



**Cambio de Colores**  
*Change of Colors*

**Latinx in the Heartland:  
Fostering Resilience and  
Cross-Cultural Connections**

**Proceedings of the 17th Annual Conference**

**June 6-8, 2018**

**University of Missouri - Kansas City**

Edited by Lisa M. Dorner, Stephen Jeannetta, and Corinne Valdivia  
With the assistance of Adrianna Talavera, Jorge Soto, Ashton Stegman,  
Valeria Gil De Leyva, María Rodríguez Arroyo and Verónica Pérez-Picasso  
Cambio Center

University of Missouri-Columbia - 2019

**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. From 2017-2022, she is partnering to provide professional development for teachers through a program called Strengthening Equity and Effectiveness for Teachers of English Learners with PI Dr. Kim Song, University of Missouri-St. Louis.

**Stephen C. Jeanetta, Extension Associate Professor in Applied Social Sciences, Community Development Education Director, University of Missouri; Cambio Center 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, Professor of Agricultural and Applied Economics and D. Howard Doane Professor of Agricultural Economics, Division of Applied Social Sciences, College of Food, Agriculture and Natural Resources, University of Missouri; Cambio Center Founding Fellow**

Dr. Corinne Valdivia specializes in economic and rural development. Her research focus is on how individuals, families and communities adapt to change, and how information can support the process of building livelihood strategies that are resilient and improve well-being. She studies decision-making, risk management and pathways for technological uptake and market integration that lead to sustainable livelihoods. Along with colleagues at MU, Corinne 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-Columbia. The 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.

# **Latinx in the Heartland: Fostering Resilience and Cross-Cultural Connections**

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## Introduction

The 2018 conference proved to be a good place for participants from thirteen states to explore collaboration and unity, in contrast to the nation's climate. The 17th Cambio de Colores Conference, titled "Latinx in the Heartland: Fostering Resilience and Cross-Cultural Connections," was held in Kansas City. The title of the conference was developed by the planning committee, who sought to represent the need to respond to the uncertainty and dread and create a community of collaboration. Cambio de Colores seeks to facilitate integration and wellbeing through knowledge and practice.

The conference bore witness to more than a year of uncertainty under a new administration whose policies have maligned immigrants, fostered divisions and exclusion, and heightened a discourse and policy of removal of undocumented immigrants. This has caused many to feel threatened and some have fallen victims to violence. These policies have created a feeling of uncertainty and fear in immigrant communities making the process of integration even more challenging, which has highlighted the importance of collaboration and solidarity across immigrant and non-immigrant communities, across religious backgrounds, and ethnic and racial groups.

The first plenary session, "Latinx in the Heartland: Fostering Resilience and Cross-Cultural Connections," featured Kansas City Latinx leaders Irene Caudillo from El Centro Inc., Theresa Torres from the University of Missouri-Kansas City, and Pedro Zamora from the Hispanic Economic Development Corporation, who shared their experiences on community organizing and empowerment. The second session, led by Royce Murray, titled "How the New Immigration Landscape Impacts Communities," provided details on how federal immigration policy has affected families at the border and throughout the country. Next, in the third plenary session, "We Are Here... Let's Work as a Team," María G. Fábregas Janeiro drew upon her experience working to build a more inclusive Extension service that serves all people, providing principles and tips on how to develop the capacity for intercultural communication and inclusion among institutions and individuals. In the fourth plenary, "Strengthening Equity and Excellence for Emerging Bilinguals: From Research to Practice," Dr. Kim Song and Dr. Lisa Dorner shared their research program on developing effective dual-language education, looking at how research can feed into best practices that inform research. Participants also visited several Kansas City community organizations providing leadership in service to Latinx, 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 Latinx and other immigrants, and continue to facilitate networks of collaboration. Cambio de Colores in 2018 included participants from 75 institutions in 15 states. Presenters came from 15 states, gave 90 presentations (17 of which were workshops), in 22 breakout sessions and four plenary sessions.

This 17th Conference Proceedings includes 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. It also includes three invited papers: an initiative in Iowa to improve healthy retail practices, foster cultural pride in youth participating in 4-H day camps in Southern California, and the use of digital tools to share immigration related issues.

The Call to Action of Cambio de Colores began in 2002 and recognized from its inception that in order to support communities in their processes of change and integration, it had to become a place for sharing, learning, and support. For those of us working in universities, especially in the land grant system, our mission is to develop research and best practices that are relevant to improving well-being, of people, communities, and society. A community of practice is essential to a process of change. We have been blessed with participants, people and their organizations, who come together each year to create a rich learning environment, committed to an inclusive community. The conference brings together practitioners that work in local and state organizations and researchers studying the issues of integration. These groups work to facilitate change and the Cambio de Colores Conference is a space where they come together to learn from each other. We hope these proceedings are a resource on state-of-the-art research and best practices, and helps readers connect with others as we work 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 C. Jeanetta



Corinne Valvidia

# **Abstracts**

## **Local Variation in the Impact of State Omnibus Immigration Laws on Public Benefits Enrollment**

Chenoa Allen, University of Wisconsin Madison

Restrictive state immigration laws have proliferated since 2005, with potential long-term health consequences for immigrants and their children. When states pass restrictive immigration laws, service providers, community leaders, and Latino parents report intense fear; anti-immigrant discrimination from government employees, health care providers, and the public; declines in Latino children's enrollment in schools and public benefits; and decreased health care utilization by Latino children. However, quantitative studies examining the effects of these laws on Latino children produce conflicting findings, demonstrating gaps in our understanding of for whom there are negative effects, under what circumstances, and for which outcomes. This study examines whether, and how, the effects of state omnibus immigration laws — the most punitive state immigration laws, passed in 10 states between 2005 and 2014 — vary based on the local context in immigrants' county of residence. This study uses comparative interrupted time series methods and nationally-representative US data from the 2005-2014 National Health Interview Survey to estimate the impact of omnibus law passage on Medicaid and Children's Health Insurance Program (CHIP) enrollment among US citizen, Latino children with noncitizen parents ( $n=18,118$ ). I examine whether the effect of passage differs based on sociodemographic characteristics of their county of residence, including the percent of the county population who are Latino, rural/urban status, median income, and unemployment rate. The effects of omnibus law passage on Medicaid/CHIP enrollment varied by county Latino density. There was no effect of passage on enrollment for children in counties below 15% Latino. As county percent Latino increased, law passage had a negative impact on enrollment. For example, for children in 25% Latino counties, passage resulted in a 19% decrease in the predicted probability of having Medicaid/CHIP coverage. County urban/rural status also moderated the effect of law passage. Passage had a negative effect on enrollment in large metropolitan counties, but had no effect on enrollment in medium or small metropolitan counties, micropolitan counties, or noncore counties. This moderation effect was largely explained by county percent Latino. County median income and unemployment rate did not moderate the effect of

law passage. In an era of intensifying immigration enforcement, there is growing attention to the potential role of city and county contexts in buffering the effects of enforcement on immigrant families. This is the first study to show that the effects of state immigration laws vary based on the local contexts in which immigrant families live. Immigrant families living in large metropolitan areas and high Latino density counties are most likely to lose Medicaid/CHIP coverage when states pass restrictive immigration laws; public health interventions to alleviate effects should focus on these communities. Future research should examine how local context moderates the effects of federal and state immigration laws, and through what mechanisms.

## **The Effects of Cultural Capital and Community Experience on Latino/a's Livelihood**

Sandra Bertram Grant, Nancy J. Muro-Rodríguez, Leticia D. Martínez, and Lisa Flores, *University of Missouri-Columbia*

As the Latino/a immigrant population continues to grow, research has sought to examine the psychosocial processes by which immigrants adapt to new environments. The sustainable livelihood strategies model provides a framework to explain how immigrants develop livelihood strategies to adapt and function in a new society (Valdivia, 2007). The model hypothesizes that immigrants' agency and utilization of various capitals contribute to their well-being. For example, cultural capital such as acculturation and ethnic identity are positively associated with livelihood outcomes (Valdivia, 2008).

This framework is particularly beneficial for assessing newcomer livelihood strategies as it accounts for the context of reception, or the presence or absence of a welcoming host community, on livelihood outcomes. The present study will use the sustainable livelihood strategies model as a guiding framework to test the hypothesis that cultural capital and context of reception are associated with well-being in a sample of Latino/a immigrants living in new settlement midwestern communities. Specifically, we will examine the influence that acculturation, ethnic identity, and negative community experiences have on immigrant well-being.

The sample was derived from a study that sought to examine the strategies newcomers use to accumulate assets, minimize vulnerabilities, and integrate into their communities. Participants were 438 (50% male)

immigrants from Latin American countries (67% Mexico) residing in rural midwestern communities. Participants were administered an assessment battery that included the Bidirectional Acculturation Scale (Marin & Gamba, 1996), Multigroup Ethnic Identity Measure (Phinney & Ong, 2007), Negative Immigrant Community Experiences (Flores et. al., under review), and Personal Wellbeing Index (Cummins, 2013).

Data will be analyzed using multiple regression to determine the influence that acculturation, ethnic identity, and negative immigrant community experiences have on well-being. Findings from this study may have important implications for psychological practice, informing the resources that immigrants may utilize to adapt to new environments while maintaining cultural values.

### **Shop Healthy Iowa: A Cross-Cultural Collaboration to Improve Healthy Retail Practices in Tiendas**

Rebecca Bucklin, Adriana Maldonado, and Barbara Baquero, University of Iowa College of Public Health  
Jennifer Coyler, Iowa Department of Public Health  
Jon Wolseth, Iowa State University Extension & Outreach

**Background:** Latinx's populations living in the United States suffer disproportionately from chronic diseases compared to other racial/ethnic groups. *Tiendas* present a unique opportunity to reach out to otherwise difficult-to-reach populations serving as cultural hubs and trusted places where culturally salient interventions can promote and increase access to healthy foods. As Latinx individuals settle into new destination communities in Iowa, *tiendas* provide an avenue to positively influence health behaviors through retail environments.

**Methods:** Shop Healthy Iowa (SHI) began as a pilot project --funded by the CDC and Iowa Department of Public Health - to promote healthy foods in *tiendas* to prevent chronic diseases among Latinx people. A reiterative adaptation of evidence-based structural (i.e. purchasing of baskets for produce and moving produce to more visible locations) and marketing strategies (i.e. price tags and signage) were implemented in the stores based on manager feedback and input. Researchers at the University of Iowa and Iowa State University joined the project to provide technical assistance and to ensure the pilot employed evidence-based practices. Two communities with relatively large Latinx populations were initially chosen. A Local Project Coordinator

(LPC) who had already established relationships with *tienda* managers was contracted to assist with program implementation. Throughout the program, all of the members of this cross-cultural partnership have been continually invited to give insights on program adaptations for future implementation. Fruit and vegetable purchasing data, customer feedback, manager interviews, and program implementation data have been collected to monitor the progress of the program.

**Results:** Since the program began three years ago, the SHI partnership has collaborated with 13 *tiendas* in six communities. Twelve of these stores were retained for the six-month intervention and follow-up period. As a result, in engaging in a strong cross-cultural partnership, we have been able to collect purchasing data at 31 time intervals, 177 customer surveys, and 21 manager interviews. Based on partner feedback and input through these evaluative methods, cultural humility and economic development training modules were included in the LPC training to better meet the needs and goals of Latinx store managers. In the current iteration of the program, Iowa State Extension Economic Development Specialists function as LPCs to provide expertise aligned with store managers' perceived interests.

**Discussion:** The program continues to evolve and will expand into three more communities and an additional six to nine stores in the next year. The collaborations between LPCs and store managers continue after the intervention concludes. Finding LPCs who are trusted by the Latinx store managers has been vital to the success of the program. Including cultural humility and economic development modules in the LPC training was an important adaptation to the original pilot-tested program to better account for store manager and LPC needs. Program data such as pre- and post-action plans, Latino Nutrition Environment Measures Survey (NEMS-S) assessments, purchasing data, manager and customer interviews and before and after photos continue to inform program adaptations.

### **Classroom Discourse Practices in a Colombian Public School: Implications to Peace Building Interaction for the Latinx Community**

Luzkarime Calle Díaz, Fulbright, Universidad del Norte, University of Missouri -St. Louis

For more than 50 years, Colombia has endured a civil conflict that has resulted in more than 220,000

killed, 25,000 disappeared, 25,000 kidnapped, and more than 5.7 million displaced people. After an intense peace process (2012-2016) between the government and the Revolutionary Armed Forces of Colombia (FARC), the most powerful guerrilla group in the country, a Peace Treaty was signed, halting violence and decreasing the number of victims associated with the sociopolitical conflict by more than 80% (1162 deaths in 2010 versus 210 in 2016).

The country's current situation demands that different social sectors work together to face the challenges of building a post-conflict nation. One of those challenges consists of opening spaces for conversations about other types of violence (structural and symbolic), which have been long overlooked due to the persistent direct violence around the country. Issues of gender, race, voice, and social structure may constitute constant forms of aggression, hindering the possibility of consolidating a peaceful society. Educational stakeholders are at the core of this endeavor, given the key role that school plays in the development of skills, knowledge, attitudes, and values that contribute to the integral education of peaceful global citizens. Education, as a key social process, is influenced by a pedagogic discourse (Bernstein, 1990) that often perpetuates the status quo and reproduces ideas of class, gender, and race, as well as patterns of interaction and discourse practices that may foster inequalities and disempowerment. In this presentation, the researcher shares an analysis from a critical ethnographic study that examines how peace is constructed through classroom discourse in an elementary school on the Colombian Caribbean coast. The data set includes ethnographic field notes and transcriptions of twenty classroom encounters over a three month time period. The methods of analysis include critical and multimodal discourse analysis (Cazden, 2001; Fairclough, 1995, 2003; Gee, 2011; Halliday, 1994; Kress, 2004; Martin, 1997; Norris, 2004; Rogers, 2004; Van Leeuwen, 2008; ). Initial findings illustrate that, although peace building is somewhat part of the formal public school discourse (bulletin boards, institutional projects, official documents), most forms of classroom interaction and language use hinders the co-construction of a peaceful classroom community.

This presentation will focus on describing, interpreting, and explaining this range of classroom interactions. This close analysis of classroom interactions provides the opportunity to envision the range of discourse strategies that either

contribute to or hinder efforts for peace. The implication of this study for the Latinx community in the United States Heartland derives from the reflections that can emerge about the ways in which language use in a public school classroom may have an impact on how power relations are construed and projected, how injustices are maintained or contested, and how democratic and equal social participation is awarded. This study can shed lights into how peace building processes can be fostered from the classrooms, through a transformation of teachers and students' discourse practices, hoping that these transformations will irradiate into their families and communities.

### **Workplace Climate, Protective Factors, and Mental Health in Latino Immigrant Cattle Feedlot Workers**

Gustavo Carlo, University of Missouri-Columbia  
Meredith McGinley, University of Wisconsin-Parkside  
Kathleen Grant, Athena Ramos and Rodrigo Gamboa,  
University of Nebraska Medical Center  
Axel Fuentes, Rural Community Workers Alliance

**Background:** Latino immigrant workers are twice as likely to experience work-related fatalities compared to all other workers. Although they make up a notable percentage of the agricultural workforce, no current research has sought to describe or explain occupational health and safety factors among Latino immigrant workers within the cattle feedlot industry. The current study examines the workplace characteristics, life stressors, family variables, mental health, ethnic identity, acculturation, and prosocial behaviors of Latino immigrant workers in the Central States.

