa received 146 phone calls and was ranked the 30th highest call volume of all 50 states in 2015. From the 146 calls received in Iowa, 29.5% were from community members and 17.1% were reported by trafficking victims. Sex trafficking was named the number one type of trafficking in 72.2% of these cases reported, others included labor trafficking. The reported victim demographics from the national calls are as follows: 76.9% were adults, 23.1% minors, 88.5% females, 11.5% males, 26.9% were U.S. permanent residents, and 23.1% were foreign nationals.
In the United States the demand for sex with minors remains high and is primarily sought out by white males who are married with children (Jordan et al., 2013). These men are seeking young children; especially virgins because of the lessened chances of contracting diseases such as HIV/AIDS from them. Buyers of sex trafficked minors include a variety of people such as military personnel, truck drivers, tourists, and conventioneers (Williamson & Prior, 2009). The buyers can be placed into three main categories: situational buyers, preferential buyers, and opportunistic buyers (Jordan et al., 2013). Situational buyers are interested in purchasing sexual acts on the basis of availability and are likely to only purchase a sex act with a minor if the situation presents itself. Preferential buyers are often times pedophiles that have a specific preference based on age and/or gender. Opportunistic buyers have no preference and are usually willing to purchase anything they are able to get and are seeking out the opportunity to engage in a sex act with a minor.

The high demand for sex with an individual through the commercial sex trade is met by a supply of women and minors that is created by traffickers who are seeking profit through the exploitation of others. The term recruitment is used when discussing the process of creating the supply with operations often set up both internationally and in the United States. Recruitment countries are places where individuals are abducted or recruited into the sex trade in order to be sold and then distributed to the destination countries, such as the United States. Within the U.S. victims are transported to cities all over the country but smaller cities in the Midwest can also be used as recruitment sites due in large part to easy access to highways and waterways (Williamson & Prior, 2009). Easy access to adult sex markets such as strip clubs and adult shops within communities provide opportunities for traffickers to exploit their victims. The most commonly used recruitment technique is known as “finesse pimping” which involves crafty manipulation of vulnerable individuals who seemingly decide to willingly go along with selling sexual services. Traffickers using this technique will appeal to a minor who is particularly vulnerable due to their circumstances, such as being homeless because they ran away from home. The recruiter will make promises of a better life, food, shelter, work, and personal hygiene products if they go with them; this is commonly referred to as “bait and switch.” Enticing victims by playing off of their emotions and their physical needs gives individuals a sense that they will be well taken care of, and often times these promises are coming from someone they know or someone who is the same age.

Women and children are the most sex trafficked in the United States, 70% are women and 50% are children (Jordan et al., 2013). Children are amongst the most vulnerable with the average age of entering into sex trafficking being between 12 to 14 for girls and 11 to 13 for boys and transgender individuals. A trafficker is most attracted to the appearance of vulnerability, and therefore will target children who have run away from home or have been kicked out, also known as “throw away” youth. Shared Hope International (as cited in Kotrla, 2010) estimates that between 450,000 and 2.8 million children run away or are thrown away every year in the United States, most having had experienced neglect and abuse which forced them to make the choice to leave. Some reports suggest that 293,000 children are at risk of becoming sex trafficking victims each year and will be targeted within 48 hours of leaving their homes or being kicked out (Jordan et al., 2013). Other relevant characteristics of individuals who are most commonly trafficked are people of a lower socioeconomic class, lower levels of education, medically and nutritionally deprived, possibly involved with criminal or deviant behavior, and using drugs (Williams & Prior, 2009). All of these factors contribute to a child being vulnerable, which in turn makes them an easy target to be preyed upon. Jordan et al. (2013) reports that having a history of chronic physical, emotional, or sexual abuse adds to a victim’s vulnerability. Over half of the girls who have been trafficked have disclosed that they had been sexually abused by someone outside of their family and 30% of the girls had been sexually abused by someone within their family (Williamson & Prior, 2009).
Trafficking of Latino Immigrants

This is a difficult topic to research because we do not know how many children even cross the border, much less how many undocumented children are trafficked at the border, or how many Latinos already living in the U.S. are trafficked. Trafficking and sexual abuse can be considered invisible because it is a taboo topic within many traditional Latino families and is, therefore, not openly discussed. Unlike physical abuse, which may be identified by marks such as bruises or burns, sexual abuse of children is difficult to identify unless children disclose the abuse to another person who is in a position to help them. Children face many barriers when reporting sexual abuse, but there are also unique barriers that affect the ability of children in undocumented populations to report the abuse. Language may be the first and most critical barrier for those in need of child protection services. Additional obstacles to reporting abuse include social and cultural barriers, a limited understanding and fear of the legal system, and limited access to public facilities where reporting may take place, such as medical facilities and schools.

Undocumented immigrants are vulnerable and thus more likely to be at risk for trafficking. There is limited information on the exact numbers of undocumented immigrants who are trafficked and the numbers that are available are mostly due to law enforcement, victim self-disclosure, and community members but even then we do not know if these incidences reflect persons of undocumented status. Although we are unable to get exact numbers of cases that are taking place, we do know of some examples of what trafficking has looked like. For instance a detailed analysis of national newspaper articles revealed a trafficking ring involving undocumented immigrants and according to the Department of Justice Office of Public Affairs (2010), four men in Atlanta were arrested and charged with participating in a sex trafficking organization targeting young Mexican women. Of these four men, two were from Mexico, one was from Georgia, and one was from Guatemala. These men preyed on young women in Mexico promising the victims better lives in America if they would come with them, and once they were brought to the United States, they were immediately taken into the sex trafficking business. Another similar story out of Texas in 2014 involved four women that were charged with operating a sex trafficking ring with minors from Mexico that were in the United States illegally (Associated Press, 2014). In 2015, nine people were indicted on sex trafficking charges in Panama City, Florida (News Herald, 2015). The individuals arrested in this ring originated from Mexico and Honduras and were transporting undocumented women and children from their countries to Florida, Alabama, Mississippi, and Louisiana to be sold for sex and then transferring money back to their home countries.

Our Responsibility as Social Workers

Helping undocumented immigrants obtain child protection services is complicated, especially when the risks of accessing services (such as shame and a fear of deportation) may outweigh the benefits for some families seeking services. In the United States, child welfare services, including foster care and protective services are available to all children regardless of their immigration status (Jean-Baptiste, 2009). However, there is a great amount of confusion on the part of practitioners on how exactly to assist undocumented immigrant children and no known research on the topic of practitioner response to the unique circumstance of mental health treatment for an undocumented victim of sexual abuse and trafficking. As the undocumented immigrant population and the Latino population in general continues to increase, there will inevitably be an increased demand for competent helping professionals to work with children and adolescents who have experienced trafficking.

Practitioners in agencies and private practice settings should strive for cultural competence when working with this population. Especially the topic of human trafficking can be a sensitive area to work in when a practitioner is also struggling to grasp a cultural understanding of the population that they
are serving. According to Dettlaff & Cardoso (2010), becoming a culturally competent practitioner requires more than understanding the basics of Latino culture. Cultural competent practice is something that develops over time and is increased through experience with a culture and understanding a whole host of complex issues, such as immigration law, risk of deportation, cultural norms and values, family structure, language, history of violence, and experiences with acculturation within each family system. There are a number of best-practice behaviors, stemming from core values of cultural competence, trust, and strengths perspective that one can implement while working with undocumented Latino immigrants who have been victims of traffickers. Furman & Negi (2010) write about best practice behaviors with Latinos and utilize a strengths based perspective whenever working with Latino families regardless of identified obstacle or treatment goal. Cultural competence and using strength’s based perspective begins with the assessment of the Latino family member or trafficking victim and continues through the entire professional relationship. When working with Latinos it is important to recognize the cultural values of the particular family members as well as any racial/ethnic discrimination issues and the family’s reaction to sexual abuse and coercion in context of practice (Zayas, Torres & Kyriakakis, 2010).

There is a significant gap in the literature on the topic of human trafficking among undocumented children and, therefore, we know little about how to best serve this population. The topic of undocumented Latino immigrants and human trafficking are very difficult topics to research because we do not know how many children even cross the border illegally each day, much less how many are abducted into the trade. It is important that social work practitioners recognize the risk of trafficking among the undocumented families they serve and are able to connect families with protection and resources without the fear of deportation or consequences to the victims involved. Human trafficking among undocumented Latino immigrants continues to be an important issue that deserves more attention and resources in order to prevent the spread of this crime in Midwest communities and throughout the United States as a whole.

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Abstract

The University of California, Division of Agriculture and Natural Resources (UC ANR) invested close to $2,000,000 over a period of three years to welcome Latino youth, families and volunteers to 4-H. The counties selected to participate in the pilot program encompass rural, suburban, and urban areas and include: Sonoma, Santa Barbara, Kern, Orange, Riverside, Monterey, and Merced. The objective of the pilot, called UC ANR 4-H Latino Initiative, is to develop, deliver, and assess culturally responsive program models to attract and retain Latino youth, families, and volunteers into 4-H. Seven 4-H Program Representatives (equivalent to Extension Educators in other states) were hired to work under the supervision of the county-based Advisors and the Assistant Director for 4-H Diversity and Expansion. This effort faced challenges and opportunities while designing the job description and conducting the selection process to ensure success of the program, even though research and promising practices from the literature were used to develop the position description and identify the qualifications of successful hires. This article shares the challenges, opportunities, and successful strategies used. Hiring staff with strong cultural capacities and positioning them in key roles is critical to building a cultural competent organization and addressing structural discrimination.

Keywords: youth development, 4-H, job description, recruitment, cultural capacities, cultural competent organization
Introduction

The Latino population in the United States represents 17.3% of the total population, with 53.3 million people in 2012 (U.S Census, 2012). It is the fastest growing population in the United States, increased from 14.8 million in 1980 to 55.3 million in 2014 (Pew Research Center Hispanic Trends, 2016). According to the U.S. Census Bureau (2010, 2012), the Latino population is expected to reach 28.6% by 2060. The number of Latino foreign born began declining in 2000, and by 2014 only 48.7% of Latino adults were born in another country (from 55.0% reported in 2007). Out of the total Latino adults who were born in another country, only 34% reported that they speak English proficiently. However, 33.2 million Latinos report speaking English proficiently (68% of all the Hispanics ages 5 and older) (Pew Research Center Hispanic Trends, 2011). As of 2014, the poverty rate for Latinos in the United States was 23.6%, compared to 14.8% for the total population (DeNavas-Walt & Proctor, 2015).

California is home of 27.8% of the total United States’ Latino population (U.S. Census 2010), followed by Texas with 18.7% and Florida with 8.4%. Over half, 52%, of the children in California are Latino (Pew Research Center, 2011) living in households with median annual personal earnings of $20,000.00, the lowest among major population groups, and 31% of Latino youth aged 17 and younger live below the poverty line (Pew Research Center, 2011). The level of education may be the main reason for the low income as Latinos in California have the lowest education attainment and highest risk and incidence of obesity and diabetes compared to other population groups. However, the economic development of California and the United States will be in the hands of the growing Latino populations, given that they will comprise three-quarters of the growth in the nation’s labor force from 2010-2020 (Bureau of Labor Statistics – BLS, 2016).

The Latino immigration trends, level of education, income and English proficiency have presented a challenge for the United States, creating a “Latino country” inside the United States. 4-H extension educators and other education professionals are making efforts to reach and engage Latinos and offer them educational opportunities that are stepping stones to social mobility. However, even with all their efforts, representations of Latino youth in 4-H is still a challenge.

To achieve the goal of engaging Latinos, the first challenge is to support, facilitate, and encourage Latino families to integrate into the American culture and society and at the same time help support youth in developing the skills for a brighter future as American citizens. Cooperative Extension (CE) must play the same key role it played more than 100 years ago when 4-H Clubs were created to encourage parents to adopt new technology in agriculture and food processing, but now supporting Latino families’ integration into the American culture and society and at the same time opening opportunities for the youth to achieve their goals.

The UC ANR 4-H Latino Initiative delivered through Cooperative Extension believes that 4-H could be part of this change, offering Latino youth an invaluable opportunity to become 4-H members. But, why 4-H? Because 4-H has demonstrated that its members develop skills as responsible citizens, leaders, and integral parts of their communities. 4-H is a nationwide organization that serves more than 5 million members in 90,000 clubs (USDA, 2014; 4-H, 2016). Members of 4-H are 3.4 times more likely to give back to their communities, 2.8 times more likely to make healthier choices, 2.0 times more likely to participate in STEM activities, and nearly 5 times more likely to expect to graduate from college. In addition, 4-H members have better grades in school, are socially more competent, and have a positive vision of their future (4-H, 2016 & Lerner, Lerner & colleagues, 2013).

The purpose of this paper is to share the way the University of California Cooperative Extension is facing the challenge of including the Latino population in their 4-H programs, starting with hiring seven bilingual and bicultural Program Representatives (called Extension Educators in other states) to reach and engage the Latino population in seven counties.
UC ANR 4-H Latino Initiative: Development of the Project

Initial Steps

As a first step, a guiding team of 10-15 academics and staff was developed to help lead and support efforts to build and sustain engagement of Latino youth and families in 4-H – the Diversity Workgroup. The Workgroup commissioned a literature review that synthesized research and practice-based literature with the goal of identifying positive youth development qualities that support U.S.-based Latino youth participation and wellbeing (Erbstein & Fabionar, 2014). As part of the review, the qualifications of youth development professionals were highlighted and formed the basis of the position descriptions for the seven new hires. The Diversity Workgroup also developed several fact sheets from the literature review to help staff and volunteers translate the research into practice that included topics such as promising practices for Latino-serving programs and building partnerships with the Latino community. Other resources developed included a standardized needs assessment to help staff identify how 4-H can best respond to the expressed needs of Latino youth, families, and volunteers while building on their cultural assets. Finally, an assessment was done of how current delivery methods respond to the needs of Latino participants, adaptations to current delivery modes, and an environmental scan to identify innovative programs that have been successful with Latino youth and families that can either be replicated in California or scaled up.

Importantly, a sub-team of the Diversity Workgroup also led statewide efforts to improve intercultural competency of existing 4-H academics and staff to better reach and serve Latino communities in the state. The Intercultural Competence Continuum was selected as the framework and the Intercultural Development Inventory® as the assessment tool. The team received extensive training and offered continuing professional development of staff and academics that included ongoing coaching and feedback, community of practices, and specialized conferences. These efforts are explained in detail in the Latino Youth Outreach: Best Practices Toolkit (National 4-H Council, 2016).

