Understanding acculturation and integration of Latino newcomers and long-term residents in rural communities

Corinne Valdivia
Associate Professor Agricultural and Applied Economics
valdiviac@missouri.edu

Stephen Jeanetta
Extension Associate Professor Rural Sociology
jeanettas@missouri.edu

Lisa Y. Flores
Professor Educational and Counseling Psychology
floresly@missouri.edu

University of Missouri
Outline

1. A brief introduction on asset accumulation strategies: acculturation, networks & wellbeing

2. Understanding acculturation and integration expectations among newcomers & long term residents in rural communities

3. Appreciative inquiry: methods, process, and where we are
1. A brief introduction

**Strengths Framework**

- **Wellbeing**
  - Accumulation of Assets
  - Vulnerability & Loss

- **Livelihood Strategies**

- **Context of Reception**

- **Economic Capital**
  - (Earnings Assets Savings)

- **Human Capital**
  - (Education Skills Health Language Proficiency)

- **Cultural Capital**
  - (Ethnic Identity & Acculturation)

- **Social Capital**
  - (Bridging Bonding Linking Social Networks)
Bronfenbrenner’s (1979) Ecological Model

1. A brief introduction
1. A brief introduction

Berry’s Multidimensional Model and Marin & Gamba, 1996: Bidimensional Acculturation Scale

- **Integration**: High Latino Acculturation and High Anglo Acculturation
- **Assimilation**: Low Latino Acculturation and High Anglo Acculturation
- **Separation**: High Latino Acculturation and Low Anglo Acculturation
- **Marginalization**: Low Latino Acculturation and Low Anglo Acculturation
Findings and Implications

- Bilingualism – positive impact on earnings & integration
- Mobility – a negative effect on earnings
- Cultural identity – contributes to job satisfaction & to sense of wellbeing
- Anglo acculturation – contributes to job satisfaction
- Acculturation – Separation (3/4) and Integration (1/4)
- Social – Bonding networks contribute to wellbeing and income mostly support mostly of friends, isolated from mainstream networks
- Community climate – context of reception perceptions discrimination negative on jobs; environmental on wellbeing
- Interactions of human, social capitals with acculturation strategies and outcomes
- Outcomes (getting ahead) defined by security, wellbeing of children, and low cost of living + environment of place
Community Climate
The Context of Reception

Four groups of items:
- Community Acceptance
- Community Climate
- Language Pressures
- Experiences with Discrimination
Acculturation Strategy

Community A

Integration
Assimilation
Separation/Segregation
Exclusion/Marginalization

Agree

Receiving Community
Latino Newcomer
Community B

Acculturation Strategy

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Receiving Community</th>
<th>Latino Newcomers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration</td>
<td>5.7</td>
<td>5.9</td>
</tr>
<tr>
<td>Assimilation</td>
<td>2.74</td>
<td>3.2</td>
</tr>
<tr>
<td>Separation/Segregation</td>
<td>2.44</td>
<td>4</td>
</tr>
<tr>
<td>Exclusion/Marginalization</td>
<td>2.8</td>
<td>2.3</td>
</tr>
</tbody>
</table>

- **Strongly agree**
- **Neutral**
- **Disagree**
- **Strongly Disagree**

Legend:
- Receiving Community
- Latino Newcomers
Community C

Latino Newcomers

- Integration: 2.17 - 1.82
- Assimilation: -1.07
- Segregation/Separation: 0.85
- Exclusion/Marginalization: -2.37 -2.17 -1.9 -2.15

Receiving Community
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
Where integration takes Place: Guiding questions

- Where are those places in the community that promote interaction with people who do not look like you?

- Where are those places in the community that represent barriers to interaction with people who do not look like you?
Places Facilitating Integration

**Receiving Community**
- Public Institutions
- Work
- Exercise
- Schools and educational programs
- Stores/Shopping
- Restaurants & Groceries
- Church
- Neighborhood

**Latino Newcomer Community**
- Church
- Recreation
- Food
- Service Providers
- Shopping
- Education
Places Inhibiting Integration

Receiving Community
- Exclusionary
- Not accessible to Spanish/English speakers
- Public Service Providers
- Latino businesses
- Small business (English only)

Latino Newcomer Community
- Exclusionary
- Communication is difficult
- Unsafe
- City Hall
- Inaccessible Services
Appreciative Inquiry Process

1. How can we support each other as we create different ways of being together?
2. What would it be like to be an integrated community?
3. What is it like to be a member of the receiving/immigrant community?
4. What are the things we can work on together that will facilitate our integration?

FOCUS GROUPS

PHOTOVOICE

SURVEY

COMMUNITY FORUMS
Critical reflections

COMMUNITY FORUMS
Finding common ground

COMMUNITY FORUMS
Implementing Action Plans

COMMUNITY FORUMS
Evaluating Outcomes

Appreciative Inquiry Community Process

What is it like to be a member of the receiving/immigrant community?

How can we support each other as we create different ways of being together?

What would it be like to be an integrated community?

What are the things we can work on together that will facilitate our integration?
Community Projects
FUNDING

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For more information: www.cambio.missouri.edu