**Methods:** Adult Latino immigrants employed on a cattle feedlot in the Central States region were interviewed for an ongoing study ("Health and Safety Risks among Immigrant Feedlot Workers in Nebraska and Kansas"). Individuals received a \$25 gift card for study participation. Demographics, Total work demands, decision latitude (Decision Latitude and Job Demands; Job Content Questionnaire), work safety climate (Perceived Safety Climate Scale), employer provision of personal protective equipment (PPE checklist), depression (CES-D), anxiety (GAD-7), culture-related stress (Brief Hispanic Stress Inventory-Immigrant), stressful life events (Checklist Measure of Stressful Life Events), family conflict (Self-Report Family Instrument), familism, prosocial behaviors (Prosocial Tendencies

Measure-Revised; emotional, dire, & compliant subscales), and acculturation (Brief Acculturation Scale for Hispanics – BASH) were assessed during the interview.

A total of N=33 (88% men; 58% married) participants were interviewed. Immigrant workers reported a moderate level of perceived workplace safety (0-3 scale; M = 1.81, SD = .73) and decision latitude (0-3 scale; M = 2.04; SD = .77). Additionally, workers reported occasional job demands (0-3 scale; M = 1.08, SD = .86), and that employers provided about half of the personal protective equipment on a 9-item checklist (M = 4.45, SD = 1.95). The CES-D average for the sample was M = .84 (SD = .29) and the GAD-7 average for the sample was M = .32 (SD = .29).

A one-tailed Pearson Correlation (alpha = .05) was used to test correlations among study variables. Depression was negatively related to employer's provision of personal protective equipment ( $r(31) = -.32$ ,  $p = .04$ ) and marginally negatively related to workplace safety ( $r(31) = -.25$ ,  $p = .08$ ). Emotional prosocial behaviors were positively related to these two outcomes (PPE:  $r(31) = .40$ ,  $p = .01$ ; workplace safety:  $r(31) = .33$ ,  $p = .03$ ). Familism was also positively related to perceived workplace safety ( $r(31) = .39$ ,  $p = .01$ ). Increased job demands were positively related to acculturation ( $r(31) = .44$ ,  $p < .01$ ), culture-related stress ( $r(31) = .32$ ,  $p = .04$ ), and stressful life events ( $r(31) = .34$ ,  $p = .03$ ).

**Discussion:** Initial data analysis suggests that Latino Immigrant cattle feedlot workers who experience greater workplace safety are less likely to be depressed. In turn, this perception of safety may promote positive emotional helping behaviors, possibly due to workplace modeling of concern for others. Acculturated workers, however, may feel an increased level of demands from employers, and these workplace demands were further linked to other life stressors. Altogether, these findings suggest that supportive workplace characteristics may promote positive mental health and social behaviors for this unique population.

### **Migration and Work Among Latino Emancipated Migrant Youth: A Phenomenological Approach**

Fiorella L. Carlos Chávez, Florida State University

**Introduction:** Labeled "Emancipated Migrant Youth" (EMY) because they are minors living an adult's life without direct parental supervision, and are part of a

larger vulnerable community of migrant and seasonal farmworkers. The majority of EMY are male (89%), lack of work authorization (70%), and are at great risk for negative health outcomes (Cooper et al., 2005).

Studies on EMY have focused mainly on work characteristics, work-related injuries, and occupational behaviors. Yet little is known how these EMY make the decision to migrate to the U.S. and engage in farmwork.

**Purpose:** Guided by a qualitative phenomenological approach to the deeper understanding of the lived experiences of EMY (Creswell, 2013), the present research has two fundamental aims: 1) To explore the contributing factors that led Latino male EMY to the decision to migrate to the United States and 2) enter the US agricultural labor force.

**Methods:** A total of 20 in-depth semi-structured voice-recorded interviews with EMY (N= 20) were conducted in Georgia and Florida (50% from Mexico, 50% H2A visa; 50% from Guatemala, 50% undocumented; ages 14 to 20; 100% males). EMY were working in farmwork at the time of interview and were not living with their parents. Participants were located and recruited by the investigator and a health promoter (i.e., promotora de salud). Interviews took place at three locations: a private office space, EMYs' home kitchen, and parking lots. All interviews were in Spanish and lasted about 45 to 60 minutes.

**Analysis & Results:** Interviews were transcribed verbatim in Spanish by the PI. The transcripts were then subjected to thematic analysis based on rigorous coding procedures and included about six main categories (Rossman & Rallis, 2011). Data saturation was reached upon verification that all themes were identified and that no new categories were present (Glaser & Strauss, 1967). To ensure trustworthiness of data and findings, the Spanish transcripts were individually compared to their digital recording by a blinded research assistant to ensure accurate transcription. Themes were broadly categorized by reasons for migration and farmwork. Salient features were driven with cultural values such as familismo. The themes include 1) EMY's migration to the U.S. as financial necessity, 2) Migration to the U.S. for family well-being, 3) Coming to the U.S. by their own choice, 4) Agriculture as part of EMY's skills allocation and experience, 5) U.S. Agricultural work as a quick temporary income generator, and 6) EMY are here to work hard.

**Implications:** Migrating to the U.S. allowed Latino farmworkers to generate an income for themselves and send remittances to their families as well as home communities (Ward, 2010). This is in line with previous research on Latino males who leave parents and family behind for months, even years, to work in the U.S. (Grzywacz et al., 2006). These findings contribute to the research on Latino EMY who come to the U.S. to work in agriculture (Peoples et al., 2010) suggesting that EMY may be carrying the financial burden to provide for themselves and their family members from a young age.

### Rising Culture: Emprendedores in America

Michael Carmona, *Hispanic Economic Development Corporation (HEDC)*

While recent reports show Latino and immigrant entrepreneurship growing at a pace faster than that of white, native-born entrepreneurs, the former still face many obstacles: lack of assets, higher failure rates, and more likely to be in low-income situations. With this being so, many organizations throughout the United States that serve these 'emprendedores' (entrepreneurs) are creating innovative strategies towards leading this underserved group to successful start-up, growth, and overall sustainability. Established in 1993, the Hispanic Economic Development Corporation (HEDC) has dedicated itself to improving the lives of Latinos through economic and community development wealth initiatives; offering asset-wealth-building programs and services.

This presentation by Michael Carmona of HEDC will share on the organization's history of serving Kansas City's growing Latino small business community. This presentation will cover promising practices, experiences in asset-wealth-building programming, and the future of Latino entrepreneurship. Since tracking data (2006), more than 2,450 individuals have participated in more than 23,400 hours of combined training related to planning, start-up, and growth of small businesses. During this time, HEDC has helped facilitate the start-up and growth of more than 550 local, small businesses -- a majority of which are owned and operated by Latino immigrants. Today, HEDC takes a holistic approach to serving the needs of the Greater Kansas City area's emprendedores --implementing technology training, financial literacy, and more. This approach leads to the sustainability of the three economic pillars for which HEDC serves: business, family, and community. This presentation

will also discuss some of the matters arising from this growing group: transfer of wealth and knowledge, family dynamics, and the shift of Latina entrepreneurs and machismo culture.

### Predicting HPV Vaccination of Children Among Mothers of Mexican Origin in the Midwest

Marcela Carvajal-Suárez and Athena Ramos,  
University of Nebraska Medical Center

**Background:** Human Papillomavirus (HPV) is a public health concern worldwide because it may cause cancer. Being the most common sexually transmitted infection (STI) in the United States, HPV has currently infected about 79 million Americans, and another 14 million Americans become newly infected every year. Among all HPV related cancers, cervical cancer is the most prevalent. In fact, HPV is associated with more than 90% of cervical cancers. In the U.S., the highest incidence of cervical cancer is among Hispanics/Latinos with vaccination rates lagging far behind that of other vaccines, as well as the Healthy People 2020 goal of 80%. Most people in the U.S., particularly minorities and those with lower educational levels and lower socioeconomic status, have limited knowledge about this virus. Assessing knowledge, attitudes, and beliefs are important for developing outreach and health promotion interventions to prevent the spread of HPV. Vaccines are available to protect young people from HPV. Unfortunately, studies have shown that mothers of Hispanic/Latino origin have low knowledge of HPV and HPV vaccination.

**Aims:** The purpose of this study was twofold:

- (1) To assess HPV vaccination knowledge and awareness of Mexican women living in the Midwest who have adolescent children aged 9-18 years old and
- (2) To predict factors associated with the mothers' willingness to vaccinate their children against HPV.

**Methods:** A cross-sectional study was conducted between May and July of 2017 with 100 mothers of Mexican origin living in Nebraska and neighboring states. Based on questionnaires used in previous studies, a bilingual 76-item survey was developed for this study. General descriptive statistics, contingency tables using Pearson Chi-squared test, and a logistic regression model were utilized.

**Results:** Only 36% of participants indicated that their oldest adolescent in the desired age range had at

least one dose of the HPV vaccine series. We found low levels of knowledge about HPV and HPV vaccination. These results concur with previous studies of Hispanic/Latino women in other regions. The regression model indicated that the HPV and HPV vaccination level of knowledge among the participants was a strong predictor of mothers giving the HPV vaccine to their adolescents. This study was made possible by the partnership of the University of Nebraska Medical Center with One World Community Health Centers and the Mexican Consulate in Omaha. Funding was provided by a grant from the National Cancer Institute R25 CA112383-06 Cancer Epidemiology Education in Special Populations, University of Nebraska Medical Center

### **Enhanced Instruction and Learning for English Learners Through Differentiated Technology**

Debra Cole, Missouri Migrant and English Language Learning

Classroom teachers are often told to differentiate your instruction and assessment for your English Learners (ELs)! But what, exactly, does that mean?

This session will demonstrate how to accurately assess student needs to effectively differentiate content, process, product, and environment using a variety of technology tools to build on student strengths.

Participants will accurately assess student needs to apply a variety of research-based ways to differentiate content, process, product, and affect, including classroom environment and parent engagement using a variety of technology tools to build on student strengths. Participants will follow three steps to foster EL success:

1. Know your students
2. Know your language-learning target
3. Know your tools. Mix and match technology tools to build on student strengths.

Participants will leave with a tech-infused, differentiated lesson plan tailor made for their English Learners in a content area classroom.

SLA Research has shown that input needs to be comprehensible, and that students need different ways to access content using all four language skills (SWRL). Technology tools have now evolved to the

point to engage students at their CAN DO level. Common Underlying Proficiency (CUP) theory supports the incorporation of native language in strategic ways. Learning theory application: Vgotsky's Zone of Proximal Development states that learners grow with strategic help from a more capable other—which in our day and age-can be technology which allows for personalized interactive learning not possible in the past.

### **We Don't Say You Can't Come to School: Educator Perspectives on Undocumented Immigration in a Rural Community**

Emily Crawford, Sarah Hairston, and Warapark Maitreephun, University of Missouri-Columbia

Missouri has been referred to as an immigrant destination state (Dine, 2010). Indeed, some towns and cities like St. Louis and Kansas City, have long-established and richly diverse immigrant communities. Despite Missouri's relatively small, estimated population of 57,000 undocumented immigrants (Migration Policy Institute, 2018), anti-immigrant legislation (i.e., MO HB3) blocks students from paying in-state tuition rates (National Conference of State Legislatures, 2018). This paper explores how school leaders and educators in a rural Missouri school community try to meet the educational interests of undocumented immigrant students. We ask 1) what do school personnel know about federal, state, district, and school-level policies specific to undocumented students, and 2) how do they apply policy knowledge. We investigate educators' awareness and use of policy to learn where knowledge gaps exist so educators can better engage in equitable practices with undocumented students.

Completing secondary school is a complex endeavor for undocumented students, but legally, they have protection for equal access to K-12 education (Plyler v. Doe, 1982). Legal protection stands, but it is uncertain if educators know that law protects students' educational rights. Research points to K-12 educators' confusion about policy or lack of policy knowledge across all government and schooling levels (Crawford 2012, 2015). Some research explores how K-12 school leaders perceive their legal and ethical obligations toward undocumented students (Crawford, 2017); other studies examine teacher and student perspectives of how legal status shapes students' K-12 educational experiences, from issues of stigma, to incidents of Immigration and Customs

Enforcement (ICE) apprehending students (Dabach, 2015; Urieta, Jr., Kolano, & Jo, 2015). Scholars like Hamann, Wortham, and Murillo, Jr. (2015) explore how demographic change has fostered the growth of the New Latino Diaspora in the Midwest. Still, little research in a Midwestern context has investigated how school leaders' policy knowledge and perspectives on undocumented immigration influence their understanding of undocumented students' needs and their desire to meet those needs.

This research project employs an embedded case study design (Yin, 2009) and grounded theory methods (i.e., interviews, document collection, observations) to examine the policy knowledge of 15 educators in one Missouri rural community, and how they perceive, interpret, and implement policies that interact to affect K-12 undocumented students' access to a quality education. More than 6% of all K-12 students in Missouri schools are of Hispanic origin. Further, 48% of the total Hispanic population in the state speaks a language other than English at home (Pew Research Center Hispanic Trends, 2014). Though not correlated specific to immigration status, they demonstrate demographic change in Missouri and impetus for schools to adapt to meet the needs of a diversifying student population. Missouri is a traditionally politically conservative state, and immigration to a rural community can have a large impact on schools and communities. The researchers are concurrently collecting and analyzing data (Charmaz, 2011), engaging in open and axial coding processes to develop initial data codes and group them into categories for systematic comparisons across data. The researchers will present preliminary findings from this research.

### **Spanish Special Education Series Through Social Media**

Karina Crouch, Missouri Parents Act

Missouri Parents Act is currently presenting a Facebook series in Spanish on several special education themes, once a month, December through March. Data will be collected as to the number of people that are reached.

### **Developing Cross-Cultural Competence Through Culturally and Linguistically Relevant Literature**

Rocío Delgado, Trinity University

As our schools and communities continue to become increasingly diverse, it is important that students,

families, and educators alike learn from one another and what assets they each have that can contribute to the betterment of our society in general. One way to start the conversation among different stakeholders in children's education is the incorporation of culturally and linguistically relevant literature into the classroom. It is important for students from diverse backgrounds to see themselves represented in the curriculum. For Latinx English learners who may be instructed in both English and Spanish, for example, it may be helpful to include bilingual books to help develop their biliteracy skills; likewise, texts that represent their lived experiences allow these students to connect what they are reading to their lives and increase their comprehension of the written word and of the world around them (Freire & Macedo, 1987).

Research has shown that students' reading achievement is higher when presented with culturally and linguistically relevant literature (Freeman & Freeman, 2007). As more of these texts are being published, we must use their existence as an opportunity to develop awareness about people who are different from us. Rather than assuming a universal experience, individuals should delve into texts that portray a reality different from the one that the majority may be familiar with and grow in the understanding of diversity.

This poster will describe a course in a primarily white institution, where students engaged in a children or young adult's author study to learn more about Mexican American literature. Authors with whom students were not familiar with were explored, as well as ways in which they could use their books to develop cross-cultural competence in the classroom.

### **Latino PYD, a Year in Review**

Ricardo Díaz, Xpenn Consulting

2017 brought important progress for those working with Latino youth. As programs mature and institutions begin to be formed, quality will need to be identified and measured, who and how will we be efficient in doing so? In this presentation, we will pursue the combination of accomplishments and prospective elements that our budding field needs for 2020.

### **Cultivating Positive Ethnic Identity in Southern Californian's Youth Through 4-H Day Camps**

Claudia P. Díaz Carrasco, María G. Fábregas Janeiro,

Stephanie Barrett, and Yolva Gil, University of California, Agriculture and Natural Resources

One approach to cultivating positive ethnic identity is to foster pride in cultural heritage through helping youth learn about their ethnic groups' histories and providing opportunities to participate in cultural forms such as music, theater, dance, and other artistic expression (Erbstein & Fabionar, 2014).

