



Todos Juntos: Collaboration and Unity in Uncertain Times



Proceedings of the 16th Annual Conference

June 14-16, 2017
St. Louis, Missouri

Edited by Lisa M. Dorner, Stephen Jeanetta, and Corinne Valdivia

Cambio Center
University of Missouri - 2018

Lisa M. Dorner, *Associate Professor of Educational Policy at the University of Missouri-Columbia; Cambio Center Fellow*

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

Stephen C. Jeanetta, *Extension Associate Professor in Applied Social Sciences, State Extension Specialist for Community Development Process, University of Missouri; Cambio Center Interim Director*

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

Corinne Valdivia, *Associate Professor of Applied Social Sciences, University of Missouri; Cambio Center Fellow*

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

About the Cambio Center:

The Cambio Center leads Research and Outreach on Latinos and Changing Communities and is an interdisciplinary unit, established in 2004, at the University of Missouri. Cambio Center's main goals are:

- Provide education and enhance the welfare of all residents of Missouri in the context of the current demographic and cultural changes
- Develop a premier source of knowledge, scholarship, outreach and education to respond to the local effects of globalization
- Support sustained research to understand the immigration process, particularly in Missouri and the Midwest in general
- Provide knowledge and best practices to facilitate the integration of economically vulnerable newcomers to Missouri and the Midwest and prepare all citizens for a diverse society
- Understand the international nature of the immigration process, the culture and institutions of Latin America, as a major global partner of Missouri in the exchange of goods and the migration of people



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Edited by Lisa M. Dorner, Stephen Jeanetta, and Corinne Valdivia
Managing Editor: Lindsey Saunders
Assistants: Elaine Anzaldo, Samantha Christensen, Nathan Cordero, Elmer Guardado,
Cristina Rivera-Bosques, and Faramola Shonekan
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Introduction

The 16th Cambio de Colores Conference was held in 2017 with the theme “Todos Juntos: Collaboration and Unity in Uncertain Times”. The 2017 conference bore witness to almost six months of uncertainty under a new administration whose initial policies have maligned immigrants, fostered divisions and exclusion, and heightened a discourse and policy of removal of undocumented immigrants. Likewise, it has targeted several Muslim majority nations to be subject to travel bans. These actions have created a large amount of uncertainty and fear in immigrant communities making the process of integration more challenging. These actions have highlighted the need for collaboration and solidarity across immigrant and non-immigrant communities, across religious backgrounds, and across ethnic and racial groups. The title of the conference developed by the planning committee sought to represent both the context of uncertainty and dread as well as what Cambio de Colores represents: a community of collaboration informed by knowledge and practice, seeking to facilitate integration and wellbeing in changing times.

The 2017 conference proved to be a good place to explore collaboration and unity, in contrast to the nation context. Plenary sessions explored public health measures born out of partnerships between researchers and community members (Dr. Jason Purnell); the efforts of St. Louis area community organizations in supporting integration (F. Javier Orozco, Eileen Wolfington, Jaime Torres, and Karlos Ramirez); the role and opportunities that community colleges play in empowering Latino students (Dr. Karen Hunter and Dr. Anthony Cruz); and the way teachers can engage the organic intellectualism of immigrant students and communities (Dr. Mariana Pacheco). Participants also visited several St. Louis community organizations providing leadership in service to Latino, immigrant and refugee communities.

The community of practice that is Cambio de Colores seeks to contribute our shared experiences, knowledge and best practices to enable a context that facilitates the integration of Latina/os, and continue to facilitate networks of collaboration. Cambio de Colores in 2017 included participants from 93 institutions in 18 states. Presenters came from 16 states, gave 90 presentations (17 of which were workshops), in 35 breakout sessions and four plenary sessions. This 16th Conference Proceedings includes three papers: one on youth development, one on Extension efforts on a Latino families needs assessment, and one on farmworker wage justice. The abstracts of the 90 presentations and workshops cover the six conference theme tracks: Change & Integration, Economic Development, Civil Rights & Political Participation, Education, Health, and Youth Development.

Cambio de Colores began in 2002 as a call to action and acknowledged from the beginning that in order to support communities in their processes of change, it needed to become a place for sharing and learning, as well as identifying what needs to be done to make a positive impact. For those of us working in universities, especially in the land grant system, part of our mission is to develop research and best practices that are relevant to improving well-being. We also know that a community of practice is essential to a process of change, and have been blessed with all the people and their organizations that come together each year to create such a rich learning environment. The conference brings together people on the ground working in communities to facilitate change, practitioners that work in local and state organizations, and researchers studying the issues of integration so that each of these groups can learn from each other. The proceedings provide papers with the state of the art in research and best practices, on-going research and practice through the abstracts presented to help readers connect to others as each works to address key issues facing our neighborhoods, communities, and regions. We hope you find the proceedings a useful resource in your practice, research, and outreach.



Lisa M. Dorner



Stephen Jeanetta



Corinne Valdivia

Abstracts

The Role of Social Media for Rural Midwestern Latinos

Denice Adkins and Heather Moulaison Sandy
University of Missouri-Columbia

Immigrants and Latinos' information needs and information practices have been studied in multiple environments (c.f., Fisher, Durrance, & Hinton, 2004; Rodriguez-Mori, 2009). The Pew Hispanic Center compiles regular assessments of Latinos' media and information technology adoption (e.g., *Latinos & Digital Technology* 2010). Almost three-quarters of Latinos say they like to learn new things, but foreign-born Latinos anticipate more difficulty finding information than U.S.-born Latinos (Brown & Lopez, 2015). Over three-quarters of young Latino Internet users (aged 18-29) use social media to share information (Lopez, Gonzalez-Barrera, & Patton, 2013). Several information providers are using social media to interact with Spanish-speaking clientele, including WebMD, MedLine, and the U.S. Government. Yet, however, few studies have investigated the role of social media for information sharing and relationship-building for Latinos in the rural Midwest.

Our study used semi-structured qualitative interviews with Latinos in the rural Midwest to discover how and why they use social media, and which social networks they use. We asked our informants to tell us what social networks they use, how often they use it, and what their goals are for using social media, in addition to having conversations about how they keep in touch with family and friends and how they learn new information. To date, we've conducted four sets of interviews in rural Midwest locations. We went to four sites; one was a Mexican goods store, one was a local home, one was an alternative high school, and one was a university extension office. Our interviewees ranged from 13 years old to the late 50s/early 60s, and have included native-born U.S. citizens, people who immigrated both legally and 'sin papeles,' and in some cases, both at various points in their lives, people who received citizenship during the 1980s Amnesty program, and two people who were born in a Latin American country, brought to the US as toddlers, and despite not being citizens, this is the only country they've ever known. Our

interviewees have had Mexican, Guatemalan, and Salvadoran heritage, and two interviewees spoke of cross-national marriages that came about as a result of coming to the U.S.: a Guatemalan woman married to a Salvadoran man she met in Texas, and a teenager whose Mexican father and Salvadoran mother met in California. Results indicate that rural Midwestern Latinos primarily use social media for staying in touch with family and friends. Other uses included economic support (e.g., buying and selling things), informational support (e.g., finding information for family and friends), and to a lesser degree, news sharing. Privacy was not a strong concern, but our older respondents generally limited their audiences to family. Social media use was generally limited to Facebook and WhatsApp, though younger respondents reported using other social networks as well.

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Structural Factors Shaping Access to Healthcare Among Mexican Women in the Chicago Area

Julia Albarracin and Michael Kohler
Western Illinois University

This paper explores how income, education, employment status, and English language skills influenced Mexican women's access to health care, defined as both the availability of health insurance and doctor's visits in the previous year. It shows that the above-mentioned structural factors influence access to health care. More specifically, women who have better income, education levels, jobs and language skills are more likely to have access to

health care.

Pedagogical Development through Global Programs

Areej Alghamdi and Norah Althuwaikh
Ministry of Education Saudi Arabia and Saint Louis University

When teachers from different cultures cooperate and have the same goals, new generations will learn to be respectful and will have the power to be good citizens, which ultimately will encourage the spread of world peace. Educational programs are essential to increase and improve teachers' performance and develop their teaching skills so they can improve student learning and achieve highly successful outcomes. Teachers that participate in these programs learn new educational tools and techniques, share experiences, and exchange knowledges and ideas with other educators. We would like to present our experience in global programs and how these programs affect us, both personally and professionally.

The Building Leadership for Change through School Immersion (BLCTSI) is a global collaboration between the Ministry of Education in Saudi Arabia and Saint Louis University with the goal of training educators. BLCTSI is a two-way street that has created professional learning communities. Teachers benefit by visiting language immersion programs in American schools and participating in peer observation as well as instructional coaching. These programs build a global education community from different cultures and different languages to improve learning and teaching. We believe that when teachers share the same goals, it helps them work professionally and enhance student learning.

Racializing the Spatialized Public Sphere: Centering Latina/o/x Newcomer Placemaking Efforts in the Localized Political Process

Aaron Arredondo
University of Missouri-Columbia

After observing the absence of Latina/o/x community organizations in the new immigrant destination area of Mid-Missouri, it becomes apparent how the lack of civic infrastructure for Latina/o/x

newcomers restricts their avenues for cultural and political representation in local community relations. This research project considers how the racialized-politicized spatial terrain of Columbia, Missouri's white volunteer setting affects Latina/o/x newcomers' claim to an effective public representation and their potential for cultural-political empowerment in the localized public realm. Using qualitative data, this study documents to what extent Latina/o/x newcomers are taking to public parks, and other informally organized public spaces, as sites of intentional and unintentional resistance against the racialized institutional arrangements that are maintained by the organizational relationship between the University and local volunteer organizations. Understood as a politicized spatial process by which Latina/o/x newcomers are able to produce spaces of deliberation regarding local community concerns, Latina/o/x placemaking offers a conceptual lens for critiquing the civic engagement practices that are institutionally arranged through Columbia's white volunteer setting.

The Latino/a Student Engineering Experience at the University of Missouri

Miguel Elias Ayllon and Tojan Rahhal
University of Missouri-Columbia

Latinos/as are an underrepresented group in STEM, and more research is needed to understand the opportunities and barriers for Latino/a success in STEM fields. The purpose of this qualitative study is to understand the academic and personal experiences of Latino/a student's pursuing undergraduate engineering degrees at the University of Missouri. Using a purposeful sampling approach, four students (two male and two female) active members of the Society of Hispanic Professional Engineers (SHPE) will be interviewed for this study. Questions will be focused in areas such as academic performance, leadership & involvement, family support system, networking, career exploration, and gender differences.

Technology and English as a Second Language (ELS) Instruction

Obed Barron and Daisy Barron Collins
Missouri State University

The National Center for Education Statis-

tics (2016) estimated 4.5 million English Language Learner (ELL) or English as a Second Language (ESL) students from 2013-2014 in public schools in all United States. Such growth was more evident on school districts from more urbanized areas than for those in less urbanized areas (Lee, 2016; National Center for Education Statistics, 2016). English as a Second Language students from all ages struggle to grasp the main ideas of language, and advances in technology are challenging for some of them to keep up with and become literate in both areas. According to Lee (2006), ESL students' achievements are limited because of their teachers' lack of technology training. Lee (2016) stressed that the lack of training is because schools receive grants which in turn provide devices, but this does not include the training for those who will provide instruction, such as teachers or administrators from schools, who are facilitating instruction while utilizing such devices. The teachers' lack of adequate skills affect their students' ability to understand and use state-of-the-art educational technology, limiting students in the real world because understanding technology is vital for their success. There are currently over 30 on- and off-line language providers commonly utilized by ESL teachers. In this presentation, we will focus on the benefits and drawbacks of the 10 most popular educational apps (i.e., for iPhone, iPad, and Androids) websites, and downloadable software compatible for iOS and Android platforms.

Legos, Language, and Literacy

Marlow Barton

Education Plus

In this session, participants will use Legos to explore the Language Experience Approach (LEA) for English Language Learners (ELLs). Participants will choose a story starter, create a scene of the story and then use their speaking skills to retell a story.

Changes in Rural America: A Follow-up Multi-lingual Study in Southwest Kansas

Debra J. Bolton

Kansas State University

This mixed-methods, multi-lingual (English, Spanish, Somali, Burmese, & Tigrinya) study follows initial research completed in 2013. The follow-up social research, completed in November 2016, expanded its scope by reaching more respondents from a widened geographic region. Again, the study addressed health, well-being, and social connectedness of subjects living in a region marked by Minority-majority population centers, approximately 35 languages and dialects spoken, poverty, and families at-risk of economic, educational, and social devastation. Initial analysis revealed strengths and challenges in the varying populations, as we may expect. A marked difference in this recently completed study was that more underrepresented populations were reached, quantitatively and qualitatively. In this presentation, we will explore the changes from the initial study. What changed for the better? What worsened? Were there new developments? How have the demographics changed, and what does that mean for the communities within this region? What are some cultural similarities and differences? Finally, we will explore ways in which we can generalize this data to understand the wider immigrant community.

A Look at Gender-Neutral and Culturally-Appropriate Toys

Debra Bolton and Samantha Warner

This poster presentation will explore the messages aimed at children through toys, which may contribute to low self-esteem and feelings of gender, racial, and cultural inferiority in youth. Gender-neutral and culturally-appropriate toys will be illustrated. Emerging research tells us that self-confidence in children can be greatly compromised when retailers, society, and educational institutions continue to employ messages that promote racial and cultural superiority. Literature review will be distributed at poster session. Inspiration for this topic came from the observations of a nine-year old girl who has co-authored and will co-present at the poster session.

Learning Through Stories: Collaboration of Parents and Children in Family Literacy Events

Edwin Nii Bonney and Lisa Dorner

Among the most promising approaches to supporting immigrants' cultural and linguistic practices as pedagogical resources are multilingual community literacy programs. Families play important roles in children's literacy development (Orellana, 2009; Purcell-Gates, 1996). Educators recognizing the positive effects families play in children language and literacy development help organize family literacy events. The current study explores the role and collaboration of parents and children in a story-writing project as part of a family literacy event hosted by a Spanish language Immersion school. Preliminary findings show that although the language at home may be different from the language of instruction at school, parents and their children are able to incorporate both languages into their story-writing process. Additionally, children learned more about their parent's lived experiences and parents learned new words from their children in other languages. The study also reveals challenges in recruiting immigrant parents to participate in family literacy events.

The Effectiveness of Utilizing ELL Instructional Supports and Strategies for IEP Students in the Foreign Language Classroom

Emily Bowman

University of Missouri-St. Louis

This presentation investigates the prospective academic benefits that can be achieved when a teacher utilizes modified ELL-specific supports for IEP students in a Spanish II classroom in a suburban high school in St. Louis, Missouri. Considering the context of native English-speaking students struggling with reading, writing, listening and speaking skills in English, who also encounter challenges in their L2 development, this case study will explore (1) how students' L1 and L2 challenges overlap, and (2) how ELL-specific instructional supports can benefit these students. The two participants for this study were purposefully selected and both attend my Spanish level 2 class on a daily basis. These students must meet the academic requirement of learning the Spanish language, while simultaneously mastering the content and curriculum. Given that these students have been identified as struggling in all language domains of English, I understand that their struggles

in Spanish are identical to their L1 language needs. The participants' performance in their Spanish class will affect their high school GPA as well as their entire academic future.

My intervention focuses on improving the students' general literacy skills by incorporating all language modalities in instruction and assessment, with a greater focus on Spanish reading and writing skills. Drawing from my training in TESOL through Quality Teachers for English Learners (Echevarria, Vogt, & Short, 2008; Vogt & Echevarria, 2008), I will provide students with universal and modified supports between February and May 2017 to benefit their learning needs in Spanish class, as well as all content area classes. Specifically, the instructional supports will include direct instruction, modeling, conferencing, timely feedback, read aloud, student goal setting, and questioning both in the regular class period and during additional individual support sessions. Students will be responsible for actively participating in the regular classroom, as well as for self-evaluating during the individual sessions. The focus will be to improve students' Spanish literacy skills as well as build their confidence in tackling challenging and unfamiliar content in the L2. Instead of using a mechanical approach to the language learning focus on translation of lexical meaning, my intervention will facilitate students' ownership to choose from diverse strategies to independently complete assignments and by having a new awareness of how to approach various task requirements. Not only will the instructional strategies be tested for effectiveness, but students will also receive language supports such as word banks, extended time on assignments and assessments, sentence frames and starters, use of non-linguistic prompts, etc.

I plan to administer a pre-assessment which contains questions formatted to test all four language modalities in English and Spanish. This assessment will provide me with baseline information for each language. Instructional success will be determined by which supports are furthering comprehension through formative assessment and overall grade improvement. Implications from this case study will address how students' L1 and L2 development inform each other, and how teachers of struggling L1 learners in their L2 classroom can enhance students' literacy skills, especially drawing from the field of TESOL.

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Understanding Hispanics and Sense of Community in Rural Nebraska

Marcela Carvajal, Melissa Leon, and Athena Ramos
University of Nebraska Medical Center

Rural communities are changing demographically, physically, and socially. Latinos are now the largest minority group in Nebraska and one of the fastest growing, particularly in rural areas. Understanding Hispanics and Sense of Community in Rural Nebraska is a community-engaged, mixed-methods study to assess the integration of Latino immigrants in two rural communities in Nebraska by using the data collected from surveys and focus groups in each community. The UNMC Center for Reducing Health Disparities partnered with community agencies such as the public library, the Chamber of Commerce, local retailers, churches, and other community-based organizations to develop and implement this study. During fall 2016, a bilingual survey was conducted and a total of 201 first- and second-generation Latino immigrants participated: 42.3% were from Mexico, 22.4% were from Guatemala, 9% were from El Salvador, and 11.4% were born in the United States. About 70% of participants were under age 45. Over 90% of participants were newcomers to rural Nebraska having lived there for less than 20 years. The main factor for Latino immigrants moving into these rural communities is family members who already lived there. A sense of community is an important indicator of community integration and is associated with improved well-being, increased community participation and civic responsibility, and improved resilience. Nearly 90% of participants believed that it was important or very important for them to feel a sense of community with others. About 65% of participants believed that neighbors watch out for each other. However, integration can also be challenging both on a personal and structural level. To this end, we also assessed immigrants' day-to-day experiences with discrimination, and many respondents indicated that they had experienced discrimination because of their race or national origin.

A total of six focus groups will be conducted during the spring 2017, three in each community, to explore opportunities to improve integration efforts and build relationships between immigrant newcomers and their new rural communities. Findings from this study will fill a gap in the literature about Latino immigrants' sense of community and integration in rural Nebraska. A better understanding of integration from the immigrants' perspective may help communities to better tailor programming, services, and policies to improve social well-being and make Nebraska a more welcoming place.

Scaffolding Academic Language through Sentence Frames

Debra Cole

Missouri Migrant and English Language Learning

Sandra Cox

University City School District

Jennifer Burnett

Flynn Park Elementary, University City School District

Classroom teachers of English Language Learners are often told to identify language objectives that align with the content learning goals of the lesson (Echevarria, Short, & Vogt, 2008). However, teachers are frequently unsure how to do this, or are overwhelmed by the idea of adding one more thing. This workshop will focus on a straightforward process for writing and incorporating sentence frames to support academic language development in K-12 content classrooms. Presenters will share specific examples of sentence frames for a variety of classrooms K-12, and provide participants time to practice and share with each other tips for not only planning for language development, but for actually delivering and assessing explicit language instruction throughout content instruction.

Introducing the St. Louis CoTeach for ELLs Regional Initiative

Debra Cole

Missouri Migrant and English Language Learning

Alla Gonzalez Del Castillo

St. Louis Public Schools

Jacqui Schilling

Mehlville School District

Cara Russell
Bayless School District
Robert Greenhaw
Confluence Charter School
Anna Coe
Hazelwood School District

Learn how the practice of co-teaching is transforming mainstream classrooms for ELLs and improving ELL achievement. Using Honigsfeld and Dove's book *Collaboration and Co-teaching: Strategies for ELLs* (2008) as a framework, 54 co-teaching teams from 28 schools in 7 districts train and learn together. Templates and protocols are shared. Panelists from participating districts take turns describing the implementation of co-teaching for ELLs in their context.

A Qualitative Case Study Investigating Multiple Processes of Adaptation

Daisy Collins
Missouri State University

The process of adaptation to a society and acquiring English proficiency does not reflect the learning ability of the Hispanic immigrants (Pedraza & Rivera, 2005). There is more to teaching than just helping the students and their parents to speak English or learn various aspects of the American culture (Nieto, 2004). Teachers have to learn and create strategies to help the students keep their own identity, culture, and language, thus making the transition to becoming a productive American citizen more meaningful (Delgado-Gaitan, 2001). Nieto (2004) assumed that as a result of teachers' lack of knowledge of effective instructional strategies, depression and a sense of not belonging have increased among Hispanics as a whole. Teachers, administrators, and community officials are challenged to unify their efforts to help the increasing number of Hispanic students and adults who are experiencing educational and psychological problems in southwest Missouri (Caravantes, 2006). The purpose of this qualitative case study was to investigate how various personal, social, cultural, and educational issues affected the adaptation process

of one male Hispanic college student into southwest Missouri.

The following research questions guided this study:

1. What were the most critical components of the adaptation process for Hispanic students into southwest Missouri?
2. Which educational and behavioral strategies were most effective in achieving the goal of adaptation in southwest Missouri?

Researchers believed different processes of school adaptation come with the language proficiency, which determined the success of Hispanic immigrant students (Caravantes, 2006; Miramontes, Nadeau, & Commins, 1997; Nieto, 2004; Pedraza & Rivera, 2005; Rumberger & Larson, 1998; Valdés, 1996). Some of those processes are assimilation, adjustment to change, the development of intercultural sensitivity, and adaptation. Assimilationists argue one culture fits all (Padilla, 2005). During the earlier years of 1870 until around 1920, a great 'problem' of diversity arose having to deal with children from other nationalities. The new school's task was to make immigrant children as much like the white, middle-class, Anglo-Saxon Protestants as soon as possible. The Developmental Model of Intercultural Sensitivity (DMIS) process helps us to understand how people move from being prejudiced toward a new culture or place, (ethnocentric) to becoming more culturally aware (ethnorelative), which at the end of the process creates a comfortable integration to their new environment (Cushner, McClelland, & Safford, 2006). Cushner, McClelland, and Safford (2006) discuss levels of adjustment to change. They explain how the U-curve hypothesis helps us to understand how individuals go through the process of adjustment to a new place (see Figure 1.1 for visual representation below). The U-curve hypothesis model is divided into four phases: (a) honeymoon, (b) hostility, (c) humor, and (d) home. Padilla (2005) has created a concept model that connects between the multicultural diversity with transcultural unity called the 'coyuntura,' concept model shows the ability of student immigrants to move, relate, and compensate the balance between two cultures, which he believes will help to avoid social fragmentation between two cultures.

Linguistically and Culturally Responsive Math Teaching for ELLs: Case Studies of In-Service and Pre-service Teachers' Training to Practice

Sarah A. Coppersmith, Kaylee Robertson and Heidi Waeltermann

University of Missouri- St. Louis

Research reveals that teachers need better preparation to improve mathematics competencies for the increasing numbers of English Language Learners (ELLs) they serve (Grossman, Schoenfeld, & Lee, 2005 in Aguirre, Zavala, & Katanyoutanant, 2012). ELLs have shown a greater achievement gap in mathematics when state math achievement scores were compared with non-ELLs (State, 2015). Mathematics is an area ELLs are at risk of failing in school (Janzen, 2008). One reason can be teachers' own lack of math content knowledge and pedagogy, mathematics experiences from their own schooling (Hembree, 1990; Bekdemir, 2010), or a lack of training in teaching math to linguistically and culturally diverse students. A misleading myth about ELLs' math learning is, 'the transition from social language to academic language is easier for ELLs in math than in other subjects' (Kersaint, Thompson, Petkova, 2009, p. 60). Teachers need an understanding of the math content and a grasp of how math content is structured with math language and math pedagogy to make learning meaningful for all students (Tran, 2014). There is a need to improve teacher training programs, as a majority of teacher preparation programs have required little to no training to support ELLs in the U.S. (Bunch, 2010). The Quality Teachers for English Learners (QTEL) program was developed at a Midwestern university through a grant from the National Professional Development (NPD) Grant program, Office of English Language Acquisition, to prepare teachers through innovative practices in linguistically and culturally responsive instruction by offering coursework for TESOL certification and professional development in mathematics for undergraduate pre-service and graduate in-service urban teachers from 2011-2016. The purpose of this research was to examine how 2015 in-service and 2016 pre-service graduates of the Quality Teachers for English Learners university program demonstrate linguistically and culturally responsive math teaching (LCRMT) with ELLs in their classrooms after training.

Theoretical Framework: An LCRMT frame-

work was developed based on linguistically responsive teaching and culturally responsive pedagogical content knowledge of mathematics and sociocultural constructivists' perspectives on student interactions. Method: Our case studies report how trained QTEL teachers demonstrate math content and discourse competencies through pedagogical practices in elementary and middle school math classrooms. The first case study, with three 2015 in-service graduates, utilized mixed methods from classroom observations, interviews, and a math assessment survey to answer the research question, 'How do in-service teachers demonstrate their linguistically and culturally responsive (LCR) math teaching practice in classes with ELLs after they have graduated from the QTEL program?' The follow-up study, with 2016 pre-service graduates, features two pre-service teachers investigating ELL students' English proficiency, first language, and math achievement. 'Activity Theory' was used to examine and report data through identified 'activity systems' to compare and contrast training and actual practice. Results show that the 2015 in-service graduates preferred school-provided routines and rules to LCRMT strategies; used SIOP, but did not give individualized supports for ELLs; 2016 data is ongoing. The juxtaposition between university training and math teaching provides a benchmark for conversations about teaching academic content and social languages to increasing diverse student populations.

Hicimos el Camino en Michigan: Latino Business Pioneers

Juan Coronado and Rubén Martínez

Michigan State University

This paper looks at the challenges Latina/o business owners face in Michigan, with extrapolation to the Midwest. Latina/o owned businesses have grown at rapid rates in recent years. Yet, their businesses continue to face many challenges and, as a result, low success rates. With their loan applications, frequently being rejected or facing high interest rates, the vast majority of Latina/o business owners are unable to access capital in the lending markets. The lack of capital poses significant challenges, not only at start-up but at the point of potential expansion, and is detrimental to the survival of their businesses. Also, posing a significant challenge to the survivability of the Latina/o owned business is the educational attain-

ment of the business owner. There is a strong positive correlation between low levels of education and the low success rates of businesses. Latina/o business owners are particularly plagued with this relationship. Further, language and knowledge barriers, inexperience, and younger ages also pose substantial limitations to Latina/o business owners. These issues are even more prevalent among immigrant business owners whose knowledge of American culture and the English language may be even more limited. Still, Latina/o business owners seek to fulfill the American Dream in their lives while making important contributions to the economy. The paper concludes with some recommendations for supporting Latina/o-owned businesses.