Strategically, these initial steps were underway for three years prior to the launch of the pilot in order to build the foundation and infrastructure for future success of the pilot.

Next steps

The two main components of the UC ANR 4-H Latino Initiative pilot include: 1) Preparing 4-H academics and staff to better reach and serve the Latino communities in the state, and 2) Developing, adapting, and delivering culturally responsive programing to attract and better serve Latino communities through the 4-H Youth Development Program (YDP). The strategies, lessons learned, and successes will be used to develop a model that can be scaled up across the state.

Seven counties were invited to participate in the pilot: Sonoma, Santa Barbara, Merced, Monterey, Orange, Riverside and Kern. The next steps included: 1) Set the State 4-H 10-year goals (2015-2025); 2) Invite community leaders in the state to be part of the first Multicultural and Community Engagement Advisory Committee to advise on the pilot project; 3) Develop the job description for the new 4-H Program Representatives; 4) Hire seven full-time, career employees who are bilingual and bicultural; 5) Hire a new marketing coordinator; and 6) Develop and deliver trainings for the new positions, including best practices to engage Latino communities in youth development programs. More detail on the state goals, job description for the 4-H Program Representatives, and recruitment and selection of candidates is described below. The team job responsibilities are also discussed and the authors conclude with final thoughts.

State 4-H Goals

California 4-H state goals by 2025 are:
1. Increase 4-H membership to at least 3% of the youth population.
2. Increase Latino youth participation in the 4-H YDP to at least 50%.
3. Increase the number of 4-H adult volunteers to support growth and Latino adult participation to at least 50% of the total volunteers.

Budget

The UC ANR 4-H Latino Initiative received close to $2,000,000 from the Division of Agriculture and Natural Resources. Funding for the three-year pilot is for seven county-based 4-H Program Representatives (equivalent to Extension Educators in other states), partial funding for a Marketing and Communications coordinator, intercultural competency professional development efforts, travel, general office expenses, production of marketing materials, and a research study to identify barriers to Latino youth participation in 4-H. There was an additional permanent investment from the Division to hire a new Assistant Director for 4-H Diversity and Expansion to lead this effort.

Job description

The job description for the 4-H Program Representatives was designed considering five main responsibilities: 1) diagnosis, 2) training, 3) implementation, 4) evaluation, and 5) dissemination. The primary responsibilities and required qualifications included in the job description are available in the Appendix.

Recruitment Strategies

The recruitment process included state and county efforts. At the state level, the UC ANR office of Human Resources advertised the positions on University of California Office of the President web page (UCOP), the UC ANR web page, America's Job Exchange, and via Twitter. The State 4-H Office also sent out the announcement on national listserves for State 4-H Program Leaders, Volunteer Specialists, and Research Specialists, as well as to all 4-H families.

At the county level, the positions were advertised on Indeed, Craigslist, Facebook, local College offices, and the county advisors also commented about some informal networks used. According to the applicants, the county-based recruitment sites were the most effective.

Results of the Job Search

A total of 60 applications were received in 6 counties (Santa Barbara already had a staff member who was doing this work and funding was used to support this position). The number of applications received by county is showed in Table 1. There was not a similar proportion across counties between the number of applications received and the number of Latino youth population in the county.

With the guidelines provided by the Assistant Director for 4-H Diversity and Expansion each county selected their search committee, the average number of members of the search committee was 6, with a range of 5 to 7. Five out of six of the search committees included a county director, advisor, program representative, volunteer, and community partner as well as the Assistant Director for 4-H Diversity who participated in all the search committees.

The applications received were carefully reviewed and evaluated against the job description by the search committee in every county. All the interviews were conducted using the same format: 1) Translation from English to Spanish of a one-page document; 2) A bilingual presentation on one of the following topics: Developing networks and community partnerships, establishing and maintaining cooperative working relationships with Latino communities, and using social media to engage Latino communities in 4-H; and 3) Interview questions developed by the Assistant Director for 4-H Diversity and Expansion and reviewed by UC ANR Human Resources.

Some of the interview questions were:

• Describe how you would you create and sustain relationships with Latino youth organizations?
• Describe your experience working with volunteers.
• This position requires working in teams.
Please explain what you value about working on a problem as a part of a team, as well as independently. If possible, use examples.

- What are your strengths and weaknesses as they relate to this position? How do you handle your weaknesses?

Five Latinas and one Latino were hired in 2016 and joined a Latina already working in Santa Barbara. Six out of the seven new 4-H Program Representatives lived in the same county where they were hired.

**Team Initial Responsibilities**

The initial responsibilities of the 4-H Program Representatives hired included: 1) Get involved with the Latino community in their counties, 2) Develop partnerships with other organizations serving Latinos, and 3) Identify the needs of the local Latino communities.

The initial responsibilities of the marketing coordinator included: 1) Develop culturally responsive and bilingual marketing materials, 2) Develop a comprehensive media communications plan that includes outreach to Latino youth, families, and communities (e.g., Spanish website, Facebook page), and 3) Develop and implement a public notification plan that will contribute more fully to reaching and informing Latino communities on the benefits of 4-H program (USDA requirement).

The initial responsibilities of the Assistant Director for 4-H Diversity and Expansion included: 1) Develop assessment tools, 2) Design and deliver trainings, 3) Design monthly evaluation tools, 4) Coordinate the development of toolkits for different delivery modes, 5) Coordinate the assessment and improvement of academic and staff intercultural competence, 6) Lead the Diversity Workgroup, and 7) Convene the Multicultural & Community Engagement Advisory Committee.

So far, the team is learning to work together. The communication among counties has been mainly using discussion boards, email, and monthly online meetings via Adobe Connect. Face-to-face orientation was conducted in April and another face-to-face gathering was held in October of 2016. All the PowerPoint slides and documents generated in the meeting are shared. Marketing documents have been translated into Spanish, including flyers, meeting posters, and 4-H brochures. A bilingual needs assessment has been designed and will be applied during the first year. The information collected in the needs assessment will be used to select the programs and the delivery modes that will be most appropriate based on the local needs of the youth, families, and communities. Currently, the staff is focused on getting to know the community and the organizations that are already successfully working with Latinos.

**Final thoughts**

The low Latino participation in 4-H is not a phenomenon only occurring in California; participation of Latinos in 4-H is also limited across the national level (around 9% in 2013 (Lerner, et al, 2013) while Latinos represent more than 17% of the country’s population (U.S. Census Bureau, 2014). Many reasons have been identified for explaining the lack of Latino participation in 4-H: 1) Desires and preferences are not reflected in 4-H programming (Harder, Lamm, Lamm, Rose III, & Rask, 2005; Lamm, Harder, Lamm, Rose III & Rask, 2005), 2) Desire to participate in non-traditional programs (Meeks Baney & Jones, 2013), and 3) Limited access to information about 4-H (Jones, et al, 2013).

Different states are approaching this problem in different ways. For example, Oregon (Hobbs, 2004) and Illinois have hired Latino academics and/or staff members and developed and delivered programs directly with the community. Iowa has the first Latino 4-H State Leader. Florida and North Carolina are implementing different programs designed specifically for Latinos, like Juntos or Jovenes del Futuro. Other states are successful delivering 4-H programs in different modality modes as SPIN Clubs or Afterschool experiences. However, only the state of California is investing close to $2,000,000 to attract Latinos and other minorities to the 4-H YDP.
California, in addition to hiring the new program representatives, developed a comprehensive, multipronged strategy to welcome Latino youth to 4-H, which includes hiring bilingual and bicultural 4-H Program Representatives who are finding partnerships, getting involved in the community, building relationships, identifying the needs of the communities, adapting 4-H programs, and marketing their efforts to ensure success of the UC ANR 4-H Latino Initiative.

Table 1. Number of applications for the bilingual and bicultural Program Representative positions by county.

<table>
<thead>
<tr>
<th>A Location</th>
<th>B Number of applications</th>
<th>C Latino youth population in the county*</th>
<th>Proportion B / C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merced</td>
<td>6</td>
<td>74,919</td>
<td>1 : 12,487</td>
</tr>
<tr>
<td>Sonoma</td>
<td>7</td>
<td>100,591</td>
<td>1 : 14,370</td>
</tr>
<tr>
<td>Monterey</td>
<td>8</td>
<td>100,539</td>
<td>1 : 12,567</td>
</tr>
<tr>
<td>Orange</td>
<td>15</td>
<td>693,952</td>
<td>1 : 46,263</td>
</tr>
<tr>
<td>Kern</td>
<td>4</td>
<td>228,529</td>
<td>1 : 57,132</td>
</tr>
<tr>
<td>Riverside</td>
<td>20</td>
<td>579,699</td>
<td>1 : 28,985</td>
</tr>
</tbody>
</table>

*Estimate projection calculated using the 0.9% growth suggested by the Public Policy Institute of California

References


Appendix

Primary responsibilities included in the job description

1. Diagnose Interests, Resources, and Needs Regarding PYD Programming
   a) In partnership with county staff, identify communities not being served by 4-H long-term programming.
   b) Initiate, develop, establish, and strengthen relationships with key institutional networks, community leaders, youth-serving organizations, and other agencies serving Latino youth and families.
   c) Map, assess, and document key institutional networks (both formal and informal) and programs that are successfully serving Latino youth and families.
   d) Sustain relationships with Latino youth serving organizations with the purpose of engaging the Latino and/or African American community in developing place-based strategies to reach and sustain the engagement of Latino and low-income youth in the UC 4-H YDP program.
   e) Assist in conducting a needs assessment to identify the program needs of the Latino population from selected youth serving organizations.
   f) Assist in identifying barriers to Latino youth and family participation in 4-H, as well as their proposed solutions to them.

2. Training
   a) Attend trainings offered by the State 4-H Office, county program, or others as identified by the Supervisor.
   b) Coordinate and deliver trainings for 4-H adult volunteers, club leaders, and 4-H staff to support diversity, inclusion, and positive youth development practices.

3. Implementation
   a) Collaborate with local communities, county staff, advisors, the Assistant Director for 4-H Diversity & Expansion, and other UC academics and campus faculty (if applicable) on the design and delivery of new, innovative, and culturally responsive programs using a variety of educational methods that respond to the local Latino population interests and needs.
   b) Assist in the development and implementation of a plan to sustain the programs, including funding and volunteer recruitment.
   c) Effectively deliver information to the Latino population regarding the 4-H program, including all delivery modes (e.g., community club, afterschool, camp, etc.).
   d) Respond to clientele requests for specific information, including new club programs.
   e) Collect enrollment and other outreach data as required by the program.

4. Marketing & Public Relations
   a) Collaborate with the 4-H Communication Specialist on the design and implementation of marketing campaigns targeting the Latino population in the county.
   b) Recruit multicultural volunteers and club leaders through the community, organizations, and businesses.
   c) Increase enrollment of Latinos (youth, families, and volunteers) in the UC 4-H YDP.

5. Evaluation
   a) Document efforts in accessing and establishing relationships with the Latino community.
   b) Document best practices while reaching and serving Latino youth, families, and volunteers.
   c) In partnership with county advisor, evaluate program effectiveness using appropriate models.
   d) Collaborate with advisors and other academics in data analysis.
   e) Document efforts to sustain the program and make recommendations to improve efforts.
   f) Make recommendations on successful programs to replicate in other counties.

6. Dissemination
   a) Collaborate in the development of extension publications such as factsheets, policy briefs, newsletters, and one-pagers.
   b) Collaborate in the development of pro-
fessional development workshops for 4-H personnel and technical reports aimed at youth serving practitioners, and general public based on research findings.
c) Increase 4-H brand recognition in the Latino community through active participation in traditional and social media (Facebook, Twitter, Instagram, etc.).
d) Participate in community outreach events, community collaborative, and/or educational events to promote the 4-H YDP.
e) In conjunction with the county advisor, participate in academic conferences and forums.

**Required qualifications included in the job description:**

- An associate degree in related areas and/or equivalent experience/training
- Excellent written and verbal communication skills in both English and Spanish to conduct programs for Latino youth and families.
- The ability to effectively establish and maintain cooperative working relationships within a diverse multicultural environment, especially the Latino community.
- The ability to develop networks and community partnerships.
- Experience working with traditional and social media.
- Organizational skills and ability to meet numerous established deadlines.
- Computer skills in Windows 7 environment utilizing Microsoft Office 2010 (i.e., Word, Excel, Power Point, and Publisher).
- Administrative skills to manage day-to-day operations (answering inquiries, maintaining schedules, generating reports, logging procedures, etc.)
La construcción de identidad de padres-madres y maestros en contextos bilingües

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Resumen

Los programas de lenguaje dual, también llamado educación bilingüe, no sólo implican cambios pedagógico-didácticos para una comunidad, sino también importantes transformaciones culturales, que muchas veces no son dimensionadas. Tanto las familias como los maestros experimentan tensiones en la construcción de sus roles e identidades en contextos de discriminación y supremacía de la cultura anglosajona. Estos factores deben ser tomados en cuenta en el diseño de políticas educativas y lingüísticas locales.

Palabras claves: Programa de Lenguaje Dual, Bilingüismo, Biculturalismo, Identidad Social, Resiliencia.
Presentación

En la Conferencia de Cambio de Colores de 2015 presentamos un trabajo que tuvo como objetivo relatar y analizar la experiencia de un pequeño distrito escolar de Wisconsin. En aquel artículo (Inzunza, Solis & Bell-Jiménez, 2016), destacamos el lugar protagónico que la comunidad escolar de padres y madres de origen latino tuvieron en la defensa de un plan estratégico que incluía la instalación de un programa de educación bilingüe inglés-español, lo que llamamos un programa de lenguaje dual (PLD) (Inzunza, Solís & Bell, 2016). Teóricamente, señalamos que la participación de la comunidad del distrito, y sus diversas estrategias de presión, enmarcaron la búsqueda de un rol en la construcción de políticas educativas locales. En este artículo pretendemos abrir un nuevo foco de análisis de esta experiencia. En este sentido, nuestro equipo de investigación plantea una nueva pregunta acerca de la profundidad de los cambios que se están viviendo en el distrito a raíz de la instalación del PLD.