During summer 2017, 4-H staff and academics partnered with the Mexican Consulate in San Bernardino, CA and designed and delivered a 4-week day camp targeting youth ages 5 to 11. The objective of the camp was to provide a space for the youths to explore Mexican history from the pre-Hispanic times through the Independence, as well as some customs and traditions of modern Mexico. All the activities were designed following the hands-on 4-H model, where the youth had the opportunity to learn-reflect-apply. The program included a variety of activities to keep the youth interested and active, as art, games, crafts, movies, and even science activities framed around weekly cultural themes. The program was conducted in English and Spanish by community volunteers with the support of 4-H staff. The program was evaluated and its success was determined by 1) community participation/response, 2) partners' satisfactions, and 3) ability to replicate the program in coming years. During this presentation, the presenters will provide an overview of the program design and implementation practices, as well as lessons learned. The goal is that the audience consider to replicate the program in other locations across the United States as a way to foster resilience and cross-cultural connections among Mexican youths living in the United States. Participants of this session will leave the presentation with a list of resources and best practices to replicate the program in their own communities.

### **Engaging Latinos in the Outdoors: A Collaborative Model for Programmatic Success**

Claudia P. Díaz Carrasco, María G. Fábregas Janeiro, John Borba, Russell Hill, and Lynn Schmitt-McQuitty, University of California, Agriculture and Natural Resources

Latinos are among the most underrepresented groups in conservation, outdoor recreation, and environmental education organizations (Latino

Outdoors, 2017). As 4-H national mandates include science, healthy living and citizenship, environmental education programs provide a perfect opportunity to integrate the three (NIFA, 2011).

Nonetheless, UC ANR 4-H staff in California lacked environmental education expertise to design a program to motivate youth to explore the outdoors. Similarly, UC Berkeley's California Outdoor Engagement Coalition (UCB-OEC), a cross sector partnership expanding transformational experiences in the outdoors for youth, was looking for cultural competence expertise to better serve Latinos in California. This poster showcases the steps that UCANR Latino Initiative staff and UCB-OEC took to establish a successful partnership to design and deliver a 6-session environmental education program through 4-H special interest clubs. The program aligned the organization's mission and was supported by a variety of funding sources and initiatives such as Every Kid in a Park and the California Environmental Education Coalition.

This experience will lead audience members to consider reaching out to non-traditional partners, and new partners to unite resources to better serve youth in their communities.

### **4-H Builds Resilience Through Volunteers and Partnerships**

Norma Dorado-Robles and Grisel Chávez, Iowa State University Extension and Outreach

How volunteers and partnerships supports building resilience in ALL youth. What is resilience? In addition, how do we encourage it in youth? Two mind-sets: grow-mind set vs fixed-mind set, emotional intelligence; theory behind this. Volunteers/leaders play an important role to encourage kids be more resilient. Strong partnerships will make the difference on how successful you can be with programming. How 4-H is encouraging. Volunteers and partnerships understand resilience through research-based areas of priority (Iowa 4-H Equation). Share a successful story of partnerships between extension areas and volunteer opportunities to underrepresented populations.

### **Latinxs in Kansas City: Navigating the Latinx Experience in Kansas City**

Sandra Enríquez, Stephen Christ, and CJ Charbonneau, University of Missouri-Kansas City

This panel will feature presentations related to Latinx

experiences in Kansas City, which also project forward toward larger debates on immigration, Neoliberalism, and our current political climate in the United States. Panelists will discuss topics ranging from oral history, to art, to education, to cooking. In examining these varied topics, the panelists contend, we also might gain insight into multiple means of advocacy and visibility for the Latinx community in Kansas City and beyond.

Panelists and their topics are as follows:

Sandra Enríquez - Latinx KC Oral History Project:  
Recovering and Preserving Histories of Latinx in the  
Kansas City Metropolitan Area

Stephen R. Christ - Cooking While Brown: Institutional  
Bias in Ethnic Restaurants

Joseph R. Hartman - Latinx Art in KC and Beyond:  
Mainstream, Resistance, and Self-Making

Theresa Torres - Guadalupe Center's Vision of  
Education: An Educational System that Works for  
Latinxs in Kansas City

### **Hear Our Voice: Latinos in Extension**

María G. Fábregas Janeiro, University of California  
Amanda Zamudio, Arizona 4-H  
Guadalupe Landeros, AgriLife Texas A & M

A few short years ago, the National 4-H Council invited a group of people who share the interest of serving Latino youth to be part of the National 4-H Council Latino Advisory Committee (LAC). Since its creation, a few changes have been made and it is now the 4-H Latino Advisory Committee (4-H LAC). Jennifer Sirangelo, CEO of the National 4-H Council, stated in 2015 that "4-H acknowledges that in order to grow, the organization must reflect the more diverse nature of the population in many states, and to do so it's imperative that 4-H increase its capacity and understanding of this diverse population." So, the objective of this group was to advise 4-H National Council on issues related to marketing, outreach, engagement and serving Latino youth, and at the same time develop a document entitled: 4-H Latino Youth Outreach: Best Practices Toolkit.

In 2017, LAC changed its structure and name to 4-H Latino Advisory Committee, and is now a part of the Equity and Engagement Committee under the 4-H Program Leaders Working Group and ECOP-APLU

(Extension Committee on Organization and Policy-Association of Public and Land-Grant Universities) 4-H Leadership Committee. The purpose of the 4-H LAC is to inform and advance the Cooperative Extension Service 4-H Program strategy to engage and sustain more Latinos in the 4-H Youth Development Program. The 4-H LAC members can serve as 1) Committee Chair and Vice-Chair, 2) Active Member, serving in one or more of the three committees (Resources, Communication, and Marketing; Capacity Building, and Educational Development), 3) Project Leader, or 4) Resource Leader.

While 4-H LAC is a leadership team composed of people with experience working with Latino youth in 4-H, Epsilon Sigma Phi (ESP), is a Cooperative Extension organization which includes professionals working in the fields of: 4-H, Family and Consumer Sciences, Agriculture and Economic Development and other extension professions. ESP is dedicated to fostering standards of excellence in the extension system and developing the extension profession by providing and facilitating professional development. In 2017, ESP accepted to host the first ESP Latino Affinity Group supporting the vision that Cooperative Extension shall reflect the demographics, cultures, and aspirations of our country's diverse youth, families, and communities to further develop Cooperative Extension professionals' intercultural competence and capacity to address the needs of Latino youth and families; and that youth, families, and communities will be full participants and contributors in Cooperative Extension. The ESP Latino Affinity Group is the first group dedicated to reach and engage Latino youth and families in Cooperative Extension in the United States and it is open to all professionals working with Latinos or are interested in learning effective ways to engage and serve the Latino community. During the presentation you will learn the differences and similarities between both groups and how you can be part of these important organizations.

### **Intercultural Development Learning Circles**

María G. Fábregas Janeiro and Fe Moncloa,  
University of California

In fall 2013, the University of California Division of Agriculture and Natural Resources (UC ANR) 4-H program recognized that intercultural competence was critical to meeting the needs or reaching and engaging California's diverse youth and families.

Upon selecting the theoretical frameworks and securing financial support from UC ANR, the Intercultural Development project started. The first step was to certify a team of academics and staff as Intercultural Development Inventory Qualified Administrators (IDI QA). The goal of this project was to identify the most effective intercultural professional development intervention to significantly increase staff's intercultural competence.

To achieve this goal, the IDI QA team invested time and expertise in the following activities:

- 1) assessing intercultural competence using the Intercultural Development Inventory (IDI).
- 2) providing group and personal feedback to academic and staff members.
- 3) supporting the design of individual developmental plans.
- 4) organizing two statewide Intercultural Development Conferences.
- 5) Leading Communities of Practice & Learning Circles.
- 6) Leading the summative and formative evaluations of the project. One hundred academic and staff participants have benefitted from this initiative.

Participants are grouped in two cohorts—cohort # 1 started in 2014 and cohort # 2 started in 2016. The evaluation of Cohort # 1 revealed that on average the participants improve their intercultural competence as a result of their participation in the project. However, the evaluations did not reveal which of the many interventions employed was responsible for increasing intercultural competence. In addition, the content and discussion in the Communities of Practices were not consistent. In an effort to identify the most effective educational intervention to increase intercultural competence, the IDI QA team designed Intercultural Communication Learning Circles. This educational intervention was implemented with cohort #2 and included eight: 1) narratives webinars, and 2) facilitated conversations using consistent teaching agendas.

In this presentation, the authors will share examples of the webinars that facilitate conversations, guides, and the evaluations.

### **What Will It Take to Engage Latino Youth & Families?**

María G. Fábregas Janeiro and Marianne Bird,  
University of California

The United States is becoming a minority-majority nation. Many traditional youth-serving organizations were designed in a different age to serve a predominantly white audience. The future of many of these organizations may depend on their ability to respond to the needs of the new demographic and culture of the nation. In the state of California, 52% of the youth enrolled in K-12 are Latinos. Our challenge is for membership in our youth organizations to reflect the demographic of the community they serve. To attract new audiences, especially the Latino youth, programming should be attractive and appeal to the Latino communities and be adapted to reflect the culture of the new audience we seek to serve. How can we attract Latino youth and families? During the spring of 2016, leaders of a youth organization presented demographic data in a volunteer meeting, and encouraged the volunteers to support and welcome new audiences into their club program. After the meeting, some volunteers expressed their desire to include new audiences in their clubs. The leader set a planning meeting and invited the volunteers and the California 4-H director of diversity and expansion, who happens to be Latino. The meeting objective was to identify the challenges and opportunities of inviting Latino youth and families to join the youth organization. When discussing how to expand recruitment to the Latino community, the group identified the Catholic Church as a safe place to meet and a possible location for member recruitment and delivery of the program. The leaders contacted the priest at the church and he agreed to allow them to address the parents after the bilingual Mass. The priest also offered a place to meet. After the meeting with the priest, the leaders decided to offer one project, "Healthy Living," that would have a gardening and cooking component. Twenty-eight youths accepted the leaders' invitation to join the youth organization. During the presentation, we will describe in detail the challenge and opportunities volunteers and staff encountered in their efforts to expand Latino participation.

### **Heterodox Economics and Urban Planning: Synergistic Bedfellows for Progressive Urban Politics**

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

### **Gaining Access to Farm Ownership and Operating FSA Programs for Latino Producers in**

## **Missouri**

Eleazar U. González, University of Missouri Extension

The United States Department of Agriculture's (USDA) goal of reaching out to new and beginning Latino farmers and ranchers to help them facilitate financial loans through the Farm Service Agency (FSA) might be challenged, not only by the producers' lack of financial literacy and knowledge of FSA programs, but also by socio-cultural factors. New and beginning Latino farmers and ranchers have a need to access FSA programs to sustain and grow the profitability of their farming and ranching activities and become integrated into the United States agricultural production system. This project will analyze the FSA representatives' perceptions of and challenges to gain knowledge and understanding of the Latino farming and ranching community. Qualitative data from a sample (9.2%) of Latino producers in Missouri is analyzed to assess those factors keeping them from seeking out two of the FSA programs: the farm ownership and farm operating programs. Data will be collected from personal interviews and focus groups from both FSA representatives and Latino producers. Data is being organized and analyzed by coding among different categories related to the FSA representatives' experiences with and knowledge of their Latino farmer clients. This study is also assessing data related to the Latino producers' experiences with these FSA programs, and their financial and technical literacy for understanding these programs, as well as cultural issues and their overall ability to access these programs. Discussions of the findings will help to document the challenges influencing the growing relationships among both Latino producers and USDA-FSA agents. The results should also help other agencies such as Natural Resources and Conservation Service (NRCS) and Rural Development (RD) to find new approaches to outreach to this emerging community of farm and livestock producers.

## **Substance Abuse Amongst Immigrants Working in Cattle Feedlots**

Kathleen M. Grant and Athena Ramos, University of Nebraska Medical Center

Meredith McGinley, University of Wisconsin-Parkside  
Gustavo Carlo, University of Missouri-Columbia

**Background:** Latino immigrant alcohol, tobacco, and other drug use is lower at time of entry into the US than that of US-born individuals. Studies of subsets of Latino immigrants have identified family cohesion, social support, roommate drinking, machismo, and

acculturation as factors in drinking and drug use after entry into the US. However, no studies have been done among immigrant cattle feedyard workers where unique stressors and social support may vary from those who live in urban or other non-metropolitan areas.

**Methods:** Data are part of the on going study "Health and Safety Among Immigrant Cattle Feedyard Workers in the Central States Region." Study eligibility criteria include being a Latino immigrant who is employed on a cattle feedyard in Nebraska or Kansas and being at least the age of majority in state of enrollment (18 in Kansas or 19 in Nebraska). Thirty-three participants completed a one-hour interview. They received a \$25 gift card for study participation. The mean age of participants was 36.3 years. The majority of study participants were male (87.9%), from Mexico (66.7%) or Central America (21.2%), and 57.6% had less than a high school education. Most reported they were either married (57.6%) or a member of an unmarried couple (18.2%). The Alcohol Use Disorders Identification Test (AUDIT-C), Drug Abuse Screening Test (DAST), standard tobacco screening questions, and the Brief Acculturation Scale for Hispanics (BASH) were used to assess alcohol, tobacco, other drug use, and acculturation of study participants. English proficiency was also used as a proxy for acculturation of study participants. We report preliminary findings on participants' substance use. Pearson Correlation (one-tailed test, alpha = .05) was used to test correlations among study variables.

**Results:** Nine participants (27.3%) reported never consuming alcohol, while ten (30.3%) reported drinking monthly or less. Seven (21.2%) reported drinking two or more times per week with four of these reporting drinking four or more times per week. Of concern, of the 23 drinkers, two females (50% of females) scored > three and 14 males (48% of males) scored > four on the AUDIT-C, which is indicative of hazardous drinking or an alcohol use disorder. Nine (27.3%) reported cigarette use with 15.2% reporting daily smoking. One participant reported illicit drug use. Of those who reported any alcohol use, greater alcohol use was correlated with increased self-reported English proficiency ( $r(21) = .37$ ,  $p = .04$ ) and increased use of English as their preferred language across multiple social settings ( $r(21) = .38$ ,  $p = .04$ ). There was a marginally significant negative correlation between alcohol use and the

number of children in the home, and greater English language proficiency was marginally negatively correlated with having smoked cigarettes.

**Discussion:** Preliminary data from this unique population indicates that Latino immigrant cattle feedyard workers may be at increased risk for hazardous drinking. While English language proficiency was correlated with increased alcohol use, it was associated with smoking fewer cigarettes.

This study provides practical and worksite-based recommendations to reduce hazardous drinking and tobacco use among this vulnerable worker population.

### **Soy El Primero: First-Generation Latinx College Students' Experiences with Acculturative Stress and Coping**

Tracy Graybill and Michelle Maher, *University of Missouri-Kansas City*

Between 1993 and 2013, the number of Latinx students enrolling in colleges and universities in the United States has increased 201 percent (Krogstad, 2016). However, these students' graduation rates are consistently below that of their White peers (Santiago, Gudiño, Baweja, & Nadeem, 2014). In 2014, only 15% of Latinx college students earned a bachelor's degree, compared to 41% of their White counterparts (Krogstad, 2016). Further, as of 2016, an estimated 50% of Latinx students attending a two-or four-year college or university were classified as 'first-generation' college students, defined as first in their families to attend college (Núñez, & Sansone, 2016). First-generation Latinx college students often lack access to college information and the 'know how' needed to be successful in college (Gloria & Castellanos, 2012). Many have limited finances for college and work full-time while attending college part-time (Gloria & Castellanos, 2012).