BeAWARE: A Domestic Violence Prevention Program

Nicole Crespi

Centro Latino de Salud, Columbia, MO

BeAWARE is an interactive educational program designed to educate children about domestic violence that may occur in their home and community. The program includes activities that teach children how to recognize situations of domestic violence, how to protect themselves, and how to effectively utilize the proper people and resources in their community for help. BeAWARE is designed to teach children ages 6-14 to recognize signs of violence and then how to react and seek help to prevent being hurt emotionally and physically when a risk is present or in progress. BeAWARE was created following a research study conducted by Centro Latino de Salud in collaboration with True North of Columbia called Engaging Men in the Prevention of Violence Against Women, which showed that Latino youth ages 12-18 had positive views of women and negative views towards violence against women, while a group of Latino men ages 19-24 more often agreed with violent and abusive behavior towards women. Based on this disparity between youth and adult populations' awareness and understanding of violence against women, BeAWARE reaches out to children before they have learned to distinguish between types of violence and educates youth about domestic violence to encourage them to grow into peaceful individuals who create safe home environments, free of domestic violence. Centro Latino's youth program participants completed a pre-test

to discern their knowledge of domestic violence, then split into two groups of ages 6 to 10 and 11 to 14 to complete a four-lesson curriculum adapted to reach each age group.

BeAWARE curriculum answers the questions 'What is Domestic Violence?', 'How can I Recognize Domestic Violence?', 'Know Your Resources: How can I Protect Myself from Domestic Violence?', and 'How can I Mentally Cope with Domestic Violence?' and is followed by a post-test.

The interactive lessons involve discussions between students and program facilitators and serve to open a dialogue about domestic violence that can continue between children and their parents. After learning the BeAWARE curriculum, youth participants understood the definition of domestic violence, how to recognize potentially and currently violent situations, and could choose a reliable course of action to protect themselves and get help. BeAWARE teaches children to be aware of violence occurring in familiar environments and gives realistic resources for acknowledging and preventing violence. Domestic violence prevention programming is essential to addressing the violence children face at home and in their communities and early intervention can help children gain tools for recognizing domestic violence early on, leading to opportunities for growth in knowledge and prevention in adolescence and adulthood.

¡Hablemos! ¡Hagamos una Diferencia! Let's talk! Let's Make a Difference! A Holistic Approach of Pregnancy Prevention among Hispanics/Latinos in Southwest Missouri

Daisy B. Collins and Susan Dollar

Missouri State University

In the state of Missouri 10,150 teens were pregnant in 2011 (CDC, 2013; National Campaign, 2014), ranking 26th highest in the nation. There are 232,000 Hispanics in the state of Missouri and 6% of them are K-12 students (Pew, 2014). HIV and STI rates have been average for Latino youth in the United States, however pregnancy has been on the rise (CDC, 2013; Dollar, 2005; Goesling, Colman, & Trenholm, 2013). Although there has been a 12% decrease since 1990, in 2009 still 46% of Latinas have been pregnant at least once before 20 years old (Goesling,

Colman, & Trenholm, 2013; Gudino & Allen, 2009; The National Campaign, 2016). Prevention programs targeting only upper elementary and middle school students have been insufficient in reducing the rate of teen sexual activity (Gonzalez & Allen, 2010; Trenholm, Devaney, Fortson, Quay, Wheeler, & Clark, 2007). Such programs do not consider family systems in which the teenager is embedded, only directing prevention education to individual teenagers and their peers (CDC, 2016; Trenholm et al., 2007; Pardeck & Yuen, 1999). However, a family health perspective demands a holistic program directing education to individual teenagers as well as their families, while also addressing systemic needs within the broader community (FYSB, 2017; Pardeck & Yuen, 1999; Yuen, 2005). Two curriculums have been developed to provide same day instruction for teenagers and their families. School of Social Work at Missouri State University, along with Hand-in-Hand Multicultural Center, developed a curriculum for parents titled, ¡Hablemos! Let's talk (Dollar & Collins, 2016) to accompany and reinforce the abstinence-based for teenagers (ages 11-14), Making a Difference curriculum (Jemmott, Jemmott, & McCaffree, 2016). From our perspective, utilizing a holistic approach, based upon the Family Health Perspective (Pardeck & Yuen, 1999) will benefit the family by including the individual and family in the pregnancy prevention and sexual risk avoidance education process. Our panel will present information about the ¡Hablemos! Let's talk and Making a Difference curriculum content and instructional methods. Evaluation methods will also be presented. Special attention will be paid to questions of context: Is a holistic family health approach appropriate for use in multiethnic Latino communities? A second question considers the appropriateness of sexual abstinence-based programs with Latino families in southwest Missouri.

The panel will discuss the following issues. First, presenters will describe the family health perspective and how it is integrated into the curriculum. Second, our instructional and evaluation methods will be presented. The panel will conclude by leading a discussion with the audience, to: (1) consider strengths and obstacles in reaching multiethnic Latino communities related to pregnancy and STI prevention education, and (2) discuss community-based efforts which address Latino educational health needs based upon the holistic Family Health Perspective (i.e.

economic, social, mental, cultural, emotional, spiritual, and physical health dimensions).

International Students and Western Academic Culture

Dannielle Joy Davis, Essa Adhabi, Faisal Alzahrani, Salman Almalki, and Chris Presley
Saint Louis University

The featured work centers upon the voices of international graduate students enrolled in a doctoral level Professional Writing course. Employing an autoethnographic approach, the piece explores international students' perceptions of the writing and publishing cultures of western higher education. What are similarities and differences between writing culture and expectations of institutions from the students' homelands and that of the U.S.? The work will further explore the students' views of the socialization process into American higher education.

Examining Suggested Accommodations for Emergent Bilinguals in Algebra Textbooks

Zandra de Araujo, Erin Smith, and Amy Dwiggins
University of Missouri-Columbia
Ji Yeong and Ricardo Martinez
Iowa State University

Examining Suggested Accommodations for Emergent Bilinguals in Algebra Textbooks Introduction & Purpose Mathematics and language are inextricably intertwined. For students who are simultaneously learning mathematics and acquiring English, attention to these dual goals is essential for effective teaching. However, many teachers are not prepared to teach mathematics in ways that extend emergent bilinguals' (EBs) mathematical and linguistic knowledge bases (Ballantyne et al., 2008). As a result, teachers may seek out resources to aid them in teaching EBs. One such resource is the teacher's guide contained in textbooks. Although in the past these guides commonly provided only answers and broad teaching tips, textbooks of today often provide specific instructional strategies for EBs. In an effort to understand these prescribed strategies and the extent of their alignment to mathematics education research, we conducted an analysis of algebra teacher guides to answer the following questions: What do teacher

guides of algebra textbooks recommend to facilitate mathematics learning for EBs? What assumptions guide these recommendations? How do these recommendations align with research?

Method

Using methods of textbook analysis (e.g., Otten et al., 2014), we examined teacher's guides from three high school algebra textbooks. The decision to focus on algebra was due to its position as a 'gatekeeper for [U.S.] citizenship' (Moses & Cobb, 2001, p. 14). Moreover, our selection of textbooks was from the three largest publishers of algebra textbooks and each was aligned with the Common Core Standards. For each textbook, we identified all instances denoted as EB instructional strategies. We then coded for the focus of the strategy (i.e., mathematical or linguistic instruction), source of the strategy (main text or supplemental resource), and any implied assumptions about teaching or EBs. Each member of the team independently coded each book and then met to reach consensus.

Preliminary Findings

A majority of the strategies focused on specific mathematical terms. Although such strategies may aid the acquisition of single words, they do little to foster EBs' acquisition of mathematical discourse or language-in-use. Moreover, such prescribed front loading of vocabulary goes against current recommendations in mathematics education that advocate for embedded language use and pedagogical attention to the mathematics register (e.g., Moschkovich, 1999). The most common assumption guiding the instructional strategies was fluency in students' first language (L1). For example, one textbook recommended peers translate and describe specific mathematical terms in L1. Such strategies assume EBs are fluent in their L1, including academic language, and multiple speakers of the same L1 are together in one classroom. For teachers who find themselves in situations with one or two EBs, EBs with different L1s, or EBs who do not are not fluent in their L1, such recommendations offer little assistance with mathematics teaching. Given

the importance of algebra in our society, recommendations to facilitate EBs' mathematical learning are of utmost importance. However, recommendations suggested in the textbooks analyzed do little to support this learning. Moreover, assumptions that underlie such recommendations were unproductive and perpetuated single-representations of EBs. As a result, teachers of EBs who use these textbooks have limited recommendations that align with mathematics education research.

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Making Challenging Mathematics Accessible for Emergent Bilinguals

Zandra de Araujo, Erin Smith, and Amy Dwiggins

University of Missouri-Columbia

Ji Yeong and Ricardo Martínez

Iowa State University

Overview

The cognitive demand, or quality and quantity of thinking, is an important aspect of mathematics tasks. Research (e.g., Henningsen & Stein, 1997) has underscored the difficulty many teachers have implementing high cognitive demand tasks. The implementation of such tasks may be particularly difficult for teachers of emergent bilinguals (EBs), as the language demands of these tasks tend to be greater than that of low cognitive demand tasks. The increased language demands of such tasks have led to EBs experiencing a mathematics curriculum overly focused on performing mathematical procedures (due to the decreased language demands) rather than on understanding mathematical concepts. In this workshop, we will examine mathematics tasks at a variety

of levels of cognitive and language demands in order to develop means of modifying tasks to accommodate ELLs while maintaining the cognitive demand. The two questions guiding this workshop will be: How can teachers help EBs access cognitively demanding mathematics tasks? How can teachers enact cognitively demanding tasks in ways that build on EBs' linguistic and cultural resources?

Presentation Organization & Engagement

In this highly interactive, 60 minute Workshop Session, we will begin with a brief (10 minute) discussion of cognitive and language demands in mathematics tasks. Participants will then work in groups to sort a set of tasks according to the level of cognitive and language demands (15 minutes). We will then debrief (10 minutes) and participants will be asked to discuss ways to assuage the language demands while maintaining the cognitive demand (10 minutes). The presenters will then discuss (10 minutes) findings from the literature and examples of culturally and linguistically accessible, high cognitive demand tasks. We will close with time for questions (5 minutes).

Impact

We believe this workshop will be of interest to Cambio de Colores attendees. Though we do not specifically address Latinos/as, we do address EBs of which Latinos/as are the largest proportion. Furthermore, this session bridges research and practice in highlighting the need for implementing cognitively demanding tasks with EBs. Participants will gain strategies for modifying the language demands of tasks to allow students to experience a high level of cognitive demand. We hope participants will bring this awareness and strategies back to their schools or fellow educators to strengthen the mathematics education of all students.

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Culturally Based Narratives as the Vehicles to Attracting and Retaining Underrepresented Youth to 4-H in the State of Iowa

Eliseo De León and Norma Dorado Robles
Iowa State University

In 2014, Iowa 4-H began to intentionally move beyond inclusion to belonging. CYLAs are not programs themselves; rather, they are launching pads for underrepresented and underserved youth into local 4-H learning communities. The model was designed so that youth of color are not isolated, but instead, help transform their local 4-H programs with increased cultural relevance and diversity. Often it is not about teaching youth something new, but about connecting youth to something ancient - their roots.

Latino Youth Development: What's Positive? What's Possible?

Ricardo Diaz
University of Illinois

This is the third-year update of the state of the practice in youth development. After three short years to organize ourselves nationally and do a systematic inventory and coordinated actions that bring an asset-based approach, we step back and ask: How far are we? How far can we go? Following a summary of parallel efforts across the nation, I hope to open the floor to discussion of what else we are missing and how we can achieve continued growth in collaborating across our different situations.

Where Have They Been? An Essential Tool to Identify Latinos in the Community You Serve

Claudia Patricia Diaz Carrasco, Katherine E. Soule, Steven Worker, Maria G. Fabregas Janeiro, J. Borba, R. Hill, and L. Schmitt-McQuitty
University of California

In August 2015, the University of California 4-H Youth Development Program, under the leadership of newly hired Assistant Director for 4-H Diversity and Expansion, committed to ambitious goal to increase Latino youth participation in the 4-H YDP to at least 50% statewide. Resources to achieve this task were limited and seven out of the 57 county UC Cooperative Extension offices throughout California were able to hire 4-H staff to exclusively support the UC ANR 4-H Latino Initiative. Recognizing that counties have limited resources to expand programming to underserved areas, it was clear that to be successful there was a need to reach out to new partners. Informed by a literature review authored by

Erbstein & Fabionar (2014) which suggest that youth development organizations and programs should build on knowledge of the local Latin@ Community and its relationship to the broader community; a team integrated by faculty and academics from UC ANR, UC Davis Department of Human Ecology and UC Davis Center for Regional Change developed the 'Latino Engagement Resource Chart (LERC)'. This tool has the purpose to help local staff identify and classify the formal and informal organizations and networks among the communities in which they work, such as: governmental agencies, regional tribes, regional initiatives focused on youth well-being, youth services, community-based organizations and ethnic/cultural activities, industry groups, schools, fairs, etc. The LERC was piloted in 3 counties of California and through ongoing formative program evaluation; staff reported that this tool helped them to extend their thinking about potential resources for connecting with local Latino communities. This presentation will provide detailed explanation of the tool and instructions on how to use it at the local level.

Nurturing Latino Communities in the U.S. from the Ground Up: 4-H Youth Acquiring a Sense of Pride and the Program Elements that Lead to Sustained Youth Involvement

Claudia Patricia Diaz Carrasco, Maria Guadalupe Fabregas Janeiro, Stephanie L. Barrett, and Yolva J. Gil

University of California, Division of Agriculture and Natural Resources

The Eastside neighborhood is one of the oldest and largest residential neighborhoods in the County of Riverside. In the early part of the 20th Century, with Riverside's citrus industry booming, the Community Settlement Association (CSA) was founded with the mission to help immigrants settle into Riverside. Families who are descendants of the original Eastside still live there today. Unfortunately, the Eastside neighborhood remains one of the poorest communities in Riverside County. It is an area of high unemployment rates, low income, and where much of the population speaks English as a second language. The idea of establishing a community garden at CSA came after participants in the UC CalFresh, a federally-funded nutrition education program for individ-

uals and families participating in the Supplemental Nutrition Assistance Program (SNAP), revealed that they did not have sustainable access to fresh fruit and vegetables. Based on this, in 2014, UC CalFresh staff along with UC Cooperative Extension Master Gardener Program joined efforts so families in the Eastside Riverside could learn about nutrition and gardening, with the idea that the produce grown locally at CSA could be distributed to families in the Eastside. Through a set of coordinated organizational efforts, the garden was established but community support was lacking. Informal interviews revealed that adults didn't feel that the garden belonged to them and/or didn't feel comfortable being in the garden with no supervision from UC or CSA staff and/or volunteers. In the summer of 2016, the 4-H program was invited to collaborate with the garden hoping that youth will see that the garden does not have an owner but belongs to them and their parents. A 4-H Club was established at CSA and youth planned a CSA Garden Showcase, which helped them acquire a sense of pride and allowed them to develop leadership skills. This presentation will provide an overview of the program elements that led to Latino youth and adult participation in California extension programs.

La Voz: Latinos Engaging for Family and Community Advocacy

AnaMaria Diaz Martinez, Drew Betz, Rebecca Sero, and Gina Ord

Washington State University

The Latino immigrant landscape is in constant flux and, in the current state of uncertainty, understanding the complexity of their needs and how to strengthen the family and community domain is incredibly important. The voices of Latino immigrants in Washington State echo loudly the need for stronger and more intentional collaborations amongst the current service and economic industries, between community and educational institutes, and integrating health and safety considerations across the life cycle. Using a fully integrated mixed-methods approach research faculty with specializations in community economic development, health-wellness and nutrition, and human, family, and youth development recognized that the landscape was changing and we needed to find out how Latino immigrant family needs were changing under increased uncertainty and scrutiny.

The panel will discuss the results of data collected through surveys and multiple focus groups with Latino families (n=125) across Washington State. The data was analyzed, coded, and categorized across four emergent themes: stability in employment and economic vitality within the Latino community; parent and youth development in the context of strengthening family resilience and cultural prominence; community collaboration through advocacy and sustainability of integral services and programming; and health and wellness of families across the community and equitable access. Along with the results of the study the panel, comprised of faculty working directly in the community through Extension programming and services, will provide participants with examples of best practices and evidence- and research- based programming that is having a significant impact on meeting the needs of Latino families in our state.

The Need for Critical Pedagogy in Dual Language Education to Dismantle Inequities

Lisa Dorner

University of Missouri-Columbia

Increasing evidence suggests that two-way immersion programs, a popular model of bilingual education growing across the country, do not live up to the ideal to provide equal educational opportunities for children from immigrant families. This presentation will discuss the importance of adding a fourth principle of critical consciousness to the goals of two-way immersion education. Some examples will be provided, regarding program design, family engagement, curriculum, and pedagogy.

Confronting the New Political Assault on Civil Rights: How Communities Fight Back!

John F. Dulles

Human Rights Consultancy, Denver, Colorado

We are entering a most challenging time in our history. Political movements based on racism, nativism, misogyny, and intolerance have risen to new heights and now infuse our nation's policies and

government at the highest level. The traditional role of the federal government as the primary enforcer of civil rights is now under attack, and institutions we have relied on to promote these rights may well have very different priorities. However, these challenges can be successfully countered by a nationwide coalition of community-based organizations that resist racist policies and promote equality, inclusion, and the celebration of diversity. This workshop will serve to provide tools and strategies for promoting civil rights compliance at the local level. It will demonstrate how concerned community members can directly and effectively influence the decision-making process of governments and public institutions. And in collaboration with other progressive organizations, it will demonstrate how a network can be created to influence and, indeed, change national priorities and political leadership.

Among the topics to be addressed: How to successfully influence public policy; How to use existing laws; How to create a local, human rights organization; How to use all forms of media and communication; How to use the Voting Rights Act and promote political participation; What obstacles and cautions need to be considered; How to build collaborative efforts and coalitions by partnering with other progressive organizations.

The workshop will showcase the work being done by the Colorado Immigrant Rights Coalition (CIRC). This statewide network has successfully impacted state legislation, public policy, and public opinion on all matters relating to immigration. It has helped enact laws and policies that protect immigrants against punitive federal, state and local law-enforcement measures; promoted immigrant integration; and successfully lobbied for policies that allow all immigrants to be full participants in Colorado society. CIRC has established a grass-roots, state-wide organizational model that assures a vibrant, inclusive and participatory leadership process. The immigrant community is at the center of this operation.

Finally, the workshop will review current events throughout the nation that impact on civil rights, especially noting the encouraging trends toward local and state political officials taking ownership of protecting civil rights and protecting against federal efforts to diminish these rights. California, the world's

fifth largest economy, is taking the lead in making sure that its diverse population is treated with respect and dignity and that human rights are not eroded. Mayors of major cities throughout the country are also resisting federal attempts to interfere with local policies that assure the protection of individual rights. These positive developments serve to show how community organizations can be effective in impacting the political landscape, tilting the nation back to its core principals of respect for human rights. Participants in this workshop will be encouraged to fully engage in the discussion and present their viewpoints and experiences. A robust conversation is expected!

Implementing 4-H Positive Youth Developmental Programs with Latino Youth & Families

Maria Guadalupe Fabregas Janeiro, Amanda Zamudio, Elver Pardo, Ricardo Diaz

University of California, Division of Agriculture and Natural Resources, University of Arizona, University of Florida, University of Illinois

4-H is delivered by Cooperative Extension--a community of more than 100 public universities across the nation that provides experiences where young people learn by doing. Kids complete hands-on projects in areas like health, science, agriculture and citizenship, in a positive environment where they receive guidance from adult mentors and are encouraged to take on proactive leadership roles. Kids experience 4-H in every county and parish in the country through in-school and after-school programs, school and community clubs and 4-H camps. In order to maintain and grow 4-H programs in the United States, we need to reach new audiences and offer innovative and engaging programs that reach not only the traditional 4-H audience but minorities and underserved populations. National 4-H Council has identified this as an extremely important goal and invited professionals working with Latinos around the United States to constitute the first Latino Advisory Committee (LAC) in 2015. These groups' first assignment was to create the Latino Youth Outreach: Best Practices Toolkit, published in 2016 as a living document. After the publication, the Advisory Committee divided into three working subgroups, one of them being capacity building. Its responsibilities included creating an inventory of existing 4-H programs targeting Latino Youth across the states. The subcommittee selected 15 programs around the U.S. to look at further, several

states are represented including: Florida, Oregon, California, North Carolina, Idaho, Arizona, Utah and Illinois. The responsible program contact of the selected programs submitted a brief description and self-evaluated their programs using a tool designed by the subcommittee. These programs are diverse and spread a wide range of possibilities, including sciences, sports, culture, and healthy living. During this presentation the presenters will share the criteria used to select programs, the implementation evaluation and will provide the audience with tools through practical examples, case analysis and exercises to replicate this model in other states. These practices will help prepare them to select better programs for their specific counties and the needs of their youth.

Developing 4-H Youth Development Programs in Mexico: An Example of Institutional Collaboration

Maria Guadalupe Fabregas Janeiro and Claudia P. Diaz Carrasco, Michelle Dojaquez

University of California, Secretaria de Fomento Agropecuario del Estado de Baja California

The purpose of the University of California (UC) - Mexico initiative is to create and sustain strategic and equal partnerships between the UC and institutions in Mexico to address common issues and educate our next generation of leaders. The initiative focuses on key programs and areas of interest to both the US and Mexico, including arts and cultures, education, energy, environment, and health (About UC - Mexico Initiative, 2016). Under this initiative, the University of California - Division of Agriculture and Natural Resources decided to support and encourage the government of Baja California to develop and promote Youth Development programs similar to 4-H in the United States. Baja California is a boarder state with California. These states share a 156-mile-long border, which includes cities like Tijuana (border with San Diego) and Mexicali (border with Calexico). Even though both states are geographically close, the disparities between them are incredible large. Two examples of these disparities are the Annual Gross Income of more than \$1.7 billion in California compared to only \$16 million in Baja California, and the family median household income of \$64,500 in California compared to \$11,000 in Baja California (2015).

The efforts started in 2015 when the Cali-

California 4-H approached Baja California's Secretaria de Fomento Agropecuario (SEFOA) and encouraged them to open clubs similar to 4-H clubs in Baja California as a way to facilitate the development of local leaders and increase the number of youth giving back to the community, making healthy decisions, and improving their grades in school. SEFOA is a statewide office dedicated to support agriculture and forestry activities around the state as well as contributing to the improvement of the quality of life of the population around the state. SEFOA's authorities understood the importance of supporting programs, like 4-H that foster leadership, collaboration, and healthy living among the youth population of the state. They immediately named a person to be the liaison with the University of California 4-H Advisors and invited the Universidad Autónoma of Baja California to join the project. SEFOA also assigned a budget to support the introduction of youth development programs in the state of Baja California. A Memorandum of Understanding was signed between UC ANR and SEFOA and the first youth development program was established in Baja California in January 2017.

During this presentation, presenters will provide of a detailed description of the steps our team followed for the establishment of the new club, discuss the challenges and opportunities of this initiative, highlight the importance of institutionalizing 4-H expansion efforts inside and outside the U.S., and encourage the audience to replicate the model in other states.

Toolkits for Increasing Engagement with Diverse Youth Audiences

Maria Guadalupe Fabregas Janeiro, Katherine Soule, and Steven Worker
University of California

Youth development programs provide support for the growth and development of children and adolescents. However, despite the positive outcomes evidenced by research, many youth development programs struggle to reach youth who may benefit greatly (i.e., undeserved, racial minorities, low socio-economic status). One example is the University of California 4-H Youth Development Program. The 4-H program, part of the U.S. Department of Agriculture and the University of California, is dedicated to

providing high quality youth development programming to youth. The program is committed to serving all youth regardless of race, color, national origin, religion, sex, gender, gender expression, gender identity, physical or mental disability, ancestry, or sexual orientation. However, fulfilling this commitment relies on locally-based staff to select and implement programs that are reflective of the age 5-18 youth demographics of their county. Even though two 4-H guiding principles are to be 'inclusive and embrace diversity' and create 'context and content for positive youth development,' 4-H programs often struggle with engaging diverse youth audiences. Based on successful pilot programs, California 4-H developed three toolkits to assist county-based 4-H programs to implement three varying models of 4-H Clubs that effectively engage underserved youth and families.

- In-Motion Clubs are organized during afterschool hours, often in partnership with existing afterschool programs that serve youth in a specific school, program, or setting with science, health, and civic education.

- SNAC Clubs are organized through in-school or afterschool setting, in conjunction with existing Cooperative Extension nutrition education programs that serve youth in a specific school with health and nutrition education.

- Day Camps are organized during school breaks such as spring break, holidays, and summer break and provide opportunities for youth to learn valuable skills through experiential project-based learning.

Each of the toolkits are divided into nine sections: Introduction, Club overview, general guidelines, operating procedures, starting a 4-H Club in your community, adult project leader resources, evaluation, conclusion, and references. The presentation will include a pragmatic discussion of challenges, successes, and opportunities for improvement to inform others' efforts in developing more inclusive programming.

Understanding of Perinatal Mood and Anxiety Disorders and Perception of Services Among Latinos

Anne Farina
Saint Louis University

Background

Perinatal Mood and Anxiety Disorders (PMADs) occur in women regardless of age, background, race, or ethnicity. They have profound impact on women, their children, and their families. Latinas may be at greater risk of symptoms, yet they may be less likely to seek out mental health services. Therefore, it is important for community members and non-mental health professionals to have a level of knowledge related to PMADs; however, it is unclear the level of knowledge that currently exists within the Latino community. The aim of this study was to understand the level of perceived understanding of PMADs and PMAD symptoms in the Latino community, their level of confidence and perception of access of mental health services, and their thoughts about PMADs in the Latino community.

Methods

Data from 106 Latinas and Latinos were collected both on-line and through paper surveys distributed through a social service agency in St. Louis, Missouri. The survey included questions related to knowledge of PMADs, symptoms related to PMADs, access to mental health services for pregnant women and new mothers, confidence and perceptions of services available, and barriers and gaps in services delivery.