Usaremos como marco teórico de referencia el concepto de identidad social, el cual nos ayuda a comprender las acciones sociales y las actitudes de los sujetos (Ochs, 1993). Siguiendo a Ochs & Capps (1996) entendemos que las identidades sociales se construyen en narrativas que ocurren en el contexto de la relación con los otros.

Las narrativas que expresan identidad social son siempre parciales y estructuran nuestras experiencias. En el contexto de las comunidades latinas en Estados Unidos, estas narrativas han estructurado históricamente a través de políticas substractivas, tanto en términos lingüísticos como culturales. Es decir, se suma el inglés y el español es sustraído del repertorio lingüístico de los estudiantes. Esta visión compensatoria ha implicado que el uso de una lengua distinta al inglés en las escuelas, es sólo una etapa dentro de la adopción de la lengua/cultura dominante: el inglés (Nieto, 1993).

Estas políticas de carácter substractivo han implicado el rechazo de los legados identitarios de las familias latinas, siendo la escuela un espacio privilegiado para la ejecución de procesos de colo-nización y estigmatización negativa de la herencia lingüística y cultural (Gonzales, 2015). De esta forma, el alzamiento de demandas por una educación en español puede ser comprendido como una estrategia de resistencia a la asimilación –es decir, la imposición y reproducción de las prácticas culturales dominantes en las culturas minoritarias.

En esta perspectiva, el distrito ha avanzado en el reconocimiento del español como una lengua legítima dentro del espacio del distrito escolar, tanto estableciendo un Programa de Lenguaje Dual Inglés-Español (Dorner, 2015), como facilitando la comunicación entre las familias y la escuela. Este cambio político conlleva transformaciones culturales que queremos comenzar a explorar. En términos generales, hemos observado un cambio cultural e ideológico en esta comunidad que desaloja la herencia dominante, haciendo emerger la posibilidad de una esfera pública intercultural.

Recopilamos datos de varias fuentes para triangular nuestro análisis: dos entrevistas grupales a padres y madres de estudiantes del PLD, entrevistast semiestructuradas a dos autoridades del distrito escolar, una encuesta a 33 maestros (del programa monolingüe y PLD), especialistas y administradores de la escuela que han implementado el nuevo programa, y notas etnográficas.

La población de la ciudad es de 8443 habitantes (2014), el 97% es urbana y tiene una renta media de $44.706. Las ocupaciones laborales principales son: producción (19%), ventas (11%) y ocupaciones relacionadas al transporte (9%). El 82% de la población escolar recibe ayuda del Programa Federal de Alimentación Gratuita y Reducida, y el 44,4% es de origen latino -- la mayor parte con raíces mexicanas. En 2015-2016, el programa bilingüe tuvo 270 alumnos distribuidos en once salones de clases desde kindergarten (4 años, 4K) hasta segundo grado, todos ellos localizados en la misma escuela. El PLD comienza con el modelo 90-10 en 4K, es decir, el 90% de la enseñanza se dicta en español y el 10% en inglés. En kindergarten, para niños de 5 años (5K), la distribución del tiempo es de 80-20, primer grado 70-30, segundo grado 60-40, alcanzando un 50-50 en tercer grado (proyectado para 2017-2018).
Identidades docentes: valoraciones y disputas

La implantación de un PLD implicó la introducción de diversos cambios en el distrito escolar. Representantes de las familias latinas fueron invitados a participar de las entrevistas para la contratación de un Director de Adquisición de Idiomas y Educación Comunitaria, el cual debía ser de origen latino. Las entrevistas fueron realizadas en inglés y español, lo cual reflejó la validación de la comunidad latina como interlocutora en los procesos administrativos relacionados con el nuevo PLD. A partir de esta primera selección, se inició un proceso más profundo de recomposición de la planta docente. Durante el primer año de implementación del programa, 2014-2015, el PLD inició con siete maestros, de los cuales seis eran de origen latino. El año 2015-2016, tres maestas se sumaron al equipo, incorporando así un total de siete países de América Latina representados en un distrito escolar donde la mayoría de familias latinas provienen de México. A su vez, se determinó que los candidatos a administradores de la escuela sean bilingües. Los cambios fueron más allá y se extendieron también al ámbito de los métodos didácticos.

Desde el primer año del programa, los maestros del PLD fueron invitados a participar de capacitaciones en alfabetización bilingüe, alfabetización científica y en las estrategias de Diseño de Adquisición Lingüística Guiada (GLAD). Además, los maestros participaron en viajes a la Conferencia La Cosecha (Nuevo México) junto a especialistas en lectoescritura y lenguaje y personal de administración del distrito. En todas estas instancias, se respaldó con evidencia científica, que los programas de educación de lenguaje dual son la mejor opción para el desarrollo del bilingüismo, y que éste también potencia las conexiones y la plasticidad neuronal.

El creciente protagonismo del PLD y de los maestros de habla hispana de alguna manera fracturó la cultura escolar iniciando un cambio de segundo orden. Un cambio de segundo orden es una transformación profunda que altera dramáticamente las bases del sistema, forzando un cambio en el rumbo y en las formas de pensar y actuar. Esta fractura implicó el deterioro de la comunicación, el espíritu de equipo, la cooperación y el lenguaje común (Marzano & Waters, 2005). En esta perspectiva, el sector monolingüe se sintió desplazado de su posición de privilegio. Dos de las maestras del programa monolingüe retraitan el sentimiento de sentirse menos valoradas:

- Mis sentimientos hacia los estudiantes no han cambiado, me gustan los estudiantes de la escuela. Como profesional en esta escuela me siento menos valorada (Maestra monolingüe).

- En ocasiones, los maestros sienten que se da más valor al programa de lenguaje dual. Esto ha generado algunas fricciones (Maestra monolingüe).

Esta percepción se fundamenta en una asociación entre el PLD y la idea de una innovación impuesta verticalmente, que va más allá de la mera instalación de un nuevo programa, sino que amenaza además directamente el status quo político-pedagógico de la institución escolar vigente:

- Yo siento que existe animosidad entre algunos maestros monolingües y la comunidad PLD. Creo que algunos maestros monolingües se sienten poco apreciados (Maestra monolingüe).

- En esta última cita, el PLD es visto no sólo como un grupo nuevo de maestras y prácticas pedagógicas para la enseñanza bilingüe, sino también como una comunidad en sí misma. Las maestras del PLD reconocen el apoyo del nivel administrativo, pero reportan relaciones de tensión con las colegas monolingües,

- Me siento sumamente apreciada por la administración y el departamento de DL, y respetada por la mayoría de los padres. Me siento sumamente respetada por la comunidad hispana. Desgraciadamente, todavía siento que estoy en constante defensa del programa, y de comentarios discriminatorios. Educar al personal monolingüe ha sido un trabajo muy duro (Maestra PLD).

Las maestras PLD buscan profundizar los cambios iniciados, demandando una mayor presencia del programa y de la lengua española en la escuela,

- Creo que como maestros del programa nos hace falta mayor presencia en la cotidianeidad de la escuela, deberíamos buscar mayor presencia del español en cada uno de los espacios de la escuela...
Esta prerrogativa podría seguir causando conflictos en la escuela. No obstante, se observa una apertura hacia la creación de un puente entre los dos programas, especialmente entre las nuevas maestras monolingües,

Yo estoy celosa de quienes están ya enseñando el programa, estoy esperando ansiosa mi turno para sumarme. No siento animosidad contra ningún maestro del PLD (Maestra monolingüe).

Hay una considerable mayor colaboración y respeto entre los programas monolingüe y dual. Es importante reconocer el valor que cada maestro aporta, y que cada uno provee una experiencia educativa única, útil, a los estudiantes (Maestra monolingüe).

La identidad de la comunidad: atravesando pasillos y muros

La implementación del PLD ha significado la manifestación de posiciones opuestas en la ciudad. Los encuentros de la Junta Escolar aparecen como espacios privilegiados para las disputas entre quienes defienden la enseñanza exclusiva del inglés y aquellos que han empujado hacia la instalación y mantenimiento del PLD. Esta división representa visiones contrapuestas que se encuentran no sólo en la escuela, sino en diversas instituciones de la ciudad. Una de las madres latinas expresa este conflicto reprimido,

Ellos se sentaron en frente, los americanos, y yo los vi muy molestos por el programa, no sé si decir racismo. Se veían muy enojados, no podían creer por qué en un distrito, siendo Estados Unidos, tiene que enseñarse el español. Ellos quieren inglés y cero español, porque es América, y no puedes hablar español porque estás en América, y esto se ve donde quieras, en el pueblo, en las parroquias, ya sea de cualquier religión que seas, hay esa división (Mamá anglofona, primero grado).

En esta ciudad siempre ha existido esta tensión, no tanto como hace 20 años; hay esta tensión, no sé mucho cómo definirla... es una falta de cohesión (Papá anglofóno, kindergarten).

Esta tensión entre las comunidades anglo y latina ha sido desafiada a través del proyecto de educación de lenguaje dual. Sin embargo, el contexto socio-político sigue afectando la relación de las dos comunidades. Una de las madres anglo entrevistadas relató cómo en el contexto de la campaña de Donald Trump, estudiantes latinas fueron insultadas en un partido de fútbol femenino en una ciudad vecina,

Ellos cantaban “Trump, construye el muro”, el canto era horrible, cantaban cosas horribles. Había una chica afroamericana, y ellos le decían cosas despectivas, al punto que algunos de sus compañeros abandonaron el juego antes de terminarlo, por lo grave que se puso todo. Esto no ha parado, y me preocupa. Yo creo que esta ciudad como un todo está mejor (Mamá anglofona, Segundo grado).

El referéndum de 2015 de la ciudad propuso aumentar los impuestos para favorecer el sector educacional. La propuesta debió resaltar que los recursos extraordinarios no serían utilizados para favorecer al PLD, sino a todos los estudiantes, para que no haya preocupaciones sobre la equidad en la distribución de éstos. Además, esta separación entre las comunidades de la ciudad se expresa de alguna manera dentro del distrito escolar que aloja al PLD.

Incluso en la escuela siento que los niños del programa dual no son incluidos en algunas cosas. Por ejemplo, este año, la información para la Batalla de los Libros fue brindada muy tarde. Hay diferentes programas en la escuela, y no sé por qué existe esta diferencia en la comunicación o por qué ellos no son incluidos. Existe falta de cohesión también dentro de la escuela (Mamá anglofona, segundo grado).

No obstante, también se observan cambios en la comunidad que van en dirección de una apertura de espacios para los latinos. En este sentido, las madres latinas señalan que varias iglesias de la ciudad han abierto servicios y actividades en español. Desde la mirada de la comunidad latina, la escuela que está implementando el PLD también está cambiando positivamente, legitimando el uso del español en los pasillos y aulas de la institución. Una madre latina con varios hijos en el distrito escolar destaca
cómo maestras y personal monolingüe de la escuela están incorporando la lengua española,

Mientras caminaba en la entrada, vi algunas maestras monolingües en los pasillos y las escuché hablando en español con los estudiantes. Escuché a una diciendo: “ven”. También cuando estaba en la cafetería con mi hija y en su clase, escuché varias veces, a funcionarios monolingües hablando en español con los niños. Ellos decían cosas como “espera” o “ven”. Cosas simples, una o dos frases en español. Los funcionarios monolingües también decían cosas como “síétate”, etc. Yo estaba realmente maravillada de observar este cambio en la escuela. Hace dos o tres años, esto no sucedía para nada. E incluso si vamos años más atrás, uno de los maestros que había estado por más de 10 años me dijo que les habían dicho a los maestros y estudiantes que NO hablaran español. Se desanimaba la idea de hablar español porque ellos sentían que era la razón por la cual los niños no aprendían inglés tan rápidamente y no rendían bien en las pruebas (Reporte de mamá latina, varios hijos en el distrito).

La profundidad de los cambios observados es sólo posible en una mirada histórica de la trayectoria de las políticas locales. De este modo, esta madre latina identifica la transformación que hubo, de la negación del español en las escuelas a la aceptación y promoción entre los maestros y funcionarios monolingües.

Conclusiones

El reconocimiento del español en las escuelas, la incorporación de personal latino en el distrito escolar, el inicio del PLD y el liderazgo de la comunidad latina en general, son señales inequívocas de un cambio profundo identitario en el distrito escolar observado. Esta transformación parece haber activado resistencias y factores de diverso tipo que deben ser tomados en cuenta en los procesos de construcción de política educativa.

El PLD representa una lucha resiliente de derechos humanos de la comunidad latina por abrir un camino hacia una pluralidad lingüística en el distrito escolar (Taylor, 2013; Skutnab-Kangas & Phillipson, 1998). Sin embargo, un desafío mayor lo constituye la generación de espacios para la expresión de la diversidad cultural. En este sentido, las madres y padres entrevistados vislumbran un impacto a largo plazo. La educación de una generación bilingüe y bicultural conseguirá romper las divisiones existentes en la comunidad de la ciudad. La conciencia de las familias acerca del inicio de este camino es fundamental, ya que cada nueva etapa del PLD tendrá como norte este objetivo mayor: promover una ciudadanía inspirada en la diversidad.

Referencias


The Construction of Parent and Teacher Identities in Bilingual Settings

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Abstract

The implementation of dual language programs, also called bilingual education, in a community not only involve pedagogical and didactic changes, but also offer important and often not measured cultural transformations. In this study, we found that both families and teachers who were involved in a dual language program experienced tensions in building their roles and identities in contexts of discrimination and supremacy of Anglo-Saxon culture. We suggest that these factors should be taken into account in the design of local language policies.

Keywords: Dual Language Education, Bilingualism, Biculturalism, Social Identity, Resilience
Introduction

In the 2015 Cambio de Colores Conference, we presented a work that aimed to recount and analyze the experience of a small school district in Wisconsin. In that presentation and article (Inzunza, Solis, & Bell-Jiménez, 2016), we highlighted the leading role that the school community of parents of Latino origin took in the promotion of a strategic plan that included the installation of a Dual Language Program (DLP) that teaches in both English and Spanish. Theoretically, we noted that the community participation in the district, and its various strategies to create pressure, framed the search for a role in building local education policies. In this article, the research team opened a new focus of analysis of this experience with a research question that investigates the depth of the changes that subsequently occurred in the district following the installation of the DLP.

As a theoretical framework of reference, we use the concept of social identity, which helps us understand the subjects’ social actions and attitudes (Ochs, 1993). Following Ochs & Capps (1996), we understand that social identities are constructed narratives that occur in the context of the relationship with others. Narratives that express social identity are always partial and structure our experiences.