In addition to the above challenges, many Latinx students attend four-year colleges and universities that are Predominantly White Institutions (PWI) in which the population of White students is 50% or more (Cerezo & Chang, 2013). The climate of the PWI campus caters to the prevailing norms, culture and practices of White students (Cerezo & Chang, 2013). Regardless of racial or ethnic background, first-generation students report experiencing stressors while attending PWIs that make college persistence difficult (Cerezo & Chang, 2013; Núñez, 2009). More

specifically, stressors reported by first-generation Latinx college students attending PWIs include feelings of isolation and discrimination, and feeling less understood and less affirmed than their White peers (Cerezo & Chang, 2013; Gloria et al., 2017).

Acculturative stress may contribute to Latinx student attrition from PWIs (Martinez, 2010). Acculturative stress can occur when problems arise in adapting to a new culture, or acculturation (Crocket, Iturbide, Torres Stone, McGinley, Raffaelli & Carlo, 2007). Experiencing acculturative stress often triggers a coping response (Kuo, 2014), defined as a cognitive and behavioral effort to positively manage a stressful situations (Lazarus & Folkman, 1984). Currently, however, research into how first-generation Latinx college students attending four-year PWIs experience and successfully cope with acculturative stress is remarkably sparse.

In response, using Berry's (2006) theoretical framework of acculturation, stress, and coping as guidance, this study explores the acculturative stressors first-generation Latinx college students experience while attending four-year PWIs, and identifies common coping responses students use to address these stressors. Attention is directed to coping responses perceived by students to be most helpful in addressing acculturative stressors. In spring of 2018, approximately 20 first-generation Latinx students attending one of two PWIs, a large public rural-serving institution, or a small private urban-serving institution, will be interviewed about acculturative stressors experienced and coping responses used to address them.

Resulting interview transcripts will be qualitatively analyzed; emerging themes will be interpreted through the lens of Berry's (2006) framework. Findings will be used to spur dialogue around how to better support first-generation Latinx college students to degree completion at PWIs.

### **Latinas in Kansas City: Intersectionalities Between Gender and Development**

Viviana L. Grieco and Ruchira Sen, *University of Missouri-Kansas City*

Kansas City Latinas frequently support friends and family, not only financially, but also by taking care of children and the elderly. However, their contributions to social reproduction (both locally and globally) have been largely ignored. This paper studies Latinas'

participation in 'global chains in care' throughout the social structures of accumulation that facilitated Kansas City's growth and development since the nineteenth century. Using the data from the American Time Use Survey and the Current Population Survey from 2003 to 2015, we will estimate the value of Kansas City Latinas' unpaid work and establish how their labor subsidized paid jobs. We will compare our findings with the unpaid/paid job ratios for White-Anglo Americans, African Americans, and other racial, ethnic, and immigrant groups. Making Latina's 'invisible' contributions to social reproduction and accumulation visible and measurable will help us assess whether and to what extent they would be entitled to claim (symbolic and material) reparations for building Kansas City as an economic hub in the heartland.

### **Immigrant Empowerment Equals Economic Empowerment in Times of Budget Deficits**

Pedro Guerrero, Missouri House of Representatives

Missouri's budget deficits indicate a lack of defined path for the future of the state. Each year, various administrations continue to cut public benefits for Missourians throughout the state, citing a lack of general revenue required to fund certain programs. However, despite this lack of general revenue, Governor Eric Greitens continues to push for tax cuts that will continue to push Missouri toward a larger deficit. How can Missouri's public programs continue to provide for Missourians if they are continuously being stripped of their funding? This presentation will explore Missouri's budget deficit, and the different ways in which powering immigrants economically can impact various other marginalized communities. Apart from legislative proposals, I will address different barriers to making Missouri more immigrant-friendly, provide concrete steps to overcome these barriers, per action items taken by other states, and outline benefits that could occur if Missouri became more immigrant-friendly in their legislature.

### **Latino Youth's Supportive and Non-Supportive Family Climate and Relations to Prosocial Behaviors: A Latent Profile Analysis**

Zehra Gülsen, Gustavo Carlo, Sarah Killoren,  
University of Missouri-Columbia  
Edna Alfaro, Texas State University

Developmental scholars have suggested that parents are the primary socialization agents in their children's prosocial moral development (Eisenberg, Fabes, &

Spinrad, 2006). Warm and supportive parents are more likely to raise prosocial children, whereas punitive and highly controlling parents are less likely to raise prosocial children (Eisenberg et al., 2006). However, the combinations of parental warmth and control vary by families and cultures. For example, although Latino parents highly value warmth and control, they have been found to be highly authoritarian (Halgunseth, Ispa, & Rudy, 2006). In addition to parents, siblings play an important role on an individuals' socialization processes and siblings are considered as secondary socialization agents in the family context (Dunn, 2007). Positive and supportive sibling relationships help children to consider and care for others' needs, which, in turn, predict prosocial behaviors (Eisenberg et al., 2006). Moreover, siblings are great role models in the family context to teach how to display certain prosocial behaviors (e.g., helping, sharing, comforting). Although sibling relationships are important for children's prosocial behavior and moral development, limited research has focused on this issue. Therefore, the purpose of this study is to explore Latino youth's supportive and non-supportive family climate and how such family climate is linked to youth's prosocial behavior. To understand the patterns of supportive and non-supportive family climate, we used person centered approach (e.g., Latent Profile Analysis [LPA]) by including maternal and paternal warmth and psychological control, sibling support and sibling negativity.

Participants were 227 Latino adolescents (Mage= 21.56 years; 86% US born; 78% women). Participants completed self-report measures of the revised Child Report of Parental Behavior Inventory for paternal warmth and psychological control (CRPBI; Schwarz, Barton-Henry, & Pruzinsky, 1985), the Network of Relationships Inventory for positive sibling relationship (NRI; Furman & Buhrmester, 1985), Sibling Relationship/Intimacy for negative sibling relationship (Blyth & Foster-Clark, 1987), and Prosocial Tendencies Measure for public, emotional, dire, anonymous, altruistic, and compliant prosocial behaviors (Carlo & Randall, 2002). Cronbach's alphas were above .70 for all measures. Descriptive statistics and correlations among main study variables are shown in Table 1. LPA was conducted in Mplus8 (Muthén & Muthén, 1998-2017) to identify profiles. We identified four profiles (see Table 2 for fit indices and statistics) based on maternal and paternal warmth and control, sibling support and sibling negativity. Univariate ANOVAs were also conducted in SPSS to

explore mean level differences in each group (see Table 3). Results revealed significant differences in sibling support, maternal warmth, maternal control, and paternal warmth. Further analyses examined how each profile differed based on the level of prosocial behaviors. Emotional, dire, and compliant prosocial behaviors were different between groups. The discussion will focus on the role of supportive and non-supportive family atmosphere in prosocial behavior among Latino youth in the US.

### **Abriendo Puertas: Midwest Metro Latina/o Leaders' Perspectives on Leadership, Community, Commitment, and Education**

Uzziel Hernández Pecina, University of Missouri-Kansas City

Nationally, postsecondary college and university attendance has increased within the last decade, but college completion rates among Latinos still lag behind their Black and White collegiate peers (Fashola & Slavin, 2012; Loza, 2003; Calderón, Calderón, Slavin, Calderón, & Calderón, 2012). The Latino population (54 million) is 17% of the total U.S. population. This is the largest ethnic or racial minority in the nation. The Kansas City, Missouri Metropolitan area has been in the midst of a constant and rapid growth among the Latino population. The Latino community, comprised mostly of Mexican immigrants, in the Kansas City area has a long history of immigration and migration since the turn of the last century. Within the last two decades, the Latino population has grown 50.17% in Kansas City, Missouri and 129% in its sister city, Kansas City, Kansas, demonstrating a significant growth (US Census Bureau, 2000, 2010). The U.S. Census Bureau (2015) projects Latino population growth in the Kansas City metropolitan area over the next 25 years to exceed 800% (García, 2012). Fortunately, Latinos in the Kansas City metro area have demonstrated increased college attendance and completion over the past four decades, but not at a pace in comparison to Whites and Blacks (González, 2015, U.S. Census, 2015), which points directly to the need for intentional and sustained Latino leadership development for the region.

This study presents results from data collected from first generation, intergenerational, regional Latino leaders in both public and private sectors, all with earned advanced degrees with at least five years of demonstrated sustained and successful leadership experiences. These Latino leaders represent first

generation college attendees from both native and immigrant born populations. The authors conducted an epistemological qualitative study of critically reflective experiences related to high school postsecondary preparation and experiences, community and/or family supports, collegiate campus and networking experiences, employment influences, mentorship, and critical reflective advice for institutions of PK-20 education as it relates to Latino leadership success (Rodríguez, Martínez, & Valle, 2015). The authors used Latino Critical Race Theory, Institutional Culture, and Community Cultural Wealth as frameworks to inform the direction of the study and provide the theoretical lens for the discovery of themes that the qualitative analysis provided.

**Methodology:** Authors conducted a purposeful selection of metro area Latino leaders to survey using appropriate qualitative methods to gather, code, and report findings which may inform discussions and recommendations to Latino seeking postsecondary educational institutions.

#### **Research Questions:**

- 1) How can higher education institutions attract, develop, and retain Latina/o leaders and scholars?
- 2) How can higher education institutions prepare, develop, and retain Latina/o college students to ensure their academic success?
- 3) What experiences contribute to their leadership and success?

**Implications:** Our study seeks to inform postsecondary preparation and recruitment initiatives, admission and retention programs, ethnic and under-represented college student leadership development programs, pk-12 high school officials and leadership, civic leadership, honors programs, and undergraduate to faculty pipeline programs.

### **Positive Messaging in Turbulent Times: Welcoming New Americans in Receiving Communities**

Molly Hilligoss, Welcoming America

Social anxieties and polarization are arguably at record highs in our communities, and it's more challenging than ever to communicate a positive message that resonates with audiences across a diverse political spectrum. Yet we know that for our communities to be truly welcoming, it's important that we continue to reach out and engage longer-term, receiving community members. This communications

workshop from Welcoming America will review positive communications strategies that work. Interactive exercises will provide participants with an opportunity to practice communications in tough situations and will allow for audience sharing and problem-solving.

In this workshop, Welcoming America will share a three-pronged model for successfully bridging divides between immigrants and longer-term residents in receiving communities across the country as well as discuss our Welcoming Standard and Certified Welcoming programs.

Welcoming America is a national non-profit supporting a network of local governments and nonprofits in building communities that are more inclusive for immigrants and more prosperous for all. The presenter will share examples from Welcoming America's network, drawing upon a growing body of promising efforts to build meaningful connections between immigrants and longer-term residents through 1) contact, 2) improved communication, and 3) leadership in order to foster stronger and more unified communities. The presenter will guide participants through exercises and facilitated conversation to explore applications of these strategies in their own work. The workshop will provide practitioners with concrete examples, practical advice, and new ideas to prompt ongoing reflection and spur action on these three strategies, as well as opportunities to further engage with the Welcoming Standard.

### **Latinxs in Kansas City: Community Development, 1980s-2010s**

Clara Irazábal-Zurita, Theresa Torres, Ignacio Ramírez-Cisneros, Toya Like, and Janet García-Hallet, University of Missouri-Kansas City

*Urban Community Development: A Community Capitals Framework Assessment in Kansas City, KS:* Our research examines Latinx community development in Wyandotte County, Kansas City, Kansas. Using the Community Capitals Framework (CCF) centered on the accumulation of assets (natural, cultural, human, social, political, financial, and built capitals), we identify the main spiraling up and spiraling down dynamics in the community.

The research project pursued the following objectives:  
1) Produce an inventory of the different community capitals in the study area, their quality and quantity;

2) Identify and analyze what impacts and is impacted by the different community capitals and the synergic interaction between them and account for their contribution to community development; and  
3) identify the type of assets and dynamics that are more likely to empower Latinxs within their urban setting, and make recommendations to promote them.

To gather data about community capitals in the Wyandotte County, we partnered with El Centro, a community non-profit organization, and used critical analysis of secondary data, semi-structured interviews with community leaders representing the different types of capitals, and interactive workshops with Latinx residents. We gave particular importance to the use of the CCF in an urban environment, given its predominantly rural focus and application so far. We found how this urban community worked with other assets to counter the difficulties posed by its deficient access to financial capital. This is a common challenge in societies predominantly driven by monetary relationships (i.e., monetary production economies), yet we point to some opportunities to overcoming it. Likewise, we found that some Latinxs have been able to prosper in environments such as Downtown Wyandotte (KCK) because of their strong cultural and social capital networks. The effects of these strong ties can be seen in how the downtown area today shows signs of residential and commercial revitalization in spite of challenging social and economic conditions. Based on our findings, we make urban planning and development recommendations for the creation of new and the strengthening of existing spiraling up dynamics in the community, as well as the ameliorations of spiraling down ones.

*Gendered Latinx Leadership in Kansas City, KS:* Kansas City, Kansas (KCK) is located in the poorest county of Kansas, Wyandotte County, in an agricultural state in the heartland of the U.S. While KCK is not seen as a significant player within the economic region of greater metropolitan Kansas City, this racially and ethnically diverse city has resources and strengths. This research presentation addresses the gendered nature of Latinx leadership based on qualitative research and focuses on the leadership of Latinas from El Centro, a Latinx serving non-profit organization. I focus on a few Latina leaders, examining their community leadership within a political and community environment whose leadership is largely white or African American male, and where few leaders are Latinos and even fewer are

Latinas.

Given the rather hidden nature of Latina leadership and agency, some of the questions this presentation will address are: What leadership roles do Latinas play within the KCK area and what are their strengths and contributions? What other roles could they play? Where do they practice their leadership and how could they expand their agency and enhance community strengths from within their city and region?

Recognizing the gendered nature of leaders who empower the community of KCK, the presentation will address the assets of such leadership and the need for continued leadership development. The analysis of the Latina leaders will be studied within the framework of Transformational Resistant Leadership.

#### *Latinxs and Crime - Criminalization and (In)Security of Ethnic Enclaves in Kansas City:*

Research indicates that historical changes in the Kansas City metropolitan area have exacerbated social and economic inequities between racial-ethnic groups. We explore the implications of these inequities for the Latinx population in Kansas City, including recent immigrants from Latin America. Indeed, there has been an expansion of ethnic enclaves over time, seemingly, as a protective factor against social-structural hardship. The Latinx population, however, is uniquely positioned within the criminal justice system despite criminological literature demonstrating lower violent crime rates in predominantly Latino and high immigrant communities. We argue that the Latinx involvement in the criminal justice system is likely shaped by unfounded criminalization and the hyper-surveillance of their ethnic enclaves, which has serious implications in the current Trump era.

#### **Latinx ELLs in a Low-Incidence District**

Cori Jakubiak and Parker Van Nostrand, Grinnell College

This poster reports on the findings of a study that examined English as a Second Language (ESL) programming in a single, rural, low-incidence school district in central Iowa. Among five schools (three elementary, one middle, and one high), there were only 9 ELLs at the time of the study (2014-2015); ESOL services were provided by one part-time, itinerant ESOL teacher. Through interviews with general education teachers, administrators, and other

members of the school community across the five schools, we investigated how school employees across the K-12 spectrum participated in and framed their understandings of ELL education in the district—a district in which ELLs are predominantly Latinx newcomers.

Specific research questions included: What kinds of support services are provided to ELLs in each school? How do individual teachers and staff members understand the needs of their newcomer ELLs? How does the district administration support integrated content and language instruction in various school sites?