Results

Over 67% of the respondents answered that they believe there is a lack of understanding of what PMADs are in the Latino community. In response to where an individual would send a pregnant or postpartum woman with mental health symptoms, over 40% stated that they would send them to a family or friend, 23% stated that they would send them to a natural healer in the community, 26% would send them to a priest, pastor, or other religious leader, 75% would send them to a medical professional, and 82% would send them to a mental health professional. The total knowledge of signs, symptoms, and disorders is significantly positively associated with confidence in services and perception of a lack of services available. The acknowledgement of the importance of services is significantly associated with confidence in services and perception of a lack of services available. Participants reported that they believe that understanding signs and symptoms of Perinatal Mood and Anxiety Disorders is important, especially in the Latino community. Participants reported that they did not

know much about the topic and that there was a lack of information in the community. Participants identified services lacking in the community as mental health services, social work, therapy, support groups, more information, services in Spanish, financial assistance, and child care. Participants wrote that barriers to receiving services are language, a lack of information, health insurance, a lack of financial resources, a lack of acceptance of mental health difficulties, transportation, cultural barriers, and stigma.

Conclusion

Results suggest that there is still a lack of understanding of PMADs and PMAD symptoms in the Latino community. Latinos in this study identified a lack of services available in the community specifically for Latinas and that barriers prevent individuals from utilizing existing services. This lack of knowledge and perceived lack of services and barriers to care have implications for policy, research, and practice.

Empowerment, Education and Innovation: The Sponsor Readiness Program Model

Virginia Fitchett

Lutheran Immigration and Refugee Service

Helany Sinkler

Esperanza Center, Catholic Charities of Baltimore

Lutheran Immigration and Refugee Service (LIRS) is the only agency which serves both the potential caregiver (sponsor) of unaccompanied minors through the Safe Release Support Program (SRS) and post reunification in community through our Home Study and Post Release Services Program (HS & PRS). LIRS partners with agencies across the U.S. providing screening services and in community case management services to unaccompanied migrant children and families. There are 32 partners in the LIRS network nationwide who served upwards of 25,000 families during the fiscal year of 2016. In response to the needs of families and children identified by our service partners and by LIRS staff who administer the programs nationally, LIRS coordinated with two service providers to create an innovative dynamic service model to improve stability of placement and integration of unaccompanied children and families. This new model prepares the caregivers of unaccompanied minors to adequately care for the

minor and prevent further family breakdowns.

The co-presenting agency for this panel is Esperanza Center, a program of Catholic Charities of Baltimore. This agency has been serving immigrants and their families in the Baltimore region for more than 50 years. It provides comprehensive and essential services, including immigration legal services; health services (which include medical and dental services); English as a Second Language, computer literacy, and citizenship classes; translation services; family reunification services; case management to foreign national survivors of human trafficking (all genders, all ages, labor and sex trafficking); and information and referrals regarding social services, housing, employment, transportation, school enrollment, and cultural and community integration. Presenters will provide an overview of the various programs of LIRS that service unaccompanied minors and families and illustrate the collaborative nature of the service model. Through this collaborative approach, it has been clearly identified that potential caregivers enter the federal process of family reunification with a high level of anxiety and concern about how they will provide and care for the minor. Building on an existing program, LIRS brought two local service providers from the network into discussion around building a new innovative service model to address these needs in the hopes that this model would improve families' stability, empowerment, and integration. Presenters will discuss how establishing the relationship between national agency (funder) and local service provider (local implementer) as collaborative and supportive sparks innovation. The Sponsor Readiness Program model provides sponsor assessment, case management support, and locally-based psychoeducation workshops to potential caregivers. The model facilitates empowerment and understanding for potential caregivers of unaccompanied children. This program prepares potential caregivers to receive unaccompanied minors into their families.

Learning Objectives

- Participants will learn about unique needs and issues impacting the integration of unaccompanied migrant children into their new homes and communities.
- Participants will learn about how to collaboratively develop successful models and methods to create dynamic service programs for unac-

companied children and families.

- Participants will leave with ideas and tools for creating service programs that foster integration of families and embrace collaboration across service providers.
- Participants will leave with an increased understanding of how serving unaccompanied migrant children can be done collaboratively across disciplines and diverse agencies.

The Political Economy of Placemaking in Latinx Communities of Kansas City

Alejandro Garay-Huaman and Clara Irazábal-Zurita
University of Missouri-Kansas City

This paper critically reviews the literature on the relationship between the processes of global capitalist accumulation and placemaking and community building of Latinxs in Kansas City. We use the social structures of accumulation (SSA) approach, which provides both a theoretical and historical framework to analyze the long-run structural and institutional dynamics of capitalist development. At the core of each set of SSA there are a set of cultural, political, economic, and ideological institutions that both give them coherence as a unified whole and govern their continuity and rupture. Since its inception in the 1970s, the SSA approach has been widely used by economists to understand the long run dynamics of capitalism. More recently, the SSA approach has also informed sociological studies about labor control systems and criminologist studies about the different mechanism of social control. However, these scholars have given little attention to the links between the long run dynamics of capitalism development and the placemaking and community building practices of Latinxs. This paper makes a contribution to bridge this gap, by connecting the SSA theory and Latinx studies. Particularly, we analyze how Latinx communities in Kansas City have been shaped and in turn shape the institutional arrangements put in place for each set of SSA. We identify three different SSA: (1) The monopolistic SSA of the first quarter of the 20th century. The main institutional arrangements of this period were repressive state policies against working class movements, dominance of monopoly/finance capital, and unapologetic imperialist policies. This is the period of consolidation of Latinx communities in Kansas City. The highly-monopolized railroad industry triggered

the first wave of Latinx immigrants, who settled their communities around the railroad operations. (2) The Keynesian SSA of the postwar period, which was characterized by more peaceful labor-capital relations, consolidation of the industrial sector, huge state expenditure, and the rising of the U.S. as a hegemonic country in the world system. The conjunction of these elements generated a big influx of industries to the Midwest, which attracted a second wave of Latinx immigrants to the region. (3) The neoliberal SSA, which emerged in the 1980s. This period is characterized by a raising income inequality, financialization, and globalization. The impact of neoliberalism among Latinxs was reflected in higher rates of poverty, incarceration, and unemployment. Latinxs are no longer benefitting from long-term employments and stable or rising living standards, generating new negative dynamics in their communities. Yet, all throughout these eras, the Latinx community is an active agent that, through multiple strategies, resists and transforms damaging policies and practices deployed upon it, promoting instead barrio preservation and community development.

Drawing from history, sociology, economics, urban planning, and Chicanx and Latinx Studies, this review helps us map interdisciplinary research on an understudied region of the country. Our findings show how these particular institutional arrangements have had profound impacts not only among Latinx communities in the Midwest, but also among their transnational networks within the Americas.

“The Roles of Parent and Peer Conflict and Social Behaviors on U.S. Mexican Young Adults’ Self Esteem”

Sonia Giron and Gustavo Carlo
University of Missouri

The Latino population is one of the fastest growing ethnic groups in the United States (Dalla, Villaruel, Cramer, & Gonzalez-Kruger, 2004) and Mexican origin individuals comprise the largest proportion of this population (64.9%; Motel & Patten, 2012). Understanding relationship processes within this subgroup of Latinos and the impact that multiple relationships have on behavior and adjustment will allow for practitioners to better serve this growing community. Previous research has demonstrated the

influence that ethnic identity has on prosocial behavior (Knight, Carlo, Mahrer, & Davis, 2016), antisocial behavior (Rotheram-Borus, 1990), and self-esteem (Umaña-Taylor, Gonzalez-Backen, & Guimond, 2009). Research has also shown that self-esteem is impacted by both prosocial (Yates & Youniss, 1996), as well as antisocial behavior (Donnellan et al., 2005). However, the impact that relationship partners have on these associations has not been examined extensively. The present study examines the role of parent-child and friend relationship quality on ethnic identity, aggression, prosocial behavior, and self-esteem.

Participants included 148 (M age=23.05 years, SD=3.33, 66.9% female) Mexican origin college students from state universities in California and Texas. Participants for the present study were selected from a larger dataset if they self-identified as being of Mexican origin.

Self-reported data on conflict with parents, conflict with peers, ethnic identity, aggression, prosocial behavior, and self-esteem were used. The Conflict subscale of the Network of Relationships Inventory (Furman & Buhrmester, 1992) was used to assess parent and peer conflict. The Affirmation and Belonging subscale of the Multigroup Ethnic Identity Measure (Phinney, 1992; Roberts, Phinney, Mase, Chen, & Roberts, 1999) was used to assess individuals’ ethnic identity. Aggression was assessed using a combination of the Suppression of Aggression subscale of the Weinberger Adjustment Inventory (Weinberg, 1991) and two behavioral fighting items. Prosocial behavior was modeled as a latent variable using the emotional, dire, and compliant subscales of the Prosocial Tendencies Measure (Carlo & Randall, 2002). Self-esteem was assessed using the Self-Esteem Scale (Rosenberg, 1965).

Using structural equation modeling, a model was constructed to examine direct and indirect effects between parent conflict and peer conflict, and aggression, prosocial behavior, and self-esteem. This was done by creating direct effects from parent and peer conflict to ethnic identity, aggression, prosocial behavior, and self-esteem. Then direct paths were drawn from ethnic identity to aggression, prosocial behavior, and self-esteem. Finally, direct paths were drawn from aggression and prosocial behavior to self-esteem. Mother’s education was controlled for

in this model by including a direct path between this variable and self-esteem.

Analyses indicate that conflict with peers is negatively associated with ethnic identity, $\beta = -.26$, $p < .01$, and prosocial behavior, $\beta = -.47$, $p < .001$. However, ethnic identity is positively associated with prosocial behavior, $\beta = .61$, $p < .001$. Results also indicate a significant positive association between conflict with parents and aggression, $\beta = .14$, $p < .05$, and a significant negative association between conflict with parents and self-esteem, $\beta = -.14$, $p < .001$. There was also a significant negative association between aggression and self-esteem, $\beta = -.15$, $p < .05$. Discussion will focus on how conflict with parents and peers differentially impact behavior and adjustment during young adulthood in U.S. Mexicans.

Analyzing Challenges Among USDA Representatives and Latino Farmers and Ranchers to Involve and Sustain Agribusiness Collaboration in Missouri

Eleazar U. Gonzalez

University of Missouri-Columbia

USDA representatives as well as Latino producers in Missouri face different challenges to create and sustain dense networks of collaboration. Factors related to farm size, language communication, understanding of information, willingness to produce specific crops and livestock, production practices preferences, moving from hobby farms to farming to make living, or just the willingness of having farm production privacy, may at some degree be some of the factors influencing or limiting strong and sustainable interactions. This article develops an understanding of the main challenges that both parts face before Latino producers apply for services and during the follow up process of accessing the USDA programs. This article also analyzes and provides feedback on the main categories that involve those challenges. Data from 25 face to face interviews from Latino producers in Missouri and 10 interviews from USDA representatives is coded and analyzed to find the best ways to involve and sustain agribusiness collaboration among USDA and Latino farmers and ranchers in Missouri.

Empowering ELL Parents in St. Louis Public Schools

Alla Gonzalez Del Castillo, Maria Childress, Elena Okanovic and Heather Tuckson

St. Louis Public Schools

Considering the legal requirements of supporting ELL parents in American schools and the research in the field of ELL parent engagement, this presentation highlights the comprehensive approach to ELL parent support and parent engagement implemented in St. Louis Public Schools. The presentation provides an overview of ELL parent support components implemented within the ESOL Program in St. Louis Public Schools, such as translation and interpretation, new family welcome sessions, ELL Back to School Festival, ELL parent meetings, and Bilingual Parent Library, among others. A visit to interactive stations representing each of the components follows. This session is geared towards those serving ELLs in schools and working on developing ways to support ELL parents by educating them about the U.S. education system, supporting their collaboration with the school staff, and involving ELL parents in the decision-making.

Understanding the Importance of Latino and Hispanic Integration in the Missouri State Legislature

Pedro Guerrero

Jefferson City, Missouri

This poster details an insider's guide to the Missouri legislative process, citing the policy process and different actors (legislators, lobbyists, and community interest groups) that draft legislation which eventually gets turned into law. As the only Hispanic staff member within the Missouri Legislature, I can offer a unique insight into the current status of Hispanic and Latino affairs in the Missouri legislature. I will also provide effective advocating tips for individuals looking to make a case for policies that would allow for the further integration of Hispanic and Latino community members into Missouri law. Currently, Latino and Hispanic interests are not being represented comprehensively in either chamber of the Missouri General Assembly, leaving current advocates to rely on personal stories about the community that may not necessarily provide a full picture of the community's experience in Missouri. I also intend to detail current legislators that have championed certain policies that would benefit the Hispanic and Latino

communities of Missouri, as well as legislators that offer a safe space for undocumented and DACA status individuals.

Pathways to Prosocial Behaviors in Latino Adolescents: The Role of Family Economic Stress and Parenting

Zehra Gülseven and Sarah E. Killoren

University of Missouri –Columbia

Edna C. Alfaro

Texas State University

Family stress theorists argue that parents' economic stress affects the quality of parenting and, ultimately, children's/adolescents' outcomes (Belsky, 1984; Conger et al., 2002). Specifically, higher levels of parents' economic stress can cause burdens and difficulties in effective parenting, which in turn predicts poor positive child/adolescent development (Conger & Conger, 2002; Elder & Conger, 2000). Although studies have demonstrated a relation between children's/adolescents' poverty level and children's/adolescents' academic achievement, health, and behavioral outcomes (Duncan & Brooks-Gunn 2000, Garner, 1996; Hobcraft, 1998), there is sparse research on the link between families' economic stress and youths' prosocial behavior (intent to benefit others). The goal of this study was to examine both the direct and indirect relations of families' economic stress with youths' six types of prosocial behaviors (public, emotional, dire, anonymous, altruistic, and compliant) and to examine the potential mediating roles of parenting behaviors, including psychological control and warmth.

Participants were 226 Latino older adolescents (Mage= 21.86 years; 86% US born; 78% women). Participants completed self-report measures of Inability to Make Ends Meet, Not Having Enough Money for Necessities, Economic Adjustments or Cutbacks, Financial Strain (adapted from Conger & Elder, 1994). These four scales were used to create a weighted score of economic stress. Youth also completed Prosocial Tendencies (Carlo & Randall, 2002), and Child Report of Parental Behavior Inventory (CRPBI; Schwarz, Barton-Henry, & Pruzinsky, 1985). Cronbach's alphas were above .70 for all measures. Path models were tested separately for mothers and fathers, controlling for mothers' and

fathers' education. Results revealed that economic stress was positively linked to maternal psychological control and negatively linked to maternal and paternal warmth. When youth perceived higher levels of family economic stress, they also perceived psychological control and less warmth from mothers as well as less warmth from fathers. Parenting behaviors were found to be differentially linked to six types of prosocial behavior. Additionally, economic stress indirectly effected Latino youth's prosocial behavior via maternal and paternal warmth, and maternal control. Maternal warmth mediated the link between economic stress and dire and anonymous prosocial tendencies. Maternal control mediated the relations between economic stress and public, emotional, dire, anonymous, and altruistic prosocial behaviors. Paternal warmth significantly mediated the relation between economic stress and youth's public prosocial tendency. Overall, findings yield supportive evidence on the predictive roles of parental warmth and control on Latino youth's prosocial behaviors. For instance, maternal and paternal control negatively predicted altruistic and positively predicted public prosocial behaviors, which is consistent with the notion that lower levels of altruistic behaviors and higher levels of public prosocial behaviors (aimed at gaining the approval of others) can result when parents express strong controlling practices (Barber et al., 2005; Maccoby & Martin, 1983). The findings lend support to family stress models of youth's development, and extend our understanding of youth's prosocial development in Latino older adolescents. Finally, the present findings provide evidence on the importance of examining predictors of specific forms of prosocial behaviors to better account for such relations.

Together We Can

Gabrielle Hane

Catholic Charities of Southern Missouri

There is a saying that says, "If you want to go fast, go alone. If you want to go far, bring others." When dealing with disasters, community support can make the difference between recovery and ruination. In March 2011, a disaster slammed Japan's north-eastern region. After an earthquake, a massive tsunami destroyed the emergency generators that cooled down Fukushima I Nuclear Power Plant. The series of events resulted in the death/disappearance of 19,000

people, three nuclear meltdowns, the release of radioactive material, 295,000 collapsed buildings and the evacuation of almost half-a million people (Fraser, et al, 2012).

However, community efforts helped save lives in this disaster in Japan. In the documentary *The Resilience Age*, Daniel Aldrich, Director of Asian Studies at Purdue University, stated that “survival rates were higher where they had more of this communal trust, communal activities that brought them together”. According to Aldrich, individuals who were cut off and had no way of getting out passed away at much higher rates. However, individuals who had caring neighbors and people who came knocking on their doors (such as volunteers or a local block captain) were more likely to survive.

Regardless of the geographical location of a disaster, by working together communities become stronger and are able to survive not only natural and human-caused disasters, but are better able to cope with stresses such as violence, poverty and lack of social cohesion. Judith Rodin (2014) defines resilience as “the capacity of any entity—an individual, a community, an organization, or a natural system—to prepare for disruptions, to recover from shocks and stresses, and to adapt and grow from a disruptive experience.”

In this Best Practices presentation, the audience will learn concepts such as resilience, disaster preparedness and collective impact. They will also be provided with a six-step process to planning for community resilience, as well as a list of resources where they can find grants, funding opportunities and experts that can help them build resilience in their own communities.

Fraser, S., Leonard, G.S., Matsuo, I. and Murakami, H. (2012). *Tsunami evacuation: Lessons from the Great East Japan Earthquake and Tsunami of March 11th 2011*, GNS Science Report, 17(89).

Rodin, J. (2014). *The Resilience Dividend: Being Strong in a World Where Things Go Wrong*. Public Affairs, N.Y.

The Rockefeller Foundation (2017). *The Resilience Age*. Retrieved from: <http://resilienceage.org/>

Are you Prepared? Bringing Communities Together to Become More Resilient

Gabrielle Hane

Catholic Charities of Southern Missouri

Julia Pedrosa

Catholic Charities of Kansas City-St. Joseph

The saying, ‘You are only as strong as your weakest link permeates society. Vulnerabilities can adversely affect the community as a whole, especially in regard to disasters. Each community has a unique composition of demographics, some of which elevate risk during and in the aftermath of a disaster. These demographics include but are not limited to the following: ethnicity, age, economic status, gender, and the ability to speak English. Communities that recognize, address, and empower at-risk individuals increase their resilience, or the ability to withstand and recuperate after a disaster. In the past ten years, Missouri has experienced twenty-one federally declared disasters, including the Christmas flooding of 2015-2016 and the Joplin tornado in 2011 (FEMA, 2017). Recovery efforts are still in effect years after an event. Missouri also experiences smaller, undeclared disasters that do not meet federal requirements for assistance.

Disasters exacerbate existing community resources; individuals who lack personal resources or access to limited community resources are at higher risk of injury, loss of property and loss of livelihood as they ‘are more likely to live in hazard-exposed areas and are less able to invest in risk-reducing measures. The lack of access to insurance and social protection means that people in poverty are often forced to use their already limited assets to buffer disaster losses, which drives them into further poverty.’ (UNISDR, 2015). The well-being of individuals affects the recovery of the entire community. In order to foster resilience, organizations, public agencies, and individuals must work together to identify barriers, pose solutions and create a means of effective and relevant communication between all parties. This workshop focuses on the importance of resilience and the relationship between resilience and poverty with the purpose of equipping participants with knowledge and the desire to make their community more resilient. The presenters will discuss previous and current methods of collaboration and provide a process of activities in which participants will: identify community stakeholders, determine current and relevant communication platforms, and cast an achievable goal for the first step in building resiliency in their community.

Attendees will leave with several resources and be empowered with the ability and federal/state/local resources to bridge the gaps between stakeholders to create stronger, more resilient communities.

FEMA. (2017). 'Disaster Declarations for Missouri'. Retrieved from: <https://www.fema.gov/disasters/grid/state-tribal-government/67>

UNISDR. (2015). 'Poverty and Inequality'. Retrieved from: <http://www.preventionweb.net/risk/poverty-inequality>

Latino Wisconsin: Needs Assessment and Family Integration, 2015-2016

Armando Ibarra

University of Wisconsin-Extension

The University of Wisconsin-Extension, with the assistance from its Latina/o Employees Resource Group (LERG), conducted a study on Wisconsin Latina/o Families. The purpose of this study was to better understand how Latina/o Families are integrating into local communities and to assess their educational needs. The Principal Investigator (PI) collaborated with UW-Extension personnel to create data collection instruments. The PI assembled and managed a research team that collected surveys, and conducted the focus groups and one-on-one interviews. The study areas included the counties of Dane, Door, Fond du Lac, Kenosha, Milwaukee, and Racine.

This presentation offers selected key findings informed by analysis of the project data collected between February 2015 to June 2016, recommendations and planning for their implementation. The presentation will focus on key findings within the following themes:

- Aspirations and Optimism

About the Future

- Association with Non-Latina/os
- General Barriers to Integration

for Latina/os

- Barriers to Attending Cooperative

Extension Programs

- Identified Educational Needs

It will also briefly present on selected institutional recommendations offered to UW-Cooperative Extension that address institutional barriers to working with Latina/os and would help facilitate positive integration of Latina/os into Wisconsin communities:

- Create an Institutional

Ethos That Embraces Latina/o Cultural and Linguistic Competence

- Conduct Meaningful and Strategic Outreach and Marketing
- Community Partnerships are Vital to UW-Extension's Mission and Success.

The presentation will cover the following programming recommendations: English and Spanish Language Programming for Adults and Youth; Educational Pathways for Parents and Youth; Civic and Personal Rights. Finally, I will introduce the audience to our study website that is intended to be used as a resource for Cooperative Extension, partners, and the community at-large: Latino Wisconsin webpage: <http://fyi.uwex.edu/latinowisconsin/>

Latino Agricultural Entrepreneurship Project: A Multi-State Effort

Stephen Jeanetta and Corinne Valdivia

University of Missouri-Columbia

Rubén Martínez

Michigan State University

Jan and Cornelia Flora

Iowa State University

Despite the decrease in the number of the nation's farmers and farmland, Hispanic operators continue to increase nationally and in the Midwest. Based on the USDA Census of Agriculture between 2007 and 2012, the number of farm operators in the Midwest decreased by 8,709 while total farmland went down by 37%. During that same period, the number of Hispanic farm operators in the region went up by almost 25%. Through participatory research, this study aims to understand how Latinos in three Midwestern states – Iowa, Michigan and Missouri - move into farming, the nature of their connections to the existing institutions and organizations that support the agricultural system, and the particular capacity needs that must be addressed by key stakeholders to actively engage them. In Michigan, the focus is primarily on established farmers, in Missouri on small and beginning farmers, and in Iowa on farmworkers interested in becoming farmers. Several focus groups with agricultural service providers and, separately, with Latino farmers were conducted in the three states during 2016-2017. In addition, some individual in-depth interviews were done to complement the focus groups.

The focus groups and individual interviews were recorded, transcribed, and the ones in Spanish translated into English. Transcriptions were then coded by the team of researchers in each state using four levels of coding. Preliminary findings from the three states will be presented for this paper addressing what are the main motivations behind this group of Latinos in farming.

“CoMo Radish Institute: Promoting Agriculture and Nutrition Focused ELL Learning”

Maria Kalaitzandonakes and Paula Herrera-Gudiño
University of Missouri-Columbia

The CoMo Radish Institute is based on a belief in practical lessons and real-world classrooms. The Institute has created a targeted set of lesson plans and learning experiences for English Language Learners that focus on health, cooking, nutrition, agriculture, personal finance, body positivity, and leadership. The resources will be available for any ELL teachers and students to use. They can follow the created plans or tweak them for their own purposes. The Institute will work with ELL classrooms in the public schools of Mid-Missouri to instill a curiosity and excitement about agriculture and nutrition, in the often overlooked ELL classrooms.

The Institute created a week-long pilot program targeted English Language Learners in Mid-Missouri, ages 13-21. The week’s speaking, reading and writing assignments are designed to be focused on food and nutrition. The students went on a trip to Columbia’s urban farm, a local grocery store, and the Columbia Area Career Center’s kitchens to prepare a final meal for a student/community event to showcase the students’ projects.

4-H Latino Advisory Committee: How to Establish One at the State and/or Local Level

Lupe Landeros
National 4-H Council
Ricardo Diaz
University of Illinois
Elver Pardo

University of Florida

Do you seek to understand the presence of Latinos in your state and local community in order to engage them in your 4-H youth development program? A strategy is to form a Latino Advisory Committee made up of professionals and community leaders who share an expert knowledge and cultural insights related to the identification, development and scaling of culturally-relevant outreach and programming by and for Latino audiences. The National 4-H Council Latino Advisory Committee will provide best approaches for forming such a committee at the state and local level. You will receive resources for developing a member position description, member application, charter/bylaws, committee work group options, and 4-H enrollment data research that generates actionable insights that tell a story about your state and local community.

Addressing America’s Language Gap through Dual Language Programs

Dianey Leal
Texas A&M University

More than one in five students (ages 5 to 17) speaks a foreign language at home with California, Texas, Nevada, and New York experiencing the greatest number of students speaking a foreign language. More surprisingly, however, are states in the Heartland like Nebraska with one in seven students speaking a foreign language and states like Kansas and Minnesota with one in eight students (U.S. Census Bureau 2013). Given the recent waves of immigration across the United States and the increasing number of students who speak a foreign language at home, it is important for schools to adopt programs that not only help students learn English, but that also promote bilingualism and bi-literacy. A well-rounded curriculum that offers students the opportunity to learn more than one language is essential for today’s highly competitive and interconnected workforce. While English currently dominates the world, many U.S. residents lack foreign language skills that could help them prosper economically. Our education system, in particular, is one of the reasons why bilingualism is not currently a priority. Improving and expanding language instruction, however, is a challenge that many K-12 educators, administrators,

and policymakers continue to struggle with given the limited resources and interest in expanding foreign language courses.

This research study will discuss issues related to language learning and will particularly explore dual language programs that have been adopted and successfully implemented. Unlike most European countries, the United States does not have a nationwide foreign-language mandate. Thus, language requirements are often left to school district's discretion with many primary and secondary schools eliminating foreign language study due to budgetary cuts or a shortage of qualified foreign language teachers. However, given today's changing demographics, a growing interest to support such efforts has emerged. Dual language education programs, in which different subjects are taught in two languages, has gained recognition for its potential to increase not only bilingualism, but also academic achievement. Studies on these programs show that students in dual language instruction tend to outperform students in monolingual education, particularly in reading (Steele et al.). This study will look into the two-basic dual language program models: the '90:10' dual language program in which kindergarten students typically begin reading in secondary language first and then English is added later (3rd grade) and the '50:50' instructional design in which students begin reading in primary language first and then the second language is added later (typically in 2nd or 3rd grade). This study will explore the current research on dual language programs and its effects in enhancing academic achievement.

