



# Cambio de Colores

*Change of Colors*

**Fifteenth Annual Conference**

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

**CONFERENCE ABSTRACTS  
(DRAFT)**

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***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 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.

***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.

***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*

*Alana LeBrón, National Center for Institutional Diversity at the University of Michigan School of Social Work*

*William Lopez, University of Michigan School of Public Health*

*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*

Undocumented immigrants cannot access state identification (ID) cards 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 the confidence to report crimes to law enforcement (Lagunes, Levin, & Ditlmann, 2012). Undocumented parents face additional challenges, as ID may be required to volunteer at children's schools or pick them up from childcare (de Graauw, 2014). These challenges occur in a racialized context; people of color are asked for ID more frequently than White individuals (Ditlmann & Lagunes, 2014). In 2015, two Midwestern counties (Washtenaw County, Michigan, and Johnson County, Iowa) became the 8th and 9th 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 ID.

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 ID programs that were accessible, secure from fraud, and widely accepted by area businesses, service providers, and law enforcement. These programs fit the theme of 'Building Bridges' as community 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, residentially unstable individuals, and those displaced by natural disaster or domestic violence (Brennan Center for Justice, 2006).

This panel will include several perspectives on these innovative programs: representatives from the Center for Worker Justice of Eastern Iowa and the Washtenaw ID Project will share lessons from years of organizing, advocacy, and policy development. They will discuss each county's process of: 1) identifying need for Community IDs, 2) engaging stakeholders and assessing/addressing stakeholder concerns, 3) building coalitions, 4) developing

ID eligibility criteria, and 5) implementing ID policies. Each county's policy was tailored to local needs and had different application processes and eligibility criteria. Both policies worked to promote county IDs widely, including to those with state-issued IDs, so that county 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 will share 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 will discuss evidence of how participants' day-to-day experiences and access to resources have changed since being issued ID. The panelists will conclude with recommendations for designing local ID policies in other communities, including eligibility criteria, administration process, and community engagement.

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#### ***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.

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***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 its 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 intercultural competent leaders that are able to decode deep cultural differences and create opportunities of growth. These intercultural 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.

***Culturally Responsive Program: The Transition from Mono-Cultural to Multi-Cultural 4-H Clubs***

*Claudia P. 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 to 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 programming 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.

***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 and 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*

Relocation across national borders poses unique challenges and possibilities to newcomer immigrant students who enter diverse urban high schools. 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 the specific language, academic, and social needs of recent immigrant students. 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). The IWC serves 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. Because the IWC is 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. A team of dedicated staff members assist with academics including an ELL lead teacher, math teacher, and bilingual teacher assistant. In addition to academics, students participate in bilingual groups and individual therapy to assist with social or emotional needs. A parent liaison and social worker support students and families with weekly needs. This workshop will review and examine best practices of the development and operation of the Ritenour International Welcome Center designed to meet the specific language, academic, and social needs of recent immigrant students. Furthermore, this workshop will aim to illustrate the process of planning and coordinating a newcomer program including tools that could be adapted and utilized by other districts with similar populations.

***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 area CDC 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 serves 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' 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 treat. 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***

*Teresa Curtis, University of Wisconsin*

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***

*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.

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***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. We will learn how to engage each other on issues on which we differ, and actively listen in a respectful manner for what it is that we can learn about the subject, about ourselves, others, and about our 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.

***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*

4-H Community Clubs provide a space where youth can learn about almost any topic they become interested in led by a caring adult. Historically in California, and generally across the nation, this model has allowed land grant universities to deliver youth development programming in areas that other organizations are unable to reach. In the process of doing so 4-H staff is not only in charge of assuring that research-based information is being shared with the public, but also of building the community capacity so they can act as community and project leaders for the local youth. Through the years the 4-H program became the nation's largest youth development organization, empowering six million young people throughout the United States. These days, regardless of staff and volunteer efforts to start new clubs in communities currently underserved by our county program, parent engagement is often the biggest challenge to start a new 4-H club. Unfortunately, this also challenges our counties capacity to have a wide range of populations represented in our local 4-H program. The practices compiled in this presentation were documented by 4-H staff in California while working with their current 4-H volunteer base acting as bridges to promote 4-H clubs as a relatively low cost afterschool program. Significant staff time was invested to adapt the community club program, using volunteers as leaders, to an after school setting where non 4-H families felt safe and understood. The current presentation compiles first the steps taken to introduce 4-H to a particular school (with a high percentage of Latino families) to start a new club, the roles and responsibilities that 4-H staff, volunteers and families to make this a sustainable program and finally an overall view of the joys, pitfalls and specifics of the successful establishment of the new club.