Findings from the study suggest that, despite certain positive strategies used by individual teachers, pervasive assimilationist attitudes and a lack of understanding of emergent bilinguals' educational, social, and linguistic needs prevent this district from optimally serving its ELLs. While these findings cohere with related research suggesting that that low-incidence districts rely on 'improvisation' rather than policy to address ELLs students' various learning needs (e.g., Bruening, 2015), they also shed light on the ideological freedoms afforded itinerant ESOL teachers.

In this focal district, for example, few school administrators or other school staff members knew much about ESOL or its aims. Consequently, the itinerant ESOL teacher—a bilingual Latino—was able to engage in more culturally responsive pedagogies than those that are mandated by the district in general education content areas. Low-incident ELL districts, then, may afford newcomer Latinx students in areas like central Iowa more personalized access to and attention from ESOL school personnel than they might receive in other, more policy-oriented, larger and better-funded school districts.

#### **Addressing EL Teacher Shortages: A Multi-Dimensional Approach**

Adrienne Johnson and Elizabeth Thorne Wallington, Missouri Western State University

Nationwide shortages in teachers trained to teach students who are learning English as an additional language creates a dilemma for states and districts which need qualified teachers, as quickly as possible (Karelitz et al., 2011). While some states have focused on stringent qualifications for becoming a certified

teacher of English language learners (ELLs), many have reduced requirements to gain certification in order to fill open positions and address immediate needs (Menken & Antunez, 2001). Filling these ELL certified positions is critical given the continued lag in ELL academic achievement nationally, including in the Midwest (Fry, 2007). Understanding state regulations, then, is beneficial in identifying the underlying mechanisms that influence and guide the multi-leveled and complex policy-making process that leads to such disparate requirements by state (Rice et al., 2009). This research considers the role of state-level policy makers in establishing regulations which determine the training teachers of English language learners receive. The researchers used state data to better understand the differences and nuances of certification requirements for teachers of English language learners across the fifty states, and whether there are patterns based on geographic location, demographics, or political leanings of the state. First, highly nuanced data on certification requirements required by individual states to receive the certification or endorsement was collected. Immediately evident was the wide variation in policies between states. Preliminary findings indicate that ELL certification is far from uniform, and that clear patterns are challenging to identify. State requirements also reveal a need to connect research in best practices for training ELL teachers with actual certification requirements. Data and certification requirements specific to the Midwest region will be discussed and highlighted.

### **Conducting Organizational Assessments Utilizing the National CLAS Standards**

Corstella Johnson, U.S. Department of Health and Human Services, Office of the Assistant Secretary for Health, Region VII

The U.S. Department of Health and Human Services is divided into 10 regional offices. Within Region VII lies America's Heartland (MO, IA, KS, and NE). Region VII has a population of roughly 14 million people. Approximately 60 percent of this population is rural, and, as it relates to race and ethnicity, 44 percent of this population identifies as Hispanic (Quick Facts: United States Census Bureau, 2016). As the Heartland Region continues to grow and becomes more diverse, it is important to ensure that the unique needs of the Heartland are being met.

CLAS stands for Culturally and Linguistically Appropriate Services. CLAS is defined as services that

are respectful of and responsive to individual cultural health beliefs and practices, preferred languages, health literacy levels, and communication needs (ThinkCulturalHealth, 2017). During a time when minority-majority populations are a reality, it is important that health and human service providers are equipped with the tools needed to meet the diverse healthcare needs of existing and emerging communities. The National Standards for Culturally and Linguistically Appropriate Services (National CLAS Standards), developed by the Office of Minority Health, is a framework created to provide guidance and strategies to help implement CLAS. The purpose of the National CLAS Standards is three-fold 1) advance health equity, 2) improve quality of services, and 3) eliminate health and healthcare disparities.

Through a workshop format, the presenter intends to reintroduce the National CLAS Standards in an interactive and practical format, discuss the importance of conducting organizational assessments, "cultural audits," share practical tools, and engage in an honest discussion regarding culture and health. The presenter will also engage participants in an activity around the Cultural Competency Continuum, developed by Georgetown University National Center for Cultural Competence, to assist in individual and organizational reflection. This activity supports the idea that there is not a one-size fits all approach to cultural competency.

The goal of this workshop is to increase implementation and adoption of the National CLAS Standards as an effective tool and/or framework in addressing the diverse needs of our Latinx (and other minority) populations. Utilizing frameworks, such as the National CLAS Standards, can narrow the health equity gap, and provide an opportunity for "all people" to have access to quality health care.

### **Culturally Responsive Best Practices for Students Who Are English Language Learners and Have Learning Disabilities**

Jessica Kamuru, University of Missouri-Columbia

The number of English Language Learners are increasing at steady rates in the United States. Additionally, the number of English Language Learners with Learning Disabilities is also increasing. Many teachers may not have the information to deliver high quality meaningful instruction to these students. This poster will outline

culturally responsive best practices identified in research for students who identify as ELL and as having a Learning Disability.

### **Transportation Mobility of the Latinxs in the Kansas City Metropolitan Region: Issues and Challenges**

Sungyop Kim, University of Missouri-Kansas City

The Kansas City metropolitan region has experienced a significant increase in Latinx population in recent decades. The increase has been observed in different parts of the region including suburban and exurban communities where transportation alternatives to driving are limited. A number of studies on transportation mobility report substantive variations in transportation mobility among people by racial and ethnic backgrounds. Latinxs have distinctive travel behavior. For example, they tend to rely more on social networks to meet their travel needs. They, like other minority population groups, also tend to have a lower level of trip activities compared to white population. New immigrants among Latinxs, in particular, often face a lack of transportation mobility options and challenges in using transportation alternatives including transit.

This study will investigate mobility issues and challenges for the Kansas City metropolitan region's growing Latinxs based on the 2009 National Household Travel Survey (NHTS). Latinx samples in metropolitan regions in the Midwest will be analyzed for this study due to a limited number of samples from the Kansas City metropolitan region. The NHTS survey is one of the most comprehensive travel survey data available in the US and contains detailed daily travel activities of nationally representative individuals along with their personal, household, and socio-economic characteristics. The factors associated with Latinx population's mobility levels will be analyzed in this study. Various personal and household characteristics including age, gender, household type, employment status, immigration status, number of years living in the US, and residential environments will be examined to identify the factors and to explore measures to address mobility challenges of the population. Thus, this study may identify those who are most transportation disadvantaged among the Latinxs. Lastly, future research areas to better understand transportation issues of the Kansas City region's growing Latinx population will be discussed, including a comprehensive travel survey for the region.

### **Avanzando: Culturally Sustaining Latinx Mentorship in Midwestern Higher Education**

Dea Marx, University of Missouri-Kansas City

Latinx students are enrolling in four year higher education institutions at a rapidly increasing rate; yet an alarmingly low number of Latinx students complete their degrees. Institutional barriers such as racism, language discrimination, cultural conflict, and lack of role models negatively impact Latinx degree completion. This limits Latinx students' access to graduate education, high wage careers, and career advancement--but of chief concern within this presentation, it perpetuates social and historical barriers Latinx communities face when accessing power within society. Mentorship has been identified as an effective means of retaining students and supporting their persistence through graduation. However, many mentorship programs are enacted using generic best practices that do not account for the unique cultural and linguistic diversity Latinx students bring to college campuses. Such programs are not proven effective at building students' ability to contend with internalized and realized oppression and cultural dissonance at predominantly white institutions (PWIs).

This workshop investigates the program organization and administration of a highly effective Latinx mentorship program at one Midwestern University through the voices of mentors, mentees, and the program coordinator. The audience will be briefly introduced to the challenges facing Latinx students in the region and the context's historical and political foundations. Then, audience members will rotate through three interactive discussions of their choice. One small group will be facilitated by mentees as they share their experiences within the program, their perceptions of the program, and personal insights on the mentorship experience. Additionally, they will discuss personal challenges that their linguistic, racial, and ethnic identities faced at a PWI. Another small group will be facilitated by two mentors. Both will share their experiences within the program, their perceptions of mentorship, and personal advice for mentorship. Additionally, they can respond to audience questions about recruitment and training they experienced while in the program. A third option will be a discussion with the program coordinator regarding the program's organization, administration, and its evolution over time as she adapted the curriculum and opportunities to better

meet students' needs. This includes samples of curriculum and materials used throughout the training and her advice for leaders who want to create mentorship opportunities in their own contexts. The final option is the lead presenter, a three year mentor within the program and researcher whose yearlong qualitative study of the program determined how the mentorship practices within the program aligned with Culturally Sustaining Pedagogies. Within this discussion, she will explain the central tenets of the framework and how they were utilized in practical, actionable ways to support Latinx students' cultural and linguistic identities. This provides the most potential for program design that can adapt to diverse locations and regions. Finally, the presentation will end with a whole group conversation to resolve unanswered questions and propose next steps for supporting Latinx student persistence and college graduation through culturally sustaining mentorship.

### **Family-Community Factors and the Job Satisfaction of Latino/a Immigrants**

Gloria McGillen, David Díaz, and Lisa Y. Flores,  
University of Missouri-Columbia

Each year, thousands of families from Latin America experience the migration of one or more members to the United States (Brabeck, Lykes, & Hershberg, 2011). Research suggests that Latino/a youth frequently conceive of these journeys as part of intergenerational social mobility projects, in which adults endure sacrifices, such as difficult work in the U.S., to promote opportunities for their children and the advancement of their families as a whole (Hagelskamp, Suárez-Orozco, & Hughes, 2010). These findings raise questions about how Latino/a immigrant parents perceive these arrangements and whether parental status and perceptions of positive opportunities and community environments for their children are related to their job satisfaction. This study uses the sustainable livelihoods framework (Bebbington, 1999; Valdivia & Gilles, 2001) and the relational theory of working (Blustein, 2011) to extend the emerging literature on job satisfaction among Latino/a immigrants to consider these factors (Wang & Jing, 2017). Existing research on family migration supports the hypothesis that being satisfied with opportunities for one's children will have a positive effect on job satisfaction (Ceballo, Maurizi, Suárez, & Aretakis, 2014; Hagelskamp, Suárez-Orozco, & Hughes, 2010; Valdez, Lewis Valentine, & Padilla, 2013), while negative perceptions of community (Valdivia & Flores, 2012) will have a negative effect.

Building upon Valdivia and Flores's (2012) earlier model, we will use hierarchical multiple regression analyses to examine these relations, as well as explore the contribution of parental status and the moderating effects of gender (Schmalzbauer, 2011; Wang & Jing, 2017) and documentation status (Menjávar, 2015). The poster will report the statistical results of the analyses. Data was collected from 253 documented and undocumented Latino/a immigrant workers living in rural communities in the Midwest. The measures used in the study have demonstrated strong psychometric properties, and these will also be detailed in the poster. The implications of the findings for career and family counseling practice will be discussed, and directions for future research on the relationship of Latino/a immigrants' family lives to their career development will be presented.

### **It's LIT (Latinos in Tech) - A Collaborative Story**

María Mendoza, *Hispanic Economic Development Corporation*

During 2010, the Hispanic Economic Development corporation (HEDC) received its first round of funding allowing the organization to serve a growing need of the Greater Kansas City Latino community: digital literacy.

One key barrier to economic opportunity for Hispanics from low-income backgrounds - both individuals and small businesses - is the lack of digital skills and internet use. In 2015, wide gaps in internet use existed by demographic group among Hispanics, just as there are among all Americans. But in recent years, some of the largest gains in internet use have been among immigrant Hispanics and those who are Spanish dominant (Pew Research Center, Hispanic Trends -Internet Use Among Hispanics ). One of the sharpest divides in internet access among Hispanics is by age; internet use is over 90% among Hispanics younger than 50, 67% among those ages 50 to 64, and only 42% among those ages 65 and older. The divide is just as significant when referencing foreign-born and Spanish-dominant individuals (which make up 91% and 87% of HEDC's clients, respectively). While internet use is 91% among U.S.-born Hispanics, it is 78% among foreign-born individuals, and only 74% of Spanish-dominant Hispanics reported using the internet (compared to 94% of English-dominant Hispanics).

Having provided digital literacy programming since

2009, HEDC plans to continue training small business owners and individuals seeking to improve on internet practices and technology skills to greater their economic well-being. To date, more than 1,000 individuals have participated in HEDC's Digital Literacy Program. A program that began out of HEDC's main office (2130 Jefferson Street) is now offered at various locations around the Greater Kansas City area: Donnelly College and El Centro, Inc. in Kansas City, KS, Olathe Parents as Teachers in Olathe, KS, and the Center for Urban Enterprise in the Historic Northeast (KCMO)—among others. Through these partnerships—and funding from Google Fiber that allowed for our mobile lab—Latinos in the Greater Kansas City area are gaining the skills and resources towards economic opportunity. Courses have included training in Microsoft Office (Word, PowerPoint, Excel), QuickBooks for small businesses, and internet safety-to name a few. Recently, HEDC has developed a 16-week digital literacy course for those seeking new workforce opportunities: Fundamentals of Office Administration (a partnership with the Full Employment Council and the University of Central Missouri).

This workshop, presented by HEDC and our partners, will share best practices in building wealth in Latino communities through technology-focused training and services.

### **Making the Economic Argument for Immigration: Strategies that Work**

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

The data is clear: immigrants and refugees are net assets to the national and local economies. But facts alone are insufficient in changing minds and policies to create more welcoming communities where all residents can fulfill their personal and professional potential. Particularly in an era of dramatically changing demographics in nontraditional immigrant gateways, alternative facts and persistent false narratives about immigrants, how do activists, policymakers, and even our neighbors, engage with and educate fellow Americans about immigrants and make the case that immigrants are assets?

This session equips attendees with research-based messaging and framing strategies and replicable examples to make the successful economic case for immigration in Midwestern communities. Based on the findings of a national webinar Making Facts Matter: Immigrants, the Economy and Words that

Work hosted by The Immigrant Learning Center Public Education Institute in February 2018 that convened experts from the Fiscal Policy Institute, FrameWorks Institute, New American Economy and Illinois Business Immigration Coalition, the session will demonstrate how service-providers, educators and policymakers can reframe the immigration narrative at the local level as allies and advocates for their immigrant and refugee residents by encouraging more fact-based discourse, welcoming communities, and sensible policies that benefit all Americans.

Attendees will first identify the obstacles to effective communication about the foreign-born in their locales and then focus on the economic myths about immigrants and refugees. A blueprint for the most effective research-based framing and messaging strategies will then be detailed, which includes charting the dominant models of Americans' reasoning about immigrants and the immigration system; filling gaps in understanding about immigrants and refugees and their economic/social impact; reframing the conversation through values-based messaging themes; communication methods that improve public support to build the national will to expand opportunity for our New Americans; and avoiding traps in public thinking to cement a successful messaging strategy. The presenter will explain how to frame the economic data on immigrants in ways that emphasize shared values with U.S.-born Americans, shared prosperity for community well-being and the moral imperative for being welcoming.

Armed with localized fact sheets on immigrant contributions as workers, entrepreneurs, tax contributors and supporters of social safety nets provided by the Institute for Immigration Research, a joint venture between George Mason University and The Immigrant Learning Center, attendees in small groups will analyze the strategies they learned and adapt them to their settings in the form of a messaging plan that addresses a particular immigration issue or particular foreign-born population. In this way, the theories, best practices and examples they learned are applied to real-life situations so attendees leave with a concrete plan of action that they can implement and share.