U.S. Census Bureau: American Community Survey. (2013). *Language Spoken at Home*. Washington, D.C.: United States Census Bureau.

Steele, J. et al. (2015). 'Effects of Dual-Language Immersion on Student's Academic Performance.' Institute of Education Sciences. Retrieved from <http://www.sole-jole.org/16111.pdf>

Building a Sustainable Infrastructure for Language Access: The University of Wisconsin Cooperative Extension's Emerging Institutional Model for Serving the Needs of Limited English Proficient (LEP) Audiences

Dominic James Ledesma Perzichilli
University of Wisconsin-Madison

Persons with limited English proficiency (LEP)

are protected from national origin-based discrimination under Title VI of the Civil Rights Act of 1964, and as recipients of federal financial support, U.S. land-grant institutions are accountable to the federal laws and policies that protect the rights of LEP persons. Non-discrimination compliance for serving LEP audiences includes specific responsibilities and obligations for providing translated materials, interpreter services, and other measures to ensure 'meaningful access' to services, programs, and activities. Language access accountability is extended to the educational programming and projects carried out by each land-grant institution's Cooperative Extension model. Despite unambiguous policy directives and widespread guidance for serving LEP populations, however, many federal and state institutions struggle to systematically mitigate language barriers between staff and the populations they serve. In order to address a range of issues tied to language access across a statewide model for educational programming, the University of Wisconsin-Cooperative Extension hired a language access coordinator in August 2016.

Language access is not about meeting a minimum standard of legal compliance; it is about creating equitable conditions that reflect an intuitional commitment to serving linguistically diverse communities. This workshop focuses on how to conceptualize, implement, and manage a broad spectrum of language access issues that avail themselves in large, public, decentralized, educational settings. It will use initiatives from UW Cooperative Extension's language access model to help participants: 1) understand institutional obligations under Title VI accountability, 2) proactively integrate language access into their educational programming, 3) strategize on ways to identify and serve LEP audiences, 4) source qualified translators and interpreters, 5) establish quality standards for language support service delivery (i.e. translation, interpretation, etc.), 6) manage translation & interpretation requests on a statewide scale, and 7) assess the impact of language access needs and services. The workshop is aimed to improve advocacy for language equity, and to help participants address language access issues up, down, and across their institution's organizational structure. This workshop, while centered on the Cooperative Extension model, can be applied to other agencies and institutions that serve the needs of linguistically diverse communities, especially those with sizable populations of LEP individuals.

Tags: language access planning, language rights, limited English proficient (LEP) populations, interpretation, translation, educational programming, multilingual settings, linguistic diversity, Civil Rights accountability (Title VI), access barriers to educational programming, assessment tools, Cooperative Extension.

Citation Analysis of Latina/o Career Articles Published Between 1969-2015 across Four Vocational Journals

Bo Hyun Lee and Lisa Y. Flores

University of Missouri-Columbia

Journal articles have shaped professional knowledge base and guided scholars to the next step we need to progress to advance scholarship and practice. That is, journals play a significant role in distributing research findings to professional world, stimulating researchers or clinicians to think about their practice, expand existing ideas, and lead to a change in practice. Ziman (1968) stated, “a scientific paper does not stand alone; it is embedded in the ‘literature’ of the subject.” Considering the works cited within papers provides a link between scholarly contributions, and an examination of citations can provide an understanding of the flow of information and how knowledge is established in a field.

Due to the recent demographic shifts, the U.S. labor force forecasts that the rate of ethnically and racially diverse individuals will increase rapidly. In 2015, approximately 38% of the U.S. labor force is comprised racial and ethnic minorities (REMs; U.S. Department of Labor, 2016) and they are projected to account for 43% of the workforce by 2024 (Toosi, 2015). Although REMs have unique needs for their career development, a review of the literature indicates a detailed examination of the work and career experiences of REMs. Furthermore, given that citation analysis is a quantifiable quality indicator that reveals journal and article impact when others cite a specific article (Garfield, 1973), a citation analysis of REMs career research may benefit researchers or practitioners who are seeking scholarship that is having an impact on professional knowledge and practice.

We performed a citation analysis of 188 career-related articles that focused specifically on

Latina/os or general REM studies that included Latina/os published in the Journal of Vocational Behavior (JVB), The Career Development Quarterly (CDQ), the Journal of Career Assessment (JCA), and the Journal of Career Development (JCD) between 1969 and 2015. The analyses demonstrated a strong and growing trend of the impact of REM career articles. We identify (a) the frequency and trends of REM career articles’ citations over time, (b) the most frequently cited REM careers articles by total citations and average citations per year, (d) the authors and journals which produced the most influential REM career articles, and (e) the journals and fields where REM career articles were most cited.

The 188 career articles published between 1969 and 2015 were cited a total of 2,453 times, with an average of 14.43 citations for each article. Among the 188 articles, 77.7% (n=146) were cited by other scholars at least once. Ranking in terms of accumulated citations showed that 70% of the top 10 articles were published before 2000, and all of them were published by JVB. However, when considering the yearly average citations, 50% of the most popular articles were published after 2000, and two were published after 2010. Four articles were listed on both rankings of accumulated citations and yearly average citations: McWhirter (1997), Ensher and Murphy (1997), Torres and Solberg (2001), and Ragins (1997). The year of 2000 showed an accelerated growth of citations of the body of Latina/o relevant career articles. The poster presentation will provide a full report of the results along with a discussion of the implications of the findings for future vocational psychology research and practice with REMs.

DC Pumas 4-H Club Minnesota State Fair First Generation Experience

Tammy Lorch

University of Minnesota Extension

The 2016 Minnesota 4-H First Generation State Fair Experience was designed to ensure a positive State Fair experience that inspired First Generation 4-H youth (participants who came from families with no previous 4-H experience) to deepen their involvement to 4-H. Staff identified local programs that engaged First Generation 4-H families. Our challenge was to think outside the box and identify how

a 4-H experience at the Minnesota State Fair could give First Generation 4-H'ers an opportunity to highlight and validate their programming in a safe space. This poster will highlight the participation of the DC Puma 4-H Club in the 2016 Minnesota State Fair First Generation Experience. The DC Puma 4-H Club was formed three years ago in a rural Minnesota community with a population of approximately 2,500. The club's membership is 100% Latino youth. Sixteen youth and seven mothers participated in the First-Generation State Fair Experience. The 4-H'ers, under the guidance and leadership of their mothers, created a public presentation that showcased their cultural identity. They constructed a Día De Los Muertos (Day of the Dead) Altar to honor Diego Rivera, a famous Mexican mural painter. During their public presentation at the State Fair, each of the sixteen-youth explained their contribution to the Altar and the significance in Mexican culture. After their presentation, youth met with a 4-H judge who shared strengths and areas of growth in the group's presentation. This opportunity provided all sixteen-youth validation in sharing their culture in a safe place. After the State Fair experience, one youth said, 'I never thought this would be as big of a deal and I would have to talk in the microphone. After I was done I felt good.' Additionally, the experience empowered participating parents to envision a broader perspective of the benefits of 4-H involvement. One mother stated: 'I felt like I gained more power in the knowledge I learned today. I have more excitement and feel better prepared to do more projects with my club and children. My brain is opened and I feel like I have so many different opportunities and things we can do. 'On the bus ride home, the youth and mothers together decided they wanted to approach their public school to ask if the Día De Los Muertos Altar they created could be on display in the school during the month of October. Because of their positive experience in sharing their cultural values in the safe space of the 4-H Building at the Minnesota State Fair, the youth took initiative to share with their local community. While it's impossible to know which, if any, of the sixteen-participating youth can be categorized as DACA (Deferred Action for Childhood Arrivals) youth without specifically asking their parents, their public presentation at the Minnesota State Fair gave each of them an opportunity to not only feel proud of their culture but also provided an opportunity for them to each teach the public about a significant piece of their cultural identity.

Understanding Health Disparities in U.S. Latino Youth: Relations Between Prosocial Behaviors and Health Behaviors

Sahitya Maiya, Miriam Martinez, and Gustavo Carlo
University of Missouri –Columbia

Latinos are one of the fastest growing ethnic minority populations in the U.S. but are also at risk for disproportionate levels of health problems (Villaruel et al., 2009). However, research to address these health disparities is sparse. There is growing recognition that youth behavioral patterns are associated with health outcomes. One such pattern is prosocial behaviors (i.e., actions intended to benefit others; Eisenberg, 1986). Recent evidence suggests that individuals who engage in relatively high levels of prosocial behaviors are less likely to exhibit health problems (Carlo, 2014). We aimed to study the associations between prosocial behaviors and health outcomes in U.S. Latino young adolescents.

Participants were 60 Latino adolescents ($M = 14.5$ years; 50% boys) and their caregivers, living in rural Nebraska. Medical screenings and interviews were conducted for each adolescent. The clinical measures included C-reactive protein (CRP), glucose, systolic blood pressure and pulse. Youth completed social functioning and prosocial behavior measures.

Correlational analyses (two-tailed tests) yielded several significant and marginal ($p < .10$) correlations between prosocial behavior and health outcomes. Adolescents' prosocial behavior was correlated with systolic blood pressure ($r = -.42$, $p < .01$) and glucose ($r = -.32$, $p < .05$). Adolescents' prosocial behavior was also marginally correlated to CRP ($r = -.24$, $p < .10$) and to social functioning ($r = .22$, $p < .10$). There was no significant correlation between prosocial behavior and pulse. There was partial support for the health benefits of youth engaging in prosocial behaviors. Discussion will focus on the implications for health theories and interventions to address health disparities in U.S. Latino youth.

How to Start or Strengthen Collaboration: Refugees Children in USA Schools

Myriam Marquez

Central Missouri Community Action Head Start Program

Kimberly Dominguez

Missouri State University Student

Objective Invite members of communities, agencies and organizations to work together to offer opportunities for adaptation to a new culture, integration into the community, obtaining services, active participation in their children's education, encouraging parent's native language and English language learning. There are reasons to believe that refugees' children may be particularly vulnerable to poor developmental and academic outcomes, since their parents often arrive in the United States with little to no economic resources.

Overview

Never has the world seen such a dramatic increase in the number of refugees. Twenty-four people per minute are displaced by conflict or persecution. Refugees are forced to leave their homes without having any choice, since security and their most basic human needs are not met in their home land. More than half of these refugees are children under the age of eighteen. We cannot ignore this global catastrophe that many nations, including our own, are struggling to respond to. The goal of community collaboration is to bring individuals and members of the community, agencies and organizations together to support and solve existing and emerging problems that could not be solved by one group alone. While refugees bring with them a host of strengths, schools may need external partners to solve challenges related to interpreter access, health, post-traumatic stress disorder, funding, parent involvement, new school system, programs for students with interrupted formal education, opportunities for refugee young children and their families, and more. An organization may be able to solve some problems on its own, but real life challenges usually require everyone's efforts, especially in these times of crisis and uncertainty.

CMCA's Interpreter Services for Head Start Program embraces Immigrants and refugees in our community, building a partnership and collaboration

with Refugee and Immigration Services, Mexican Consulate, Parents as Teacher's Program and the Voluntary Action Center among others. The purpose is to provide support and information to refugees and immigrants of our community in the best possible way regarding new political, health, social and educational events. This collaboration helps us bridge the gap between refugee families and the Head Start schools, which leads to greater parent involvement. CMCA Interpreter Services carefully plans relevant learning experiences for children and their families with multicultural events, Pen pals reading books in different languages by Skype session with children from around the world, in celebration of their mother language. Other events celebrate Hispanic Heritage month, Asian Heritage month and Black Heritage month. We provide training about cultural awareness, diversity, cultural values and behaviors to prepare teachers and staff linguistically and culturally so they can better work with children from diverse cultural backgrounds. Teachers learn about the dynamics of culture in general and their students' cultures in particular, which enables them to understand their students and to structure a successful academic experience for them. CMCA, Interpretive services is working to encourage other agencies and programs to support refugees and immigrant's integration and to increase their engagement in the local community. We've seen extraordinary benefits when working together.

Midwest Immigration: A Demographic Lifeline

Sara McElmurry

The Chicago Council on Global Affairs

Type: Multidisciplinary Research Scope of Presentation: Regional This lighting round presentation will summarize the Chicago Council on Global Affairs' suite of research on the demographic and economic benefits of immigration in the Midwest, while posing new questions about how the region can better foster integration of this 'demographic lifeline' in a challenging political climate. The presentation will include:

- Case studies of immigrant contributions

across the 12-state Midwest;

- Demographic analysis of how immigrants offset regional population loss and bolster aging workforces;
- Public opinion data from the annual Chicago Council Survey; and
- Policy highlights and recommendations vetted by our network of Midwestern stakeholders.

The Council has spent the last five years in dialogue with a bipartisan network of nearly 500 Midwestern business and civic leaders, producing research that documents the region's growing reliance on immigrants. Our work is anchored by a 53-member bipartisan task force that articulated an economic call to action around immigration reform in the Midwest in 2011. Task force findings were published in 2013 in a path-breaking report titled *U.S. Economic Competitiveness at Risk: A View from the Midwest*. Subsequent research has drawn on the Council's 40-plus years of public opinion survey experience and qualitative research with our extensive Midwestern network. The Council has quantified the opportunities and benefits of immigration to the region with Midwest-focused reports on international student retention, healthcare workers, the economic benefits of executive action, the agriculture workforce, local immigrant integration efforts, and regional demographic trends, polling of local business leaders, among other topics. The Chicago Council on Global Affairs is an independent, non-partisan and non-advocacy organization. Through studies, task force reports, and special initiatives, The Chicago Council contributes fresh insights and authentic perspectives from Chicago and the Midwest to the formation of opinion and policy in the United States and abroad.

Health Equality for All Americans: Providing Minorities with the Necessary Tools to Live Healthy, Happy and Productive Lives

Bertha Mendoza

Kansas State Research and Extension

Chronic Disease is on the rise among minorities, the Centers for Disease Control and Prevention report that almost two thirds of the adults in the United States have arthritis. The disease limits the ability of the patient to participate in production of goods and services, and in many cases, prevents the person

from working at all. The cost of healthcare to address chronic conditions accounts for the majority of the cost of healthcare in the United States. In addition to arthritis, other chronic conditions such as heart disease, diabetes, obesity, high blood pressure, etc. bring similar symptoms and problems to minority populations. The role of educators is to make information available to the most vulnerable populations. It is crucial to reduce incidence and improve the quality of life of those already affected. Evidence based Programs that provide self-management education, as well as those that aide in preventing or delaying the incidence of chronic conditions. Minority populations often are unaware of the resources available and relay solely in medication to treat the symptoms of the condition, allowing the disease to affect their ability to live a productive life.

Taking Back the Immigration Narrative

Denzil Mohammed

The Immigrant Learning Center, Inc.

This session equips attendees with research-based techniques and replicable examples that reframe the conversation on immigration to one that is fact-based, empathetic and solutions-driven. The top issue among Donald Trump voters was not the economy or terrorism but immigration (CNN Election 2016 Exit Polls), perhaps the issue most riddled with misinformation, rhetoric and stereotype. Scholars have repeatedly shown how stereotype, media framing and a dearth of facts have influenced public perceptions of immigrants and refugees by preempting America's immigration narrative: that America's strength lies in its diversity (Haynes, Merolla and Ramakrishnan, 2016). The consequences are misguided, populist immigration policies, which are as dire for economies as for families. Taking the reins of the immigration narrative at the local level is paramount for educators, immigrant- and refugee-serving organizations, local and state legislators, and business development professionals to encourage more thoughtful, fact-based public discourse, welcoming communities and sensible policies that benefit all Americans.

Attendees will first identify the primary obsta-

cles to effective communication about the foreign-born in their locales including myths, stereotypes, legislative issues, and misinformation about recently arrived immigrant or resettled refugee populations. They will hear from the presenter the most current U.S. immigration demographic data, with a focus on new gateways in the South and the Midwest, as well as the latest polling on public perceptions of immigrants, refugees and immigration policy. They will then learn the blueprint for the most effective communication and messaging strategies to retake the immigration conversation in their communities utilizing analysis from clinical and political psychologist and neuroscientist Dr. Drew Westen (Emory University) as well as the findings of an online conference hosted by The Immigrant Learning Center's Public Education Institute titled Taking Back the Narrative: How to Talk About Immigrants and Immigration (February 2017), which includes research-based techniques from the Frame Works Institute and The Opportunity Agenda plus replicable strategies from Welcoming America. This includes charting the dominant models of Americans' reasoning about immigrants and the immigration system; filling gaps in understanding about immigrants and refugees; reframing the conversation through values-based messaging themes; communication methods that improve public support to build the national will to expand opportunity for New Americans; and avoiding traps in public thinking to cement a successful messaging strategy. In small groups, attendees will analyze the strategies they learned and adapt them to their local settings in the form of a communications and messaging plan that addresses a particular immigration issue, foreign-born population or legislative push. In this way, the theories, best practices and examples they learned in the session are applied to real-life situations so attendees leave the session with a concrete plan of action that they can implement and share.

Understanding the College Experiences of Muslim Female Students in US Higher Education

Heba Mostafa and Farah Habli
Saint Louis University

The presence of female Muslim students in higher education has increased in both national and international institutions. Muslim students studying in the United States have encountered various chal-

lenges through the process of adapting to American higher education. The current political environment has created a witnessed rise of Islamophobia, which presents new challenges for Muslim students studying and living in the United States, especially females who are veiled and easily identifiable. Thus, the purpose of this study is to investigate graduate Muslim female international students' experiences in a predominantly Jesuit four-year research university. The study examines female Muslim students' motivations to study in the US, challenges they face, and how they adapt to their environment. Interviews were conducted with female Muslim students to explore the following research questions: 1- what motivates female Muslim students to pursue a degree at a higher education institution in the United States? 2- What stressors do the students encounter while pursuing their degree? 3- What are the adjustment strategies that the students have used to overcome identified stressors? The results of the study will inform educators and education leaders in American higher education about the stressors that challenge this group of students learning journeys and ways to support them.

Motivations and Resilience of International Students in U.S. Universities

Heba Mostafa and Yongsun Lim
Saint Louis University

After World War II, international students' presence and its influence on American higher education has been a hot topic in American education history. The number of international students pursuing higher education degrees in the United States has continuously increased. According to the Institute of International Education [IIE] (2016), in academic year of 2015-2016, the number of international students in the U.S. has increased by 7.1% to 1,043,839 students. Given this statistical evidence of increasing population of this group of students in the U.S., it is critical for American higher education institutions to understand the characteristics of international students and find ways to support them to succeed. Educational leaders in the United States need to understand the dynamics behind global mobility and develop institutional strategies that attract and retain qualified international students. The development of institutional strategies should entail curriculum development and academic and individual support services that support

international students' integration into the American universities' life. Moreover, universities that take a long-term view of recruiting and retaining international students are more able to prepare its students for the twenty first century's globalized world (Helms, 2015). Acknowledging the influence of international students' presence and with the goal of retaining them, this study investigated two variables: 1) international students' intrinsic motivations to pursue a U.S. degree, and 2) their resilience. The purpose of this study is to investigate the correlation among those two variables in order to help American higher education effectively support international students. An online survey was distributed among 170 international students from three leading four-year research higher education institutions- Saint Louis University (SLU), Missouri University (MU), and the University of Texas-San Antonio (UTSA). A Pearson Correlation-Coefficient analyses and an Independent T-Tests have been conducted for this study to examine the differences and relationships among those two variables. The results show that, there is a medium positive significant relationship between the means of students' perceived Intrinsic Motivation and Resiliency. A large number of participants expressed their motivations related to personal growth. Abundant participants stated their motivations related to career enhancement. Specifically this study discovered that intrinsic motivation factors have strong impact on international students' resiliency. These results are supported by numerous studies (Gardner 2009a; Lindholm 2004; Lovitts 2008; Zhou, 2015; Biggs, 1987) which highlighted that many intrinsic motivators, such as but not limited to, interest in research, interest in teaching persist international students' enthusiasm in their academic achievement.

The Landscape of Immigrant Nonprofit Organizations in New and Established Immigrant Destination Counties

Kate Olson

University of Missouri –Columbia

Immigrants are settling in new destinations unaccustomed to immigrant needs and unprepared to provide services. Nonprofit organizations, increasingly responsible for implementing various policy initiatives, could play an important role in communities that lack critical infrastructures for helping immi-

grants thrive. Immigrant nonprofit organizations offer similar human, social, and cultural services as general nonprofits, but with specific cultural perspectives and language capacity. Detailed information about immigrant nonprofit organizations, as a subgroup of all nonprofits, however, is sparse in the extant literature. This paper focuses on community need, community resources and other characteristics of counties with an immigrant nonprofit organization. I analyze county-level data from a national database of immigrant nonprofit organizations and the American Community Survey (ACS). I use both descriptive statistics and probit regression to answer three research questions: (1) Where are immigrant nonprofit organizations located? (2) How do community need, community resources and other community characteristics differ in counties with and without an immigrant nonprofit and in new and established immigrant destination counties? And (3) Using probit regression, what county characteristics predict the likelihood of an immigrant nonprofit organization present in a county? Findings suggest that immigrant nonprofit organizations are in counties with a large population and in established immigrant destinations. Keywords: immigrant nonprofit organizations, immigrant destination types, immigration.

The Impact of Immigration & Detention in Missouri

Mary Louise Elizabeth Pabello and Yareli Urbina
St. Louis Inter-Faith Committee on Latin America

The intention of this project is to create as complete a picture of the impact of immigration & detention here in Missouri. From preliminary inquiries, it seemed as though people held parts of the picture, but no one had compiled the information in one place. To rectify this, it was decided that 3 groups of people needed to be interviewed: direct service providers & attorneys who worked within the Latino migrant community, law enforcement officials, and Latino migrants* themselves. By gathering all their stories, we hope to be able to distribute a map of migration in Missouri that will better inform people outside migrant communities, and serve as an easy-to-access tool for those who serve migrant communities. *NB: Migrant interviews are conducted by their children, and all identities are anonymous.

Lessons from Farmworker’s Consumer Boycotts as Strategy to Address Harsh Working Conditions and Low Wage Rates

Jamille Palacios Rivera
University of Missouri

The Coalition of Immokalee Workers (CIW) is leading consumer boycott efforts against food corporations which allegedly buy tomatoes from Florida growers hiring farm workers under harsh working conditions and low wage rates. The CIW represents farm workers, mainly immigrants, but only some undocumented. Boycott efforts end in exchange for food companies to establish a tomato supplier code of conduct and pay a monetary supplement to tomato farm workers. From the partnership between CIW and food retailers now only purchasing tomatoes from growers who comply with “supplier code of conduct” and paying an extra cent per pound of tomatoes to go directly to farm workers as wage supplement was born the Fair Food Program. Food products from participating companies are branded as Fair Food. The program is an example of private efforts improving welfare of farm workers in Florida and now expanding. Economic research on this program is limited, but enlightening. This poster summarizes farm worker’s issues leading to the consumer boycott strategy; defines strategy success; explains factors determining success; and shows results for farm worker’s wage rates and working conditions.

Urban Latina/o Leaders’ Focus on Familia for Undergraduate College Success

Uzziel Pecina and Deanna Marx
University of Missouri-Kansas City

Latina/o Leaders’ focus on familia for undergraduate college success. National college completion rates among Latinas/os lag behind Black and White collegiate peers (Fashola & Slavin, 2012). Although sustained growth among local and regional Latina/o undergraduate attendance has occurred, studies continue to demonstrate dismal dropout and non-college completion rates among Latinas/os (Loza, 2013).

The Latina/o population is the largest ethnic or racial minority in the US representing 17% of the total population at 54 million (US Census Bureau, 2000). Only 22% of the Hispanic population age 25 and older hold a bachelor’s degree compared to 45% of Whites, 60% of Asians, and 31% of Blacks (Saenz, 2016). Research suggests well-educated Latinas/os have improved access to healthcare, varied career options, and provide a better workforce (Gandara, 2010). This study presents insights from urban Latina/o leaders into their undergraduate experiences and provides a critical look at one factor which contributed to perseverance and degree completion. This research focused on local, urban leaders with success in both undergraduate and professional settings. The inquiry included: What undergraduate experiences contributed to the perseverance and completion of urban Latina/o leaders?

The setting for this online qualitative study of Latina/o leaders and their post-secondary educational experiences is a Midwestern metropolitan area. Within the last two decades, the Latina/o population has grown 50.17% in this metropolitan area and 129% in its neighboring sister city, demonstrating significant growth. The US Census Bureau (2015) projects Latina/o population growth in the metropolitan area over the next 25 years to exceed 800% (Garcia, 2001). Based upon a purposefully selected, geographically focused sample (Andrews & Preece, 2003) of 34 urban intergenerational, Latina/o leaders from varied professions, an online survey was used to gather rich, descriptive data through 32 open-ended questions. A naturalistic inquiry approach (Guba & Lincoln, 1982) was used to analyze data and report findings. Community Cultural Wealth framework promotes viewing students’ cultural assets as strengths (Saladino & Martinez, 2015). This method provides deeper understanding of how students connect with adults in their communities. The value of familiasm plays an important role in student success (Gonzalez, 2015). Community Cultural Wealth is used as a way to counter the belief systems of others who see their culture as a deterrent (Liou, Antrop-Gonzalez, & Cooper, 2009). Findings can be used by colleges, universities, and PK-12 school districts to identify, strengthen, or create structures which experienced Latina/o leaders have said were instrumental to their undergraduate degree completion. Recommendations for university programs seeking to recruit, retain, and

graduate Latina/o students include improved, inclusive family and cultural community supports that may positively impact undergraduate Latina/o degree completion. This study seeks to inform post-secondary preparation and recruitment initiatives, admission and retention programs, and undergraduate to faculty pipeline programs. Higher Education Institutions should provide culturally competent programming, including familia supports (Gonzalez, 2015) in order to promote and sustain future growth of Latina/o undergraduate success. Authors present insights into past successes of Latina/o leaders which may contribute to the success of future Latina/o leaders.

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The Art of Growing Stronger Together

Julia Pedrosa and Gabrielle Hane

AmeriCorps/Catholic Charities of Kansas City

Catholic Charities USA and local member organizations of the CCUSA network are a part of the Resilience AmeriCorps initiative developed by the Corporation for National & Community Service

(CNCS). The objective of this partnership is to build local capacity for effective risk communication and disaster preparedness engagement with persons who have limited English proficiency in communities with high risk of disasters. As part of the initiative, AmeriCorps VISTA members serve with local Catholic Charities across the country for a three-year period in communities where residents have limited English proficiency. AmeriCorps VISTA members serve as liaisons between local emergency managers, nonprofit organizations and other community leaders to educate the community about disaster preparedness. This goal of the project includes assessing the English proficiency of community members, helping the community understand hazards and risks, building a partnership network among local emergency management, schools, businesses, organizations and local leaders and creating an advisory group from that network. The advisory group will design a communications strategy to instruct and reach out to the target population and an assessment will evaluate the objectives and assure sustainability of the preparedness outcomes in each community.