***Life Narratives as a Form of Feminist Inquiry: The Experiences of Undergraduate Latina Students in the Heartland***

*Gabriela Diaz de Sabate, Kansas State University*

Undergraduate Latina students attending Midwest universities have often been subjected to institutional discourses and policies that discount and silence them. Life narratives constitute a venue through which undergraduate Latina students are listened to, recognized, and valued as knowledge producers who possess both formal (academic) and informal (home and community) knowledge. Their narratives are more than just stories: They are tools of foundational importance, because their stories invent, re-name, structure, and refashion personal and collective identity, thus assist them to successfully navigate the university environment and graduate. Undergraduate Latina students' life narratives are direct accounts of their lived experiences: The very nature of their cultural origins, geographical locations, inhabited complex socio-political realities and experiences, and mainstream society's stereotypical views of them, encourages us to understand Latinas' experiences as a way to validate, create theory, and recover subjectivities that were previously marginalized or discounted.

Latinas' life narratives provide an understanding of how their processes of knowing, listening, and telling of life stories intersect with issues of gender, race, ethnicity, and class, and the way in which Latinas describe, give meaning, and live their realities. Life narratives allow for a critical exploration of the nature of Latina students' experiences, their interpretation of their own experiences, how these experiences structure Latinas' process of constructing their cultural identities, and how this structuring affects Latinas' ability to academically succeed. Life narratives are an important site of resistance to refute stereotypical views of women in general and Latinas in particular. Latina women's narratives reclaim their right to define themselves and to reject mono-dimensional interpretations of their personal and collective experience. Latinas' life narratives go beyond individual experiences and contextualize their identities and experiences in relation to the larger social, geographical, and political context.

Undergraduate Latina students' voices, conveyed via life narratives, underscore their strength and tenacity in challenging forms of social and institutional oppressions that they experience as inhibiting their growth, survival, creativity, and success. Latinas' life narratives provide a firsthand glimpse into not only how Latinas maintain their own gender and ethnic identity while navigating Euro-centric societies, but also how they construct and re-define their gender and ethnic selves in relation to the places where they study and live. Life narratives profoundly challenge mainstream cultural norms and move away from traditional cultural deficit and assimilationist theoretical frameworks that attempt to interpret the varied and multifaceted experiences of Latinas based on the experiences of European descent, middle class, college-educated women. Through their own life narratives, undergraduate Latina students explore the construction of their own identities while integrating their ethnicity, class, gender, race, language, and sexuality, while generating a self-defining space.

This presentation will expose the way in which life narratives generate knowledge about how undergraduate Latina students' culturally complex and rich life experiences provided them with critical strategies to successfully inhabit and navigate different and at times opposing cultural environments while bridging them together.

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

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

This workshop is designed for helping professionals who are concerned about human trafficking of Latina/o children and the impact that trafficking can have on families living in our communities. The prevalence of trafficking at the U.S./Mexico border will be reviewed as well as a comprehensive review of the types of trafficking that families and children endure. Social workers will learn tools to prevent trafficking, identify victims, and intervene to get treatment for victims when needed. The workshop will focus on identifying victims in the Midwest regional area and discuss possible solutions and policy that could help protect Latino families. This workshop is important because Latina/o children trying to come into the United States illegally may fall victim to human trafficking. After arriving in Mexico from South and Central America, an untold number of children are then illegally smuggled into the United States. Fueled by a Western demand for prostitution and pornography, many of these children fall victim to human traffickers for factors such as economic necessity. However, children and adolescents can also fall victim to human traffickers due to a history of physical and sexual abuse, or they may actually be abducted and placed into the trade. Even undocumented 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 child abuse. Sexual abuse among the undocumented population is of particular concern.