In the context of Latino communities in the United States, these narratives have historically been shaped by subtractive policies in both linguistic and cultural terms, specifically, where English is added and Spanish is subtracted from students’ linguistic repertoires. This compensatory vision has meant that the use of a language other than English in schools is only a stage in the adoption of the dominant language/culture: English (Nieto, 1993).

These policies have involved the rejection of the legacies of Latino families’ identities, with the school being seen as a privileged place for the execution of colonization processes and stigmatization of linguistic and cultural heritage (Gonzales, 2015). Thus, raising demands for an education in Spanish can be understood as a strategy of resistance to assimilation – that is, the imposition and reproduction of dominant cultural practices onto minority cultures.

In this perspective, the district studied has made progress in the recognition of Spanish as a legitimate language within the space of the school district, as seen in actions that include, among others, the establishment of an English-Spanish Dual Language Program (Dorner, 2015), and working to facilitate communication between families and schools. This policy change entailed cultural transformations that we want to start exploring. In general terms, we have observed a cultural and ideological shift in this community that dislodges the dominant heritage and makes possible the emergence of an intercultural public sphere.

We used a variety of data sources to triangulate our analysis, including two group interviews with parents of DLP students, semi-structured interviews with two school district officials, a survey of 33 teachers (monolingual and DLP program), specialists, and school administrators who had been implementing the new program, and ethnographic field notes taken by the researchers.

The population of the city is 8,443 people (2014), a 97% urban population, with a median household income of $44,706. The primary occupations include production (19%), sales (11%) and material moving occupations (9%). Some 82% of the students in the school district are eligible for the Federal Free and Reduced Lunch Program, and 44.4% are Latinos -- most of them with roots in Mexico. In 2015-2016, the school’s Dual Language Program had 270 students distributed in eleven classrooms from 4K (for four year olds) through 2nd Grade, all of them located in just one school. The DLP starts with a 90-10 model in 4K, which means 90% of the teaching is in Spanish and 10% in English. In 5K the distribution of time is 80-20, first grade 70-30, second grade 60-40, reaching 50-50 by third grade (projected for 2017-2018).

Identities of Dual Language Program Teachers: Values and Disputes

The implementation of the Dual Language Program brought about various changes in the school district. Representatives of Latino families
were invited to participate in interviews for hiring a Director of Language Acquisition and Community Education, who was required to be of Latino origin. Interviews were conducted in English and Spanish, reflecting the recognition of the Latino community as a valid stakeholder and voice in the administrative processes related to the new DLP. From this first selection, a deeper restructuring of the faculty began. During the first year of the dual language program implementation in 2014-2015, there were only seven teachers in the program, six being Latino. In the 2015–2016 school year, three additional teachers joined the team, which then had a total of seven Latin American nations represented, in a school district where most Latino families come from Mexico. Moreover, it was required that candidates for school administration be bilingual. The changes went even further as they also encompassed changes in the area of didactic methods. From the first year of the DLP, the dual language teachers were invited to participate in trainings in bilingual literacy, scientific literacy, and strategies in Guided Language Acquisition Design (GLAD). Moreover, teachers along with literacy and language specialists and district administrative staff participated in trips to the Harvest Conference in New Mexico. These trainings cited scientific research findings in affirming that dual language education programs were the best choice for the development of bilingualism, and that this in turn fostered neural plasticity and connections.

This growing role of DLP and Spanish-speaking teachers in some ways disrupted the school culture, initiating a second-order change. A second-order change is a profound transformation that dramatically altered the foundations of the system, forcing a change of course and ways of thinking and acting (Marzano & Waters, 2005). This fracture involved the deterioration of communication, team spirit, cooperation and common language (Marzano & Waters, 2005). In this perspective, the monolingual school culture shifted from the privileged position it had previously. Two of the teachers of the monolingual program expressed a feeling of being less valued:

My feelings have not changed toward our students; 

I enjoy the population at the school. As a professional in this building I feel less valued (monolingual teacher).

At times, teachers have felt that there is more value placed on the dual language program. This has created some friction (monolingual teacher).

This perception was based on an association between the DLP and the idea of an innovation imposed vertically, which goes beyond the mere installation of a new program, but also directly threatens the political and educational status quo of the current school institution:

I do feel that animosity does exist between some monolingual teachers and the DL community. I think some monolingual teachers feel underappreciated (monolingual teacher).

In the last quote, the DLP is seen not only as a new group of teachers and teaching practices for bilingual education, but also as a community in itself. DLP teachers recognize the support at the administrative level, but report tense relationships with monolingual colleagues:

I feel much appreciated by the administration and the department of DL, and respected by most parents. I feel highly honored by the Hispanic community. Unfortunately, still I feel I am in constant defense of the program, and discriminatory comments. Educating the monolingual staff has been very hard work (DLP teacher).

The DLP teachers seek to deepen the changes initiated, demanding an even greater presence of the program and the Spanish language at school:

I think that as teachers of the program we need greater presence in the daily life of the school. We should seek greater presence of Spanish in each of the areas of the school (DLP teacher).

This prerogative could continue to cause conflicts at school. However, we observed that monolingual teachers, especially those who are newly hired, have started to open up to the idea of creating a bridge between the two programs:

I am jealous of those already teaching within the program as I eagerly await my turn to join. I do not feel animosity toward any DL teachers/ the program (monolingual teacher).
There is considerably more collaboration and respect between mono and dual programs. It’s important to know every teacher brings value and provides a unique, useful educational experience to students (monolingual teacher).

The Identity of the Community: Passing through Corridors and Walls

DLP implementation has brought to light divergent positions in the city. The School Board meetings emerged as privileged spaces for disputes between those who defend the exclusive teaching of English and those who pushed the implementation and maintenance of the DLP. This division represents opposing views found not only in the school but the various institutions of the city. One of the Latina mothers expressed this suppressed conflict:

They sat in front, the Americans, and I saw them very upset by the program. I do not know whether to call it racism. They looked very angry. They could not believe why Spanish has to be taught in a school district in the United States. They want all English and zero Spanish, because it is America, and you cannot speak Spanish because you are in America, and this is going to be what you see wherever you are - in the villages, in the parishes, no matter what your religion, there is that division (Latina mother of a first grade student).

In the city there was always that tension, not as much today. That was 20 years ago. There is that kind of stress, I do not know how to label it ... non-cohesiveness (Anglophone Dad, kindergarten).

This tension between the Anglo and Latino communities has been challenged by the project of dual language education. However, the socio-political context continues to affect the relationship between the two communities. One of the Anglo mothers interviewed recounted how in the context of the campaign of Donald Trump, Latino students were insulted in a women’s soccer match in a neighboring town:

They were chanting “Trump, build that wall,” They were chanting terrible, terrible things. There was an African American girl, and they said derogatory things against her, to the point that some of the teammates left the game before it was over, because it got that bad. That is an ongoing thing, and that is a concern for me. I feel this city as a whole is getting better... (Anglophone Mom, second grade).

The 2015 referendum of the city proposed raising taxes to fund the education sector. The proposal had to highlight that it would not allocate funds to the dual language program, but rather to all students, in order to alleviate any concerns about equity. Moreover, this separation between the communities of the city is also expressed in some form within the school district housing the DLP:

Even within the school, I feel like the dual language kids are not included in some things. For example this year the Battle of the Books information was given very late. There are several programs that are school-wide; I do not understand why there is such a gap in the level of communication or why they are not included. There is this almost non-cohesiveness throughout the school (Anglophone Mom, second grade).

However, changes are also observed in the community that goes in the direction of opening spaces for the Latino community. In this sense, Latina mothers point out that several churches have opened community services and activities in Spanish. From the perspective of the Latino community, the school that is implementing the DLP is also changing positively, legitimizing the use of Spanish in the hallways and classrooms. A Latina mother with several children in the school district highlights how monolingual teachers and school staff are incorporating the Spanish language:

As I was walking down the hall, I noticed a few of the monolingual teachers in the hallways and I heard them speaking to some Spanish-speaking students. I heard one of them say “ven.” Also when I was in the cafeteria with my daughter and her class, I heard different monolingual aids talking in Spanish to students. They would say things like, “espera” or “ven.” Simple, one or two-word phrases in Spanish. The monolingual aid also talked to the kids in
Spanish, she would say things like, “siéntate”, etc. I was really amazed at the change that I am seeing in the school. Two or three years ago, this was not happening at all. And even some years back, one of the teachers who has been there for over 10 years, told me that the teachers and students were instructed to NOT speak Spanish. Speaking Spanish was discouraged because they felt it was the reason why the kids were not learning English quickly and not testing well. (Interview with Latina mother of several children in the district).

This kind of change is only observable with a historical perspective and a deep understanding of the local politics. Thus this Latina mother identifies the transformation from a denial of Spanish in schools, towards an acceptance and promotion among monolingual teachers and staff.

Conclusions

Recognition of Spanish in schools, incorporating Latino staff in the school district, the inception of the Dual Language Program, and the leadership of the Latino community in general are unmistakable signs of a profound change in the identity of the school district studied. This transformation appears to have activated resistance and other factors of various kinds, which must be taken into account in the process of the construction of educational policy.

The DLP represents a resilient human rights struggle (Skutnab-Kangas & Phillipson, 1998) of the Latino community to open a path to a linguistic plurality in the school district (Taylor, 2013). However, a major challenge is the creation of spaces for the expression of cultural diversity. In this sense, the mothers and fathers interviewed envision a long-term impact. The education of a bilingual and bicultural generation helps to break the divisions within the community of the city. Awareness by families about the beginning of this road is crucial, as each new stage of the DLP will have this major objective: promoting a citizenship inspired by diversity.

References


Abstract

This paper documents a collaborative research project with middle and high school young women during an afterschool program at Children and Family Urban Movement (CFUM) in Des Moines, Iowa. A research team consisting of members from the School of Education, Community and Regional Planning, Human Development and Family Studies, and Extension and Outreach from Iowa State University partnered with CFUM to provide programming for gender-specific youth called Design Dialogues. The research team, with the help of ISU Undergraduate Facilitators, conducted six discussion groups with middle and high school youth. During the fall of 2015, The Whyld Girls, also known as Lady Researchers, literally and figuratively “mapped” their community and learning spaces during each activity.

Keywords: community-based research, youth empowerment, interdisciplinary research, critical reflection, narratives, youth leadership
Introduction

This paper documents a collaborative research project with middle and high school young women during an afterschool program at Children and Family Urban Movement (CFUM) in Des Moines, Iowa. A research team consisting of members from the School of Education, Community and Regional Planning, Human Development and Family Studies, and Extension and Outreach from Iowa State University partnered with CFUM to provide programming for gender-specific youth called Design Dialogues. This research project directly supports a new initiative at Iowa State University called the ISU 4U Promise (http://www.hs.iastate.edu/isu4u/) and is an example of community outreach as required by a land-grant institution.

Simply put, the ISU 4U Promise is a university-sponsored and supported college access and affordability initiative. It works in partnership with schools and community organizations to further human possibility for youth and families in two particular inner-city neighborhoods. Unique among its early-commitment or “promise” program peers for its emphasis on the elementary educational experience, the ISU 4U Promise makes tuition awards available, up to 100% depending on years of enrollment at the partnered schools, in order to promote higher education for youth historically excluded from college. These “promise” programs are relatively recent additions to the higher education landscape. They reflect a move away from targeting high-achieving underrepresented youth late in schooling, and towards broadening access with identification as “promise scholars” earlier in schooling and through less restrictive eligibility criteria. As a research- and extension-intensive land-grant university with a mission to serve the people of the state, the ISU 4U Promise is unique among existing national programs not only in the earliness of its outreach but also in the university’s sole implementation responsibility (borne across its Financial Aid, School of Education, and Extension and Outreach units). It is, indeed, a partnership between the university and the schools.

Working in partnership with a key community-based organization in one of our target neighborhoods, Children and Family Urban Movement (http://cfum.org), we created and implemented a new program for their middle-grade youth groups; the Backyard Boyz and Whyld Girlz. A series of six sessions, called Design Dialogues, facilitated conversations among youth about their communities as learning spaces. We asked them to map where they felt they learned most, where they thought they could learn better, and what spaces they most wanted to change and how. Driving our work with youth was the essential understanding that families and communities are resources for learning, and that learning, including our own schooling by youth themselves, is a tool for change. This paper illustrates the bidirectional nature of learning in the ISU 4U Promise work through the educational self-reflections of two of Design Dialogues’ adult educators.

The Research Team

The Design Dialogues team consists of scholars from Education (Drs. Richardson Bruna and McNelly), Community & Regional Planning (Dr. Jane Rongerude), Human Development & Family Studies and Extension and Outreach (Dr. Kim Greder), and Community and Economic Development Extension and Outreach (Dr. Glennda M. Bivens). Collectively, the team brings academic background as well engaged community experience pertaining to the support of K-16 African-American and Latino youth and families on issues related to education in formal and informal spaces. It also brings quantitative and qualitative approaches to such inquiry. While initiated primarily as a needs assessment effort in response to the ISU 4U Promise, the information gained through the Design Dialogues project is also intended to inform ongoing activities of team members in the target neighborhoods. These included a community neighborhood revitalization plan commissioned by the city of Des Moines (Rongerude), a family and youth program focused on families learning to navigate their communities and school systems in order to help their youth succeed in school and gain access to higher education (Greder),
and economic development assistance (Bivens). The ISU 4U Promise’s goal of increasing access to higher education with its projected outcome of spurring social and economic mobility among historically excluded populations provides a highly-visible “umbrella” under which to synergize all these educational and environmental enhancement efforts.

Five Undergraduate Facilitators were hired to implement the Design Dialogues discussion groups at CFUM. Three are seeking majors in the School of Education (Andrea, Caitlin, and Josie) and two are seeking majors in Community and Regional Planning (Frankie and Tanatswa). There were two parallel projects happening at the same time with the two gender-specific programs within CFUM: the Whyld Girls and Backyard Boyz. Our gender-specific partners at CFUM are: Carla, Claudia, Dontreale, and Emmett. For the purpose of this paper, we will concentrate on the experiences of Carla Dawson and Carla McNelly, also known as “Carla Squared” and the Whyld Girls. The Whyld Girls, also known as Lady Researchers, literally and figuratively “mapped” their community and learning spaces during each discussion group activity.