In the Missouri area, the main disasters we encounter include tornadoes, extreme heat, ice storms, severe flooding and civil unrest. As VISTA members, we conduct activities such as: identifying and mapping community resources and needs, identifying the most effective methods of communication, developing materials in different languages that communicate risk effectively, creating links between local emergency managers and community based organizations and developing workshops and emergency preparedness educational materials that could be used by different organi

zations. The objective is to connect public, private, and nonprofit agencies together to build a network which effectively engages both the organizations and the communities they serve.

Build Your Army: The Power of Local Initiatives in Promoting Immigrant Integration

Nathaly Perez

Catholic Legal Immigration Network, Inc. (CLINIC)

The importance of encouraging relationships at the local level between newcomers and members of the receiving community cannot be overstated. These relationships help a community stand up against discriminatory practices, safeguard those negatively impacted by unwelcoming rhetoric, and provide examples to children of how to welcome newcomers into a community. Join us as we discuss how to develop integration initiatives in your community, how to incorporate integration into your program or agency's key documents, and how to offer these services with few additional resources. We will outline how CLINIC defines immigrant integration, explore the new Immigrant Integration Toolkit, and determine how you can measure integration in your communities in order to have data points to include in funding applications.

Training Bilingual Social Workers

Lisette Piedra

University of Illinois at Urbana-Champaign

Bilingual social workers are essential to meet the growing needs of Latino immigrants in new destination areas. However, little is known about how to prepare bilingual students to develop their language skills while they learn important clinical skills. This presentation reports on how the School of Social Work at the University of Illinois Urbana-Champaign launched a training program that aimed to prepare bilingual MSW/BSW social work students to implement a Cognitive Behavioral Treatment program to depressed immigrant Latina mothers. Using materials from *Vida Alegre* (Piedra & Byoun, 2012; Piedra, Byoun, Guardini, & Cintrón, 2012), this presentation discusses various training components and structural supports needed for such a program. Implementation challenges are also discussed.

The Effects of Parenting Practices on U.S. Mexican Early Adolescents' Prosocial Behaviors via Socio-cognitive and Socioemotive Skills

Sarah L. Pierotti and Gustavo Carlo

University of Missouri-Columbia

George Knight

Arizona State University

The goal of this project is to investigate the roles of two parenting practices, discursive commu-

nication and experiential learning, in promoting U.S. Mexican early adolescents' socio-cognitive and socio-emotive skills and prosocial behavior. This project was guided by Grusec and Goodnow's (1994) model of moral values internalization, which suggests that the use of reasoning and discourse, as compared to experiential learning, in the parent-child relationship is a key to promoting children's internalization of moral values.

Empathic concern and prosocial moral reasoning are two traits that are considered markers of moral internalization and have been consistently linked to prosocial behavior (see Eisenberg & Spinrad, 2014, for a summary). However, research on how parents' use of discursive communication and experiential learning relates to these skills and prosocial behavior is limited, especially with U.S. Mexican early adolescent samples. A better understanding of how parenting practices help foster markers of moral internalization and subsequent moral behaviors has potential implications for positive youth promotion programs.

Participants were 207 U.S. Mexican early adolescents from Arizona between the ages of 9 and 13 years old (M age=10.9 years; 51% girls) who completed self-report measures. Participants reported on their mothers' use of discursive communication (3 items) and experiential learning (8 items) from the Parenting Practices Measure (Carlo et al., 2007). Participants also completed measures of perspective taking (7 items) and empathic concern (7 items) from the Interpersonal Reactivity Index (Davis, 1983). Two types of prosocial behavior, altruistic (5 items) and public (4 items) were measured using Prosocial Tendencies Measure-Revised (Carlo et al., 2003).

Path analysis was conducted using Mplus software to test the model controlling for gender. The model fit the data well ($\chi^2(2)=1.07$, ns; RMSEA=.00, 90% CI [.00, .12]; CFI=1.00; TLI=1.05; SRMR=.01). Significant paths and standardized path coefficients were as follows. Discursive communication was negatively related to altruistic prosocial behavior ($B=-.22$, $p<.05$). Experiential learning was negatively related to altruistic prosocial behavior ($B=-.18$, $p<.05$) and positively related to public prosocial behavior ($B=.47$, $p<.001$). Discursive communication was positively related to empathic concern ($B=.36$, $p<.001$),

while experiential learning was negatively related to empathic concern ($B=-.17, p<.05$). Discursive communication was also positively related to perspective taking ($B=.42, p<.001$), and perspective taking was positively related to empathic concern ($B=.22, p<.05$). Empathic concern was positively related to prosocial moral reasoning ($B=.32, p<.001$), and prosocial moral reasoning was positively related to altruistic prosocial behavior ($B=.23, p<.001$). There was a significant indirect effect for the relation between discursive communication and altruistic prosocial behavior via empathic concern and prosocial moral reasoning ($B=.04, p<.05$).

Discussion will focus on the role of two parenting practices, as well as unique sociocognitive and socioemotive traits, in predicting selflessly-motivated versus selfishly-motivated forms of prosocial behavior. Multigroup analyses will be conducted to test for differences in the model by gender and acculturative status. Implications of theories and intervention of prosocial development in U.S. Mexican youth will be discussed.

Integrating Immigrant Economic Development Strategies into Your Region's Economic Development Mainstream

Christina Pope

Welcoming America

Understanding a region's overarching economic development priorities can help immigrant inclusion efforts align with receiving communities' aspirations, and find opportunities for synergistic economic development strategies that benefit everyone in the community. This session will help participants think from their region's mainstream economic development perspective so that welcoming and inclusion agendas can align with regional priorities and build strong support from a broad spectrum of regional leaders. Through interactive exercises, the session will focus on practical strategies to help participants connect their welcoming and integration activities to a larger economic development context so that they can strengthen partnerships with corporate, government, and philanthropic sectors.

The Role of the State Education Agency in Effectively Supporting Recently Arrived English Learners

Lorna Porter

University of Oregon College of Education

The most recent reauthorization of the Elementary and Secondary Education Act, ESSA, specifically identifies recently arrived English Learners (RAELs) and students with limited or interrupted formal education (SLIFE) as student groups that merit specialized policy attention (U.S. Dept of Education, 2016). These two categorizations indicate a heightened awareness at the federal level of the unique challenges that immigrant students face in the first years of their educational experience, as well as the challenges that many schools and districts face in providing equitable opportunities for these students. As dropout rates for immigrant students remain almost twice that of native-born students in the United States (Child Trends, 2015), there is a clear need for educational institutions to take a systems-level approach in analyzing areas for growth in serving these students from the moment they arrive. In navigating the complex system of education policy in the US, the state education agency (SEA) remains a salient institution in understanding how policy efforts are playing out in supporting RAELs.

This research presentation will report within the education theme on findings from a qualitative study on 20 states' policies and supports regarding RAELs, with special attention to the role of the SEA in supporting low-incidence school districts, rural districts, and districts experiencing rapid changes to include higher populations of immigrant students. 20 State Title III Directors were interviewed as part of a larger project funded through the Council of Chief State School Officers (CCSSO), and findings revealed nation-wide variation in the described role of the SEA and the policies and supports in place regarding RAELs. Coded and analyzed interviews identified patterns of policy challenges and barriers to effectively supporting RAELs, cited in juxtaposition with some exemplary models of innovative supports designed at the state level in supporting RAELs in their education experience, and the LEAs that serve them. Previous research has found evidence that established immigrant destination cities host schools that report more capacity to meet immigrant student needs, in relation

to communities that are experiencing new shifts and growth in their EL and immigrant student populations (Dondero & Muller, 2012). For these districts, the role that the SEA plays may vary dramatically from districts that are experiencing rapid shifts in their student demographics as immigration patterns expand into non-traditional destination communities. The implications for how the SEA is able and willing to react within their capacity as an agency to different LEA needs are explored. Recent political shifts at the federal level may predicate a larger role for state and local educational agencies, in which case SEAs and local education agencies (LEAs) must move into this space of increased autonomy with a deeper understanding of student needs and how to meet them. A deeper understanding, however, is not sufficient, as the different agencies within the U.S. education system must also conceptualize their role in meeting these needs.

Dondero, M., & Muller, C. (2012). School stratification in new and established Latino destinations. *Social Forces*, 112-127.

Moving Up or Falling Behind? Occupational Mobility of Children of Immigrants Based on their Parents' Home Country Occupation

Stephanie Potochnick

University of Missouri-Columbia

Matthew Hall

Cornell University

Research on intergenerational mobility between immigrant parents and children has largely focused on cross-cohort comparisons or trajectory gains made after immigrants arrive to the U.S. Examining intergenerational occupational mobility based on parents' U.S. occupation, however, misses the diverse origins of immigrant parents and may mask important pre-migration resources. Exploiting unique aspects of the Educational Longitudinal Study (2002) and using panel data from high school to early adulthood, I provide the first national-level assessment of the intergenerational occupational mobility of children of immigrants based on their parents' home country occupation. Preliminary results suggest different intergenerational occupational trajectories for children of immigrants than children of U.S.-born natives; moreover, the trajectory for children of immigrants differs depending on if the focus is on their parents' home country rather than U.S. occupation. The paper

discusses how parents' pre- and post-migration occupational statuses may detect or mask important parental resources for different immigrant groups.

For the Sake of All: Improving Health and Well-being in St. Louis Post-Ferguson

Dr. Jason Purnell

Washington University in St. Louis

The St. Louis region became the focus of international attention after the fatal shooting of Michael Brown in the suburban town of Ferguson in August of 2014. Just months before, Jason Purnell led a team of researchers from Washington University and Saint Louis University that partnered with the community to produce *For the Sake of All: A Report on the Health and Well-Being of African Americans in St. Louis—and Why It Matters for Everyone*. It not only documented the racial disparities in education, economic status, and health that had long plagued the St. Louis region, but also pointed to solutions for coordinated action to address them. It was a key source for the Ferguson Commission appointed by Missouri's governor to uncover the underlying social and economic factors leading to protests and unrest. Dr. Purnell will share his experience with the report and the ambitious cross-sector, collaborative work that has emerged, along with the lessons learned in this process of use to those working with Latino and immigrant communities.

Looking through the Social Ecological Framework at Migrant Farmworker Health in Nebraska

Athena Ramos

University of Nebraska Medical Center's Center for Reducing Health Disparities

Every year there are approximately 1 to 3 million migrant farmworkers in the United States. These farmworkers continue to be the labor force that makes modern U.S. production agriculture work. Although the Midwest has a thriving agricultural economy, little is known about the factors that influence the health and well-being of these workers in this region. The Nebraska Migrant Farmworker Health Study investigates both risk and protective factors that impact migrant farmworker well-being.

During summer and fall 2016, a bilingual survey was conducted through individual interviews with a convenience sample of 241 Latino migrant farmworkers from ten Nebraska counties. In order to participate, individuals had to be at least 19 years old (the age of majority in the state of Nebraska), be of Hispanic/Latino descent, and currently work at a migrant farmworker in Nebraska. Each interview lasted approximately 45-60 minutes. The demographics of the sample were similar to what has been found nationally: 78.8% male, 83.8% immigrants who were mainly from Mexico, 78.4% had at least one child, and nearly four out of five participants spoke little to no English. Findings from the study to include farmworkers' physical and behavioral health status, use of complementary and alternative medicine, and work conditions will be presented. Clearly, migrant farmworkers have a right to the highest attainable standard of health; however, without understanding health outcomes in the context of the social conditions that they face, improving health will be difficult. Therefore, a Social Ecological Model of Migrant Farmworker Health will be highlighted along with recommendations to improve migrant farmworker health in the Midwest.

Working With Coalitions to Spread Lending Access to Immigrants with ITINs

Meredith Rataj

St. Francis Community Services

Diego Abente

International Institute of St. Louis

A group of social service providers and their clients in St. Louis has been working together for two years to identify housing needs within the foreign born population in the St. Louis area. This immigrant housing alliance understood the great desire amongst the foreign born in the area to put down roots and belong to the community through the purchase of their own homes, but the group recognized significant barriers to this process. The alliance presented a report to the community about access to homeownership for the foreign born in St. Louis showing disparities in both homeownership and loan originations. The coalition determined foreign born residents with ITIN numbers had limited access to lending products to purchase a home in St. Louis. The group identified and began working with a local bank to demonstrate the need for products that take into account some immi-

grants' lack of U.S. issued identification, traditional credit history, and Social Security number. Through the work of the coalition with the bank, immigrants with ITINs in St. Louis now have increased access to loan products and more options to purchase their own home. This lightning round presentation will briefly outline this promising practice of working together as a coalition to represent the immigrant voice with a local financial institution to increase access to homeownership for the foreign born.

Culturally Responsive Classrooms

Kaylee Robertson

University of Missouri-Saint Louis

The mission of the Quality Teachers for English Learners (QTEL) was to create linguistically and culturally responsive teachers. Throughout the program there were multiple professional developments to further their mission as well as six classes. Throughout the program I had the experience of collaborating with different pre-service teachers to envision how a classroom could become linguistically and culturally responsive teachers. In this presentation I will explain the QTEL program and how it prepared pre-service teachers to have an inclusive classroom design and different instructional strategies that align with SIOP components.

The Impact of Acculturation and Social Capital on Latinos' Access to Health Care in the State of Missouri

Maria Rodriguez Alcala, Stephen Jeanetta, and Ioana Staiculescu

University of Missouri

The Latino population in the state of Missouri grew by almost 80% from 2000 to 2010, according to official Census data. Today Hispanics reside in almost every county of the state. The majority work in low-paying jobs, many of which may pose high health risks. Various studies on Hispanics' access to health care have been conducted in the US, but few have focused on the Midwest or on the impact of social factors. A survey on healthcare access was completed through personal interviews of 245 Latinos in seven different communities across the state of Missouri in the summer of 2014. A significant portion of the

survey focused on measuring the impact social factors have on access to health care for this population. We apply logistic regression to test if acculturation and social capital (bonding, bridging and linking) have an impact among Hispanics in Missouri to access healthcare services. Initial results show that acculturation and bridging social capital do have a positive impact. On the other hand, we find that bonding social capital can be detrimental to access health care for this group. This negative impact can be due to the fact that bonding social capital for this group usually represents tight bonds restricted within the Hispanic community. In other words, close relationships among people who may not be acculturated and lacking bonds outside the Hispanic community are not helpful to access health care, people need to be connected beyond these.

A Demographic Profile of Latino Neighborhoods in the United States

Pedro Ruiz and Onésimo Sandoval
Saint Louis University

This study will explore the changing demographic characteristics of Latino immigrant neighborhoods from 1980 through 2015 in the United States. This study will take an in-depth look at how immigrant neighborhoods have changed by race, as well as country of origin (i.e., Mexican, Puerto Rican, Cuban). It also provides a useful typology to help distinguish between immigrant neighborhoods, both at the national level, as well in the top metropolitan regions where immigrants live. Finally, the research explores whether immigrant neighborhoods are stable, or highly fluid.

DESE, Language Education and ESSA

Ryan Rumpf
Director (ELL), Missouri Department of Elementary and Secondary Education

This workshop will review changes for the 2017-18 school year including revised entry/exit criteria and procedures, former ELs, and recently arrived ELs as well as WIDA score changes and the status of a state-wide Seal of Biliteracy.

A Mixed Method Case Study of English Language Learners' Academic Achievement in a Spanish Language Immersion School

Ibtihal Salman
University of Missouri-St. Louis

The English language learners (ELLs) represent the fastest growing population in the public-school community in the U.S., where their academic achievements lag behind their native English-speaking peers. A mixed-method case study will be used to 1) compare English language learners' academic achievements (mathematic and English language art (ELA) scores to native English-speaking students' academic achievements (mathematic and ELA scores) in a one-way Spanish immersion school in Midwestern United States; 2) examine the impact of using of Spanish as an instructional tool on Spanish English language learners' (ELLs) academic achievement who are enrolled in a Midwestern Spanish language immersion school; 3) investigate how teachers perceive the effectiveness of Spanish language instruction on students' achievement and more specifically, ELLs; 4) assess the one-way immersion program's ability to assist ELLs' performance by using their first language and achieve better academic advancement. The purpose of this mixed-method case study is to investigate of using Spanish as an instructional tool has impact on the Spanish English language learners' (ELLs) academic achievement, who are enrolled in a Midwestern Spanish language immersion school. This mixed- method case study will be examined the significance behind ELL students' academic achievement in mathematics and ELA. The presenter wants to explore how a Spanish one-way immersion program affects students' achievement, and understand how teachers perceive the effectiveness of the instructions in the mathematics and ELA classes.

The research questions are: 1. How does a Spanish language immersion school influence ELL students' mathematic and ELA academic achievement as measured on standardized test scores? a. Is there a significant difference in mathematic scores on MAP for ELLs and native English-speaking students in a Spanish immersion school? b. Is there a significant difference in ELA scores on MAP for ELLs and native English-speaking students in a Spanish immersion school? H0: There is s statistically significant difference in mathematic mean scores on MAP for ELLs

and native English-speaking students in a one-way Spanish immersion school. H1: There is a statistically significant difference in ELA mean scores on MAP for ELLs and native English-speaking students in a one-way Spanish immersion school. 2. How does instruction in the first language of ELLs, Spanish impact on their success in a Spanish one-way immersion school? In order to answer these questions, this mixed-method case study design was used because it gave a perfect understanding of a research than either method alone (Creswell, 2013). This mixed-method case study used existing data in order to compare and analyze English language learners' academic achievements in mathematics and English Language Arts (ELA) in a one-way language immersion school with their native English-speaking peers. More specifically, this mixed-method case study compared between English language learners who most of them were Hispanic and compared their mathematic and ELA's scores with native English-speaking students. For the second research question, the study was answered this question by interviewing the third, fourth, and fifth grade teachers.

Theoretical Framework: Researchers have suggested the significant role of the first language and its use in instruction and learning (Cummins, 1998; Garcia, 2000; Reese et al., 2000; Thomas & Collier, 2011). ELLs will benefit from using their first language as an instructional tool (Li, 2012). In addition, Salmons (2014) studied about the position of native language in the second language classroom setting; her research took place at a Colombian international school that had an English immersion language class for the kindergarten students. These students received all classes in English. Salmons explained that the role of the first language (L1) was more beneficial at specific phases of development. She stated that 'if students do not have good strategies in their language, they will not have good strategies to transfer to the new language' (Salmons, 2014, p.53). Furthermore, Salmons (2014) realized that when students used their first language, they were more engaged in the activity and their level of participation was higher. Salmons also noticed that the lesson ran in easier and positive way. **Findings:** Results show that there is not a statistically significant difference between ELL and native English-speaking on mathematics and ELA scores. Therefore, the study fails to reject the null hypotheses that ELL students who study

by using their first language, Spanish will perform differently their native English speaking peers on measure of Mathematic and ELA scores. The findings of qualitative data show that the teachers realize the benefit of using L1, Spanish language as an instructional language, and how L1 helps Spanish ELL students to feel more self-confident and self-esteem towards their home language.

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Improving Health Literacy Among Diabetic Hispanic/Latino Patients

Mary Shannon

Casa de Salud, St. Louis, MO

Casa de Salud (Casa) is the premier health-care resource for the foreign-born community of metropolitan St. Louis, and an important part of the infrastructure that welcomes people of all origins to our region. Casa's volunteer providers diagnose a new patient with diabetes approximately once a week and they witness instances of uncontrolled diabetes in known diabetics on a daily basis. The burden of diabetes falls disproportionately on racial and ethnic minorities. However, despite higher prevalence, these minorities often face greater barriers to access to care and self-management. Recognizing the urgency of this issue for our clients, Casa developed an evidence-based Diabetes Curriculum, specifically tailored for low-literacy and low-numeracy Latinos with newly diagnosed or uncontrolled diabetes. Casa's community health worker and two registered nurses designed the curriculum for diabetes education at Casa with the following goals in mind. Diabetes

education was to be: consistent across all Casa de Salud departments, accessible to low-literacy and low-numeracy patients, culturally competent, and evidence based. Casa's Diabetes Curriculum contains nine modules, comprised of a theme relevant to diabetes care, teaching material on that theme, and a 'takeaway' summary statement. The modules are: what is diabetes, testing for diabetes, diet, exercise, stress/susto, social support, self-care, medications, and complications. The modules are congruent with American Association of Diabetic Educators 'Self-Care Behaviors. 'Casa implements this Curriculum both in its clinic and through its innovative Home Visit Program. The Home Visit Program consists of multiple visits to a patient's home over the course of six months by a community health worker and a volunteer nurse. Visits include tracking patients' vitals and implementation of the Curriculum. Between home visits, patients receive monthly follow-up phone calls from the community health worker to help them stay on track toward better self-managing his/her health chronic condition(s) and to clarify questions. As healthcare costs associated with diabetes and disparities in prevalence and outcomes continue to grow, it is increasingly urgent to dedicate resources to programs that focus on prevention and management of the disease, particularly for our most vulnerable populations.

This presentation will outline the motivation behind and development of Casa's Diabetes Curriculum as well as the Home Visit Program. It will explore best practices and provide outcomes garnered from the Program thus far. This presentation hopes to share our experience and inspire others to develop creative means for tackling the health issues that face newcomers of all backgrounds. The intersection of immigration and healthcare has never been more pertinent or more critical to the national conversation.

¡Bienvenido a St. Louis! Creating Connections, Resources and Economic Development Opportunities for Latinos to Thrive

Suzanne Sierra, Betsy Cohen, Vin Ko , Diego Abente, Gabriela Ramirez-Arellano

St. Louis Mosaic Project, International Institute, Hispanic Chamber of Commerce of Metropolitan St. Louis

Economic prosperity is a must for immigrants as they strive to contribute to their new communities and become valuable members of society. In fact, research shows that high and low income wage earners benefit when their cities become more diverse. According to research from the New Economy, foreign-born are more likely to start a business, more likely to have a higher degree and less likely to be unemployed than native born in our region. This compelling data is helping to drive the message that increasing the number of immigrants will add to St. Louis' economic prosperity.

Three St. Louis-based organizations, the St. Louis Mosaic Project, the International Institute and the Hispanic Chamber of Commerce are providing the services required to welcome, connect, and accelerate the realization of the benefits of a more diverse community.

St. Louis Mosaic launched in 2012 in response to an economic impact report, outlining St. Louis to be lagging in immigrant growth as well as highlighting the economic benefits of increasing its foreign-born population. Mosaic's goal is to transform St. Louis into the fastest growing metropolitan area for immigration by 2020 and promote regional prosperity through immigration and innovation. Mosaic will share examples of how they collaborate and unify the educational, professional, corporate and immigrant populations. Initiatives such as the Professional Connectors program, Mosaic Ambassadors, Ambassador Schools, and St. Louis lotería will be shared.

The International Institute of St. Louis is our region's welcoming center for new Americans. Their mission is to help immigrants and their families become productive Americans and champion ethnic diversity as a cultural and economic strength. Through its Community Development Corporation (IICDC), the Institute strives to increase the number of immigrant- owned business in our region and help make immigrant entrepreneurs bankable. IICDC offers a variety of financial products for savings, asset building, credit repair and micro lending. II loan clients receive technical support before a loan is made, during the loan process and throughout the post-loan duration of their relationship with II.

The Hispanic Chamber of Commerce of Metropolitan St. Louis was founded in 1982 and has since worked to enhance and increase the Hispanic business competitiveness in the local, state and international market. By providing educational forums relevant to its members, networking opportunities for members and non-members alike, and a number of signature events, the Hispanic Chamber of Commerce improves business opportunities for Hispanic firms and professionals thereby improving the economic development of the St. Louis region.

During this presentation, the Hispanic Chamber of Commerce will provide resources and information about the work they are doing in the restaurant, construction and skilled trades industries, as well as in connecting small and large corporations to Hispanic talent and audiences.

Selected Papers



Designing 4-H Toolkits for Increasing Engagement with Diverse Youth Audiences

Maria G. Fabregas Janeiro, Steven Worker & Katherine Soule
University of California – Division of Agriculture and Natural Resources

Abstract

Based on experience from culturally relevant programs around the country, the University of California 4-H Youth Development Program (UC 4-H YDP), administered by Cooperative Extension, developed and piloted three new programs that emphasized engaging under-served youth and families. The objective of these programs was to develop inclusive environments emphasizing culturally relevant practices. Based on successful pilot programs, three toolkits were developed to assist county-based 4-H programs to implement three varying models of 4-H Clubs. The purpose of this manuscript is to offer a pragmatic discussion of challenges, successes and opportunities for improvement to inform others' efforts in developing more inclusive programming.

- **In-Motion Clubs:** 4-H often collaborates with existing afterschool programs that serve youth in a specific school, program, or setting with science, health, and civic education during afterschool hours.
 - **4-H S.N.A.C. Clubs:** Organized through in-school or afterschool settings, these clubs collaborate in conjunction with existing Cooperative Extension nutrition education programs that serve youth in a specific school with health and nutrition education.
 - **Day Camps:** During school breaks (such as spring break, holidays and summer break), these camps provide opportunities for youth to learn valuable skills through experiential project-based learning.
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Introduction

The University of California 4-H Youth Development Program (UC 4-H YDP) focuses on helping young people develop to their fullest potential and become competent, contributing, and caring citizens. Programs offer a wide variety of research-based educational opportunities (e.g., science, healthy living, and civic engagement) through clubs, camps, afterschool programs, and school enrichment programs. Youth between the ages of 5 and 18 “learn by doing” while also developing life skills. The UC 4-H YDP commitment is to serve all youth populations in the state, regardless of race, color, national origin, religion, sex, gender, gender expression, gender identity, ancestry, physical or mental disability, or sexual orientation. Yet to do so, UC 4-H YDP recognized an imperative need to shift the ways that their “youth services and programming are designed and implemented” (Smith & Soule, 2016, p. 1).

UC 4-H YDP is making an intentional effort to reach new audiences, with emphasis in serving the Latino population. The rationale is six fold.

First, California is home to 15 million Latino residents accounting for more than a quarter (27%) of the nation’s Latino population. Fifty-two percent of California’s K-12 students are Latino (Pew Hispanic Research, 2016b).

Second, youth development programs provide support for the growth and development of children and adolescents, and the Latino population in California is under-served by these programs.

Third, there is a need to prepare Latino students for college. While Latino enrollment in post-secondary education for 18 to 24-year olds increased by 13 percentage points (from 22% to 35%) from 1993 to 2014, only 15% of Latinos aged 25 to 29 had a bachelor’s degree or higher in 2014 (Pew Research Center, 2016a).