In this workshop participants will learn 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. This workshop is important because helping professionals at public and private agencies should strive for cultural competence when working with this population. Working towards cultural competence requires an understanding of a whole host of complex issues such as immigration, risk of deportation, cultural norms and values, family structure, and acculturation. When working with Latino families and their children, it is important to create a climate of trust where families and helping professionals can report suspected trafficking or child sexual abuse without fear of negative consequences or deportation. Learning techniques for working with Latino children and families who have been trafficked is paramount in a world where helping professionals are more likely to work with this population because Latinos are the fastest growing minority population in the Midwest. 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 of seeking services for some families. There is a significant gap in the literature on the topic of human trafficking and sexual abuse among undocumented children and, therefore, we know little about how to best serve this population.

***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.

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### ***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. Please join us for this exciting journey!

### ***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 this 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 fifteen 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, University of California-Agriculture and Natural Resources  
Jorge H. Atilas, Oklahoma 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 culture. 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) 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, Agriculture and Natural Resources*

The University of California Division of Agriculture and Natural Resources is investing 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 a pilot program encompass rural, suburban and urban areas and include Sonoma, Santa

Clara, Santa Barbara, Kern, Orange, Riverside, Monterey, and Merced. The objective of the pilot is to develop, deliver, and assess cultural responsive program models to attract and retain Latino youth, families and volunteers into 4-H. Eight 4-H program representatives (equivalent to Extension Educators in other states) will be hired to work under the supervision of the county-based Advisors and the Assistant Director for 4-H Diversity and Expansion. During the presentation, the presenters will discuss the challenges and opportunities faced while designing the job description, the required and preferred qualifications, as well as conducting the selection process to ensure success of the program. Research and promising practices from the literature were used to develop the position description and identify the qualifications of successful hires. These will be shared as well as the successful recruitment 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.

### ***A Comparison of Screening Tools Among Pregnant and Post-partum Latinas: Is Screening for Depression Enough?***

*Anne Farina, St. 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 1 score fell in the extreme depressive score range and 3 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, Eileen Wolfington, and Emily Stuart, St. Louis University*

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 should be integrated throughout all organizational practices, and is especially critical to the program development process. Funders want to invest in culturally competent programs. 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, and 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 3 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,  $\hat{\beta} = -.17, p < .05$ , and depression,  $\hat{\beta} = .23, p < .001$ . Being female was significantly associated with higher levels of prosocial behavior,  $\hat{\beta} = .23, p < .01$ . Also, social stress was significantly associated with depression,  $\hat{\beta} = .48, p < .001$ . 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 Latinos Producers in Missouri***

*Eleazar U. Gonzalez, University of Missouri*  
*Nadia Navarrete-Tindall, 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. 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 Gulseven, Gustavo Carlo, Sarah L. Pierotti, and L. Diego Conejo Bolanos, University of Missouri*

Parent's child rearing behaviors predict adolescent's 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 affect children's development of cultural values which then turn into predict their prosocial behaviors (Knight et al., 1995; Raffaelli et al., 2005). Despite research establishing a link between supportive and controlling parenting with youth's prosocial behaviors, research on how parenting behavior might affect youth's 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% girls). 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 effect 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 youth's 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 Wortham, 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 US-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 presences 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 that 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 1-on-1 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 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***

*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*

The introduction of bilingualism policies in school settings involves growing cultural transformations. The transition from a monolingual school district or specific school to a bilingual education opportunity presents challenges that require a reconstruction of identities by teachers, families and community. This case will discuss a small Wisconsin school district in the second year of implementing a dual language program. This program started through a strong mobilization of the Latino community in the district that raised awareness and gained support for the approval of the bilingual program locally. The community has led the installation of a development plan for the program, which continues to grow today, spanning four grade levels in one of the district's elementary schools.