**Design Dialogues Discussion Groups**

During each of the six discussion groups, the Lady Researchers were asked to work individually and in small groups to share their funds of knowledge (González, Moll, & Amanti, 2005) regarding their local community and learning places. There were five small groups of Lady Researchers assigned to Undergraduate Facilitators during the implementation of the Design Dialogues. Each participant was given a $20 Walmart gift certificate at the end of each discussion group.

The first three discussion groups, based on a unique form of community engagement, asked the Whyld Girls as individuals and in small groups to “map” their communities, identify safe spaces, places that need to be improved, and spaces where they learn. The research team and Undergraduate Facilitators collaboratively developed the last three sessions based on the emerging themes from the work of the Lady Researchers in the first three discussion groups. The main themes that emerged from the Whyld Girls’ “maps” were: CFUM, Schools, and Community Spaces.

This model of curriculum development advances the pluralistic, identity-affirming, and consciousness-raising goals of multicultural education (Nieto, 1996), through place-based and change-agent work of youth participatory action research (Cammarota & Fine, 2008). The last three discussion groups asked the Lady Researchers as individuals and in small groups to identify what they liked about each place and what actions they could do together to make it better. This paper highlights the process of the Design Dialogues’ six discussion group “mapping” activities and captures the collective voices of the Whyld Girls. The scholarly significance is that the Design Dialogues project worked collaboratively across disciplinary fields to provide a more holistic foundation for both education and community planning efforts, centered with youth as the most essential stakeholders in transformation efforts. Our goal, as a research team, was to understand the community context of education, including schooling, in assessing what ways local funds of knowledge (González, et al., 2005) are tapped as resources for human development. This goal has particular weight in communities challenged by historical dynamics of racial/ethnic and class oppression, dynamics that are further complicated through new immigration and settlement patterns.

**Perspectives and Experiences from “Carla Squared”**

Both Carla Dawson and Carla McNelly, also known as “Carla Squared”, have long histories of activism in their communities. Each has a story to tell about the importance of encouraging youth to become activists in their own communities. Therefore, in this section, “Carla Squared” worked together to create an autoethnographic narrative about their perspectives and experiences with the
Design Dialogues project with the Whyld Girls. “The primary purpose of personal narrative is to understand a self or some aspect of a life lived in a cultural context” (Ellis, 2004, p. 45). In autoethnographic writing, authors are encouraged to reveal their lived experiences in their own voices with the goal of writing about topics that make a difference (Ellis, 2004). The hope is that the individual and collective stories of experiences within the Design Dialogues project represented in this paper move the reader to their own action of encouraging youth to become activists in their community (Bell, 2010).

Carla D Speaks from the Heart at the Annual Cambio de Colores Conference in June 2016

Carla Squared, everybody knows what squared is right? To the power of two. Carla McNelly, Carla Dawson. We, as smart as we think we are, we did not come up with that term. The Lady Researchers, who are girls from 6th grade through high school, they came up with that though. We’d like to take credit for “Carla Squared” but we want to give credit where credit is due and that is the young girls we work with. But then if I was at a site by myself, they’d be like “what’s one Carla?”, I’m like, just one Carla. And then when Carla McNelly would come they’d be like “It’s Carla Squared!” So it was very moving to have the girls refer to us as Carla Squared.

In this relationship that we have throughout the Design Dialogues, ISU 4U Promise came to us and said, “because CFUM”, who I work for and CFUM stands for Children and Families Urban Movement and the kids go to one of the schools, Moulton Elementary, so some of our kids who have been in the CFUM program have been in CFUM since they were in kindergarten. So when ISU came to us and said “We’d like to partner with you on doing the Design Dialogues”, we’re like “Hey that’s so good!” Because we have the kids that they need to work with in the community and they’re a captive audience, they come every day so it’s not like we have to pull kids from all over ‘cause they’re neighborhood kids and we were thinking, “if kids start thinking about their neighborhoods in different ways, and about their communities in different ways, and seeing that they are the researchers in their community, they are the experts in their neighborhood, they know what’s good in their school, they know what’s not good in their school, then we can work with them.” But I am the coordinator of the program called the Whyld Girls and the Whyld Girls are the Lady Researchers. And when we say, “Whyld Girls, Ladies, we’re getting ready to do research.” They’re like “yes!!” You would never think that 6th grade girls or 9th grade girls would really love to be researchers, but they do. The Whyld Girls program was started 13 years ago. It was started because a lot of the girls in our community, and I live in that community so I can speak from experience, a lot of the girls in that community were having babies at young ages, they weren’t finishing school, they were not making the best life choices for themselves. So they started the program the Whyld Girls and they were like “we want to teach girls that they have empowerment in them, but we’re going to help you learn that you have empowerment in you and what you can do with your life if you make different choices. We’re talking about girls who look like a lot of you girls in here. We’re talking, the program that I am the coordinator for, I would say 45% of our girls are Latina, 45% of our girls are African American, 5% Asian, and 5% are Caucasian young women. We’re talking about a diverse group of young ladies. We’re not talking about what everyone thinks about when they think about kids, we’re talking about a group of girls who are changing their lives and changing their communities, that’s changing their families. And our Whyld Girls motto is: We have wild dreams for ourselves, for our community and for our world. And then we say, “go out and dream”. So working with ISU and having our girls map their community, map their world, seeing what’s good in their community, seeing what needs changed and seeing how they fit as researchers and doing the change, being the change that they
want to see in their community. You know it’s one thing if I can help myself, but it’s another thing if I can help somebody else. And we’re big about not only helping girls who are in Whyld Girls, but helping our community.

Carla Mc Speaks from the Heart at the Annual Cambio de Colores Conference in June 2016

So imagine how exciting it was to be a group of researchers from Iowa State and to get paired up with Whyld Girls and the CFUM group in Des Moines. So what we did was, which is also super exciting to report, is hire some undergraduates to be the facilitators when we did the discussion groups with the young people at CFUM. And we not only were able to pay them $12 an hour, a decent wage, we also gave them credit for coming every week to a course where they helped us develop the curriculum, work through the protocols of the discussion groups, and gave them a community-based experience. Students were part of Community and Regional Planning major and also from the School of Education.

Ok, so now I told you all the academic stuff, and I’ve told you all about the really cool collaborations that we have going here, but the paper we’re working on together is an autoethnography. It’s about our experiences when we actually did the Design Dialogues. As the person who actually implemented the Design Dialogues in collaboration with Carla, so Carla Squared, what we did. The term “lady researchers” actually came during the third session. I would always say “ladiess” to try to call people back together and that was just my fun way of respect to get them back, off the task they were working on to transition them to the next activity. One day I said “lady researchers” and they went crazy! If I didn’t call them that going forward, they were correcting me. It has been such a privilege and an honor to work with the young women and to work with the CFUM staff, with the professors at Iowa State and our undergraduate facilitators. It’s been an amazing opportunity for me, but I’d like to share my favorite moment. My favorite moment was when we were talking about the schools. There were some powerful things that came out. They talked about what needed to be changed. They talked about issues of racism, oppression, poor school quality, the building, the food, and the fact that they are the only school that wears uniforms at their middle school. They asked me to share out what I’ve been learning from the experience, “oh so what did you think about today” so they asked me to say, so I had to use my skills that I’m using right now which are wiggling my toes so I don’t cry, if you don’t know that, it works, if you rub your tongue across the roof of your mouth that also works. So I was at the point of tears I was so proud of them. The things that they said that they wanted to do, I was blown away. These are junior high girls and on issues that are so important, I wanna read to you what they said: “Start a petition, give it to the principal; tell teachers how you feel; talk to the school district leaders; work things out; if you need a break, talk to your teacher; make a complaint and send it to the government; we can write letters to the school and try to make a difference; have a class leader; stand up for yourself and other people; be positive to your teachers and your peers; write Obama a letter; and be the best person you can be.” I wanted to include the voices of the young women and that was my way of doing it because these are the actual words they gave us, and those are the words that made me so proud and to the point of tears where I was curling my toes up. So the work is important and CFUM’s mission, I’ll read it to you, is: “To create a community to support the potential of youth, children, and families through educational success, healthy living, and community engagement.”

Implications and Plans for the Future

One of the most exciting outcomes of this research project is that the research team will be joined by Julio Cammarota to create programming that will engage the Lady Researchers at CFUM to a
Youth Participatory Action Research (YPAR) project based on their own emerging themes from the Design Dialogues. This work supports the mission of CFUM, “to create a community to support the potential of children, youth, and families through educational success, healthy living, and community engagement”, the ISU 4U Promise program, and the goals of ISU Extension and Outreach. The research team was also contracted to write a book called: “Speaking Out Our Minds” Designing Dialogues with Youth for School and Community Transformation in spring 2017. The book includes the participation of the Undergraduate Facilitators from the School of Education and Community and Regional Planning department who reflect on their experiences of implementing the Design Dialogues and how partnering with a community-based organization enhanced their educational experience. We’re also pleased to share that the research team will partner with Des Moines Public School’s Callanan Middle School to implement Design Dialogues early release programming in fall 2016 with ISU 4U Promise students from the King/Irving neighborhood.

Another implication of the Design Dialogues project is that other institutions of higher education are encouraged to partner with youth and family-centered community-based organizations to work collaboratively across disciplinary fields to provide a more holistic foundation for both education and community planning efforts. Engaging other Lady Researchers and/or Gentlemen Researchers in assessing ways that their own local funds of knowledge (González, et al., 2005) are tapped as resources in transformation efforts in their schools and community.

From the heart, Carla Dawson says, “For Whyld Girls to engage in steps to make their schools and communities better is a win-win! The Whyld Girls have dreams, and to make a dream a reality they will learn in the process that it is better to work on solutions, not get stuck on the problem. Being an integral part of finding solutions makes you believe that you are the change the world needs.”

References

An Exploration of Indiana’s English Language Learner Language Programming Models

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*2Central Michigan University

Abstract

Indiana provides a unique context for the study of English learner (EL) K-12 language program models, as it is home to the nation’s second fastest growing EL population (Migration Policy Institute, 2010). Despite exponential growth of the state’s EL community, Indiana is one of 15 states that does not require either bilingual or EL preparation for pre-service teachers and school leaders (Tanenbaum et al., 2012). Additionally, the Indiana Department of Education (IDOE) neither expects nor requires teachers who work with ELs to be bilingual or EL-certified.

The impetus for this study was the growing demand from Indiana bilingual/EL leaders to understand the variant ways the state’s K-12 English language programs were conceptualized and instituted, especially for schools with predominantly Hispanic communities. This study contributes to the limited amount of research on bilingual and EL programming models in Midwestern schools with relatively recent and growing Hispanic populations.

The primary purpose of this study was to examine how Indiana’s bilingual/EL district leaders implement, negotiate, and perceive the effectiveness of their instructional program models for emergent bilinguals (EBs). We developed a survey to investigate the following: 1) the backgrounds and experiences of BE/EL leaders, and 2) the types of bilingual and EL programs implemented by participants’ districts. Preliminary findings show that a variety of BE/EL program models operate concurrently even within the same district and that bilingual education programming is rare for emergent bilinguals.

Keywords: English language learners, ELL program models, bilingual education, emergent bilinguals, Indiana, leadership
Introduction

In this survey study, we examined the characteristics of Indiana’s bilingual education/English learner (BE/EL) district leaders and how they implement, negotiate, and perceive the effectiveness of their instructional program models for emergent bilinguals (EBs). We developed a survey to investigate the following: 1) the backgrounds and experiences of BE/EL leaders, and 2) the types of bilingual and EL programs implemented by participants’ districts. These two areas were selected for investigation in response to a growing demand from Indiana BE/EL leaders to understand the variant ways that BE/EL programs are instituted and assessed. Preliminary findings show that a variety of BE/EL program models operate concurrently even within the same district and that bilingual education programming is rare for emergent bilinguals.

Statement of Problem

Indiana has the second fastest growing EB population in the US (Migrant Policy Institute, 2010), having grown over 500% from 1999-2014 (Morita-Mullaney, 2016) and representing 263 distinct languages (Indiana Department of Education, 2014a). Despite the exponential growth of the state’s EB community, Indiana is one of 15 states that does not require any BE/EL preparation for pre-service teachers or school leaders (Tanenbaum et al., 2012), and the IDOE neither expects nor requires such certifications (Indiana Department of Education, 2010). Preparation of pre-service teachers fails to address the role of the native language, cultural considerations for ELLs and the need for oral language development, which are necessary skills to promote their academic and language learning needs and rights (Samson & Collins, 2012). This under-preparation has a grave impact on Indiana’s EBs, 95% of whom are Latino (Indiana Department of Education, 2014b).

Literature Review

Leadership preparation programs for school administrators have no national requirement to address EB needs (Anderson, 2001; Council of Chief State School Officers, 2008), making BE/EL program content elective, meaning most leadership programs do not address this unique student community. This omission of EBs within leadership standards and preparation impacts the programmatic and curricular decision-making made by principals who can become future school leaders of schools with EBs (Baecher, Knoll, & Patti, 2013; Brooks, Adams, & Morita-Mullaney, 2010; Menken & Solorza, 2014). Moreover, many school leaders across the US do not have significant understanding of the instructional models used to address the needs of emergent bilinguals.

Great latitude for program models are employed for EBs throughout the US, but each model has varying degrees of effectiveness. Key scholars identify five program models designed for EBs (Thomas & Collier, 1997; Thomas & Collier, 2002), three of which are English as a Second Language (ESL) or English-only (EO) models, which do not use students’ home languages during instruction. The other two models include the use of the students’ first language as a medium of instruction and are considered forms of bilingual instruction. Bilingual models that use the students’ native language have positive, long term impacts on learning, academic achievement and biliteracy development (Burke, Morita-Mullaney, & Singh, 2016; Thomas & Collier, 1997; Thomas & Collier, 2002; Umansky & Reardon, 2014). Despite the known benefits of bilingual education, Indiana’s dominant program model is ESL. This reported study of BE/EL leaders and perceived program effectiveness for EBs is timely and significant as it investigates a Midwestern state with a rapidly growing EB population that is predominantly Hispanic. We developed a survey to garner information which identified and described the types of

1We use the term emergent bilinguals (EBs) to reference English Learners (ELs) as they possess multiple linguistic repertoires while acquiring English and developing academically (Garcia, 2009). This additive term more appropriately recognizes their linguistic assets.
preparation that EB leaders had, which we reference as EB leadership characteristics. We addressed the following research questions:

- What are the characteristics of district BE/EL leaders in Indiana?
- What language program models are employed for Indiana’s emergent bilingual population?