### **From the Ground Up: What Works, Guiding Principles, and Example Practices for Reaching and Engaging Latino Youth**

Fe Moncloa and Claudia Díaz-Carrasco, University of California

In a comprehensive Latinx youth development literature review, Erbstein and Fabionar (2014) assert that successful Latinx youth-serving organizations exhibit five themes: integrate extended understanding of youth development, supportive positive ethnic identity development, contend with physiological and social effects of discrimination, respond to economic poverty and act upon the diversity of local and regional Latinx youth experience. This study aims to strengthen the Latinx youth development literature by exploring the best practices in community based organizations from the perspectives of adult staff and youth participants.

For this study, we selected three counties that reflected different community types and California regions: 1) an urban, northern California county; 2) a predominantly rural agricultural county; and 3) a southern California inland Empire county with a small city, suburban and outlying rural areas. We selected 13 Latino youth serving organizations to participate in this study using the themes from the literature as criteria, combined with reputational sampling.

In this workshop, we will report on the interviews with 18 Latinx staff and 13 focus groups with 59 diverse youth. While our findings are largely consistent with the current Latinx youth development literature, we found nuanced examples of promising practices and important points of distinction between youth and adult perspectives on the key conditions of successful Latino youth development program. In this workshop, participants will: develop an understanding of the five key elements of successful Latino youth development organizations, learn how other organizations have operationalized these guiding principles, and begin to develop strategies to operationalize these principles in their local youth programs.

To achieve these learning outcomes, this workshop will include: 1) a brief overview of the Latino youth development literature; 2) presentation on key findings from the perspective of youth and adults; and 3) an interactive activity where small groups of participants will begin to develop strategies to implement into their programs. Participants will leave the workshop with a copy of the Latinx youth development literature review, examples of tools to engage Latinx populations, and a compilation of innovative approaches to leverage community

expertise and act as facilitators who build and sustain the engagement of diverse youth in 4-H Youth Development Programs or other youth programs.

Intended learning outcomes: 1) develop an understanding of the five key elements of successful Latino youth development organizations; 2) learn how other organizations have operationalized these guiding principles; 3) begin to develop strategies to operationalize these principles in their local youth programs.

### **Social Support as a Predictor of Cortisol Among Mexican Families During a Healthy Lifestyles Intervention**

Shannon Moody, Wen Wang, Brianna Routh, Kimberly Greder, and Elizabeth Shirtcliff, Iowa State University

Reportedly, Mexican immigrants enter the U.S. with health advantages. However, their risk to develop obesity increases over time and converges with national averages (Antecol & Bedard, 2006). Although some dietary practices are important predictors of unhealthy weight gain, other non-traditional factors, including social support (Mulvaney-Day, Alegria, & Sribney, 2007) and stress, (i.e. discrimination, economic hardship) contribute to obesity risk (Akresh, 2007; Creighton, Goldman, Pebley, & Chung, 2012; Viruell-Fuentes, Miranda, & Abdulrahim, 2012). A randomized control pilot intervention designed to improve health among families of Hispanic heritage was conducted in a rural Midwestern community in 2017. Preliminary analysis examines associations between stress and social support among participating families.

**Methods:** Participating families (N=21) had at least one parent of Mexican origin and a child between 6-18 years of age. Families were assigned to an intervention (IG) or control group (CG). The IG participated in Abriendo Caminos, 2-hour workshops over six weeks promoting healthy nutrition and life-style behaviors. The CG received printed materials. Child (n=27) and adult (n=35) hair samples and questionnaires that measured social support among adults were collected at two time-points (T1-before intervention; T2-six months post intervention). Higher scores indicated more support (Zimet et al., 1988). Three centimeters of scalp hair were assayed to reflect cumulative cortisol exposure across the prior three serial months. Linear regression and bivariate associations between hair cortisol and social support were examined.

**Results:** More than half of the children (61.5%) and adults (60%) were female. On average children were 9.67 years of age, and adults were 40.88 years of age. T1 cortisol levels of both groups were not significantly different ( $t(28)=.121$ ,  $p=.904$ ), but the groups diverged over time. The CG showed a trend level rise in cortisol from T1 (5.55 pg/mg, SD=5.94) to T2 (20.06 pg/mg, SD=38.01),  $t (16) = -1.854$ ,  $p=.082$ ), and cortisol levels among the IG did not rise from T1 (5.92 pg/mg, SD=10.46) to T2 (11.67 pg/mg, SD=10.92),  $t (12) = -1.267$ ,  $p=.229$ ). Social support scores were significantly higher among the CG than the IG at T1 ( $t(30) = -2.511$ ,  $p=.018$ ). However, over time social support scores increased for the IG (T1=(4.93, SD= 1.69; T2=5.28, SD=1.93) and decreased for the CG (T1= 6.05, SD=.61; T2= 5.63, SD=1.91). At T2, social support scores were not significantly different between the two groups. T2 hair cortisol was significantly negatively associated with T2 social support for the CG ( $t= -.911$ ,  $p< .000$ ), but not for the IG ( $t= .236$ ,  $p= .61$ ). For both groups, T1 hair cortisol significantly predicted T2 hair cortisol ( $\hat{I}^2= .76$ ,  $p< .001$ ), T1 social support ( $\hat{I}^2= .28$ ,  $p< .01$ ), and T2 social support ( $\hat{I}^2= -.34$ ,  $p< .01$ ).

**Implications:** Stressors may have 'gotten under the skin' of CG participants as hair cortisol biomarkers increased significantly between T1 and T2. Given stable cortisol for IG participants, the intervention may have created social support that in turn buffered stress. Future research will extend this pilot to incorporate a larger sample, additional time points, and exploration of other obesity-related health outcomes.

**Divided by the State Line: Comparing Undocumented Immigrant Student Experiences at Colleges in DREAM and Non-DREAM Act States**  
Steve Pankey, Metropolitan Community College-Kansas City  
Michelle Maher, University of Missouri-Kansas City

In the United States (U.S.) over 65,000 undocumented immigrant high school students graduate each year, and many stand ready to join their peers at the post-secondary level (Drachman, 2006; Pérez, 2010). However, less than 13,000 are actually able to do so (Díaz-Strong, Gómez, Luna-Duarte, & Meiners, 2010). We posit that a major barrier between these students and the college degrees they desire is found in colleges' interpretation of state (DREAM) policies. Using a

Critical Theory lens coupled with the concept of hidden curriculum, we explore the on-campus narratives of two distinct undocumented immigrant college student samples. One sample attends a community college located in a state that has passed DREAM Act legislation. The other attends a community college a few miles away in a state that has rejected DREAM Act legislation. Our preliminary findings indicate that undocumented students attending an institution in a DREAM Act state find increased access to post-secondary education, including institutional funds, support groups, and better-informed student services staff than students attending institutions in non-DREAM Act states. This qualitative research examines the narratives shared by undocumented immigrant college students at each institution through a Critical Theory lens, address the opportunities and challenges experienced due to individuals' undocumented status on a college campus, and the societal limitations placed on individuals as a result of their race and citizenship status. Specifically, the research seeks to answer the question: How are institutions' interpretation of federal (DACA) and state (DREAM) policies, as seen through a hidden curriculum lens, reflected in undocumented immigrant college students' descriptions of their lived experiences as they matriculated into and persisted Midwestern, two-year community colleges, and does that experience differ from DREAM Act states to non-DREAM Act states? Student experiences are gathered in this qualitative case study through the use of interviews, and crystallized against institutional documents related to undocumented student policies and business practices.

**Got Café? The Formation of the Coalition of American-Hispanic Florida Extension Educators to Target Minority Audiences**  
Elver Pardo, Eva Pabon, Laura Valencia, Jonael Bosque-Méndez, and John Díaz, University of Florida/IFAS Extension

The Census Bureau describes Hispanic or Latino ethnicity as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. According to Census of 2015, 54.5% is the percentage of the Hispanic population in the United States that lived in California, Florida and Texas as of July 1, 2015. Our communities are multicultural and diverse audiences who can benefit from organizations such as land grant universities and cooperative extension programming

areas. The need to address this gap on serving better clients from different background brought together a group of extension agents and specialists with different field expertise such as Ag, Natural Resources, 4-H, FCS, Sea Grant, and community development, but sharing one common goal: to close the gap on education to Hispanic minorities in Florida. The beginning of CAFÉ is in the works!

### **One and the Same? Hispanic Student Support, College Enrollment and Immigrant Generational Status**

Rebecca Perdomo, University of Georgia  
Linda Renzulli, Purdue University

In this work, I examine the role of social support in the college enrollment of Hispanic students. Specifically, I look at immigrant generational status to examine intra-ethnic differences. First generation immigrants are those who immigrated to the U.S. themselves, while second generation immigrants are those born in the U.S. with at least one foreign-born parent. Third-plus generation students are those who both themselves and one (if single parent household) or both parents (if two parent household) are also born in the U.S. This work contributes to the literature by examining how family and school support vary in their significance as it relates to postsecondary enrollment patterns. Quantitative methods are used to assess the mechanisms influencing disparities within a growing, yet low-attaining, group of students, highlighting the value of school support for this underserved population at the K-12 level.

### **Destination States, Higher Education, and Policy Discourse**

Rebecca Perdomo, University of Georgia

With undocumented immigration at the forefront of the current political conversation, policymakers are actively responding. As immigrants who came with their parents as children approach college-age, educational access has become a primary concern for these individuals, their families, and communities. With the majority of higher education decisions in the hands of the states comes a wide variety in policies affecting undocumented and DACAmented postsecondary student access. The following assesses undocumented/DACAmented policies in public higher education.

Four policy categories emerge: financial aid provided, in state tuition-no aid, out of state tuition, and denial

of admission. I then place these policies against the backdrop of destination state type and use a critical discourse analysis to compare state contexts. Traditional destination states are those who attracted over 60 percent of U.S. immigrants between the 1960s and 1990s including California, New York, Florida, Texas, New Jersey, Illinois, and Massachusetts. New destination states include South Carolina, Alabama, Tennessee, Delaware, Arkansas, South Dakota, Nevada, Georgia, Kentucky, North Carolina, Wyoming, Idaho, Indiana, and Mississippi (Terrazas, 2011). These states have seen a growth of at least 49% of their foreign born population between 2000 and 2009 (Terrazas, 2011).

Overall, there is an evident lean in favor of accommodating their undocumented population in traditional destination state policies. New Destination states vary but, generally, have seen significantly less progress in regards to state higher education policies. The decisions state legislators and boards make, however, stand to be particularly influential in new destination states as the immigrant population in these states are less likely to have legal status than in traditional destination states. While recognizing apparent policy differences, I question the implications of the language used to address citizenship status.

The research questions are as follows:

- 1) What types of policies exist in public higher education that address undocumented/DACAmented student admission and aid in new and traditional destination states?
- 2) How do the discourses of higher education undocumented/DACAmented student policies compare between new and traditional destination states?

I compare the policy discourse between new and traditional destination states to assess the prevalence of racialized and othering immigrant focused language within the current political landscape. In other words, I compare the policy categories but use a critical lens to examine the ways in which racialized language permeates in spite of various implemented policies.

### **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

Longstanding debates have centered on how well immigrants and their descendants integrate into the U.S. labor force. Immigrants makeup 13% of the U.S. population but 16% of the civilian workforce age population, and the children of these immigrants make-up almost a quarter of the U.S.'s potential future labor force. As a consequence, the U.S. workforce is reliant on immigrants and their children to staff current and future jobs at a time when U.S. job opportunities are more limited. Due to declines in manufacturing and rising inequality, today's employment options are largely between low-skilled service/labor occupations and high-skilled professional/technical positions. The ability of children of immigrants to successfully integrate into this bifurcated employment system is critical for the nation's economic, social, and political fortunes.

Existing studies on immigrant intergenerational mobility, however, are limited because they do not capture the 'true' occupational origins of the first generation. Instead, studies have largely focused on cross-cohort comparisons and/or trajectory gains made after immigrants arrive to the U.S. Though valuable, both of these approaches fail to capture gains/losses from the perspective of immigrants' experiences in their home country. The same immigrant janitor in the U.S., for instance, could have been a physician in his/her home country but is unable to practice in the U.S. due to licensing, language, and discrimination barriers. Or, this janitor could have been a coffee bean picker in his/her home country but once in the U.S., finally has the chance to move-up the economic ladder. Consequently, studies that examine intergenerational occupational mobility based on the occupation immigrants parents start out within the U.S., miss the diverse origins of immigrant parents and fail to fully capture intergenerational occupational mobility.

Exploiting unique aspects of the Educational Longitudinal Study (ELS: 2002), this study provides the first national-level assessment of the intergenerational occupational mobility of children of immigrants based on their parents' home country occupation. ELS: 2002 is a rich national-level panel survey of U.S. 10th graders through early adulthood (~age 26) that provides detailed information on parents' last occupation in their home country, current U.S. occupation, and child's occupational attainment in early adulthood. Using this information, we

examine intergenerational occupational mobility patterns between immigrant parents and children and whether these patterns differ based on which starting point of immigrant parents—occupation in home country vs. the U.S.—is considered. We compare these intergenerational mobility patterns to that of children of natives and examine variation by race/ethnicity and gender.

Preliminary results suggest different intergenerational occupational trajectories for children of immigrants than children of U.S.-born natives; children of immigrants often make greater gains. However, the trajectory for children of immigrants differs depending on if the focus is on their parents' home country rather than U.S. occupation and these patterns differ by racial/ethnic groups. By focusing on parent's home country occupation, we unmask important racial/ethnic variation in the intergenerational occupational mobility of children of immigrants.

### **Experiences of Mental Illness Among Asian Immigrants in the United States**

Hari Poudel and Stephanie Potocznick, University of Missouri-Columbia

Asian immigrants are changing the face of America. The U.S. Asian population growth rate reached to 72% between 2000 and 2015 (from 11.9 million to 20.4 million), which was the fastest growth rate of any major racial or ethnic group. Asians have origins from more than 20 national origins, from the Far East to Southeast Asia, to the Indian subcontinent such as China, India, the Philippine Islands, Japan, Korea, Vietnam, Malaysia, Pakistan, Thailand, and Cambodia.

These different Asian immigrants have diverse socio-economic backgrounds and immigration histories. Consequently, these Asian sub-groups face differing assimilation and acculturation challenges due to their socioeconomic status, (SES) particularly affecting mental health. Other key predictors explaining variations in mental health outcome are gender, duration of stay in the United States, and nativity. Previous research has extensively focused on the study of mental health across Hispanics, but there is more limited evidence on Asian populations in particular. Published studies have extensively focused on the Hispanic population but these studies have not applied segmented assimilation theory to elucidate why Asian subgroups have different mental health

outcomes. A growing body of literature have explored Asians' mental health, aggregating all Asians subgroups together. The aggregate analysis may mask important ethnic-specific patterns. Therefore, the mental health disparities across Asian subgroups have yet to be explained.

Overall, we expect that heterogeneity on SES across Asian subgroups will have differential implications for mental health outcomes. Segmented assimilation theory asserts that because they arrive with different socio-economic resources, Chinese, Asian Indians, Filipino, and Southeast Asians are likely to assimilate into different societal strata, which might lead to different mental health outcomes. Therefore, we expect lower levels of the mental health disorders among the Asian sub-groups who arrive with high-levels of socio-economic status-Asian Indians, Chinese, and Filipinos. And, we expect higher levels of the mental health disorders among the Asian sub-groups who arrive with low-levels of socio-economic status-Southeast Asians. Because Southeast Asians have low economic and human capital, they often experience higher stressful life events during the course of migration. Therefore, various assimilation trajectories may be associated with variations in quality of life, accounting for varying degree of mental health outcomes.