A first implication for the identity of the community of parents is the recognition of Spanish as a language that conveys knowledge. In this sense, the Spanish and Latino culture renounce their marginalization and handicap to become part of the official curriculum. This involves two movements. On the one hand, the Latino community

feels more empowered with their potential involvement in the school community, and on the other, the Anglo community of families must provide symbolic and concrete spaces for the emergence of Spanish-speaking spaces. A second area we want to address in this panel is the installation of an area of bilingual teaching identity. In this perspective, the new program has required the hiring of new teachers not only at the levels offered by the dual language education program, but also bilingual teachers in subjects shared with students from monolingual education in the same district. These teachers are mostly Latinos and come from other parts of the country or directly from Latin America and Spain. This introduction of new teachers has meant a cultural transformation in the school, from the celebration of Latin American festivals, to the greetings in both languages by school administration each morning. For the community of monolingual education teachers that still represent the majority, it has opened a space of uncertainty and redefinition. The new program has also assumed an important leadership role in terms of pedagogical and methodological changes to the entire district. This laboratory condition of local policies has meant that the district authorities recognize the experience of the program as a model to be followed by the other teachers in the district. As a result, there arises a scenario of opportunities as well as risks. A final important aspect that we wish to address is the relationship established between teachers of the new program and the community of families. In this perspective, we seek to identify how to carry out this connection and how to foster meaningful experiences for the development of the learning potential of students and experiences of the greater community. In this panel, we have the participation of three teachers of the program, representatives of the School Parent Teacher Organization, and two researchers to analyze this experience in light of their lines of work.

***Associations Among Mexican American College Students' Experiences of Discrimination and Their Ethnic Identity and Adjustment: The Protective Role of Sibling Support***

*Samantha K. Jones, Sarah E. Killoren, University of Missouri*

*Edna C. Alfaro, Texas State University*

*Melinda Gonzales-Backen, Florida State University*

*Gabrielle Kline, University of Missouri*

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 (Umaña-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. Implications and 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 that 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' diversity 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, multimodal, semiotics can add a new layer of representation, of each community's valued identity, problems identified, and social, 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.

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***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*

Become an active catalyst and change agent engaging Latino youth in high-quality positive youth development programs when you attend this workshop. The National 4-H Council Hispanic Advisory Committee will provide researched approaches, templates, checklists and examples of good practices to help you develop a wide variety of strategies for successfully engaging Latino youth and their families in youth serving programs, such as 4-H. Participants will learn conditions for success related to administrative leadership, staff commitment, and clientele support. They will 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.

***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*

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 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.

***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*

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 but 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. Needed is stronger leadership in Extension units to build capacity to serve Latino communities. This will require reprioritization of organizational values and resources.

***Lady Researchers: Mapping Urban Community and Learning Spaces***

*Carla McNelly, Iowa State University*

*Carla Dawson, Whyld Girls Program*

*Katherine Richardson Bruna, Iowa State University*

This paper documents a collaborative research project with middle and high school young women during an afterschool program at Children and Urban Family 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. The first three discussion groups, based on a unique form of data collection, 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 last three sessions were developed collaboratively by the research team and Undergraduate Facilitators 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 to what ways local funds of knowledge (González, Moll, & Amanti) are tapped as resources for human development. This goal has particularly weight in communities challenged by historical dynamics of racial/ethnic and class oppression, dynamics that are further complicated through new immigration and settlement patterns. The most exciting implication 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 an action 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.' Another implication for this work is that the Design Dialogues can be replicated in other local settings to support leadership development of its youth.

***Meet Them Where They Are and Take Them Far: A Holistic Approach in Youth Development for Hispanic Families***

*Bertha Mendoza, Kansas State University*

With the increase in use of technology to communicate in present days, the gap between Higher Education Institutions and Hispanic Families seem 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 of 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, University of California Cooperative Extension*

*Shannon Horrillo, University 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 for 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, Purdue University*

*April Burke, Central Michigan University*

Indiana provides a unique context for the study of English language learner (ELL) also known as emergent bilingual (EB) K-12 program models. Located in the Midwest, Indiana has the nation's second fastest growing ELL population (Migrant Policy Institute, 2010). However, despite the exponential growth of the state's emergent bilingual community, Indiana is 1 of 3 states that does not require either bilingual or ELL preparation for pre-service teachers and school leaders (Tanenbaum et al., 2012). Additionally, the Indiana Department of Education (IDOE) (2010) neither expects nor requires teachers who work with bilingual students to be bilingual/ELL certified. The impetus for this study was the growing demand from Indiana bilingual/ELL 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 ELL programming models in Midwestern schools with relatively recent and growing Hispanic populations. The primary purpose of this study was to examine how Indiana's ELL district leaders implement, negotiate, measure, and perceive the effectiveness of their English language programs.