**Methodology**

The impetus for this study was a series of conversations held with members of the Indiana Teachers of English to Speakers of Other Languages (INTESOL) leadership group between 2011 and 2014. INTESOL is the Indiana state affiliate of the international Teaching of English to Speakers Other Languages (TESOL) group and our Indiana affiliate mostly consists of K-12 practitioners in public schools. INTESOL established their leadership group for these K-12 leaders in 2011. During INTESOL meetings, each leader discussed a variety of language models and reasons for implementation. The leaders also remarked that their own leadership preparation for EBs was lacking. To investigate the language program models used, a survey study was designed based on review of statewide data reports, formative feedback from meetings and informal conversations during INTESOL leadership meetings.

**Samples and Participants**

We recruited participants at a monthly INTESOL leadership meeting where 21 BE/EL leaders from Indiana gathered monthly to discuss policy developments, current research, and effective instructional models. At the time of the study, we (two university professors) were also regular participants in the INTESOL leadership group and had fostered rapport with many of the participants. Consent was solicited from participants at the meeting, and they received a follow-up email that explained the online survey.

**Instrument**

We developed a 26-item online survey consisting of primarily forced-response questions to investigate the following: 1) the backgrounds and experiences of BE/EL leaders, and 2) the types of BE or EL programming models used. These areas of exploration were selected because many of the BE/EL leaders largely maintained the BE/EL program they had prior to taking leadership with little understanding of its pedagogical foundations.

The survey had three different types of questions: 1) forced responses of yes/no; 2) forced selection from a list; and 3) open-ended responses. For example, one of the yes/no questions asked, “Is overseeing the BE/EL program your main responsibility?” Further, we used Likert scales to determine the participants’ perceptions of the program quality from very ineffective to highly effective. Lastly, the latter part of the survey asked open-ended questions about program effectiveness. Demographic data from the IDOE was also reviewed, which included English language learning data and academic achievement of EBs to contextualize survey findings.

**Procedure**

First, we emailed the online survey to the participants we recruited from the INTESOL leadership meeting. Of the 21 meeting attendees, 13 fully completed the survey, but two responders were not BE/EL district leaders; therefore, their surveys were omitted, resulting in a total of 11 participants. This 52% response rate yielded a representative sample and is regarded as a high rate of return for a survey with individuals (Baruch & Holtom, 2008). We attribute this relatively high response rate to our introduction of the survey and our historic relationship with participants. Participants served in a variety of districts including rural, small towns, suburbs and urban settings.

Yes/no-forced responses and selection-forced responses were analyzed by calculating the total number of responses each participant provided for each question. Open-ended responses were analyzed
for emergent themes related to the participants’ perceived successes and concerns about their BE/EL program related to student outcomes on English learning and academic achievement for EBs.

Findings

The characteristics of Indiana BE/EL leaders carries a variety of titles and positions within central offices and leaders have varying degrees of preparation in the BE/EL teaching specialty and/or leadership. Program models also vary with only one hosting a transitional bilingual education (TBE) model. The major findings are displayed in this section with narrative description, tables and figures.

Institutional leadership characteristics

Leaders’ self-reported titles included Directors, Coordinators, and Specialists. None of the given roles included the terms bilingual, multilingual, or bicultural (see Table 1). Eight of the 11 participants had administrative contracts, and of those eight, three of them fulfilled duties other than emergent bilingual student oversight. Those with the title ‘Director’ were more likely to have an administrator contract. Only two participants were on their executive district cabinets where they had regular interactions with Assistant Superintendents and Superintendents to influence BE/EL program decisions. Five participants had teacher contracts, and one participant taught in the morning and led the program in the afternoon. Two participants were housed in school buildings and not their central offices; one with a teacher contract and another with an administrative contract.

At the time of the survey, BE/EL leaders reported having served in their roles from 0-6 years, but three participants had over 15 years serving as BE/EL teachers. Those with 0-3 years of experience had titles that included the term Title III, which refers to the federal policy with oversight of BE/EL programming. Five of the 11 participants held Indiana ESL education licenses. Two more held bilingual-bicultural licenses, when Indiana offered this type of teaching license from 2005-2010 (Indiana Office of Educator Licensing, 2010); however, they were not in districts that employ bilingual models. Four did not possess licenses, and their districts did not require them to be EL or BE licensed; they had only received training at IDOE sponsored EL professional development.

Language Program models

All participants reported two to five different models concurrently operating in their districts with differences between developmental levels and school buildings (Figure 1). These models included transitional bilingual education, regular education, English to Speakers of Other Language (ESOL), sheltered English, pull-out ESL, ESL, structured immersion, content-based English as a Second Language (ESL) and other. These nine models come from a menu of choices that districts must identify on their annual IDOE Language Minority report (Indiana Department of Education, 2015). Pull-out ESL and regular education are problematic choices. Pull-out ESL is not a language model and regular education is an admission of no service provision, which is unlawful (Castañeda v. Pickard, 1981). Most leaders reported content-based ESL language model but described it as the Sheltered Instructional Operational Protocol (SIOP) (Echevarria, Vogt, & Short, 2006; Short, Vogt, & Echevarria, 2008), which is an instructional framework that promotes the inclusion of students’ background knowledge and comprehensible input within instruction. Structured immersion was the second most identified language model.

Only two schools in one of the 11 representative districts had a transitional bilingual education model in their schools solely for newcomer EBs. Six districts had language programming in 0-33% of their buildings (even though EBs were enrolled in nearly all buildings) violating state and federal laws, which require language programming in schools attended by EBs.

Staffing

Participants reported that staffing ranged from classified to certified personnel and spanned beyond BE/EL specialists including general education,
reading, and Title I teachers (see Table 2). Certified EL teachers and assistants were more likely to be multilingual whereas general education staff employed within the BE/EL programs were less likely to be. The percentage of BE/EL programs with specialists was over 50%, yet there were some programs staffed with general education or reading teachers only.

Teacher/student ratios are established in four of the 11 districts and range from 20-40 EBs per EL-certified teacher. Seven districts have no established teacher/student ratios. One district reported having as many as 150 students per BE/EL-certified teacher.

**Conclusion**

Findings from this study indicate that in the participating districts, there is a lack of research-based BE/EL language models and there are variant requirements and expectations for BE/EL leadership roles. Some districts have as many as five program models, and there is little coordination between buildings in the same district leading to challenges in curriculum coherence. Because Indiana does not require BE/EL licensure for BE/EL leaders, many lack an understanding of BE/EL pedagogy and programming.

This study indicates the need for follow-up interviews with participants to understand their rationale for selecting English-only language programs. With Indiana’s recent policy adoption into the Indiana code of the Certificate of Multilingualism (2015), leaders now have greater latitude in choosing BE/EL program models that can include bilingual education for Indiana’s emergent bilinguals, benefiting the growing Indiana Latino student community.

**Table 1. Participating BE/EL Leaders’ Titles**

<table>
<thead>
<tr>
<th>Title</th>
<th>Admin Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a New Language Coordinator</td>
<td>Yes</td>
</tr>
<tr>
<td>English Learner/Migrant Director</td>
<td>Yes</td>
</tr>
<tr>
<td>Director of Language Development - Title III Director</td>
<td>Yes</td>
</tr>
<tr>
<td>English as a New Language Program Coordinator</td>
<td>Yes</td>
</tr>
<tr>
<td>Title III Director</td>
<td>Yes</td>
</tr>
<tr>
<td>English Learner Director</td>
<td>Yes</td>
</tr>
<tr>
<td>Director of Communications and Language Programs</td>
<td>Yes</td>
</tr>
<tr>
<td>Curriculum Coordinator</td>
<td>Yes</td>
</tr>
<tr>
<td>English Learner Coordinator</td>
<td>No</td>
</tr>
<tr>
<td>Academic Support Specialist</td>
<td>No</td>
</tr>
<tr>
<td>Language Minority Coordinator</td>
<td>No</td>
</tr>
<tr>
<td>EL Coordinator</td>
<td>No</td>
</tr>
</tbody>
</table>
Figure 1. BE/EL program models

![Diagram of BE/EL program models]

Table 2. BE/EL Program Staffing Descriptions

<table>
<thead>
<tr>
<th>Role</th>
<th>Certified</th>
<th>Multilingual</th>
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<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Certified English Learner Teacher</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Certified Elementary Teacher</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Certified Secondary Teacher</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Classified Instructor</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Certified Reading Teacher</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Certified Other</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Non-Certified Other</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

References


Abstract

The U.S. prides itself as being a country of immigrants. Yet, each successive wave of newly arriving people has been accompanied by stresses and strains within American society. Likewise, each wave of immigrants has been motivated by different factors. Some have sought better economic opportunities or religious and political freedoms while others have escaped war, famine, or persecution. Since 1965, Mexico has been the leading country of origin for immigrants arriving in the U.S. As represented in the rhetoric surrounding the 2016 Presidential elections, the general public is largely uninformed about the distinctions among Mexican immigrants. Popular perception holds that Mexican immigrants are a homogeneous population possessing the same objectives when coming to the U.S. The purpose of this article is to highlight the three types of migrants leaving rural Mexico. Based on data gathered from ethnographic fieldwork, I show that goal-oriented migrants differ dramatically in demographic characteristics than migrants who come repeatedly or permanently settle in the U.S. This article articulates what motivates differing Mexican immigrants with the hope that the information will help officials better serve this large and diverse population.

Keywords: U.S. Immigration, Rural Mexico, Goal-oriented Migrants, Repeat Migrants, Permanent Migrants
Introduction

Since its beginning, the United States has always been a country settled by immigrants and it receives more immigrants than any other country in the world (Bouvier and Gardner, 1986; Connor and López, 2016). Each year the U.S. admits approximately one million foreign-born people as new lawful permanent residents (DHS, 2017). Additionally, there are an estimated 11 million unauthorized immigrants who live and work (reside) in the country (Passel, 2015).

In the nearly 200 years since the U.S. first began collecting records on immigration, there has been considerable change in the countries of origin. In the late 1800s and early 1900s, Europeans comprised the majority of the newly arriving immigrants. They established a host culture1 into which all other immigrants sought accommodation. In the modern era of U.S. immigration (1965 to the present) however, Mexico has surpassed all other countries as the leading source for newly arriving people (Pew Research Center, 2016).

When it comes to immigration, people hold some of the strongest, most passionate opinions. Seldom, however, are those opinions based on facts (Nyhan and Reifler, 2010). Rhetoric during the 2016 Presidential election demonstrated that the general public is largely uninformed about U.S. immigration. Furthermore, there is little knowledge about the distinctions among Mexican immigrants. Instead, it is commonly assumed that immigrants from Mexico are a homogeneous population who share the same objectives when coming to the U.S. At times, this has led to considerable confusion and misinformation. Insight into the distinctions among Mexican immigrants could help government officials, social service workers, and caregivers more fully address the needs of this large and diverse population. The main purpose of this article is to highlight the three types of migrants who are leaving rural Mexico and coming to the U.S.


Evolution of U.S. Immigration

In 1820 the U.S. government began serious efforts to collect data on immigration. In that year, 128,502 people were admitted into the country with 78% originating from Europe (DHS, 2014). Between 1820 and the present there have been three main waves of immigrants coming to the U.S. (Figure 1). The first wave occurred between 1820 and 1880. During this era most of the newly arriving immigrants originated from Northern and Western Europe, especially from the countries of United Kingdom, Germany, and Ireland. The second wave occurred between 1880 and 1920. During this era, Northern and Western Europeans continued to migrate to the U.S., but they were eclipsed by Southern and Eastern Europeans including people from Russia, Italy, and Austria/Hungary.

A wide variety of push and pull factors motivated people to emigrate to the U.S. In many cases people sought refuge from war, famine, and persecution (especially religious and political) at home.

Others came to the U.S. seeking better economic opportunities or freedoms they could not enjoy in their country of birth. Each successive

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1The term “host culture” is defined by Fellmann at al. (2010) as the established and dominant component of a society within which immigrant groups seek accommodation. The mainstream component establishes the cultural norms, customs, and practices (e.g. language, religion, system of government) of a population. To varying degrees, newly arriving immigrants interact with the established cultural foundations of the host culture.
wave of newly arriving immigrants brought cultural stresses and strains, but the host culture absorbed them into the fabric of American society.

Between 1920 and 1965 the number of immigrants arriving in the U.S. was significantly less. In 1965 the U.S. government passed the Immigration and Nationality Act of 1965 which eliminated the national origins quota (beginning in the 1920s priority was given to people from certain countries) and replaced it with a new system. After 1965 priority was now given to potential immigrants who already had family members living in the U.S. as well as people with specialized skill sets. Under the guiding force of this new immigration legislation, between 1965 and the present, the majority of the foreign-born population admitted into the U.S. arrived primarily from Latin America and Asia. Each wave of newly arriving immigrants has brought with them distinct cultural backgrounds which has led to change within American society. Those cultural adjustments have contributed to a new round of stresses and strains within the U.S.

**A Geographic Perspective on the Stresses of U.S. Immigration**

In February 2016, a Gallup poll found that immigration (especially “illegal immigration”) ranks third after the economy and a general dissatisfaction with the government as the most critical issues facing America today (Gallup, 2016). The survey results indicate that “illegal immigration” is a particularly concerning issue. In many ways unauthorized immigrants have become a lightning rod or scapegoat for much of the negative energy and frustrations that people have toward immigrants in general.

One explanation commonly advanced as to why many in the general public are so concerned about immigration is because there are more foreign-born people (immigrants) living in the U.S. than at any time in America’s history. Although there was a peak in the early 1900s, it is true that the total number of immigrants living in the U.S. has never been higher (Figure 2). Editorials throughout wide-ranging media outlets reflect the concerns that people have about the number of immigrants living in the country (Singer 2004). Since the founding of the U.S. in the 1700s however, newly arriving immigrants have always been a source of consternation for current U.S. citizens. The same frustrations the country witnessed at the turn of the twentieth century are being repeated today. Data suggests that concerns about immigration are centered not only on the total number of immigrants, but also on the percentage of the population they comprise (Figure 2). In the late 1800s and early 1900s immigrants made up about 15% of the U.S. population. That was a time when Irish and Italian immigrants were bearing the brunt of resentment and hostilities. Today, first generation immigrants make up 13.9% of the total population, and the percentage is projected to continue increasing (Lopez and Bialik 2017). Comprising the largest single immigrant group, individuals from Mexico are now bearing the brunt of resentment and hostilities because parts of the host culture are not adjusting well to their presence.