Fourth, as of 2014, the poverty rate for Latinos in the United States was 23.6%, compared to 14.8% for the total population (DeNavas-Walt & Proctor, 2015). Poverty is associated with educational, career, and health vulnerabilities.

Fifth, California Latinos live in households with median annual personal earnings of \$22,000, with 31% of Latino youth (17 and younger) living below the poverty line (Pew Research Center, 2016b).

Overall, the growing Latino population, its level of education, and income disparities have created a challenge for the United States in the last decades, creating a “Latino country” inside the United States (Fabregas & Horrillo, 2017).

First Steps: Relationship and Trust Building

Even though the 4-H Guiding Principles (2018) include “4-H is inclusive and embraces diversity” and begin with “4-H creates context and content for positive youth development,” 4-H programs often struggle to engage diverse youth audiences. Cooperative Extension educators, academics, and specialists around the United States struggle to offer culturally responsive programs to new audiences that foster feelings of “inclusion” and “belonging” and reflect the culture values of the target audiences.

To create intentional momentum, UC 4-H YDP initiated a UC 4-H Latino Initiative, a targeted three-year effort to reach Latino youth. California 4-H academic advisors and program staff associated with the Initiative were charged with increasing the participation of Latino youth in 4-H. We developed three toolkits to help county-based 4-H to deliver culturally responsible programs, to replicate our success starting new 4-H Clubs, and to effectively engage under-served youth and families. These toolkits were designed with the understanding that being bilingual and bicultural does not guarantee success in reaching and engaging Latino youth in 4-H. The toolkits are available at www.4-h.org/professionals/marketing-resources/latinooutreach/.

The first step of success to reach new audiences is identifying interests and needs. When needs have been identified, the next step is finding partners with similar missions. These might include schools, libraries, housing authorities, or organizations that have a long history of programming with Latino youth and families. These partners can help identify safe places to meet and deliver programs

(Fabregas & Horrillo, 2017). The general advice is to take your time, become part of the community you serve, and establish your presence. Identify the natural leaders of the community (e.g., priest, teacher, pastor), approach them, explain your intentions, and ask how to partner (4-H Latino Youth Outreach, 2017; Fabregas & Diaz, 2015; Fabregas & Horrillo, 2017; Hobbs, 2000; Hobbs & Sawyer 2009; Koss-Chionio & Vargas, 1999).

After introducing 4-H to the community, the community trusts you, and you identify needs and expectations, then and only then, can you begin providing 4-H activities. Keep in mind, it is important to provide culturally relevant educational 4-H programs, such that 4-H programming reflects their own culture. According to Hobbs and Sawyer (2009) and Koss, Chionio, and Vargas (2009), culturally relevant educational 4-H programs should:

- Reflect and reinforce cultural identity and appreciation for cultural differences. Make participants feel that their culture matters and that you respect it.
- Be contextual, meaning that programs are designed to meet the interests and reality of youth lives in your county. For example, be prepared to provide transportation if needed and language-appropriate resources, to engage with multi-generational households, and to address concerns specific to the community you are working in.
- Set high expectations among parents and youth and help youth to achieve their goals.

Once you have built positive, working relationships and you have a clear understanding of the needs, interests, and goals of young people, as well as their concerns, you may be ready to expand 4-H programming. Getting families involved is an important step in integrating 4-H into Latino communities (Fabregas, Schmitt-McQuitty, & Worker, 2017)

Replicating Programs: Formation of Toolkits

After our experience with the first steps outlined above, we adapted 4-H programming to

be culturally responsive in two California counties: in the Northern Coast and Central Coast. We embedded our lessons learned, program models, and tips for success into these three toolkits. The toolkits are divided into nine sections: Introduction, club overview, general guidelines, operating procedures, starting a 4-H Club in your community, adult project leader resources, evaluation, conclusion, and references.

1) CAL IN-MOTION CLUB is organized during afterschool hours (typically 3:00-6:00pm), often in partnership with existing afterschool programs that serve youth in a specific school, program, or setting. Clubs are administered by University of California Cooperative Extension staff, appointed 4-H adult volunteers, or staff from an existing afterschool program. Clubs are a partnership between 4-H staff, school districts, afterschool programs, families, and volunteers. Clubs have the following components:

- Meet after school ends
- Primarily serve students from the same school
- Offer a series of short-term projects lasting between 6-8 weeks, included in an annual program plan
- Operate as a chartered 4-H Afterschool Club and function within operating procedures approved by youth members, 4-H staff, the County Director, and the afterschool program or the school district management

2) 4-H S.N.A.C. CLUB (School Nutrition Advisory Council): These clubs are organized through in-school or afterschool settings in conjunction with existing nutrition education programs that serve youth in a specific school or program. The 4-H S.N.A.C. Clubs are administered by University of California Cooperative Extension (UCCE) staff, appointed 4-H adult volunteers, or other partner organizations. Clubs reach new youth and families through partnerships with UCCE nutrition education programs, schools, and other community-based organizations. Integrated programming between the UCCE nutrition education program and UC 4-H

Youth Development Program (YDP) is vital to the success of this program model. These clubs have the following components:

- Staff support from UCCE nutrition educators and UC 4-H YDP
- Club meetings during the school day or after school
- Serving students from the same school and/or school district
- Developing an annual program plan, which includes a minimum of 6 hours of nutrition education, several 6-8 hour project opportunities, as well as presentation, leadership, and community service components

3) CAL DAY CAMP: These camps are organized during school breaks such as spring break, holidays and summer break. Camps can take place at locations such as schools, community centers, or libraries that are physically and emotionally safe for youth and their families. University of California Cooperative Extension staff, appointed 4-H adult volunteers, or staff from an existing program administer the camps. These camps have the following components:

- Meet when school is not in session
- Serve all youth in the community
- Offer at least a 3-hour program for youth and 6 hours per week
- Operate as either a “Short-Term Program” or “Day Camping Program” (4-H Delivery Modes)

Evaluation

Formal and informal evaluations should be conducted, to assess youth outcomes and inform program improvement. The UC 4-H Latino Initiative academic advisors designed a series of youth and educator evaluation tools that may be used for this purpose. The evaluations included:

- o Latino Engagement Resource Chart – for community mapping to guide relationship building
- o Bilingual needs assessment for future 4-H Members and Parents – for needs assessment
- o Bilingual youth age 5-8 survey – to assess

program experience and youth outcomes

- o Bilingual youth age 9-18 survey – to assess program experience and youth outcomes

Conclusion

These Clubs are examples of the new models to increase enrollment and diversity in 4-H programs. We hope the toolkits will be a great asset in your efforts to develop programs to better serve all youth populations in your county. Utilizing the toolkits may assist 4-H staff, volunteers, and collaborators in engaging new populations, expanding 4-H programming, increasing UCCE collaborations, and building bridges in your communities.

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Lessons from Consumer Boycotts Led by Farmworkers A Strategy to Address Harsh Working Conditions and Low Wage Rates

Dr. Jammie Palacios Rivera
University of Missouri

Abstract

The Coalition of Immokalee Workers (CIW) is leading consumer boycott efforts against food corporations that buy specialty crops from growers allegedly hiring farmworkers under harsh working conditions and low wage rates. The CIW ends its boycott efforts when food corporations agree to establish a supplier code of conduct and pay a monetary supplement to farmworkers. Crop buyers pay an extra cent per pound to go directly to farmworkers as wage supplement. Food products from participating companies are branded as Fair Food. The program is an example of private efforts to improve welfare of farmworkers in specialty crops. Economic research on this program is limited, but enlightening. This article summarizes farmworker issues leading to the consumer boycott strategy used to make gains amongst farmworkers and research on the strategy.

Florida Farmworkers Issues Leading to Consumer Boycott Efforts

The Coalition of Immokalee Workers (CIW) is an organization for farmworker’s human rights based in Immokalee, Florida. Although the CIW’s work as an organization began in 1993, its most recognized effort began in 2001. That effort has focused on leading consumer boycotts against food retailers who buy Florida tomatoes such as distributors, supermarkets, and fast food restaurants. The boycott efforts denounced these food retailers for perpetuating low farmworker wage rates and harsh working conditions, some in violation of human rights.

Factors Contributing to Low Farmworker’s Wage Rates

Historically, farmworker’s wage rates have been lower than, and in fact about half of, wages for non-agricultural workers (Figure 1). Several factors contribute to this persistent outcome.

- The Fair Labor Standards Act (FLSA), which established federal minimum wage rates in YEAR, did not apply to farmworkers until amendments were made in 1978.

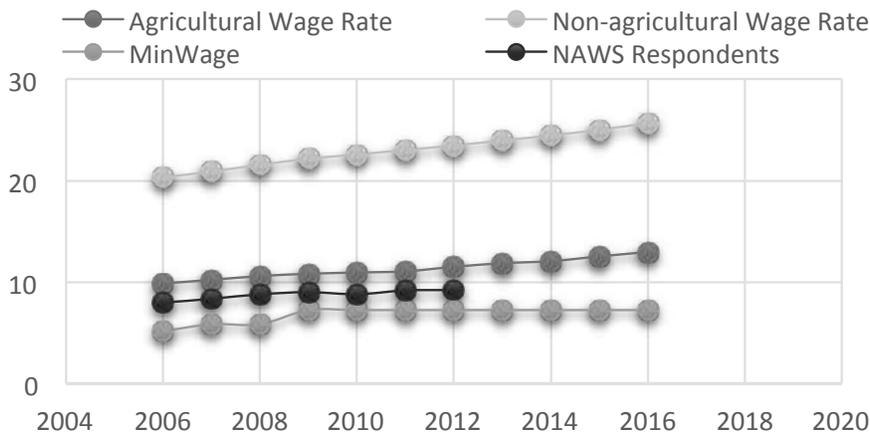
- Farm labor demand is derived from final food products’ demands; therefore, shocks negatively impacting final product demands reduce farm labor

demand and decrease farm labor market wage rates.

- The larger the supply of farm labor the lower their wage rate. At low market wages in this sector, there are less workers willing and able to perform farmwork. Domestic low skilled workers prefer to take jobs offering comparatively higher wage rates. Guest worker’s certification programs are meant to increase labor supply from foreign origins. The Bracero program was one of these; it was in place from the early 1940s to early 50s. A current program allows growers to hire seasonal migrant workers for 120 days from foreign countries through H-2A visa certifications. To minimize adverse effects from this program additional labor supply, the Department of Labor determines a minimum wage to be paid to these workers. That minimum wage is called the Adverse Effect Wage Rate (AEWR). Domestic and undocumented farm workers are paid at a market wage rate; that is, on average, just above the federal minimum wage.

- The Wagner Act or National Labor Relations Act (NLRA) of 1935 excludes agricultural workers. This act protects employees and employers, encourages collective bargaining, and restricts inappropriate labor management practices. Some states have labor relation laws that do not exclude agricultural workers; among them are the Wisconsin Employment Peace Act of 1939, the Oregon Employment Relations Board established in 1977, and the California Agricultural Labor Relations Board (ALRB) created in 1975.

Figure 1 - Average Annual Minimum Wage Rate vs Agricultural, Non-agricultural, and NAWS, Average Market Wage



Evidence of Harsh Working Conditions

Working conditions in this sector are harsh. Days in the field are long, sometimes under extreme heat, besides, seasons are short triggering migration and with that a set of other important issues including less than adequate housing and living conditions. Some farmworkers work under more extreme conditions in violation of federal laws or human rights.

- The U.S. Department of Labor’s Wage and Hour Division (DOL, WHD) lists agriculture as one of the low wage industries with high labor law violations. DOL enforcement data in Figure 2 shows an increase in the number of back wages and civil monetary penalties in that industry. A significant percent of the back wages and civil monetary penalties paid in 2016 were for H-2A violations, at 47% and 52%, respectively (WHD, DOL, 2017).

- According to the 2015 National Human Trafficking Resource Center (NHTRC), 75 cases of human trafficking were for agricultural labor in the U.S. (NHTRC, 2015).

- A different study by the Urban Institute and Northeastern University found that of human rights violations identified, over 71% of the victims came to the U.S. with H2A and B visas for work in

agriculture and hospitality, respectively (Owens, et al., 2014).

- Data collected by the National Agricultural Worker’s Survey (NAWS) includes workers in the field who are K-12 school age.

With limitations, farmworkers have historically leveraged collective bargaining using strikes and boycotts to address their work conditions. Some of these strikes and boycotts are listed in Table 1.

In 2001, the CIW began leading consumer boycotts against Florida business buyers in the food marketing sector (processors, distributors, and retailers). This was an important effort considering Florida and California produce almost two-thirds of U.S. fresh-tomato production (ERS, USDA, 2016). These efforts have now extended to other crops and states in the Southeast. The CIW called for the establishment of a “supplier code of conduct” outlining farm working condition standards required for tomato suppliers to receive preferential supplier status. In addition, they asked for a monetary supplement equal to one cent per pound of tomatoes purchased from Florida tomato growers, or other tomato growers partnering elsewhere. The monetary payment would supplement farmworker’s wage rates and support the program.

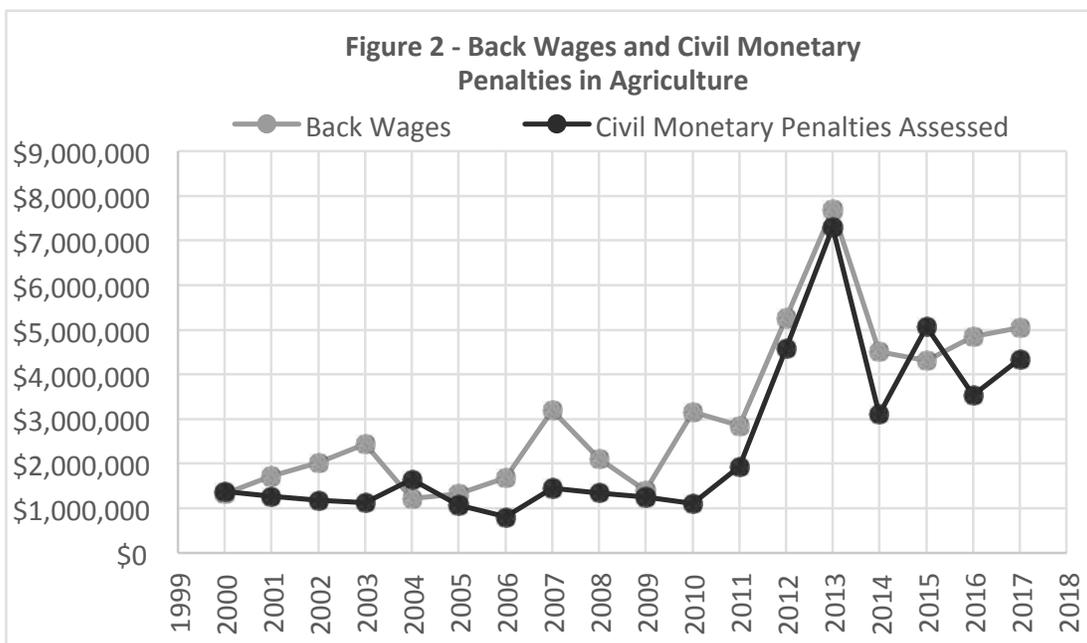


Table 1 - Strikes and Boycott Efforts by Farmworker's Groups Against Businesses

Group	Firm	Strategy	Product	State	Year
UFW	United Farm Workers				
	DiGiorgio Fruit	Strike/boycott	Fruit/vegetables	CA	1966 - 1966
	Schenley Vineyards	Strike/boycott	Grapes	CA	1966 - 1966
	Perelli-Minetti Winery, Christian Bro, & Almaden	Strike/boycott	Grapes	CA	1966 - 1970
	Guimarra Vineyards	Strike/boycott	Grapes	CA	1967 - 1970
	Bud Antle Lettuce	Boycott	Lettuce	CA	1970 - n/a
	Coca-Cola	Strike/boycott	Citrus	FL	1972 - 1972
	Coca-Cola	Strike/boycott	Citrus	FL	1975 - n/a
	Grapes, lettuce & Gallo Wine	Boycott	Grapes/lettuce	CA	1973 - 1978
	Lucky Stores	Boycott	Lettuce	CA	1980 - n/a
	Sun Harvest	Strike/boycott	Lettuce	CA	1979 - 1979
	Bruce Church, Inc	Boycott	Lettuce	CA	1979 - n/a
	Grapes	Boycott	Grapes	CA	1983 - 1992
	E & J Gallo Winery	Boycott	Grapes	CA	2005 - 2005
FLOC	Farm Labor Organizing Committee				-
	Campbell's Soup/Libby	Strike	Tomato/cucumber	OH/MI	1978 - 1985
	Campbell's Vlastic	Boycott	Cucumber	MI	1983 - 1986
	Mount Olive Pickle Co.	Boycott	Cucumber	NC	1997 - 2004
	RJ Reynolds	Boycott	Tobacco	NC	2007 - n/a
PCUN	Pineros y Campesinos Unidos				
	Kraemer Farms	Strike	Cucumber	OR	1991 - n/a
	NORPAC Foods, Inc	Boycott	Fruit/vegetables	OR	1992 - 2002
	Strawberry industry	Strike	Strawberry	OR	1995 - 1995
	Nature's Fountain	Strike		OR	n/a - 1998

The CIW ends the boycott once the buyer agrees to pay the supplement and establish the supplier code of conduct. The first buyer that was targeted and agreed with the CIW demands was Taco Bell, followed by the remaining subsidiaries of Yum! Brand. Growers and other well-known fast food chains, food distributors, and groceries stores have joined, but others have not (Table 2). An entity to manage and enforce the program was needed, and the Fair Food Standard Council (FFSC) was created to certify and monitor tomato growers. Buyers from certified growers pay an extra premium per pound of tomatoes which goes to the program managed by the FFSC.

Table 3 is a list of participating growers as reported in the [FFSC 2015 Annual Report](#). This report states that \$20 million have been paid by program participants. However, it is not clear on the amount actually transferred to workers as supplemental income. The report indicates that

these funds support a reform including a 24-hour worker complaint hot line, worker-to-worker education process, and enforcement of a human rights-based supplier code of conduct (monitoring forced labor, child labor, violence, and sexual assault), via audits and interviews.

Food Program Research

- Positive impact on participating farmworker's earnings, but not for farmworkers outside the program (Palacios, 2013).
- Some may be offsetting participation costs by marketing its participation in social responsibility or governance pages.
- Program participation does not negatively impact profits for food marketing firms, as long as elasticities allow them to effectively transfer the cost incidence to growers (Palacios, 2013).

Table 2 - Boycott Efforts Led by the CIW

Coalition of Immokalee Workers

Taco Bell (only)	Boycott	Tomato	FL	2001 - 2005
Rest of Yum! Brands	Boycott	Tomato	FL	2005 - 2007
McDonald's & Chipotle	Boycott	Tomato	FL	2005 - 2007
SIC 5812 Fast-food	Boycott	Tomato	FL	2005 - n/a
Burger King	Boycott	Tomato	FL	2005 - 2008
Wendy's	Boycott	Tomato	FL	2005 - n/a
Subway	Boycott	Tomato	FL	2005 - 2008
Chipotle (after IPO)	Boycott	Tomato	FL	2006 - 2012
Whole Foods	Boycott	Tomato	FL	2008 - 2008
Walmart	Boycott	Tomato	FL	2008 - 2015
Winn Dixie	Boycott	Tomato	FL	2008 - n/a
Kroger	Boycott	Tomato	FL	2008 - n/a
Safeway	Boycott	Tomato	FL	2008 - n/a
Supervalu	Boycott	Tomato	FL	2008 - n/a
Publix	Boycott	Tomato	FL	2008 - n/a
Sysco	Boycott	Tomato	FL	2008 - n/a
US Food Service	Boycott	Tomato	FL	2008 - n/a
Aramark	Boycott	Tomato	FL	2009 - 2010
Chartwells	Boycott	Tomato	FL	2009 - 2009
Sodexo	Boycott	Tomato	FL	2009 - 2010
Ahold (USA)	Boycott	Tomato	FL	2009 - 2015
Fresh Market	Boycott	Tomato	FL	2015
Trader Joe's	Boycott	Tomato	FL	2012
Compas Group	Boycott	Tomato	FL	2009
Bonapetit Management Company	Boycott	Tomato	FL	2009

Table 3 – Participating Growers

Ag-Mart	Harlee Packing
Big Red Tomato Packers	Hunsader Farms
Classie Growers/Falkner Farms	Palmetto Vegetable Company
Del Monte Fresh Production	South Florida Tomato Growers
DiMare Homestead	Kern Carpenter Farms
Circle D	Lady Moon Farms
DiMare Ruskin	Lipman Produce
HarDee/Diamond D	Pacific Tomato Growers
Triple D	Taylor and Fulton Packing
Farmhouse Tomatoes	Utopia Farms
Gargiulo	Tomatoes of Ruskin
Gulfstream Tomato Packers	Artesian Farms
Hagan Farms	Diehl and Lee Farms
MED Farms	Frank Diehl Farms
	TOR Farms
	West Coast Tomato/McClure Farms

Source: 2015 Fair Food Standard Council *Annual Report*

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La Voz - Latinos Engaging for Family and Community Advocacy: Process and Development Framework

Rebecca Sero, Ph.D., AnaMaria Diaz Martinez, MED, Gina Ord, OTR/L, Drew Betz, M.S., CFLE
Washington State University

Abstract

The current political, social, and economic landscape in the United States is in constant flux, and when coupled with immigration issues, the families most affected are those with the greatest vulnerability to change. For researchers, practitioners, community social and service organizations, and local agencies, we must ask ourselves how to best understand the impact of these current events on Latino families. How do we support these families through the work that we do or should be doing? How can we ensure we are integrating all voices in our communities to address their needs and concerns? This paper outlines a multi-method evaluative process to develop a framework which could be used to understand Latino communities' current experiences. The project used minimal financial resources, yet the outcomes and results were rich with the voice of the Latino community and provided researchers with a direction to better serve and support Latino families in Washington State.

Introduction

The current political, social, and economic landscape in the United States is in constant flux, and when coupled with immigration issues, the families most affected are those with the greatest vulnerability to change. The change in administration from the 2016 election has resulted in immediate impacts, ranging from anti-immigration rhetoric to the implementation of policies with life-altering and dire consequences for Latino communities and their family domain. Fear, anxiety, psychological and separation trauma, and desperation are at heightened levels, and community services, programs, and local governance systems are left to find a way to navigate and negotiate what this means in Latino communities.

For researchers, practitioners, community social and service organizations, and local agencies, we must ask ourselves how to best understand the impact of these current events on Latino families. How do we support these families through the work that we do or should be doing? How can we ensure we are integrating all voices in our communities to address their needs? This paper outlines a multi-method evaluative process to develop a framework which could be used to understand Latino communities' current experiences. The project used minimal financial resources, yet the outcomes and results were rich with the voice of the Latino community and provided researchers with a direction to better serve and support Latino families in Washington State.

Background

It is well-established that Latinos in the United States are one of the largest growing populations, with an annual growth rate of 2.0%. This is second only to Asian immigrant population demographics, in which the growth rate is 3.0% (Krogstad, 2017). The Latino population within Washington State is 12% of the total population, and in 2014, it was reported that 21% of youth under 18 years of age was Latino (Pew Research Center, 2014; US Census Bureau,

2017). Washington State has two designated minority-majority Latino counties: Yakima and Franklin, where 49% and 53% of the population identify as Latino, respectively. Both counties are in eastern Washington, which has a large agricultural and service industry and employs a large migrant and immigrant Latino base. The Latino Family, Education, and Equity Partnership (LFEEP) grew out of the needs and concerns of faculty and researchers who were working directly with Latino families in these minority-majority locations, as well as other communities. The 'La Voz Latina' project grew out of a history of successful outreach by Washington State University (WSU) Extension Family and Community Health programs in targeted counties, with the intent to sample and evaluate the concerns and perceptions of Latino families with children aged from birth to 18 years.

WSU Extension Family and Community Health has a long record of successfully stewarding programs for addressing nutrition, child feeding, and parenting skills within the community. For example, programs with evidenced success include the Expanded Food, Nutrition, and Education Program (EFNEP), the Supplemental Nutrition Assistance Program Education (SNAP-ED), and others. One such success story includes the Fortaleciendo Familias (Strengthening Families) program, which was facilitated through a five-year federally funded CYFAR (Children Youth and Families at Risk) project. The Fortaleciendo Familias Program for Parents and Youth 10-14 (the Spanish version of Strengthening Families Program 10-14) saw 35 implementations of the program in three regions around the state. Traditional evaluations were conducted, which gathered qualitative and quantitative data both during the program as well as following its completion. Data obtained demonstrated impact, as well as documented areas where parents/caregivers desired more information. The Fortaleciendo Familias program focused on families with children in the 10-14 years age range, but the LFEEP researchers were curious about the concerns parents had about their children across all ages and stages. As a result, the decision was made to broaden the

knowledge base about parental experiences, and to frame those experiences partly within a developmental context, in an attempt to better serve Latino families within Washington State.

Designing the Study

Methodology

The study's design is important in developing a logical plan and process for development, data collection, analysis, and dissemination of the results (Lewis, 2015). Whether the goal is to discover and understand large complex social structures (macrotheory) or to explore behaviors, social lives, and group determinants at a communal level (microtheory), a well-designed study is essential for validation of the work that will take place (Babbie, 2015). For this project, the researchers chose to do a multi-method study where the qualitative protocol (focus groups) and the quantitative measure (survey) were created in conjunction with each other. The questions were carefully developed so that there was no duplication from one method to the other. Instead, the questions complemented each other, so that if the narrative captured during the focus group was not sufficient, the survey questions provided a different approach to obtain the information.

The survey was instrumental as a way to gather quick facts about the participants' family and their concerns about specific issues affecting their families; the survey data provided the "what." The focus groups were designed to answer the "how" and "why" set of questions. Facilitators were trained to conduct the focus groups consistently to maintain fidelity to the protocol, as well as standardize the process across the state regardless of where the focus groups were being conducted. All focus group participants were asked the same ten questions and facilitators had the flexibility to ask follow-up and probing questions.

For replication purposes, several items of interest should be considered. The makeup of the research team is critical and aids in the process of project development. For example, designing a project that

involves both conducting focus groups and administering surveys – one uses qualitative methodology, while the other is quantitative – requires different skill sets, knowledge, and practice. Each of the researchers for the 'La Voz Latina' project had experience conducting research and assessments in either or both methodologies. Additionally, it has been the research group's experience that county faculty and practitioners often do not have the same conveniences as campus research faculty, whose location may afford them direct access to resources, research labs and student staff. Consequently, county faculty and practitioners often need to be creative and resourceful when conducting a needs assessment or evaluation. Recruitment of participants and resource development, described below, are two areas where the 'La Voz Latina' researchers found unique ways to ensure the success of the project.

