Methodological Approaches and Considerations for Community Action Research with Latino Communities

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WELCOME

Presenters
Domingo Martínez: Why & So What?
Corinne Valdivia: Strengths & Participation
Lisa Y. Flores: Context & Acculturation
Alex Morales: Qualitative Methods
Steve Jeanetta: Action Research
Changes in the Heartland and Missouri – Needs Based Research

Domingo Martínez
Percent Change in Hispanic or Latino Population by County: 2000 to 2010

Source: US Census Bureau, 2010
Needs-based, collaborative, iterative

Changes in the state
Experiences in communities

Data, Knowledge & Outreach
(local and national)

University of Missouri
System

Research

University of Missouri Extension

Alianzas alliances

CAMBIO CENTER
What’s in a Number?

Using the numbers to provide a context for why integration is central to sustainable rural development questions…

Population Changes in Missouri:
2000-2010 (in thousands)

<table>
<thead>
<tr>
<th>Age group</th>
<th>Total pop change</th>
<th>Non-Hispanic</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 17</td>
<td>-2.3</td>
<td>-40.3</td>
<td>38.0</td>
</tr>
<tr>
<td>18 to 24</td>
<td>53.3</td>
<td>43.2</td>
<td>10.1</td>
</tr>
<tr>
<td>25 to 44</td>
<td>-102.2</td>
<td>-129.3</td>
<td>27.1</td>
</tr>
<tr>
<td>45 to 64</td>
<td>362.0</td>
<td>346.7</td>
<td>15.3</td>
</tr>
<tr>
<td>65 +</td>
<td>82.9</td>
<td>79.6</td>
<td>3.3</td>
</tr>
<tr>
<td>All ages</td>
<td>393.7</td>
<td>299.8</td>
<td>93.9</td>
</tr>
</tbody>
</table>

Source: Missouri Census Data Center

So, what?
What’s in a Number - II?

Similar situation in the Midwest as a whole (12 states)

Population Changes in the Midwest: 2000-2010 (in thousands)

<table>
<thead>
<tr>
<th>Age group</th>
<th>Total pop change</th>
<th>Non-Hispanic</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 17</td>
<td>-519.6</td>
<td>-1,134.8</td>
<td>615.3</td>
</tr>
<tr>
<td>18 to 24</td>
<td>310.3</td>
<td>210.7</td>
<td>99.6</td>
</tr>
<tr>
<td>25 to 44</td>
<td>-1,852.4</td>
<td>-2,296.6</td>
<td>444.2</td>
</tr>
<tr>
<td>45 to 64</td>
<td>3,832.6</td>
<td>3,523.8</td>
<td>308.8</td>
</tr>
<tr>
<td>65 +</td>
<td>763.3</td>
<td>694.1</td>
<td>69.2</td>
</tr>
<tr>
<td>All ages</td>
<td>2,534.2</td>
<td>997.1</td>
<td>1,537.1</td>
</tr>
</tbody>
</table>

So, what?

Source: Missouri Census Data Center
A Strengths Based & Participatory Research Framework
Working with communities

We collaborate with trusted organizations (churches, community centers) and gatekeepers in the community to access both newcomers and long-time residents, to ensure that the findings are relevant to them, and to have a means for sharing information and obtaining feedback.
Asset & Integration

A framework that includes:
- A sustainable livelihoods approach that focuses on the strengths of the communities and people.
- With Latino newcomers, knowledge, culture, values and networks, as well as human agency pursuing livelihoods and integrating to a new context.
- With the receiving communities residents, understanding their perceptions, strengths, and agency.

An approach:
- That defines concepts through participatory processes such as focus groups, photovoice, and appreciative inquiry; and has a feedback process through community forums.
- Combines qualitative and quantitative methods to gather data for analysis intended to inform decision makers.
- That considers the vulnerable context of many of the participants. A Certificate of Confidentiality that protects identity; a process that respects time.
An Example of Project Design

Focus Groups
- men & women

Photovoice

Case Studies

Assets
- Livelihoods
- Acculturation
- Survey

Recurring themes
- Social and cultural capital

Public Displays
- Community Forums

Livelihood strategies
- Life stories

Findings
- Products & Information Shared with Communities & Stakeholders

Statistical Analyses & Triangulation
- (qualitative, quantitative & community feedback)

Time line
- Multiple Years
Acculturation & Community Climate

Lisa Y. Flores
Acculturation takes place in the context of a perceived Community Climate.