A second explanation for the increasing stresses of contemporary immigration stems from the changing geographic distribution of newly arriving immigrants. Throughout U.S. history the six states of California, Florida, Illinois, New Jersey, New York, and Texas have served as the main ports of entry for the foreign-born population arriving in the U.S. (Passel and Cohn, 2009). Not only have those six states processed newly arriving immigrants, but they also absorbed them into their social fabric. These six states have built capacity to receive and integrate...
newly arriving immigrants, such that immigrants and their cultures have become part of the cultural character of the place. Until 1990 these same six states were home to the highest percentage of unauthorized immigrants. In the early 2000s, however, things changed and new gateway states emerged (Singer, 2004; Passel and Cohn, 2009).

Table 1. Estimates (in Thousands) and Percentages of Total Unauthorized Immigrants in 1990 and 2012 within the U.S., and in Traditional and New Destinations, and a sample of new destination states.

<table>
<thead>
<tr>
<th>Place</th>
<th>1990</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>U.S. Total</td>
<td>3,525</td>
<td>100%</td>
</tr>
<tr>
<td>Six Traditional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Destinations</td>
<td>2,850</td>
<td>81%</td>
</tr>
<tr>
<td>California</td>
<td>1,500</td>
<td>42%</td>
</tr>
<tr>
<td>Florida</td>
<td>240</td>
<td>7%</td>
</tr>
<tr>
<td>Illinois</td>
<td>200</td>
<td>6%</td>
</tr>
<tr>
<td>New Jersey</td>
<td>95</td>
<td>3%</td>
</tr>
<tr>
<td>New York</td>
<td>350</td>
<td>10%</td>
</tr>
<tr>
<td>Texas</td>
<td>450</td>
<td>13%</td>
</tr>
<tr>
<td>New Immigrant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Destinations</td>
<td>710</td>
<td>19%</td>
</tr>
<tr>
<td>Arizona</td>
<td>90</td>
<td>3%</td>
</tr>
<tr>
<td>Colorado</td>
<td>30</td>
<td>1%</td>
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<tr>
<td>Georgia</td>
<td>35</td>
<td>1%</td>
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<tr>
<td>Louisiana</td>
<td>15</td>
<td>.4%</td>
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<tr>
<td>Maryland</td>
<td>35</td>
<td>1%</td>
</tr>
<tr>
<td>Missouri</td>
<td>10</td>
<td>.3%</td>
</tr>
<tr>
<td>Nevada</td>
<td>25</td>
<td>.7%</td>
</tr>
<tr>
<td>North Carolina</td>
<td>25</td>
<td>.7%</td>
</tr>
<tr>
<td>Virginia</td>
<td>50</td>
<td>1%</td>
</tr>
</tbody>
</table>

Source: Adapted from Passel and Cohn 2009; Passel 2015.

As shown in Table 1, in 1990 the six traditional immigrant destination states were home to 81% of all unauthorized immigrants. The most recent data available (2012) indicates that California continues to lead all states with the most number and the highest percentage of unauthorized immigrants. Furthermore, when combined the six traditional immigrant destinations account for 61% of all unauthorized immigrants. However, the rest of the country is now home to 39% of all foreign born individuals who are out of status (unauthorized) (Passel 2015).

In 2012, other states such as Arizona, Georgia, and North Carolina, have notable unauthorized immigrant populations. More importantly, the 11+ million unauthorized immigrants are now found in every state within the U.S. whereas, in the 1980s and 1990s that was less common (Schmalzbauer, 2014). Many members of the host culture who are unaccustomed to interacting with immigrants have become uncomfortable with these changes. For example, a number of governments in these states (e.g. Arizona and Georgia) have passed draconian laws seeking to curtail the number of unauthorized immigrants in their states.

As government officials, community leaders, and public service workers strive to address the issues and concerns about contemporary immigration, they need a clearer picture of the situation. One way to improve our understanding of the characteristics of today’s migrants (especially those of Mexican origin) is to explore the nuances among them. The remainder of this article provides an overview of the three types of migrants who have been leaving rural Mexico and emigrating to the U.S.

Three Types of Rural Mexican Immigrants

Data for this section of the article were derived from a larger research project that looks at the impact that remittances are having on rural Mexico. I started the project in 2006 by collecting background information from published data and secondary literature on immigration from rural Mexico. After securing IRB approval to conduct interviews among adult men and women in the village of Chalchihuites, Zacatecas, Mexico, I began the fieldwork component of my data collection during the summer of 2006. Preliminary data were gathered from open-ended, guided interviews with local residents and their families, as well as community leaders (e.g. government officials, local priests, social workers, attorneys, health officials, and business owners). Most of the information collected came from one-on-one conversations as well as focus group discussions with women in the village who have a husband/boyfriend in the U.S. Through the snowballing technique I interacted with more than 75 people.
Since 2006 I have continued conducting interviews but mainly with immigrants living in the United States (especially in the states of Kansas, Colorado, Texas, and Oklahoma). In total I have conducted well over 200 interviews with a wide variety of individuals who understand the contemporary migration process. I documented my findings with detailed field notes kept in dedicated journals and over 700 digital photos.

The village of Chalchihuites was selected as a case study for two main reasons. First, Chalchihuites is located in one of the primary sending states within Mexico. In fact, according to Mexico’s census agency INEGI (2000), 45% of the town’s population has emigrated to the U.S. for employment reasons. From discussions with numerous local residents, I have learned that the percentage is probably much higher (ca. 65%). As is consistent with other geographic studies (e.g. Jones, 2014), this case study approach draws information from one village to help inform patterns and processes that are applicable to similar villages in other parts of rural Mexico. Second, the village is small enough in size (ca. 4,000 residents) that it meets the definition of rural and yet it also serves as the county seat. Therefore, demographic and economic data are readily available through INEGI.

The first type of migrant entering the U.S. from rural Mexico is the goal-oriented migrant. Intuitively, goal-oriented migrants are compelled to emigrate to the U.S. to meet a specific financial goal. As revealed from my interviews and fieldwork, most are young, single men who possess considerable bravado, which sometimes gets them in trouble with the law. The most common financial goal these young men have is to earn enough money to buy a new pickup and impressive clothing. Because these purchases can be quite expensive, young goal-oriented migrants tend to work for about three to five years in the U.S. to meet their goal. Interestingly, for most young men, working in the U.S. has become a right of passage into adulthood. Most young goal-oriented migrants send the least amount of money home; their focus is on meeting their financial goal. When they return home, they show off their new purchases. In the long run however, they have little else to show for their time and efforts working in the U.S.

When migrants make the decision to return to the U.S. on a regular basis they become examples of the second type of migrant I call repeat migrants. From my experience, until 2010 this was the most common type of rural Mexican migrant. Repeat migrants are individuals who have had a taste of the money that can be earned by working in the U.S. Plus, they have come to appreciate the quality-of-life and financial opportunities that accompany that higher income. My research reveals that repeat migrants tend to be at a later stage in the life-cycle process than the typical goal-oriented migrant; they are commonly married and many have started a family. These migrants have decided that having a home in Mexico is most desirable, but their main source of income is derived from a job in the U.S. The most common practice has been to work for about 10 months in the U.S. and then return home during the holiday season in late November to early January. By having a steady, reliable source of income in the U.S. they can provide their family with a stable quality-of-life. Few repeat migrants are able to become financially independent however. Most do not earn enough money or invest it wisely to establish a business of their own. According to Robert Suro (2003), 78% of the money they earn is used for everyday household expenses.

The third type of migrant leaving rural Mexico is the permanent migrant. Permanent migrants are individuals who have worked for a lengthy period of time in the U.S. and have decided that continuing to migrate back and forth between the U.S. and Mexico is no longer desirable; they make the decision to move permanently to the U.S. Having spent considerable time in the U.S., permanent migrants typically speak English better than the other two types of migrants. But more importantly, because they are more familiar with U.S. cultural customs, they are able to integrate into U.S. society more easily. A majority of permanent migrants strive to bring their entire family to the U.S.; first their spouse and dependent children, then their extended family. It is worth noting that, as the U.S. government has stepped-up its efforts to stem the flow of unauthorized immigration (especially during the current Presidential administration), many migrants who would have otherwise returned to rural Mexico on a regular basis
during the holiday season have now decided that the “costs” and “risks” of returning home are too great. This includes both documented and undocumented immigrants from Mexico. They have decided to stay in the country permanently. According to information published by the Pew Research Center, 65.7% of unauthorized immigrants from Mexico have been in the U.S. for at least ten years (Pew Research Center, 2017).

Conclusion

As the American government seeks to find ways to resolve the immigration issue, one thing they might consider is a new guest worker program – one that would include a menu of options tailored to the objectives of the three types of migrants. This could be short-term employment for goal-oriented migrants or a path to citizenship for permanent migrants. At the same time, there are a number of things that local governments and community leaders can do to mitigate some of the inherent stresses and strains associated with immigration. First, local officials can help U.S. citizens who encounter immigrants for the first time understand the benefits they offer. As reported in numerous publications by the American Immigration Council (e.g. Ojeda and Robinson, 2013), immigrants help fill jobs that otherwise go unfilled, they strengthen and diversify the local economy with new businesses, and they help repopulate dying towns throughout rural America. At the same time, local governments and community leaders can provide information and assistance that will help immigrants better understand the cultural traditions of the host culture so the immigrants can integrate more effectively. By understanding some of the differences among immigrants from Mexico, government officials and social service workers can offer assistance that is better tailored to each individual’s distinct situation.

References


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Appendices
Plenary Speakers

**Dr. Juan Andrade, Jr.**
“**The Social, Economic, and Political Implications of Latino Population Growth**”

**Dr. Juan Andrade** is the President of the United States Hispanic Leadership Institute. USHLI has registered 2.3 million voters, published 425 studies on Latino demographics, trained over 900,000 present/future leaders, awarded over $1.3 million in scholarships and internships, and sponsors the largest Latino leadership conference in the nation. He is one of the most highly decorated Latino leaders in the nation, only the 4th Latino in history to be honored by both the government of the United States and the government of Mexico. In 2001 he received the Presidential Citizens Medal from President Bill Clinton at the White House. In 2011 he received the National Ohtli Award, the highest honor presented by the people and government of Mexico for distinguished service to the Mexican and Mexican American community in the United States. Originally from Brownwood, Texas, as a boy he sold newspapers and worked in restaurants washing dishes, pots and pans. As a farm worker he picked cotton and hoed weeds in cabbage, watermelon, cantaloupe, peanut and cotton fields. As a high school and college student he worked in factories and meatpacking plants. He has earned five degrees including a BA from Howard Payne University, a M.Ed from Antioch College, an Ed.S and Ed.D from Northern Illinois University, and a post-doctorate MA from Loyola University Chicago.

**Dr. Gustavo Carlo**
“**Fostering Prosociality in Latino/a Youth: Practices, Values, and Prosocial Behaviors**”

**Dr. Gustavo Carlo** is the Millsap Professor of Diversity and Multicultural Studies in the Human Development and Family Science Department at the University of Missouri - Columbia, and the Director of the Center for Family Policy and Research. His research focuses on prosocial and moral development among children and adolescents, including a focus on the positive health and adjustment among Latino families and youth. He examines temperament, family correlates, social cognitions and emotions, and culture-related variables associated with prosocial and moral development. He has authored or coauthored over one hundred reviewed journal articles, and edited several volumes, including most recently Rural Ethnic Minority Youth and Families in the United States (2016), and Prosocial Development: A Multidimensional Approach (2014).

**Dr. Edmund ‘Ted’ Hamann**
“**Education in the ‘New-ish’ Latino Diaspora: A Research and Praxis Agenda for the Next 10 Years**”

**Dr. Edmund ‘Ted’ Hamann** is a Professor in the Department of Teaching, Learning, & Teacher Education at the University of Nebraska-Lincoln. Trained as an anthropologist of education, he is particularly interested in how the ways educational decision-makers imagine their constituent populations in turn shape the educational policies and practices they support for those populations. In particular, he is interested in how education decision-makers imagine transnationally mobile populations, notably those who have moved between Mexico and the United States. On the US side, he has helped found the subfield of research on education in the New Latino Diaspora. He is co-editor (with Stanton Wortham and Enrique G. Murillo, Jr.) of Revisiting Education in the New Latino Diaspora (Information Age Press, 2015; details here, and New Books in Education podcast here), coauthor of Alumnos Transnacionales: Las Escuelas Mexicanas Frente a la Globalización (Secretaría de Educación Pública de México, 2008), and more than 50 journal articles and book chapters. In 2015 he was recognized by the American Anthropology Association winning its Anthropology in Public Policy Award. He began his career teaching an experimental bilingual family literacy curriculum in an Argentine district of Kansas City, Kansas.
Dr. Sandy Magaña
“Addressing Disparities for Latino Families of Children with Disabilities”

Sandy Magaña, PhD, MSW, is a professor in Disability and Human Development at the University of Illinois at Chicago. Dr. Magaña’s research focus is on the cultural context of families who care for persons with disabilities and mental illness and the experiences of parents who have disabilities. She has been a leader in investigating racial and ethnic disparities among children with autism and developmental disabilities and among their family caregivers. Building on this research, Magaña has developed culturally relevant interventions to address these disparities, bringing the Promotora de Salud (community health worker) model to the disability world. She is in the process of leading a large two-site randomized trial of an intervention that seeks to empower Latino parents of children with autism spectrum disorder (ASD). She is also director of the newly established Family Support Research and Training Center (FSRTC).
Program

Day 1 - Wednesday, June 8, 2016

9:30 AM - 12:00 PM
Annual Meeting of the interstate initiative Latinos and Immigrants in Midwestern Communities (NCERA 216)

10:00 AM - 12:00 PM
Student meeting

11:00 AM - 1:00 PM
Missouri Dual Language Network (MODLAN) meeting

1:00 - 1:50 PM
Opening Session
Stephen Jeanetta, Interim Director of the Cambio Center, University of Missouri-Columbia
Councilmember Clyde Ruffin, Mayor Pro Tem representing the City of Columbia
James K. Scott, Interim Vice Provost for International Programs
Linda Jo Turner, Interim Vice Provost and Director of University of Missouri Extension