The authors of the reported study designed a mixed methods study that was sequential and weighted qualitatively. A survey and a structured-interview protocol were developed to collect information about the following: (a) the backgrounds and experiences of Indiana ELL leaders; (b) the types of English language programming models instituted statewide; (c) the criteria and circumstances that influenced the participants' choice of programming models; and (d) the instructional effectiveness of the programming models. The survey was administered to voluntary participants who regularly attended the Indiana Teachers of Speakers of Other Languages ELL leadership meetings.

Of the 21 meeting attendees, 11 completed the survey. Ten individuals consented to follow-up interviews. District data consisted of records publically available on the IDOE website. Several of the reported study's findings hold significance for teachers, school administrators, and the families of ELL students. First, the participating leaders included directors, coordinators, and specialists; however, none of their roles were self-reported as bilingual, multilingual, or bicultural. Second, all participants reported 2 to 5 different language models concurrently operating in their districts, yielding disparate student achievement. Third, Structured Immersion (SI) and/or no specific ELL programming was identified for 14 schools, despite the Supreme Court decision, 'Castañeda v. Pickard' (1981), which deemed these circumstances illegal. Fourth, teacher-student ratios were established in 4 of the 11 districts examined and ranged from 20-40 students per one ELL-certified teacher. Seven districts did not have established ratios, and 1 district reported having 150:1 student-teacher ratio. Lastly, ELL district leaders reported that their ELL programs were assembled quickly, and many did not report implementing an explicit language model. Implications from this study include a need for the reconceptualization of ELL education across the state as well as support and guidance for the leaders who will play a central role in this process.

***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 participate in the program had reported

higher levels of interest in attending college and adopt the 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, Sarah E. Killoren, University of Missouri  
Edna C. Alfaro, University of Texas-Pan American*

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 are 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 (8 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 ( $X^2(15) = 19.50$ ; 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 only challenge, 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***

*Stephanie Potochnick and Jen-Hao Chen, University of Missouri*

*Krista Perreira, University of North Carolina*

**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 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 come 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 5 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 with other women, and childcare and food are also provided. There are 5 standard components of group meetings including: (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 related 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, University of Nebraska Medical Center*

*Axel Fuentes, Rural 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 1 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 2 adults residing in the home, indicating

there may be more adult contributing to children's care; the odds of having a lower FNPA score are 3.47 times greater for families with more than 2 adults in the home compared to families with only 1 or 2 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. The majority of this increase can be accounted for by foreign-born citizens. 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 currently doing research regarding development of a translingual/transliterate/multicultural identity. The subject of my research is currently a sophomore 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 ten 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*

Popular perception among the general public suggests that immigrants from rural Mexico are a homogeneous population. It is believed they all possess the same objectives when migrating to the U.S. This paper dispels that notion by illustrating the three major types of migrants leaving rural Mexico. Goal oriented migrants differ drastically in demographic characteristics than migrants who come repeatedly or permanently settle in the U.S. Plus, changes in U.S. immigration policies have had a significant influence on the duration of stay for many Mexican immigrants. Using information gathered from fieldwork in rural Zacatecas as well as Kansas and Colorado, this paper highlights those demographic differences and puts a face on today's Mexican immigration. This paper will provide valuable information for anyone who interacts with Mexican immigrants (especially government officials at all levels). It clearly articulates what motivates immigrants from Mexico to come to the U.S. and how to provide better services to this ever changing population.

### ***Investigating Success in Addressing the Programmatic Interests of Wisconsin's Diverse Communities: A Co-Authoring Approach***

*Shannon Sparks, University of Wisconsin-Madison*

*Teresa Curtis, University 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. 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, Catholic Legal Immigration Network*

*Denzil Mohammed, The 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 3 different analyses.

Non-Hispanic/Hispanic mortality-rate ratios were calculated for 15 states in the Heartland and for the top 4 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 4 lowest states in terms of proportion of Hispanic population and among the 4 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 2012-2015ytd. 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.