Bronfenbrenner’s (1979) Ecological Model

- **Individual Variables**: acculturation, values, self-identity
- **Microsystem**: Interactions at home, school, work systems that influence individual’s aspirations, confidence, risk taking
- **Mesosystems**: Interactions between two or more microsystems
- **Exosystem**: Linkages between subtypes e.g., school system policies that influence the individual
- **Macrosystem**: Ideological components of a given society e.g., stereotyping; class bias, structure of opportunity

Acculturation takes place in the context of a perceived Community Climate.
Dominant Culture Acculturation Orientations

INTEGRATION:
Acceptable for immigrants to maintain cultural ID; Acceptable for immigrants to adopt culture of host community

ASSIMILATION:
Not acceptable for immigrants to maintain cultural ID; acceptable for immigrants to adopt culture of host community

SEGREGATION:
Acceptable for immigrants to maintain cultural ID; Not acceptable for immigrants to adopt culture of host community

EXCLUSION:
Not acceptable for immigrants to maintain cultural ID; Not acceptable for immigrants to adopt culture of host community
Immigrant Acculturation Orientations

**INTEGRATION:**
- Valued to maintain cultural identity;
- Valued to maintain relationships with other groups

**ASSIMILATION:**
- No value to maintain cultural identity;
- Valued to maintain relationships with other groups

**SEPARATION:**
- Valued to maintain cultural identity;
- No value to maintain relationships with other groups

**MARGINALIZATION:**
- No value to maintain cultural identity; no value to maintain relationships with other groups
Qualitative Methods: Focus Groups
Eliciting Information

Alex Morales
Purpose of Focus Groups

• To learn...
  • how immigrants are integrating economically and socially;
  • immigrant and long term residents perceptions of community;
  • social relationships, effect on economic and social integration;
  • experiences with other groups;
• To define variables in research
Strategies to Elicit Depth & Discussion

• Establish Group Norms
• Exploration of Assumptions
• Cultural Nuances
• Power Differentials
• Address Group Dynamics
  – Moments of Silence
  – Dominant Group Members
Theme examples

- Acculturation
- Perceptions of Community
- Perceived Racism
- Social Capitals
- Barriers to Integration
Acculturation & Identity

- Individual Acculturation
- Community Acculturation
Community Reception

• Welcome reception
  – “I am pretty confident that 75% of them support us.”
  – “This community is very friendly, it’s very receptive, since I arrived here I have never had problems feeling rejected as a Latino.”

• Others are willing to help
  – “…when I go to a store to buy something, and I do not know how to say something, it never fails that someone will arrive and if they see me struggling, they lend a hand.”
Community Reception (cont’d)

• Unwelcome reception
  – “One time, I went to the store with a friend and we were talking in Spanish. And there was a blond man there and he said, “Why don’t you speak in English?” Because he thought that I did not understand, he said “You should go back to your own country. You have no business here if you can’t speak English.”

• Changing reactions: Cold to acceptance
  – “They feared us, and now they have accepted us a little more.”
Steve Jeanetta

PhotoVoice, Appreciative Inquiry & Community Forums
Purpose for the Photovoice

- Engage the participants in critical reflection about the people and places where they live.
- Explore the values that are inherent in their views.
- Connect the research process to the issues affecting development in the community as they view them.
- Initiate local dialogues about their places as receiving communities.
Photovoice Process

- **Recruiting Participants**
  - 8 per community

- **Photos and Captions**
  - Three sessions
    - Orientation & First Question
    - Review First Question & Second Question
    - Review Second Question

- **Community Forums**
  - Receiving Community
  - Newcomers
Themes Facilitating Integration

- Sense of Place
  - Parks, Businesses, Landscapes & Skylines
- Bridging Institutions
  - Centers, Churches, Employers
- Systems of Support
  - Churches, Friends and Family & Public Services
- Sense of Belonging
  - Work, Language, Culture, Schools & Services
This photo was very pretty to me. I shot it because [this town] is very pretty from wherever you look at it. The first time that I arrived here, I told my husband, "Yes, I like it here and I will stay here." It is a small town, but very pretty and it is what I dreamed of for my children. Here you live with nature.

Also in the Latin businesses, such as the stores, restaurants and bakeries, where one can speak their language without having to be harassed or discriminated against for speaking Spanish.
THANK YOU

QUESTIONS...
Acknowledgements

We thank the communities and the organizations for their time and support.

For information and materials about our projects visit

Cambio Center

http://cambio.missouri.edu