In this study, we use the National Health Interview Survey to assess how income and education affect mental health outcomes across major Asian subgroups. We utilize regression analysis to examine how these SES factors influence their mental health in relation to two comparison groups, including the Hispanics and the non-Hispanic whites. This study contributes to the limited literature on Asians' mental health by demonstrating the necessity of considering varying human and social capital levels that immigrants bring from their home countries to the U.S., and these resources determine their assimilation pathways.

By shedding light on the mental health condition of understudied Asian subgroups, in comparison with pan-ethnic Asian group, this study contributes to guiding policies that aim at reducing health disparities among different immigrant groups in the United States.

### **Life Satisfaction, Neighboring, and Health: Findings from Hispanic Immigrants in Northeast Nebraska**

Athena Ramos and Marcela Carvajal-Suárez,  
University of Nebraska Medical Center

**Background:** Experiencing a meaningful life is critical to psychological well-being (Hyde & Chavis, 2007). Previous research has demonstrated that life satisfaction is associated with positive mental health outcomes (Fergusson, McLeod, Horwood, Swain, Chapple, & Poulton, 2015) and that lower levels of life satisfaction might predict higher mortality risks (Húlur et al., 2017). Life satisfaction has been found high among Hispanics in the United States, particularly Hispanic immigrants, regardless of the challenges they face (Bittle & Rochkind, 2009). Perhaps, these immigrants may feel more economically stable, safe from violence, or perceive a higher quality of life in their new community in the United States compared to their country of origin (Ramos, Carvajal-Suárez, Leon, & Trinidad, 2017). Neighborhoods and communities play a pivotal role in creating environments where people feel free to be themselves, engage with others such as neighbors, and live a healthy life. Welcoming communities can help newcomers to adjust and integrate successfully. Social relationships can help to moderate stress through the exchange of both tangible and emotional support, which 'might affect appraisals of stress and perceived capacity to cope' (Alcántara, Molina, & Kawachi, 2015). Social relationships are not always positive, and tension with neighbors has been found to be especially stressful among Hispanic immigrants, and is negatively correlated with residential satisfaction (Potter, Cantarero, Boren, 2009).

**Purpose:** This poster will present descriptive and bivariate findings on life satisfaction and neighborhood characteristics from Hispanic immigrants from two non-metropolitan communities in Nebraska.

**Methods:** This study was cross-sectional and explored perceptions and experiences of 180 first-generation Hispanic immigrants. Life satisfaction was assessed using the Satisfaction With Life Scale, which consists of five items measured on a Likert scale from 1 (strongly disagree) to 7 (strongly agree) (Diener, Emmons, Larsen, & Griffin, 1985). Neighborhood perceptions was measured with four questions about how the individual observed their community-welcoming, safe, a place where neighbors watch out for others, and ever experiencing discrimination. Self-rated health was assessed through

the standard question, 'Would you say that in general your health is: excellent (5), very good (4), good (3), fair (2), or poor (1)?'

**Findings:** Life satisfaction was generally high among study participants. Almost 60% were satisfied or extremely satisfied with their lives. Life satisfaction was significantly positively correlated with self-rated health ( $r = .26$ ,  $p < .01$ ), feeling welcome ( $r = .29$ ,  $p < .01$ ), feeling that their family was safe ( $r = .42$ ,  $p < .01$ ), feeling that neighbors watch out for each other ( $r = .27$ ,  $p < .01$ ), and significantly negatively correlated with ever experiencing discrimination ( $r = -.20$ ,  $p < .01$ ). There are strong associations between life satisfaction, neighboring, and health. Therefore, creating communities that support and welcome immigrants can have long-lasting positive effects on immigrants and their families. Culturally, linguistically, and logically appropriate community-level interventions and services may be a powerful tool to change the context of people's lives.

### **Rural Narratives on Welcoming Communities**

Athena Ramos, Marcela Carvajal-Suárez and María Mushi, *University of Nebraska Medical Center*

### **Impacts of Real-Time Captioning in an Elementary Language Classroom**

Greg Rich and Nissa Ingraham, *Northwest Missouri State University*

With the emphasis placed on high-stakes exams and standardized assessments, this case study sought to answer the overarching question: What impacts do Real-Time captioning have on an Elementary Spanish immersion foreign language vocabulary class? While there is a wealth of information on closed captioning and its impacts of language acquisition, this study investigated the use of Real-Time captioning, by captioning the teacher's language in real time while she taught. The results of student's vocabulary acquisition and retention were collected through Picture Word Inductive Model (PWIM) assessments. Findings include: increased vocabulary acquisition and retention of vocabulary during the Real-Time captioned lessons and heightened learning. Additionally, results of talk-to-text software implementations are reviewed.

### **Latino Farmers in the Midwest: Preliminary Findings From a Survey Study Conducted in Iowa, Michigan and Missouri**

María Rodríguez-Alcalá and Stephen Jeanetta,  
*University of Missouri-Columbia*  
Jan Flora, *Emeritus, Iowa State University*  
Rubén Martínez, *Michigan State University*

The first phase of this project involved a qualitative study for which several focus groups were conducted with agricultural service providers and, separately, with Latino farmers in the states of Michigan and Missouri and, Latino farmworkers in Iowa. Additional individual in-depth interviews were done with Latino farmers and farmworkers to complement the focus groups. The focus groups and individual interviews were recorded, transcribed, and those in Spanish were translated into English. Transcriptions were coded by the team of researchers in each state using four levels of coding. The coded transcriptions were then used to help us prepare a survey questionnaire, which was the focus of the second phase of the study. The survey study is currently underway. Individual enumerated surveys are being conducted Latino farmers in Michigan and Missouri and Latino farmworkers in Iowa. Preliminary findings from the survey will be presented. Through participatory and survey research, this study aims to understand how Latinos in these three midwestern states 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.

### **HSIs and EHSIs in the North Central Region and the Meaning of 'Hispanic-Serving': Examining Their Institutional Diversity and Initiatives and Potential**

Rene Rosenbaum and Alondra Alviza, *Michigan State University*  
Stephen Jeannetta, *University of Missouri-Columbia*

The phenomenal growth in the Latino population in the United States raises concerns about the needs of this population, and about the quality of our workforce, which is an essential component for this nation's economic competitiveness in the global economy. In recognition of the Latino population as key to improve the quality of life of all Americans, the federal government began in the 1990s to invest in institutions of higher education where Hispanic student enrollment was at least 25 percent. Known as

'Hispanic Serving Institutions' (HSIs), these colleges and universities have doubled in number the last 20 years and today enroll 60% of the Latino students in the nation. However, the majority of HSIs began as white institutions located in regions that have experienced significant growth in the Latino population. Only a few of these institutions began with the expressed purpose of responding to the educational needs of Hispanic/Latino students or to advancing the study or development of their communities. Because the 'Hispanic-serving' designation is tied to the enrollment of Hispanic/Latino students, there has been less attention paid to the research and outreach diversity and potential that exists in HSIs to serve the needs of their communities.

This session will present the findings of an ongoing research project that aims to identify and document Latino community development initiatives unique to these institutions, as evidence of ongoing change, and of the differences that these institutions are making in their communities. More specifically, the research presented at the session examines the institutional diversity of the 27 HSIs in the North Central Region states, and the 25 Emerging Hispanic Service Institutions (EHSIs) with Latino enrollment between 12 and 24 percent, currently in the North Central Region.

The aim is to answer three research questions: (1) How can we characterize the institutional diversity among HSIs and EHSIs and the differences between the two? (2) How truly 'Hispanic Serving' are they, and (3) What is the potential of HSIs/EHSIs in advancing the study and development of their Latino communities?

The data for the analysis came from several sources. We first identified and reviewed electronic documents with information on each of the HSIs and EHSIs in the region. We then worked with participating HSIs and EHSIs to collect information on the students and on the college/university outreach and engagement initiatives (programs, projects, and personnel) targeting Latino community development. We also administered an online survey of faculty at participating institutions. The research generates a typology of HSIs and EHSIs based on a database of the characteristics of these institutions, particularly, their outreach and engagement activities. The research also produces an inventory of assets at HSIs and EHSIs potentially deployable in Latino community development projects. In addition, we assessed the challenges these institutions face in broadening what

they mean by 'Hispanic-Serving'.

### **Limited Access to Education, Overreach of State Authority and Violation of Human Rights**

Robert Sagastume, Washington University-St. Louis/  
Kingdom House  
Melinda Lewis, University of Kansas

Missouri is home to thousands of 'Deferred Action Students,' who have been granted deferral of deportation under a U.S. immigration policy that also allows certain undocumented immigrants who entered the country before their 16th birthday and before June 2007 to receive a renewable two-year work permit. Under the policy, in effect since June 2012, many young people have been granted work authorization and permission to remain in the United States under the Deferred Action for Childhood Arrivals (DACA) initiative, enacted by executive authority and implemented by the United States Department of Homeland Security. DACA is a federal policy, as the Constitution grants only the federal government the authority to extend immigration status and the benefits it confers. However, state policy can circumscribe immigrants' access to certain privileges and opportunities, even in ways that may counteract federal action.

Specifically in regard to young people with deferred action, the Missouri legislature passed a higher education appropriations bill in 2015 that included language blocking deferred action students from paying in-state tuition rates at public institutions of higher education, even though individuals with permission to remain in the United States would normally be considered for instate tuition eligibility under similar criteria as those applied to U.S. citizens and Lawful Permanent Residents. Concerned about the implications of this state policy for these young immigrants, local activists and advocates focused on convincing Missouri colleges and universities not to enforce the language in the bill. This included actions directed at university administrators themselves, as well as those aimed at getting Governor Nixon to push the colleges not to enforce the language. However, Missouri's colleges and universities enforced this provision, effectively barring students from attending college, given the prohibitive nature of out-of-state tuition prices. In turn, this left these students without options for continuing their educations, since they cannot meet the instate tuition criteria in states other than Missouri, due to their residence in the state.

Throughout this debate, Governor Nixon has been absent in the fight. Missouri's status in regard to immigrant students' access to postsecondary educational opportunities raises many questions. Some are found at the individual level, including the effects on students' educational aspirations and self-identities of coming of age in such a contentious context. Others are more policy-relevant, such as the apparent struggle between the federal and state governments, which bears investigation, since it seems that Missouri is exerting its power-within constitutional constraints-to mitigate the potency of federal policy. To date, this tension has not yet been explored in the existing scholarly literature or policy analysis, even though it can be observed in other arenas, including related to issuance of state occupational licenses (see recent action in Nebraska) and issuance of state driver's licenses (the subject of political battles in several states).

This research proposes, then, to examine the interface between federal and state policies in regards to DACA, specifically in Missouri, as well as the effects of this unfolding dynamic on those caught in the crossfire: DACA-eligible students and young adults.

### **Latinx Majority Communities in the Midwest**

J.S. Onésimo Sandoval and Pedro Ruiz, Saint Louis University

This research paper explores the demographic transitions in Latino majority communities (i.e., town, suburbs, etc) in the Midwest. Building on Professor Sandoval's previous research, which showed that there were 960 towns in 2010 that had Latino majority population, this paper will use the ACS 2011-2015 data to provide an update and detailed demographic analysis of how and why these communities in the Midwest went from being white majority to Latino majority. The unique aspect of the research project is that the research is done at two different geographic levels: (1) The City Level and, (2) The Neighborhood Level. The presentation will consist of maps and tables, to show how patterns within select towns have been impacted by the growing Latino population.

### **A Profile of the STEM Immigrant Workforce in the St. Louis Metropolitan Region**

J.S. Onésimo Sandoval and Pedro Ruiz, Saint Louis University

Blake Hamilton and Anna Crosslin, *International Institute of St. Louis*

This research study created a demographic profile of the Science, Technology, Engineering, and Mathematics (STEM) workforce, with a focus on the immigrant population in the St. Louis metropolitan region. Using American Community Survey (ACS) data from the Integrated Public Use Microdata Series (IPUMS), this study shows how the immigrant STEM workforce varies by sociodemographic characteristics, such as country of origin, educational attainment, and poverty status. Several multinomial logistic regressions were conducted to assess the odds that individuals in certain industries will end up in various degrees of poverty. This paper makes an important contribution to our knowledge of the immigrant population in St. Louis and can inform service providers and the public on strategies to address poverty in the STEM workforce.

### **Geography of the Midwestern English Learner: An Inquiry Into Opportunity to Learn English in St. Louis**

Lyndsie Marie Schultz, Washington University in St. Louis

The number of English Learners (ELs) in American schools has been rapidly increasing the past several decades and is simultaneously increasing in diversity by country of origin (U.S. Census Bureau, 2013). The English language ability immigrants bring to the U.S. plays a crucial role in their children's capacity to be successful in American society. However, examining English language ability without understanding the context of EL settlement limits insight. For example, school district quality impacts the decisions that parents of school-aged children make about where to live (Owens, 2017). As a result, children often live in higher proportions of segregation than adults do. However, the impact this segregation has on immigrants and their English learning children is unclear.

This article provides a local examination of the educational opportunity structure in place for ELs in St. Louis, Missouri. St. Louis was chosen because it is reflective of the changing demography of immigrant destinations and the opportunities in place for their children (Massey, 2008). Furthermore, St. Louis has a well-documented history of being segregated by vital components of opportunity structure such as race, SES, and school quality (Gordon, 2008; Schultz,

2014; Tate et al., 2014). Using data from the American Community Survey (ACS), this article first explores the geographic location and potential clustering of all ELs, as well as particular subgroups of ELs within the St. Louis metropolitan area via Moran's I. The article then tests the hypothesis that specific subgroups of ELs are related differentially to particular components of the St. Louis metropolitan opportunity structure by utilizing Geographic Weighted Regression (GWR).

This analysis suggests that current groups of ELs in St. Louis are reproducing previous patterns of European immigrant assimilation by establishing themselves in communities where there is the potential to build their capital due to the resources available to them through their local school district. Implications for the implementation and development of state and local language policies are discussed.

### **Latinx in Kansas City: Spatial Justice, Uneven Development, and Intergenerational Inequality**

Jordan Shipley, University of Missouri-Kansas City,  
Bingazi Institute of Sustainable Prosperity

This paper investigates processes of injustice and uneven development affecting the Latinx community in the Kansas City area, from the late 19th century to today. Through a historical and spatial analysis of clustering and dispersion of the Latinx community, the paper explores the subjugation of Latinx persons to certain tasks and certain spaces. In the past 40 years, residential and activity-space segregation, displacement and gentrification, and neoliberal development governance at the municipal and regional level underlie the Latinx experience in Kansas City. Changes in the Kansas City Latinx community over time and space have significant implications for access to employment, differential exposure to environmental health problems (industrial pollution, vacant land, vacant structures, ambient air pollution, etc.), along with differential access to goods and services required for social provisioning. These demographic changes will be investigated using geographic information systems and exploratory spatial data analysis. The implications of this historical and spatial analysis will be discussed with a focus on prescriptions for historically, spatially, and culturally grounded development policies.

### **Enhancing Bi-Literacy Through Multi-Language Family Stories in Urban Schools: Opportunities and Challenges**

Kim Song, Sujin Kim, and Yang Ai, University of

Missouri-St. Louis

Lisa Dorner and Edwin Bonney, University of Missouri-Columbia

The purpose of this symposium is to share findings from a university-school partnership that engaged urban multilingual and multiracial parents and children in a family literacy project, 'Family Stories in Multi-Languages,' in a K-5 Spanish Immersion Elementary School. After a school-wide story-telling event, university researchers collaborated with five families and seven children to create family story books.