2:00 - 2:50 PM
Plenary 1
“Education in the ‘New-ish’ Latino Diaspora: A Research and Praxis Agenda for the Next 10 Years”
Dr. Edmund ‘Ted’ Hamann – University of Nebraska-Lincoln

3:00 - 4:30 PM
Breakout Session Block 1

1A: Civic and Economic Engagement Workshop

“Expanding Access Mapping Workshops: A Community-based Tool for Building Partnerships with Underserved or Unserved Audiences”
Teresa Curtis – University of Wisconsin - Extension, Cooperative Extension

1B: Changing Communities Panel

“Action in the Face of Anti-Immigrant Legislation: The Dovetail of Student-Led Advocacy & Direct-Student Advising at The Scholarship Foundation of St. Louis”
Felipe Martinez and Karissa Anderson – The Scholarship Foundation of St. Louis

1C: Education
Teaching Across Cultures and Languages: Skills, Models, and Techniques

“Aprendiendo Juntos: A Collaborative Model for Developing Teachers’ Knowledge and Skills in Working with Latino English Learners”
Rocio Delgado – Trinity University

“An Exploration of Indiana’s English Language Learner Language Programming Models: A Mixed Method Study”
Trish Morita Mullaney – Purdue University
April Burke – Central Michigan University

“A Dual-Language Program in Marshalltown, Iowa: Does it Strengthen or Diminish Community?”
Jan L. Flora, Hector A. Bombiella, Carol Oliveira Parks, and Mirian Tyson - Iowa State University

1D: Health
Approaches, Factors, and Impacts of Food Security Among Latinos

“Effects of Food Insecurity and Family Rituals on Rural Latina Immigrant Mothers’ Mental Health”
Juan Bao and Kimberly Greder – Iowa State University

“Local Immigration Enforcement Policies and Food Insecurity Risk among Mexican-Origin Immigrant Families with Children: National-Level Evidence”
Stephanie Potochnick and Jen-Hao Chen – University of Missouri
Krista Perreira – University of North Carolina

“Vibrant Community, Healthy Garden: A Collective Impact Strategy to Improve Health and Build Community”
Athena Ramos – University of Nebraska Medical Center

1E: Youth Development
Research on Child and Youth Development and the Best Practices Toolkit

“Current Research Examining Latino/a Children and Youth Well-Being”
Katharine H. Zeiders, Sarah Killoren, and Francisco Palermo, University of Missouri
“Converging Parallel Efforts in Latino Youth Development”  
Ricardo Diaz – University of Illinois Extension

“Latino Youth Outreach Best Practices Toolkit”  
Guadalupe Landeros – National 4-H Council Hispanic Advisory Committee  
Laura Valencia and Elver Pardo – University of Florida IFAS Extension  
Maria G. (Lupita) Fabregas Janeiro – University of California

4:45 - 5:30 PM  
**Thematic group idea exchange**  
See notes from 2016 Idea Exchange

5:30 - 6:30 PM  
**Poster session & Hors d’oeuvres**

6:30 PM  
**Dinner and Dancing**

**Day 2 - Thursday, June 9, 2016**

7:15 AM  
**Breakfast**

8:00 - 9:30 AM  
**Breakout Session Block 2**

**2A: Civic and Economic Engagement**  
**Latino Civic Participation: A Case Study Presentation and Workshop**

- Presentation: “Participation and Civic Engagement among Mexican Immigrants in Central Illinois”  
  Julia Albarracín – Western Illinois University

- Workshop: “Unleashing the Latino Vote - Today and into the Future”  
  John F. Dulles - Human Rights Consultancy

**2B: Changing Communities**  
**Understanding Changing Migrations and Demographics**

- “Three Types of Migrants Leaving Rural Mexico”  
  Jeffrey Smith – Kansas State University

**2C: Education**  
**Research on Bilingual and Multicultural Learning, Identity, and Purpose**

- “Nurturing of Translingual, Transliterate, and Multicultural Identity: One Student’s Journey”  
  Rebecca Schwerdtfeger – University of Missouri

- “Turning Points and Tensions: Emerging Adulthood for Language Brokers”  
  Lisa Dorner, Sujin Kim, and Emily Crawford – University of Missouri

- “Lady Researchers: Mapping Urban Community and Learning Spaces”  
  Carla McNelly – Iowa State University  
  Carla Dawson – Whyld Girls Program  
  Katherine Richardson Bruna – Iowa State University

**2D: Health**  
**Mental Health Research and Best Practices for Latino Populations**

- “Mental Health First Aid: Developing Awareness and Providing Timely Intervention to Save Lives”  
  Antonia Correia – University of Nebraska Medical Center

- “A Comparison of Screening Tools Among Pregnant and Post-partum Latinas: Is Screening for Depression Enough?”  
  Anne Farina – Saint Louis University
“Social Cognitive Predictors of Well-Being and Mental Health among White and Latino/a Engineering Students: Gender and Ethnic Group Model Comparisons”
Jiajia Zhu - Beijing Normal University
David Diaz and Lisa Flores - University of Missouri-Columbia
Rachel Navarro - University of North Dakota

2E: Youth Development
Youth Development Programming Workshops

“Bright Spot in Latino Youth Educational Success: The Juntos Program”
Cintia Aguilar and Diana Urieta – North Carolina State University

“Missouri 4-H Youth Futures: College Within Reach”
Donna Garcia, Paula Herrera-Gudiño, and Christine Mosbrucker – University of Missouri Extension

9:45 - 10:45 AM
Plenary 2:
“Addressing Disparities for Latino Families of Children with Disabilities”
Dr. Sandy Magaña – University of Illinois-Chicago

11:00 - 11:45 AM
Thematic group idea exchange (pt. 2)

11:45 AM - 1:00 PM
Lunch

1:15 - 2:15PM
Plenary 3:
“The Social, Economic, and Political Implications of Latino Population Growth”
Dr. Juan Andrade, Jr. – United States Hispanic Leadership Institute

2:30 - 3:45 PM
Breakout Session Block 3

3A: Civic and Economic Engagement
Advancing Entrepreneurship in Latino and Immigrant Communities

3B: Changing Communities
Research: Latino Experiences in Universities in the Heartland

3C: Education
How Schools and Centers Communicate and Build Relationships with Families in Changing Communities

“Strengthening Communities and Creating Economic Opportunities for Latinos Through the Advancement of Entrepreneurship, and Other Asset-Building Skills”
Michael Carmona and Ernesto Marquez – Hispanic Economic Development Corporation of Greater Kansas City

Mark Edelman and Sandra Burke – Community Vitality Center at Iowa State University

“Exploring Farming and Ranching Sustainable Production Methods Among New and Beginning Latinos Producers in Missouri”
Eleazar U. Gonzalez – University of Missouri Extension
Nadia Navarrete-Tindall – Lincoln University Cooperative Extension

“Latino Agricultural Entrepreneurship Strategies, Networks Of Support, And Sustainable Rural Development”
Stephen Jeanetta and Corinne Valdivia – University of Missouri
Rubén Martínez – Michigan State University
Jan Flora and Cornelia Butler Flora – Iowa State University

“The Glass Ceiling and Latinas’ Leadership in Higher Education in the State of Missouri”
Daisy I. Collins – Missouri State University

“Discrimination on University Campuses: Understanding Latino and African American Students’ Subtle and Overt Experiences”
Alexandra Davis, Katharine H. Zeiders, Antoinette M. Landor, and Symone Lenoir – University of Missouri
“Access to Public Space in a New Latina/o Place: The Question of Latina/o Integration and Inclusion in Northwest Arkansas”
Aaron Arredondo – University of Missouri

“Mexican Immigrant Parents’ Perceptions of Climate at a New Language Immersion Charter School”
David Aguayo and Lisa Dorner – University of Missouri

“Discourses of Changing Communities in School Website Design”
Sujin Kim and Lisa Dorner – University of Missouri

“The ‘Problem’ of Familism in New Latino Diaspora Schools: Building Bridges to Create a Hybrid Culture of Academic Success”
Jessica Sierk – University of Nebraska-Lincoln

3D: Health
Best Practices in Health Education and Promotion

“Salud y Bienestar: Program to Address Health and Wellness for Latinas in St. Louis City”
Anne Farina – Saint Louis University
Eileen Wolfington and Emily Stuart – Kingdom House

“Providing Health Education to Refugees in Missouri: a Statewide Collaborative”
P. Ariel Burgess – International Institute of St. Louis

“Latinas, Tabaco y Cancer: Health Promotion to Empower Immigrant Latina Women”
Athena Ramos, Antonia Correa, and Natalia Trinidad – University of Nebraska Medical Center

3E: Youth Development
Youth Development Best Practices Presentations

“Human Trafficking at the U.S./Mexico Border: Our Responsibility as Social Workers”
April Dirks-Bihun and Stormy Hinton-Janda – Mount Mercy University

“Welcoming Youth Latinos to California 4-H!”
Maria G. (Lupita) Fabregas Janeiro and Shannon J. Horrillo – University of California – Division of Agriculture and Natural Resources

“Redefining the 4-H Community Club Program to Engage Latino Audiences”
Shannon J. Horrillo, Claudia P. Diaz Carrasco, Jessica Guild, Russell Hill, Elizabeth Elizondo – University of California – Division of Agriculture and Natural Resources

“Jovenes del Futuro/Opciones - A Program for Minority Youth Who Dream of a Prosperous Future”
Elver Pardo and Laura Valencia - University of Florida IFAS Extension

4:00 - 5:15 PM
Breakout Session Block 4

4A: Civic and Economic Engagement
Training, Capacity, and Competence for Engaging Multicultural Communities

“Building Stronger Communities through Cultural Engagement and Understanding”
Carlos Barcenas and Kathie Starkweather – Center for Rural Affairs

“Latino Wisconsin: Needs Assessment and Family Integration Study”
Armando Ibarra and Daniel Malacara - University of Wisconsin-Extension

“Extension Capacity to Serve Latino Communities in the Midwest”
Rubén Martínez, Jean Kayitsinga, Pilar Horner, Daniel Vélez Ortiz – Julian Samora Research Institute at Michigan State University

“Intercultural Competence Experience in Puebla, Mexico”
Maria G. (Lupita) Fabregas Janeiro – University of California
Jorge H. Atiles – Oklahoma State University

4B: Changing Communities Panel

“MU Student Panel: Voices Seeking Change”

4C: Education Workshop

“The Changing Face of Students: Meeting Language, Academic, and Social Needs of Recent Immigrant Youth”
Jamie Cardwell and Karina Arango - Ritenour School District, Missouri
4D: Health Panel

“Uniting Voices of Advocacy: Latino Parents with a Child with Developmental Disabilities in Missouri”
Gerardo Martínez – ALAS: Alliance for Leadership, Advancement, and Success; Visions with Love; and Alianzas of University of Missouri
Bertha Aldape – Vision with Love
Jordana Vera-Montero and Yeni (Jenni) Vasquez – ALAS: Alliance for Leadership, Advancement, and Success
Katheryne Staeger-Wilson – Missouri Developmental Disabilities Council

4E: Youth Development
Youth Development Best Practices Presentations

“4-H as Culturally Responsive Program: Building an Afterschool 4-H Program that Engages Latino Youth and Parents in Sacramento, CA”
Claudia P. Diaz Carrasco and Marianne Bird – University of California Cooperative Extension

“Meet Them Where They Are and Take Them Far: A Holistic Approach in Youth Development for Hispanic Families”
Bertha Mendoza - Kansas State University Research and Extension

“Cena y Ciencias: Science Programming in Spanish and with Parents”
Alvarez Dixon and Ricardo Diaz - University of Illinois Extension

Day 3 - Friday, June 10, 2016

7:15 AM
Breakfast

8:00 - 9:15 AM
Plenary 4

“Fostering Prosociality in Latino/a Youth: Practices, Values, and Prosocial Behaviors”
Dr. Gustavo Carlo - Millsap Professor of Diversity at the Human Development and Family Science Department and Director of the Center for Family Policy and Research at the University of Missouri

9:30 - 10:45 AM
Breakout Session Block 5

5A: Civic and Economic Engagement Panel

“The First Two Community ID Programs in the Midwest: Organizing, Evaluation, and Community Health in Johnson County, IA and Washtenaw County, MI”
Irund A-wan – Center for Worker Justice of Eastern Iowa
Barbara Baquero – University of Iowa College of Public Health
Keta Cowan - Synod Community Services and the Washtenaw ID Project, Michigan
Jason Daniel-Ulloa – University of Iowa College of Public Health
Jorge Delva – University of Michigan School of Social Work
Mayra Elena Martínez – eHealth and eNovation Center at University of Iowa Community Medical Services
Marlén Mendoza – University of Iowa College of Public Health
Nicole L. Novak – University of Michigan School of Public Health
Xiomara Santana – University of Iowa College of Public Health
Rosamond Smith – University of Iowa College of Public Health
Olivia Temrowski – Synod Community Services and the Washtenaw ID Project, Michigan

5B: Changing Communities
Workshops on Integration Strategies

“Welcoming New Americans through Contact, Communications, and Leadership in Receiving Communities”
Christina Pope – Welcoming America

“Replicable Integration Strategies from Faith Organizations”
Leya Speasmaker – Catholic Legal Immigration Network
Denzil Mohammed – The Immigrant Learning Center, Inc.
5C: Education Panel

“The Construction of Parent and Teacher Identities in Bilingual Settings”
Jorge L. Inzunza – Turtle Creek Elementary School, Wisconsin
Berenice Solis – Parent Teacher Organization of Turtle Creek Elementary School, Wisconsin
Cynthia Bell-Jimenez - Turtle Creek Elementary School
Meredith Byrnes – Rutgers University
Catherine Jesberger - Parent Teacher Organization of Turtle Creek Elementary School
Rafaela Albiter - Turtle Creek Elementary School
Katrina Liu – University of Wisconsin-Madison
Mary Crist – Turtle Creek Elementary School, Wisconsin

5D: Health
Workshops on Building Culturally Competent Organizations and Individuals

“Going Beyond Language: How to Talk About Cultural Competency to Funders”
Carla Gibson and Dawn Downes – The REACH Healthcare Foundation

“Engaging in Difficult Dialogues”
Sonia Dhaliwal and Óscar Rojas-Pérez – University of Missouri

5E: Youth Development:
Workshops on Integration Strategies (cross referenced with Breakout 5B)

11:00 AM - 12:00 PM
Closing Session
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