Study Logistics

Recruitment and Location

Recruitment of participants is one of the most important elements of a study. This study was conducted across Washington State, and researchers utilized their community connections for recruitment purposes. By using agencies that currently partner with existing Extension programs and serve Latino audiences, researchers found a positive two-fold impact. The first was that these agencies had a much wider reach in recruiting participants. Secondly, the agencies became invested in the study and wanted to assist in multiple ways to help increase the community's participation. The research team also worked with partners who had strong connections in the Latino community and therefore were known and trusted. In addition, the location of the focus groups played an important part in ensuring participants felt comfortable sharing their experiences. Focus groups were held in locations in which participants were familiar. Examples of focus group sites included, but were not limited to, a farmworker resource center, a farmworker housing community room, a library in a

farming community, early learning centers, schools, and migrant/Latino resource centers.

Resource Development

Research shows that participation in focus groups increases dramatically when participants are provided incentives (Halcomb, Gholizadeh, DiGiacomo, Phillips, & Davidson, 2007). The researchers utilized a variety of incentive options for the ten focus groups included in this study. For example, two focus groups were conducted close to the start of school. Facilitators utilized backpacks that had been donated and filled them with school supplies, based on the age of the child, for each of the focus group participants. The incentive value for each backpack was \$50 and served a very specific high need that families had at the beginning of the school year. Another example included the use of gift cards from local grocery and box stores to which the participants would have easy access, either through personal or public transportation. To purchase these gift cards, the research team contacted local credit unions and submitted a community reinvestment request. All banking institutions are required to support their community through their local and corporate community reinvestment act program. Each institution has their respective requirements and allocation limits and should be consulted before requesting funds. 'La Voz Latina' received between \$400 and \$700 from the respective community's credit unions to conduct local focus groups. Participants received either \$20 or \$25 gift cards, depending upon the agreement with the local funding request, and were given refreshments at the end of the session.

Childcare

Best practice also indicates that providing childcare helps ensure the participation of families who otherwise would not be able to attend (Halcomb et al., 2007). Through the partnerships utilized in recruitment and locations, part of their commitment was to provide childcare while parents participated in the focus groups. Subsequently, each focus group location had on-site childcare available for the participants.

Data

Once all the data is collected the next step is to conduct an analysis, which could be both complicated and time-consuming. During study development, it is important to consider the method of analysis that best fits the project, as well as the skill sets of the researchers. The 'La Voz Latina' project was a multi-method study, which required two different analysis methods. During data collection, participants would attend a focus group and fill out a survey, usually before the start of the focus group. The data from the focus groups were transcribed, coded, and categorized through thematic analysis. The participants' surveys were entered into Qualtrics, an online survey software platform, which was used to aggregate the responses. The data were then downloaded into SPSS, where a variety of analyses were conducted. The two sets of data were then brought together to tell the story of Latino experiences across the state of Washington.

Conclusion

Washington State University Extension Family and Community Health led La Voz Latina project to explore, discover, and understand the issues and concerns of Washingtonian Latino families. WSU Extension faculty regularly do community needs assessments as part of their scope of work in outreach and programming. By having an increased understanding of Latino families' perceptions about major life impacts, the researchers wanted to find improved ways to provide programming and services within a community context.

The project framework was designed to be replicable under circumstances where resources are limited or unavailable to another research team. The 'La Voz Latina' project study was conducted with less than \$1,200 donated from local financial institutions through community reinvestment programs. Yet, Extension and its community and service partners were able to collaborate to gain strong participation from community participants in the form of ten statewide focus groups (n=123) and a pencil-and-paper survey

to collect additional familial information (n=150). The data were transcribed, coded, and analyzed, resulting in findings that have been used to assess current programs and services to better meet Latino familial needs through capacity building in our communities. One such example of this has been the use of evidence-based programs and access to new resources that support the growing crisis in opioid use and addiction in youth and adults.

Using a multi-method approach allowed us to ask the what questions (concerns) and the focus groups allowed us to understand the why and how (of their concerns). At the end of each focus group session, without fail, the participants thanked the facilitators profusely for allowing them the opportunity to participate. For example, one participant, Sr. Tomas (pseudonym), stated:

Gracias por la oportunidad de compartir mis palabras con ustedes. A las veces nos sentimos solos con nuestras preocupaciones y siento que me escucharon esta noche.

Thank you for the opportunity to speak with you tonight. At times we feel that we are alone with our concerns, and I feel that I was heard tonight.

The rich narratives were powerful, concerning, and yet optimistic; their words were simple, to the point, and full of life. *La Voz Latina* – the Latino Voice – is strong and is finding the courage and strength to withstand and move forward in light of the oppressive and negative rhetoric and dehumanization of migrant and immigrant communities all across the United States.

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**Latino Family Education and Equity Network – Understanding Latino Parents’ Experiences
Surveying Latino Parents**

Development Focused

1. If you have young children (ages 0-5), are you concerned about any of the following?

	Yes, I am concerned	No, I am not concerned	This doesn't apply to my child
Disabilities			
Crossing the street			
Getting injured at home			
Getting vaccinations			
Late development (not crawling, not talking, etc.)			
Living in a violent or disruptive environment			
Misbehavior (not behaving)			
Problems with sleeping			
Talking to a stranger			
Other concerns:			

2. If you have children between 6 and 10 years of age (elementary school ages), are you concerned about any of the following?

	Yes, I am concerned	No, I am not concerned	This doesn't apply to my child
Being bullied, online or in-person			
Biking or playing alone			
Crossing the street (dealing with traffic)			
Getting injured at home			
Having too much homework			
Having too much screen time			
Knowing how to make friends			
Living in a violent or disruptive environment			
Other concerns:			

3. If you have children between 11 and 14 years of age (middle school ages), are you concerned about any of the following?

	Yes, I am concerned	No, I am not concerned	This doesn't apply to my child
Being bullied, online or in-person			
Becoming sexually active			
Going through puberty			
Having good hygiene			
Having too much screen time on the T.V., iPad, phone, or video games			
Keeping up with school work			
Living in a violent or disruptive environment			
Managing anger			
Talking to my child about sexual development			
Other concerns:			

4. If you have children between 15 and 20 years of age (high school and beyond), are you concerned about any of the following?

	Yes, I am concerned	No, I am not concerned	This doesn't apply to my child
Finding a job			
Preparing for a career			
Being bullied, online or in-person			
Being in a non-safe or violent relationship			
Being sexually active			
Becoming pregnant or having a child too early			
Knowing how to manage stress			
Knowing what to do after high school			
Keeping up with school work			
Living in a violent or disruptive environment			
Managing anger			
Other concerns:			

Health

5. When thinking about keeping your family healthy, which of the following issues do you have?

	Yes	No
Having access to health care (Health care being available)		
Not having health insurance (uninsured)		
Not having enough health insurance (underinsured)		
Not having information about mental health		
Not having information about behavioral health		
Other concerns:		

6. Are any of the following a health concern for you or anyone in your family?

	Yes, I am concerned	No, I am not concerned	This doesn't apply to my family
Asthma			
Cancer			
Dental			
Ear infections			
Heart disease			
Juvenile Diabetes			
Skin problems (rashes, acne, etc.)			
Sports injuries			
Vaccinations			
Vision			
Weight problems (under or overweight)			
Other concerns:			

School Focused

7. Are you able to understand the information that you receive from your child's school?
 a. Yes

b. No

8. Schools communicate with families in a variety of ways. For each of the following types of communication please show whether you find them helpful, not helpful, or not used at your children’s school?

Communication Type	Helpful	Not Helpful	Not Used
Board in the entryway or outside of classroom			
Classroom bulletin board			
E-mails			
Face-to-face conversations			
Family handbook of program policies			
Newsletter			
Notes or daily handouts			
Parent conferences or meetings			
Phone conversations			
School Website			
Social media (e.g. Facebook, Twitter)			
Text messages			
Other (please note):			

9. Who do you communicate with at your child’s school? Please choose all that apply.

- a. Bus driver
- b. Classroom aide(s)
- c. Counselor(s)
- d. Principal or other administrator
- e. Secretary
- f. Teacher(s)
- g. Other (please specify)

10. What other information about school or education would you like to receive that would help you in raising your children?

[Open end]

Mealtime

11. If there was a chance to participate in a class about family meals, which of the following topics would you be interested in learning more about? Please pick all that apply.

	Yes	No
Conversations around the table		
Cooking with children		
Grocery shopping		
Making healthy eating choices		
Making mealtime family time		
Menu planning		
Other topics:		

General

12. As a parent, which of the following interest areas do you wish you could learn more about? Choose all that apply.

	Yes	No
Adult education (learning English, citizenship, driver's license, GED)		
Caring for elders		
Developmental milestones for your child		
Financial advice (starting a business, using a bank)		
Housing		
Applying for health care		
Job safety		
Learning about technology (using a computer, learning to type, filling out applications, learning to use internet)		
Legal issues (immigration, driving, renting, criminal justice)		
Seeking employment		
Transportation options in the community		
Other areas:		

13. Is there anything else you want to share with us?

Educación Familiar Latino y Red de la Equidad - Entendiendo las Experiencias de Padres Latinos
Grupos de Enfoque con Padres Latinos
Preguntas

Encuesta

Enfocado en el Desarrollo

1. Si usted tiene hijos pequeños (edades 0-5), ¿Está preocupado por alguno de lo siguiente?

	Sí, me preocupa ☺	No, yo no estoy preocupado ☹	Esto no aplica a mi hijo ☺
Discapacidad			
Cruzando la calle			
Herirse en el hogar			
Obtener vacunas			
Desarrollo tardío (no gatear, sin hablar, etc.)			
Vivir en un ambiente violento o destructivo			
El mal comportamiento (no comportarse)			
Problemas para dormir			
Hablar con un extraño			
Otras preocupaciones:			

2. Si usted tiene hijos entre 6 y 10 años de edad (edad de la escuela primaria), ¿Está preocupado por alguno de lo siguiente?

	Sí, me preocupa	No, yo no estoy preocupado	Esto no aplica a mi hijo
Ser intimidado, en internet o en persona			
Andar en bicicleta o jugar solo			
Cruzando la calle (tratando con el tráfico)			
Herirse en el hogar			
Tener demasiada tarea			
Tener demasiado tiempo en pantalla			
Saber cómo hacer amigos			
Vivir en un ambiente violento o destructivo			
Otras preocupaciones:			

3. Si usted tiene hijos entre 11 y 14 años de edad (edad de la escuela secundaria), ¿Está preocupado por alguno de lo siguiente?

	Si, me preocupa	No, yo no estoy preocupado	Esto no aplica a mi hijo
Ser intimidado, en internet o en persona			
Ser sexualmente activos			
Pasando por la pubertad			
Tener un buen higiene			
Tener demasiado tiempo en el televisor, iPad, juegos del teléfono o video			
Mantenerse al día con el trabajo escolar			
Vivir en un ambiente violento o destructivo			
Manejo de la ira			
Hablar con mi hijo sobre el desarrollo sexual			
Otras preocupaciones:			

4. Si usted tiene hijos entre 15 y 20 años de edad (edad de la escuela secundaria y más), ¿Está preocupado por alguno de lo siguiente?

	Sí, me preocupa	No, yo no estoy preocupado	Esto no aplica a mi hijo
Buscar trabajo			
Preparación para una carrera			
Ser intimidado, en internet o en persona			
Estar en una relación no segura o violenta			
Ser sexualmente activos			
Quedar embarazada o tener hijos demasiado temprano			
Saber cómo manejar el estrés			
Saber qué hacer después de la secundaria			
Mantenerse al día con el trabajo escolar			
Vivir en un ambiente violento o destructivo			
Manejo de la ira			
Otras preocupaciones:			

Salud

5. Cuando se piensa en mantener su familia saludable, ¿Cuál de los siguientes problemas tiene?

	Si	No
Tener acceso al cuidado médico (cuidado médico disponible)		
No tener a seguridad medica (sin seguro)		
No tener suficiente a seguridad medica (seguro insuficiente)		
No tener información sobre la salud mental		
No tener información sobre la salud del comportamiento		
Otras preocupaciones:		

6. ¿Es alguno de lo siguiente un problema de salud para usted o para alguien en su familia?

	Sí, me preocupa	No, yo no estoy preocupado	Esto no aplica a mi familia
Asma			
Cáncer			
Dental			
Infecciones del oído			
Enfermedad del corazón			
Diabetes juvenil			
Problemas de la piel (ronchas, acné, etc.)			
Lesiones deportivas			
Vacunas			
Visión			
Problemas de peso (bajo o sobrepeso)			
Otras preocupaciones:			

Enfocado en la Escuela

- 7. ¿Puede usted comprender la información que recibe de la escuela de su hijo?
 - a. Si
 - b. No

- 8. Las escuelas se comunican con las familias de varias maneras. Para cada uno de los siguientes tipos de comunicación, por favor muestre si usted lo encuentra útil, no es útil, o no se utiliza en la escuela de sus hijos.

Tipo de comunicación	Útil	No es útil	No se utiliza
Boletín en la entrada o fuera del salón de clases			
Boletín de anuncios en el salón de clases			
Mensajes de correo electrónico			
Conversaciones frente a frente			
Manual del las reglas del programa			
Boletín informativo			
Notas o folletos diarios			
Conferencias o reuniones de padres			
Conversaciones telefónicas			
Sitio de web escolar			
Medios sociales(ejemplo: Facebook, Twitter)			
Mensajes de texto			
Otro (por favor indique):			

- 9. ¿Con quién se comunica en la escuela de su hijo? Por favor seleccione todo lo que aplique.
 - a. Conductor de autobús
 - b. Ayudante de salón de clase
 - c. Consejero
 - d. Director u otro administrador
 - e. Secretaria
 - f. Maestro (s)
 - g. Otro (por favor sea específico)

- 10. ¿Qué otra información acerca de la escuela o la educación le gustaría recibir que le ayudará en la crianza de sus hijos?

Hora de comer

11. Si hubiera una oportunidad de participar en una clase acerca de las comidas familiares, ¿Cuál de los siguientes temas estaría usted interesado en aprender más sobre? Por favor, seleccione todos los que apliquen.

	Si	No
Conversaciones en la mesa		
Cocinar con niños		
Compras de supermercado		
Hacer elecciones saludables de alimentación		
Hacer tiempo familiar en la hora de comer		
Planificación del menú		
Otros temas:		

General

12. Como padre, ¿Cuál de las siguientes áreas de interés le gustaría aprender más? Seleccione todos los que apliquen.

	Si	No
Educación adulta (aprendizaje de inglés, ciudadanía, licencia de conducir, GED)		
Cuidado de ancianos		
Etapas de desarrollo de su hijo		
Consejo financiero (iniciar un negocio, utilizando un banco)		
Viviendas		
Solicitud de asistencia médica		
Seguridad laboral		
Aprender acerca de la tecnología (uso de computadora, mecanografía, llenar solicitudes de empleo, aprender a usar el internet)		
Temas legales (inmigración, manejo, alquilar, justicia criminal)		
Buscando trabajo		
Opciones de transporte en la comunidad		
Otras áreas:		

13. ¿Hay algo más que quiera compartir con nosotros?

**Latino Family Education and Equity Network – Understanding Latino Parents’ Experiences
Focus Group with Latino Parents**

Welcome and thank you again for joining us today. We’re looking forward to hearing from each of you!

Let’s start by getting to know each other a little bit.

1. Will each of you tell us your name and the ages of your children?
2. What is your favorite holiday and how do you celebrate it?

Let’s move on to think about your children at the different stages of their development.

3. If you have young children (ages 0-5) what surprises you?
 - a. What worries you?
4. If you have children between 6 and 10 years of age (elementary school ages) what surprises you?
 - a. What worries you?
5. If you have children between 11 and 14 years of age (middle school ages) what surprises you?
 - a. What worries you?
6. If you have children between 15 and 20 years of age (high school and beyond) what surprises you?
 - a. What worries you?

You each are in a unique position of having more than one set of cultural traditions.

7. How does your culture add strength to you and your family?
 - a. What would you most like to preserve from your culture (add as probe)?
 - b. What do you notice about raising children in the United States?
 - i. What do you find to be hard / difficult / most challenging?
 - ii. [Add probe as necessary] Think back to when you were raised, what are some differences from your experience compared to how you are raising your children in the U.S.?

Let’s talk about your experiences with your children and their school

8. When you talk with your children, what school activities and experiences do you talk about?
 - a. What would help you help your children in school?
 - b. What gets in the way of helping your children with school?

Now, let’s talk about what concerns you have about your children.

9. As a parent, what are areas that concern you when it comes to your children?
 - a. Areas of concern for your family?
 - b. Areas of concern about the community?
10. Now that we have identified some areas that concern you as parents, what would you suggest that would help reduce or eliminate that safety concern?

Before we finish up tonight, we would like to ask one final question.

11. If you could have one wish granted for your children, what would it be?

**Educación Familiar Latino y Red de la Equidad - Entendiendo las Experiencias de Padres Latinos
Grupos de Enfoque con Padres Latinos**

Bienvenidos y gracias de nuevo por acompañarnos hoy. ¡Estamos ansiosos de oír de cada uno de ustedes!

Empecemos por llegar a conocernos un poco.

1. Cada uno de ustedes díganos su nombre y las edades de sus hijos.
2. ¿Cuál es su día festivo favorito y cómo lo celebra?

Vamos a pasar a pensar en sus hijos en las diferentes etapas de su desarrollo.

3. Si usted tiene hijos pequeños (edades 0-5) ¿Que le sorprende?
a. ¿Qué le preocupa?
4. Si usted tiene hijos entre 6 y 10 años de edad (edad de la escuela primaria) ¿Que le sorprende?
a. ¿Qué le preocupa?
5. Si usted tiene hijos entre 11 y 14 años de edad (edad de la escuela secundaria) ¿Que le sorprende?
a. ¿Qué le preocupa?
6. Si usted tiene hijos entre 15 y 20 años de edad (escuela secundaria y más) ¿Que le sorprende?
a. ¿Qué le preocupa?

Cada uno de ustedes está en una posición única de tener más de un conjunto de tradiciones culturales.

7. ¿Cómo su cultura agrega fuerza para usted y su familia?
 - a. ¿Qué le gustaría preservar de su cultura?
 - b. ¿Qué nota sobre la crianza de los niños en los Estados Unidos?
 - i. ¿Qué encuentra fácil/difícil/más desafiante?
 - ii. Piense cuando se creó, ¿Cuales son algunas diferencias con respeto a sus experiencias en comparación a como usted está criando sus hijos en los Estados Unidos?

Vamos a hablar acerca de sus experiencias con sus hijos y su escuela

8. Cuando habla con sus hijos, ¿De cuáles actividades escolares y experiencias hablan?
 - a. ¿Qué le ayudaría a ayudar a sus hijos en la escuela?
 - b. ¿Que se interpone para ayudar a sus hijos en la escuela?

Ahora, vamos a hablar de las preocupaciones que tiene sobre sus hijos

9. Como padre, ¿Cuales son las áreas que le preocupan cuando se trata de sus hijos?
 - a. ¿Las áreas de preocupación para su familia?
 - b. ¿Las áreas de preocupación acerca de la comunidad?
10. Ahora que hemos identificado algunas áreas que le preocupa como padre, ¿Que sugiere que ayudaría a reducir o eliminar este problema de seguridad?

Antes de terminar esta noche, nos gustaría hacer una pregunta final

11. Si pudiera pedir un deseo concedido para sus hijos, ¿Qué sería?

Program

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Todos Juntos:

Collaboration and Unity in Uncertain Times



16th Annual Conference
June 14-16, 2017

Extended Education Track
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Program Schedule



Breakout Session Tracks	Room
A - Change and Integration.....	Hawthorn
B - Economic Development	Room 404
C - Civil Rights & Political Participation	Room 402
D - Education	Summit Lounge
E - Health	Room 204
F - Youth Development.....	Room 202
G - Bonus Track	Room 403

WEDNESDAY, JUNE 14



9:30 a.m. - 12:00 p.m.
NCERA 216 Meeting Room 202
Students Gathering..... Room 402

12:00 p.m. - 1:00 p.m.
Lunches available for purchase

1:00 p.m. - 1:50 p.m.
16th Cambio de Colores (Change of Colors) Conference Opening Session
 Kim H. Song, *University of Missouri-St. Louis*
 Stephen Jeanetta, *Cambio Center, University of Missouri*
 Chancellor Thomas F. George, *University of Missouri-St. Louis*
 Kevin McDonald, *Chief Diversity, Equity and Inclusion Officer of the University of Missouri System*

2:00 p.m. - 2:50 p.m.

Plenary 1

"For the Sake of All: Improving Health and Well-being in St. Louis Post-Ferguson"..... Summit Lounge
 Dr. Jason Purnell, *Washington University in St. Louis*

3:00 p.m. - 4:15 p.m.

Concurrent Breakout Session 1

Breakout 1A: Change and Integration Hawthorn
"Build Your Army: The Power of Local Initiatives in Promoting Immigrant Integration"
 Nathaly Perez, *Catholic Legal Immigration Network, Inc. (CLINIC)*

Breakout 1B: Economic Development Room 404
 Challenges and Opportunities: Research on Latino Entrepreneurship
"'Hicimos el Camino' in Michigan: Latino Business Pioneers"
 Juan Coronado and Rubén Martinez, *Michigan State University*

"Analyzing Challenges Among USDA Representatives and Latino Farmers and Ranchers to Involve and Sustain Agribusiness Collaboration in Missouri"

Eleazar U. Gonzalez, *University of Missouri-Columbia*

"Exploring Acculturation in Latinos' Engagement in Entrepreneurial Activity in Three Rural Midwestern Communities"

Corinne Valdivia and Aphiradee Wongsiri, *University of Missouri-Columbia*

"Latino Agricultural Entrepreneurship Project: A Multi-State Effort"

Stephen Jeanetta and Corinne Valdivia, *University of Missouri-Columbia*

Rubén Martinez, *Michigan State University*

Jan and Cornelia Flora, *Iowa State University*

Breakout 1C: Civil Rights Workshop Room 402

"Building a Sustainable Infrastructure for Language Access: The University of Wisconsin Cooperative Extension's Emerging Institutional Model for Serving the Needs of Limited English Proficient (LEP) Audiences"

Dominic James Ledesma Perzichilli, *University of Wisconsin-Madison*

Breakout 1D: Education Summit Lounge

Best Practices in English Learner and Linguistically Diverse Classrooms

"The Effectiveness of Utilizing ELL Instructional Supports and Strategies for IEP Students in the Foreign Language Classroom"

Emily Bowman, *University of Missouri-St. Louis*

"Culturally Responsive Education Impacting Student Academic Performance via Motivation"

Alex Smith and Laura Gavornik Browning, *University of Missouri-Columbia*

"Adolescent Immigrants: Listening to their Voices and Leveraging their Strengths"

Mandy Stewart, *Texas Woman's University*

Breakout 1E: Health Room 204

Research on Understanding and Improving Latino Health

"Understanding of Perinatal Mood and Anxiety Disorders and Perception of Services Among Latinos"

Anne Farina, *Saint Louis University*

"Looking through the Social Ecological Framework at Migrant Farmworker Health in Nebraska"

Athena Ramos, *University of Nebraska Medical Center's Center for Reducing Health Disparities*

"CoMo Radish Institute: Promoting Agriculture and Nutrition Focused ELL Learning"

Maria Kalaitzandonakes and Paula Herrera-Gudiño, *University of Missouri-Columbia*

Program Schedule



Breakout 1F: Youth Development..... Room 202
Engaging Latinos in Youth Development:
Best Practices

“Culturally Based Narratives as the Vehicles to Attracting and Retaining Underrepresented Youth to 4-H in the State of Iowa”

Eliseo De León and Norma Dorado Robles, *Iowa State University*

“Where Have They Been? An Essential Tool to Identify Latinos in the Community You Serve”

Claudia Patricia Diaz Carrasco, Katherine E. Soule, Steven Worker, Maria G. Fabregas Janeiro, J. Borba, R. Hill, and L. Schmitt-McQuitty, *University of California*

“Developing 4-H Youth Development Programs in Mexico: An Example of Institutional Collaboration”

Maria Guadalupe Fabregas Janeiro and Claudia P. Diaz Carrasco, *University of California*
Michelle Dojaquez, *Secretaria de Fomento Agropecuario del Estado de Baja California*

“Toolkits for Increasing Engagement with Diverse Youth Audiences”

Maria Guadalupe Fabregas Janeiro, Katherine Soule, and Steven Worker, *University of California*

Breakout 1G: Bonus Track - Community Building..... Room 403

“Are you Prepared? Bringing Communities Together to Become More Resilient”

Gabrielle Hane, *Catholic Charities of Southern Missouri*

Julia Pedrosa, *Catholic Charities of Kansas City-St. Joseph*

“Working With Coalitions to Spread Lending Access to Immigrants with ITINs”

Meredith Rataj, *St. Francis Community Services*
Diego Abente, *International Institute of St. Louis*

4:30 p.m. – 5:15 p.m.

Moderated Networking Activity By Track Theme
(In track rooms)

5:30 p.m. – 6:30 p.m.

Poster Session and Appetizers..... Lobby

6:30 p.m.

Networking Dinner..... Summit Lounge



THURSDAY, JUNE 15, 2017



7:30 a.m.

Coffee and Continental Breakfast

8:00 a.m. – 9:15 a.m.

Concurrent Breakout Session 2

Breakout 2A: Change and Integration Research..... Hawthorn

Research on Placemaking in Old and New Settlement Areas

“Racializing the Spatialized Public Sphere: Centering Latina/o/x Newcomer Placemaking Efforts in the Localized Political Process”

Aaron Arredondo, *University of Missouri-Columbia*

“The Political Economy of Placemaking in Latinx Communities of Kansas City”

Alejandro Garay-Huaman and Clara Irazábal-Zurita, *University of Missouri-Kansas City*

“Understanding Hispanics and Sense of Community in Rural Nebraska”

Marcela Carvajal, Melissa Leon, and Athena Ramos, *University of Nebraska Medical Center*

Breakout 2B: Economic Development Panel... Room 404

“¡Bienvenido a St. Louis! Creating Connections, Resources and Economic Development Opportunities for Latinos to Thrive”

Suzanne Sierra, Betsy Cohen, Vin Ko, *St. Louis Mosaic Project*

Diego Abente, *International Institute of St. Louis*

Gabriela Ramirez-Arellano, *Hispanic Chamber of Commerce of Metropolitan St. Louis*

Breakout 2C: Civil Rights Workshop Room 402

“Taking Back the Immigration Narrative”

Denzil Mohammed, *The Immigrant Learning Center, Inc.*

Breakout 2D: Education Research..... Summit Lounge
International Student and Exchange Experiences

“Pedagogical Development Through Global Programs”

Areej Alghamdi and Norah Althuwaikh, *Ministry of Education Saudi Arabia and Saint Louis University*

“Motivations and Resilience of International Students in U.S. Universities”

Heba Mostafa and Yongsun Lim, *Saint Louis University*

“International Students and Western Academic Culture”

Dannielle Joy Davis, Essa Adhabi, Faisal Alzahrani, Salman Almalki and Chris Presley, *Saint Louis University*

Program Schedule



Breakout 2E: Health Research..... Room 204
Research on Factors Affecting Access to Healthcare

“Structural Factors Shaping Access to Healthcare among Mexican Women in the Chicago Area”

Julia Albarracin and Michael Kohler, *Western Illinois University*

“The Impact of Acculturation and Social Capital on Latinos’ Access to Health Care in the State of Missouri”

Maria Rodriguez Alcala, Stephen Jeanetta, and Ioana Staiculescu, *University of Missouri-Columbia*

“Latinx and LGBTQ: Results of a Missouri LGBT Need’s Assessment”

Daniel B. Stewart, *SAGE of PROMO Fund, PROMO*

Breakout 2F: Youth Development..... Room 202
Youth Family Research and La Voz: Latinos Engaging Panel

“State of Research on the Role of Siblings in Resiliency and Risk in Youth”

Sarah Killoren, *University of Missouri-Columbia*

“La Voz: Latinos Engaging for Family and Community Advocacy”

AnaMaria Diaz Martinez, Drew Betz, Rebecca Sero, and Gina Ord, *Washington State University*

Breakout 2G: Bonus Track..... Room 403
“Fostering Latino Parent Involvement in US Schools and Classrooms”

Lina Trigos-Carrillo, Erin Smith, and Kathryn Chval, *University of Missouri-Columbia*

9:30 a.m. – 10:30 a.m.

Plenary 2

Moderated by: J.S. Onésimo (Ness) Sandoval, *Saint Louis University*

Facilitating Integration through Collaboration and Unity in St. Louis.....Summit Lounge

F. Javier Orozco, OFS, PhD, *Executive Director of Intercultural and Interreligious Affairs for the Archdiocese of St. Louis*

Karlos Ramirez, *President and CEO of the Hispanic Chamber of Commerce of Metro St. Louis*

Jaime Torres, *Chairman of the Board of Directors, The Hispanic Leaders Group of Greater St. Louis, and ERIBEC & Associates*

Eileen Wolfington, *Professional Latino Action Network (PLAN), and Coordinator of Health & Wellness Program, Kingdom House*

10:45 a.m. – 1:45 p.m.

At UMSL:

“Building Inclusive Communities: Creating Empathy around Health Disparities”..... Room 202

Ioana Staiculescu and Stanton Hudson, *Center for Health Policy of University of Missouri*

Site Visits

Change and Integration: Kingdom House

Economic Development: Hispanic Chamber of Commerce of Metropolitan St. Louis

Civil Rights and Political Participation:

International Institute of St. Louis

Education: ESOL Bilingual Migrant Program of St. Louis Public Schools

Health: Casa de Salud

Youth Development: Latino Youth Development

2:15 p.m. – 3:15 p.m.

Plenary 3

Moderated by: Sal Valadez, *Laborers’ International Union of North America (LIUNA - Midwest Region)*

Strategies and Collaborations for Latino Empowerment: The Role of Community Colleges.....Summit Lounge

Dr. Karen Hunter Anderson, *Executive Director of the Illinois Community College Board*

Dr. Anthony Cruz, *Vice Chancellor of Student Affairs at St. Louis Community College*

3:30 p.m. – 4:45 p.m.

Concurrent Breakout Session 3

Breakout 3A: Change and Integration..... Hawthorn Immigrant Growth Organizations and Service Providers: Context and Future

“The Landscape of Immigrant Nonprofit Organizations in New and Established Immigrant Destination Counties”

Kate Olson, *University of Missouri-Columbia*

“Building a Network; Creating Change”

Nancy Spargo, *St. Louis Center for Family Development*

Kristine Walentik, *Catholic Immigration Law Project*
Meredith Rataj, *St. Francis Community Services*

“Immigrants’ Stereotypes of Service Providers and Charitable Organizations in St. Louis Metropolitan Region”

Adriano Udani, *University of Missouri-St. Louis*

Program Schedule



Breakout 3B: Economic Development..... Room 404

"Integrating Immigrant Economic Development Strategies into Your Region's Economic Development Mainstream"

Christina Pope, *Welcoming America*

Breakout 3C: Civil Rights - Two Workshops...Room 402

Collaborations for Refugee Children and Sponsor Readiness

"How to Start or Strengthen Collaboration: Refugees Children in USA Schools"

Myriam Marquez, *Central Missouri Community Action Head Start Program*

Kimberly Dominguez, *Missouri State University Student*

"Empowerment, Education and Innovation: The Sponsor Readiness Program Model"

Virginia Fitchett, *Lutheran Immigration and Refugee Service*

Helany Sinkler, *Esperanza Center, Catholic Charities of Baltimore*

Breakout 3D: Education Summit Lounge

Research on Higher Education & Experiences of Change

"The Latino/a Student Engineering Experience at the University of Missouri"

Miguel Elias Ayllon and Tojan Rahhal, *University of Missouri-Columbia*

"What We Discovered in the Desert: The Impact of an Experiential Learning Trip to the U.S.-Mexico Border on Latinx and non-Latinx students"

Jennifer Tello Buntin, *Lewis University*

"Urban Latina/o Leaders' Focus on Familia for Undergraduate College Success"

Uzziel Pecina and Deanna Marx, *University of Missouri-Kansas City*

Breakout 3E: Health Room 204

Health Best Practices: Tools and Training

"Training Bilingual Social Workers"

Lisette Piedra, *University of Illinois at Urbana-Champaign*

"BeAWARE: A Domestic Violence Prevention Program"

Nicole Crespi, *Centro Latino de Salud, Columbia, MO*

"Improving Health Literacy Among Diabetic Hispanic/Latino Patients"

Mary Shannon, *Casa de Salud, St. Louis, MO*

"Health Equality for All Americans: Providing Minorities with the Necessary Tools to Live Healthy, Happy and Productive Lives"

Bertha Mendoza, *Kansas State Research and Extension*

Breakout 3F: Youth Development..... Room 202

Positive Youth Development Best Practices

"Latino Youth Development: What's Positive? What's Possible"

Ricardo Diaz, *University of Illinois*

"Nurturing Latino Communities in the U.S. from the Ground Up: 4-H Youth Acquiring a Sense of Pride and the Program Elements that Lead to Sustained Youth Involvement"

Claudia Patricia Diaz Carrasco, Maria Guadalupe Fabregas Janeiro, Stephanie L. Barrett, and Yolva J. Gil, *University of California, Division of Agriculture and Natural Resources*

"Implementing 4-H Positive Youth Developmental Programs with Latino Youth & Families"

Maria Guadalupe Fabregas Janeiro, *University of California*

Amanda Zamudio, *University of Arizona*

Elver Pardo, *University of Florida*

Ricardo Diaz, *University of Illinois*

"The Effects of Parenting Practices on U.S. Mexican Early Adolescents' Prosocial Behaviors via Sociocognitive and Socioemotive Skills"

Sarah L. Pierotti and Gustavo Carlo, *University of Missouri-Columbia*

George Knight, *Arizona State University*

Breakout 3G: Lightning Round..... Room 403

Lightning Round - A Series of Five Minute Presentations

"Together We Can"

Gabrielle Hane, *Catholic Charities of Southern Missouri*

"The Art of Growing Stronger Together"

Julia Pedrosa and Gabrielle Hane, *AmeriCorps/ Catholic Charities of Kansas City*

"The Impact of Immigration & Detention in Missouri"

Mary Louise Elizabeth Pabello and Yareli Urbina, *St. Louis Inter-Faith Committee on Latin America*

"Midwest Immigration: A Demographic Lifeline"

Sara McElmurry, *The Chicago Council on Global Affairs*

"Understanding the College Experiences of Muslim Female Students in US Higher Education"

Heba Mostafa and Farah Habli, *Saint Louis University*

"Culturally Responsive Classrooms"

Kaylee Robertson, *University of Missouri-Saint Louis*

Dinner on Your Own

**Quality Teachers
for English Learners**

Program Schedule

FRIDAY, JUNE 16, 2017

8:00 a.m.

Extended Education Track Registration Opens
Coffee and Continental Breakfast

8:30 a.m.

Extended Education Track (EET) Welcome
Kim H. Song, *University of Missouri-St. Louis*
Lisa Dorner, *University of Missouri*
Ryan Rumpf, *ELL Curriculum Director at the Missouri Department of Elementary and Secondary Education*

9:00 a.m. – 10:00 a.m.

Plenary 4

“Explorando Juntos: Exploring the Organic Intellectualism of Immigrant Students and Communities” Summit Lounge
Mariana Pacheco, *University of Wisconsin-Madison*

10:15 a.m. – 11:30 a.m.

Concurrent Breakout Session 4

Breakout 4A: Change and Integration Hawthorn
Understanding and Reaching Immigrant Populations

“Latino Wisconsin: Needs Assessment and Family Integration, 2015-2016”

Armando Ibarra, *University of Wisconsin-Extension*

“The Role of Social Media for Rural Midwestern Latinos”

Denice Adkins and Heather Moulaison Sandy,
University of Missouri-Columbia

“Changes in Rural America: A Follow-up Multi-lingual Study in Southwest Kansas”

Debra J. Bolton, *Kansas State University*

“Moving Up or Falling Behind? Occupational Mobility of Children of Immigrants Based on their Parents’ Home Country Occupation”

Stephanie Potochnick, *University of Missouri-Columbia*
Matthew Hall, *Cornell University*

Breakout 4B: Economic Development Hawthorn
See 4A: Understanding and Reaching Immigrant Populations

Breakout 4C: Civil Rights Workshop Room 402

“Confronting the New Political Assault on Civil Rights: How Communities Fight Back!”

John F. Dulles, *Human Rights Consultancy, Denver, Colorado*

Breakout 4D: Education Summit Lounge
Best Practices and Academic Achievement for English Learners

“Linguistically and Culturally Responsive Math Teaching for ELLs: Case Studies of In-Service and Pre-Service Teachers’ Training to Practice”

Sarah A. Coppersmith, Kaylee Robertson and Heidi Waeltermann, *University of Missouri-St. Louis*

“English Language Learners’ Academic Achievement in a Spanish Language Immersion School”

Ibtihal Salman, *University of Missouri-St. Louis*

“Curriculum Based Measures and Motivated Behavior to Inform Writing Instruction for English Language Learners”

Alex Smith and Matthew Peterson, *University of Missouri-Columbia*

Breakout 4E: Health Room 204

“¡Hablemos! ¡Hagamos una diferencia! Let’s talk! Let’s Make a Difference! A Holistic Approach of Pregnancy Prevention among Hispanics/Latinos”

Daisy B. Collins and Susan Dollar, *Missouri State University*

Breakout 4F: Youth Development Room 202

“4-H Latino Advisory Committee: How to Establish One at the State and/or Local Level”

Lupe Landeros, *National 4-H Council*

Ricardo Diaz, *University of Illinois*

Elver Pardo, *University of Florida*

“What support do you need to increase the participation of the Latino Community in Youth Development Programs?”

4-H National Council - Latino Advisory Committee - Capacity Building Subcommittee:

Maria Guadalupe Fabregas Janeiro, Aliah Mestowich Seay, Diana Urieta, E.N. Escobar, A. Turner, E. González Jr., Laura Valencia

Breakout 4G: Bonus Track - Education Room 403

Critical Education Policies for Immigrant Children

“The Role of the State Education Agency in Effectively Supporting Recently Arrived English Learners”

Lorna Porter, *University of Oregon*

“The Need for Critical Pedagogy in Dual Language Education to Dismantle Inequities”

Lisa Dorner, *University of Missouri-Columbia*

“Examining Suggested Accommodations for Emergent Bilinguals in Algebra Textbooks”

Zandra de Araujo, Erin Smith, and Amy Dwiggin,
University of Missouri-Columbia

Ji Yeong and Ricardo Martínez, *Iowa State University*

11:45 a.m.

Group Activity and Lunch Summit Lounge

EET Program Schedule



EXTENDED EDUCATION TRACK

All conference attendees are welcome to participate in EET activities.

1:30 p.m. - 2:45 p.m.

EET Breakout 5

Breakout 5A - Workshop Hawthorn
"Empowering ELL Parents in St. Louis Public Schools"
 Alla Gonzalez Del Castillo, Maria Childress,
 Elena Okanovic and Heather Tuckson, *St. Louis Public Schools*

Breakout 5B - Workshop Room 202
"Legos, Language, and Literacy"
 Marlow Barton, *Education Plus*

3:00 p.m. - 4:15 p.m.

EET Breakout 6

Breakout 6A - Workshop Hawthorn
"DESE, Language Education, and ESSA"
 Ryan Rumpf, *ELL Curriculum at the Missouri Department of Elementary and Secondary Education*

Breakout 6B Room 202
 English Learners and Latinx Students in Education

"Technology and English as a Second Language (ESL) Instruction"

Obed Barron and Daisy Barron Collins, *Missouri State University*

"A Qualitative Case Study Investigating Multiple Processes of Adaptation"

Daisy Collins, *Missouri State University*

"Learning Through Stories: Collaboration of Parents and Children in Family Literacy Events"

Edwin Nii Bonney and Lisa Dorner, *University of Missouri-Columbia*

4:30 - 5:15 p.m.

Debrief

Dinner on your own or with colleagues



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Questions: email Lupita Fabregas, lfabregas@ucanr.edu

SATURDAY, JUNE 17, 2017

8:00 a.m.

Continental Breakfast and Coffee

9:00 a.m. - 11:45 a.m.

Workshop Summit Lounge
"Linguistically Responsive Approaches in the Classroom"

Mariana Pacheco, *University of Wisconsin-Madison*
 Patricia Venegas, *University of Wisconsin-Whitewater*

12:00 p.m. - 1:00 p.m.

Lunch

1:10 p.m. - 2:20 p.m.

EET Breakout 7

Breakout 7A - Panel Hawthorn
"Introducing the St. Louis CoTeach for ELLs Regional Initiative"

Debra Cole, *Missouri Migrant and English Language Learning*

Alla Gonzalez Del Castillo, *St. Louis Public Schools*

Jacqui Schilling, *Mehlville School District*

Cara Russell, *Bayless School District*

Robert Greenhaw, *Confluence Charter School*

Anna Coe, *Hazelwood School District*

Breakout 7B - Workshop Room 202
"Making Challenging Mathematics Accessible for Emergent Bilinguals"

Zandra de Araujo, Erin Smith, and Amy Dwiggin,
University of Missouri-Columbia

Ji Yeong and Ricardo Martínez, *Iowa State University*

2:30 p.m. - 3:45 p.m.

EET Breakout 8

Breakout 8A - Workshop Hawthorn
"Scaffolding Academic Language through Sentence Frames"

Debra Cole, *Missouri Migrant and English Language Learning*

Sandra Cox, *University City School District*

Jennifer Burnett - Flynn Park Elementary, *University City School District*

Breakout 8B - Panel Room 202
"A Transforming Journey to Become Linguistically and Culturally Responsive Teachers for ELs"

Kim Song, Sujin Kim, Lauren Preston,

Sarah Coppersmith and Heidi Waeltermann,
University of Missouri-St. Louis

Other Meetings



Other Meetings Hosted by Cambio de Colores

The following meetings are independently organized but at the same location:

NCERA 216 annual meeting: Latinos and Immigrants in Midwestern Communities

Wednesday, June 14 - 9:30 a.m. - 12:00 p.m....Room 202

Thursday, June 15 - 6:30 p.m. Dinner Off Site

The interstate initiative NCERA 216 brings scholars, practitioners and community leaders into a research and education network to explore: 1) Entrepreneurs and Business, 2) Families and Education, 3) Building Immigrant-Friendly Communities, 4) Building Diverse-Competent Organizations, and 5) Demographic Change. The initiative promotes inter-university and inter-state research collaboration in communities and the design and implementation of interventions that can lead to best practices. The Midwestern states included are: KS, IL, IN, IA, MI, MN, MO, NE, ND, OH, SD, and WI.

To join, email ruben.martinez@ssc.msu.edu or jsandov3@slu.edu

Organizers:

Rubén Martínez, *Michigan State University*

J.S. Onésimo Sandoval, *Saint Louis University*

Student Meeting

Wednesday, June 14 at 9:30 a.m. - 12:00 p.m..Room 402

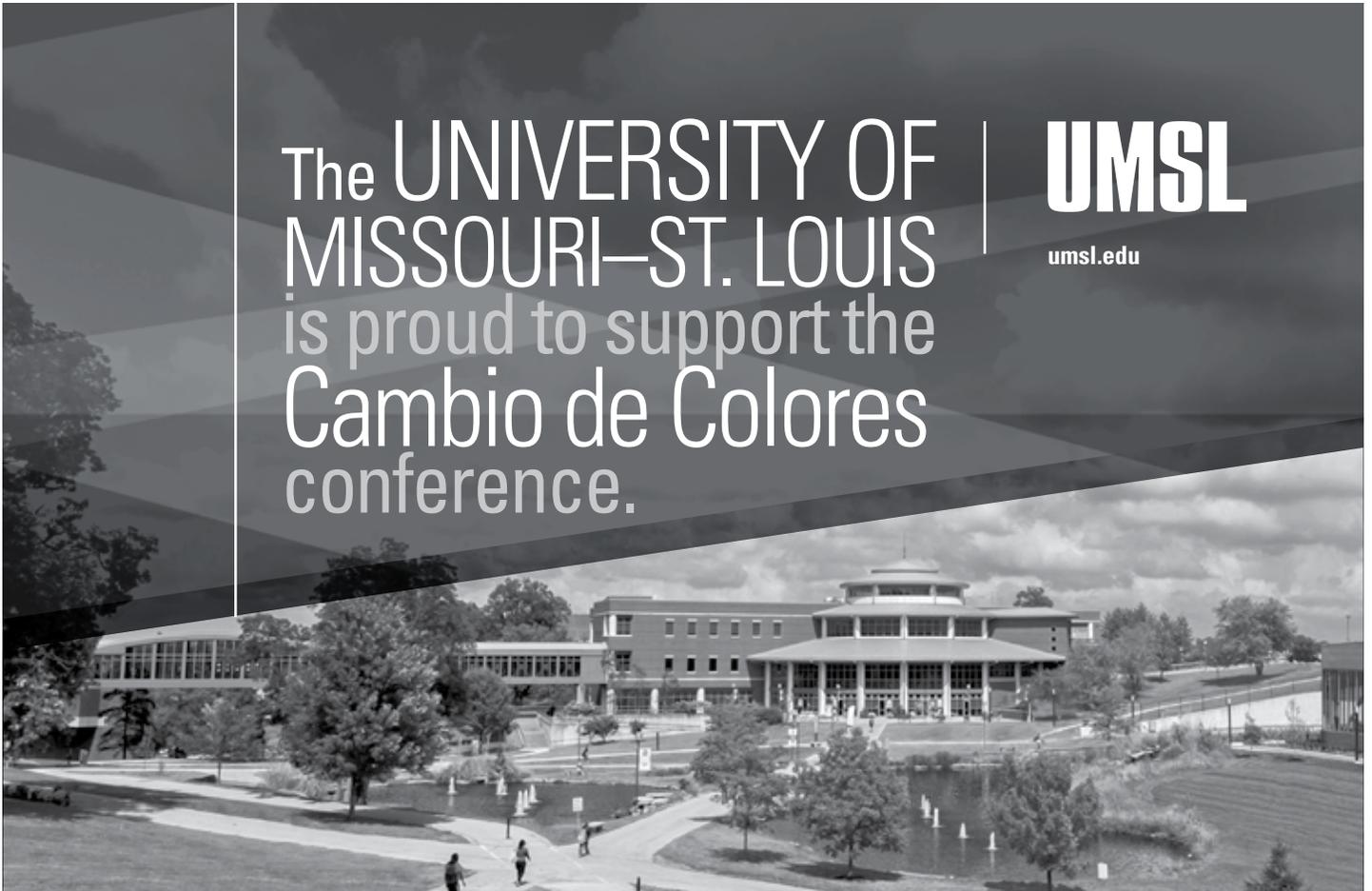
Students will gather to network, organize, and discuss building collaboration across universities on themes relevant to Cambio de Colores and their related research. This will be the first student gathering in the conference, so it will focus on sharing research interests, discussing needs/interests in building a student academic network, and planning for the future.

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Plenary Session Speakers



“For the Sake of All: Improving Health and Well-being in St. Louis Post-Ferguson”

Jason Purnell is an assistant professor in the George Warren Brown School of Social Work at Washington University in St. Louis. He is trained in both applied psychology and public health. Dr. Purnell leads the **For the Sake of All** project, a multidisciplinary civic education and mobilization initiative highlighting the regional significance of disparities in health and life outcomes for African Americans in St. Louis. Dr. Purnell’s research focuses on health equity and the social determinants of health, with a special emphasis on the social, cultural, and economic factors that influence health behaviors and health outcomes. He is also interested in how communities can be mobilized to respond to health inequity.

“Facilitating Integration through Collaboration and Unity in St. Louis”

Moderated by: J.S. Onésimo (Ness) Sandoval,
Saint Louis University

F. Javier Orozco is the Executive Director of Intercultural and Interreligious Affairs for the Archdiocese of St. Louis. He directs the Office of Hispanic Ministries, which works with the Hispanic Pastoral Leaders Group to provide direct ministry to Hispanic Catholics across the archdiocese, and exercises its commitment to a genuine Pastoral de Conjunto (Communion in Mission).

Karlos Ramirez is the President and CEO of the **Hispanic Chamber of Commerce of Metro St. Louis**. The chamber seeks to improve business opportunities for Hispanic firms and professionals thereby improving the economic development of the St. Louis region.

Lt. Col. (Ret) Jaime Torres is a retired Lieutenant Colonel who has worked in education and community development since his retirement from 26 years of active duty. He is currently the Chairman of the Board of Directors of **The Hispanic Leaders Group of Greater St. Louis**, and has served the community through leadership on several boards of directors.

Eileen Wolfington is the leader of the Professional Latino Action Network (PLAN), and a connector amongst different leaders and organizations across the St. Louis area. She is currently a Coordinator of Health & Wellness Programs at the **Kingdom House**.

“Strategies and Collaborations for Latino Empowerment: The Role of Community Colleges”

Moderated by: Sal Valadez, *Laborers’ International Union of North America (LIUNA - Midwest Region)*

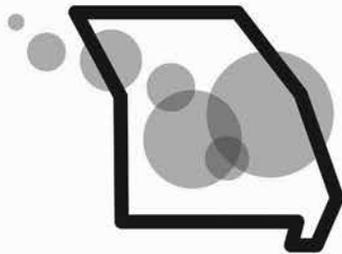
Karen Hunter Anderson is the Executive Director of the **Illinois Community College Board**, where she has worked in various roles since 1999. She served as the staff liaison to the Illinois Council of Community College Presidents, assisted with the implementation of the Illinois Board of Higher Education’s strategic plan, and was instrumental in developing the ICCB Latino Advisory Committee.

Anthony Cruz serves as Vice Chancellor of Student Affairs at **St. Louis Community College**. During his twenty years of higher education experience, Dr. Cruz has used his expertise to provide leadership primarily in the areas of enrollment management, student support services and retention. Dr. Cruz currently serves on the Missouri Community College Association of Chief Student Affairs Officers (CSAO) Council.

“Explorando Juntos: Exploring the Organic Intellectualism of Immigrant Students and Communities”

Mariana Pacheco is an Associate Professor in Curriculum and Instruction at the University of Wisconsin-Madison. Her research focuses on how emergent bi(multi)lingual students use their language and literacy abilities across contexts in and out of school. She examines the ways in which different contexts provide bi(multi)lingual and English Learner students meaningful opportunities to use their full cultural, linguistic, and intellectual resources. She is currently developing a project to collaborate and support bilingual teachers interested in ways to leverage students’ resources in the classroom, particularly the translanguaging practices that could enhance learning opportunities for bi(multi)lingual students.





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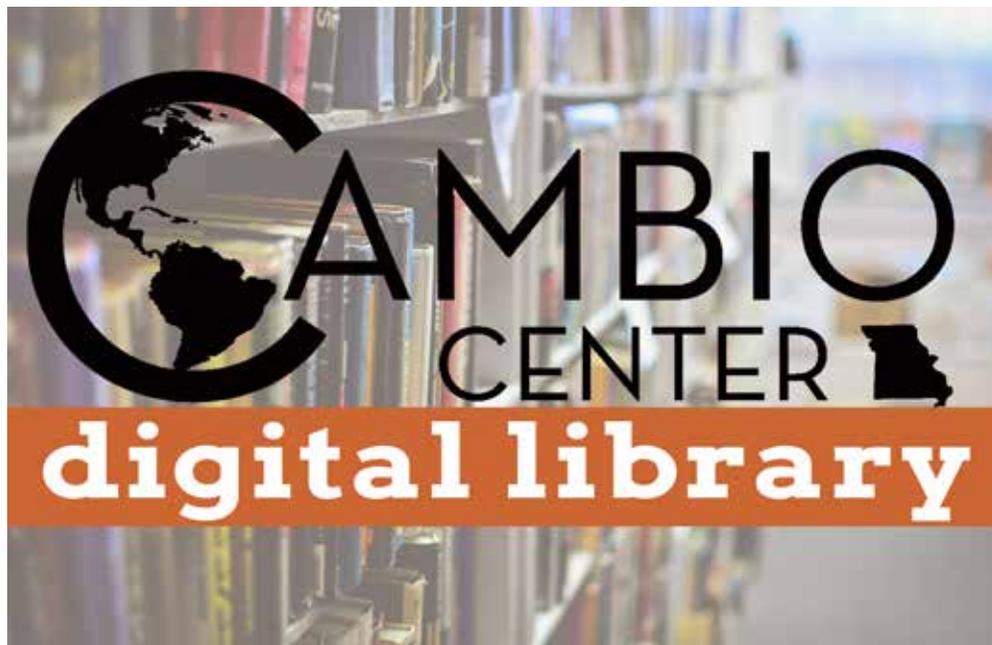
Abstracts and biographical sketches are available at

www.cambiodecolores.org

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Cambio Center

University of Missouri

Stephen Jeanetta
Conference Director

301 Gentry Hall
University of Missouri
Columbia, MO 65211

Phone: 573-882-2978
Email: cambio@missouri.edu
www.cambio.missouri.edu