This symposium shares the journey on how the family story creating happened in English, Mandarin, and Spanish with illustrations done by children. Analyses will present the process and challenges of integrating biracial, multilingual and African American families into: 1) community literacy events; 2) parent-child collaboration and shared literacy; and 3) translanguaging environment in the development of children's books.

As the number of diverse students increases exponentially, schools are in dire need of teacher training on how to connect with racially and linguistically diverse families. However, research notes that there is a mismatch between teachers' and parents' expectations of one another's roles in children's education (Rodríguez-Brown, 2010). Many multiracial and multilingual parents and children experience feelings of confusion and alienation within educational systems that do not understand their language use and cultural experiences (Arias & Morillo-Campbell, 2008). Moreover, school personnel often have a deficit view toward multiracial and multilingual families (Arias & Morillo-Campbell, 2008; Little, 2012; Rennallis, 2006; Valencia, 2010); they frequently experience inequitable opportunity and linguicism (Austin, 2009; García et al., 2013), 'discrimination against different language use.'

The proposed symposium analyzed a family literacy project that attempted to address the lack of support for urban multiracial and multilingual families as experienced at one Spanish Immersion Elementary School (SIES, a pseudonym). At SIES, the K-5 students receive instruction in Spanish in the core curriculum. At the time of the project, SIES enrolled approximately 60% African-American, 30% White, and 15% Hispanic students (State, 2016). University researchers and SIES educators developed a literacy

project that aimed to enroll a mix of families from different backgrounds beyond the simplistic denotations of race as described by state data. The project started with a school-wide, multilingual storytelling event and workshop that included 12 families, 5 university partners, and 2 SIES educators.

Three papers explore the process, challenges, and outcomes of the family literacy project, with each paper diving deeper into the project's results. Paper 1 begins the session with an overview of the project design and critically analyzes the project and challenges with involving and integrating biracial, multilingual, immigrant, and African American families. Paper 2 then examines parent-child collaboration as demonstrated through a discourse analysis of voice and identity in the five storybooks. Paper 3 presents two contrasting cases of community 'translanguaging' that occurs in the development of storybooks. Engagement in family literacies support families and educators when educators understand and support students' right of language choice and development of bi-literacy practices (Cushman, Barbier, Mazak, & Petrone, 2006).

This project may interest other educators in developing the elements necessary for successful and effective multiracial, multicultural, and multilingual family engagement.

### **Linguistic and Racial Equity in Teaching Immigrant and Refugee Learners**

Kim Song, Sujin Kim, and Yuyang Zhao, University of Missouri-St. Louis

Many teachers are not prepared to teach an increasingly diverse student population (Hollins & Guzman, 2005). Besides addressing the preparedness of teachers for the linguistically and racially diverse (LRD) learners, teachers also need to grow critical consciousness to combat systemic and institutionalized discrimination towards them (Hollins & Guzman, 2005; Howard & Aleman, 2008). Despite growing efforts to combat 'colorblind racial attitudes' (Bonilla-Silva, 2003), institutionalized racism still persist in society and schools towards LRD children (Gitlin, Buendía, Crosland, & Doumbia, 2003; Marx, 2009). This mixed methods study aims to explore intersection between racism and linguicism the teachers may have.

One research question guided this study: How did the pre and in-service teachers in a one-year

professional development project perceive and relate (or not) 'racism' and 'linguicism'? The quantitative study proposed one null hypothesis: There will be no significant differences between the pre-and post-CoBRAS.

The quantitative data was collected from the 35 pre and inservice teachers of the 2016 National Professional Development grant program by measuring the pre and post tests using the three-factor, 20-item Color-blind Racial Attitudes Scales (CoBRAS), developed and validated by Neville, et al. (2000). The qualitative interview data was collected by the randomly selected nine pre and inservice teachers. The ground theory (Chamez, 2014) was used to analyze the interview data through collaborative open and axial coding. An independent t-test used for the quantitative data analysis found two items that showed the statistical significance: one item on 'awareness of racial privilege', and one on 'awareness of institutional discrimination'. Most of post-mean scores, however, were greater than pre-means.

The qualitative analysis resulted in three emerged themes; 1) exclusion of immigrant and refugee experiences in teachers' perception, 2) seeing the world in the dichotomy of Black and White, and 3) discrimination toward immigrants/refugees.

Overall results showed that the participants in our study understood race and language as a dichotomy of Black versus White, and Standard American English (SAE) versus African American English (AAE), while leaving the other identities and languages outside this binary as 'foreign.' The unique St. Louis context as well as teachers' personal upbringing in the dichotomous Black and White environment might have shaped our participants' perceptions and experiences with race and racism.

Congruent across CoBRAS and interviews, both White and Black teachers associated racism as mainly Black and White issue. Due to such limited experiences of racial diversity, most participants revealed either narrow or stereotypical understanding towards immigrants and refugees, which was also transferred in their understanding of linguistic diversity. First, the limited experience of bilingualism/multilingualism in their personal and professional environments led them to define English accents as 'cool' or 'exotic,' but not necessarily as positive resources.

This reductionist view or 'othering' view of these teachers may further alienate them from proper educational opportunities as seen in the participants' schools. The data tables, instruments (CoBRAS and Interview Protocol) and actual narrative samples will be presented at the symposium.

### **Latino Bi-Cultural Entrepreneurs' Business Integration in Iowa Communities**

Hui Siang Tan and Linda S. Niehm, Iowa State University

**Background and Introduction:** Latinos reflect the largest immigrant population in the United States and have lived here since the 1500s (Jensen, 2006). Historically, Latino immigrants came to the United States seeking jobs and better opportunities (Albert, 1998). Immigrants have relocated to Iowa over the last several decades to work primarily in meat packing, manufacturing, and other heavy labor industries (Iowa Public Television, 2015). Latino immigrants who leverage their cultural skills and knowledge to create and distribute products and services, are defined in this study as Bi-Cultural Entrepreneurs. Bi-Cultural Entrepreneurs (BCEs) are immigrant entrepreneurs who benefit from opportunities related to their heritage and draw on their cultural background to generate products and experiences of interest to consumers (Aageson, 2008). Their distinctive products and services are typically found in cultural-creative industry (CCI) sectors such as Mexican foods, music, handcrafts, Quinceañera stores, flea market and event planning, and festival organization. These CCIs generate tangible and intangible artistic and distinctive products or services that contain social and cultural meaning (Loy, 2009).

**Problem Definition and Purpose:** During the last two decades, Latino populations in the United States have increased tremendously, to over 56.5 million in 2015, with similar increases noted in Iowa (Flores, 2017). Latino immigrants have revitalized communities in Iowa and other mid-western states in many ways, such as the infusion of different cultural perspectives and economic development. The purpose of this study was to: 1) explore the degree to which Latino BCEs are being integrated into the social and economic structure of Iowa communities, and 2) assess the potential impact of bi-cultural entrepreneurship on community economic development in Iowa from the perspectives of both Latino BCEs and community leaders.

**Method:** Using qualitative methods (Creswell, 2013), semi-structured depth interviews were conducted with BCEs (N=20) in selected rural and urban Iowa communities. Community leader data (N=12) was collected using a focus group format. Participants were purposely selected with the assistance of Extension professionals who worked closely with Hispanic community members. Interviews were audiotaped and transcribed for purposes of analysis. Qualitative methods were used for coding and development of emergent themes (Creswell, 2013).

**Findings:** Seven primary themes emerged from the interviews regarding the integration of BCEs in Iowa communities and their community and business contributions. Themes for BCEs included: draw people to the community, feed the community, cultural education, community support, social stability, cultural destination, and economic development. Themes for community leaders included: draw people to town, community engagement, rejuvenated community, diversified culture, and tourism destination.

**Conclusion:** To date, no study has examined Latino bi-cultural entrepreneurship (BCEs) community/business integration issues and the impact of BCEs on community and economic development. This research fills a gap in the literature and has important implications for the study of bi-cultural entrepreneurship. Latino BCEs are a growing segment of small businesses that have significantly impacted the Iowa economy and communities. However, these culture based, family-owned businesses are in need of information and assistance to scale up and sustain operation.

### **4-H Maize Retreat: Culturally-Based Youth Leadership Accelerators**

Cayla Taylor, Iowa 4-H Youth Development

The Iowa 4-H Youth Development Program's Culturally-based Youth Leadership Accelerator, known as the Maize Retreat, serves as a launching pad 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 in their roots. In 2015, Iowa 4-H created the first Culturally-based Youth Leadership Accelerator (CYLA). These

accelerators use cultural strengths and culturally-based narratives to introduce and strengthen the relationship between youth of color and local programs; introduce volunteers, staff, and faculty to culturally based leadership development work; and connect underrepresented youth to post-secondary education and 4-H programs in healthy living, STEM, leadership and civic engagement, and communication and the arts. Maize brings together approximately 150 Latino, and Native American youth in grades 8-12 from across the state each year. Maize has grown to serve a total of 400 youth across Iowa's 99 counties. Youth participants are provided with an accelerated learning experience in 4-H Programs and Iowa State University, while bringing together Native American, Latino and Iowa traditions and cultures.

The name Maize, known in English as corn, is the staple food of most of the indigenous peoples of pre-Columbian North America, Mesoamerica, South America, and the Caribbean. Many Mesoamerican and North American Indian legends share that humans were created from maize. The youth retreat in April uses the symbolism of corn/maize to represent the coming together of Native American, Latino and other Iowa traditions, aspirations and cultures. Maize provides a great introduction to the 4-H program and gets the youth excited to return to their communities and engage in leadership and citizenship opportunities. Youth who have participated in the Maize retreat since its inception are now serving in leadership roles to plan the upcoming retreats.

One of the youth participants shared, 'Maize brings people together; I met new people I never would have met otherwise. It was fun getting to learn new things in a hands-on way, and we get to try things from our own perspective. Participants are encouraged to select workshops on a wide variety of topics.'

'I like getting to learn about things I didn't know about before. It gives me a better view of what's going on in our world and how things work,' said García.

Thanks to the investment of time and talents by more than 100 volunteers at each retreat, this program encourages young people to participate in local 4-H learning communities, and introduces them to post-secondary educational learning opportunities. Based on our success with Maize, Iowa 4-H created

a second retreat in the spring of 2016, called Ujima, which brought together 90 African-American and African immigrant youth. Ujima is the third principle of Kwanzaa and represents collective work and responsibility. In the fall of 2017, a third accelerator serving Asian-American and Pacific Islander youth was added to the CYLA retreat offerings.

### **Sharing Best Practices & Research Findings Through Digital Humanities and Social Science**

Katherine Tegtmeyer Pak, St. Olaf College

What possibilities might the digital turn in humanities and social science scholarship open up for fostering cross-cultural connections? This paper seeks to foster dialogue among conference attendees by (1) surveying how digital scholarship projects frame immigration-related topics in the United States, and (2) introducing a specific project now in proof-of-concept phase, the Rural Immigration Network (<https://ruralimmigration.net>).

The Rural Immigration Network (RIN) aims to share good ideas and practical information aimed at building community among immigrants and longer-term residents in rural America. RIN intends to allow community builders to learn from others like themselves, creating an online network that stretches across geographic distances, and highlights efforts to empower and support immigrant newcomers in rural areas. RIN also aims to provide undergraduate students an opportunity to create publicly meaningful research and writing. Cambio de Colores conference attendees will be invited to evaluate RIN's usefulness, limitations, and future development plans.

### **Familia Adelante "Aj Qoneq Wan Ko Masanil, K'amoqab Maktxel Chi Kankan Yintaqil": A Cultural Translation and Pilot for Q'anjob'al Maya Family**

Natalia Trinidad and Athena Ramos, University of Nebraska Medical Center  
Luis Marcos, Comunidad Maya Pixan Ixim

*Background:* Immigrants from Latin America differ by historical, cultural, linguistic, political, economic, social, and legal factors. 1) Although many think of immigrants from Latin America as being 'Latinos', there are also many people of indigenous backgrounds that come to the United States. For example, many immigrants from Guatemala are of Mayan origin. Mayans have a unique culture, language, value system, and health and social needs.

2) Based on a recent health needs assessment of Mayan families in Nebraska, there were high levels of tension and stress. Many families were coping with the products of historical trauma from the civil war (1960 to 1996) when the State of Guatemala committed acts of genocide against the Mayan People. Symptoms of such historical trauma include substance abuse and domestic violence. 3) The University of Nebraska Medical Center, Center for Reducing Health Disparities (CRHD) partnered with Comunidad Maya Pixan Ixim (CMPI) to implement the Familia Adelante program, which is a multi-risk reduction intervention for Latino youth and families that addresses acculturative stress. The partners believed that the program could help families to manage stress, domestic violence, and substance use in a way that addresses some of the root causes of these symptoms. The program consists of 12 weekly sessions with concurrent groups of parents and youth. Topics addressed include: feelings, stress, acculturation stress, school-related stress, family communication, and substance use. The skills and strategies shared with both youth and adult caregivers may improve the overall family functioning. This poster will highlight lessons learned from culturally and linguistically adapting the Familia Adelante program for Q'anjob'al Mayan families as well as discuss implementation strategies effective for this population.

**Methodology:** The academic partner and the Executive Director of CMPI submitted a successful proposal to the National Network to Eliminate Disparities in Behavioral Health to be able to participate in the Familia Adelante program facilitators training in New Mexico. Two academic partners and three community partners (including two youth) attended the on-site facilitator training in March of 2017 and completed the four months of additional coaching from April to August. During this time, the team met regularly to culturally adapt the program, thinking about issues such as program name, implementation language, recruitment materials, and location of the program sessions.

**Implementation:** The program was implemented with local Mayan families from September 2017 through January 2018. A total of nine Mayan youth and seven Mayan parents completed the program. The adult sessions were conducted in Q'anjob'al, while the youth sessions were conducted in English. Upon completion of the program, both the youth and parents expressed satisfaction with the program. The

parents increased their knowledge about the root cause of the manifestations of historical trauma including substance use, appropriate ways to discipline children, and cultural strengths and pride. Parents also noticed a positive difference in their children's behavior. The youth expressed increased knowledge in substance use and confidence in themselves. The Familia Adelante program and its use with Mayan families is promising. The team plans to conduct another session of the program during 2018.

### **Developmental Disabilities in the Latino Community: Findings and Recommendations**

Yeni Vásquez and Jordana Vera-Montero, Alliance for Leadership, Advancement and Success

This study was developed to learn about the concerns of Latino parents of individuals with developmental disabilities and/or the concerns of the individuals themselves. Developmental disabilities are a group of conditions related to impairments in physical, learning, language, or behavioral areas. The Missouri Developmental Disabilities Council (MODDC), interested in the needs of Latinos with developmental disabilities in order to align its mission to better serve them, asked Alliance for Leadership, Advancement, and Success (ALAS) to take on the task of capturing the voices of this population. It was planned to interview 25 Latino families in southwest Missouri (families that had a child with a developmental disability, which manifested before the age of 22). However, only 21 families could be interviewed.

### **Housing and Community Development in Kansas City: Implications for Latinxs**

Jake Wagner, University of Missouri-Kansas City

What can we learn from the experience of Latinx community development and housing organizations in Kansas City? This paper begins with an analysis of the history of planning and community development in Kansas City, MO, with attention to the implications for Latinx residents. Building on existing literature, as well as an analysis of the community development system in Kansas City, the research explores the importance of neighborhoods, community organizations, and local government. The paper explores the demographic and geographic changes impacting the Latinx community within the region. While the Latinx population in Kansas City is projected to experience significant growth over the next 20 years, the majority institutions are largely under-prepared for this emerging demographic shift.

Community and neighborhood organizations can play an important role in addressing the opportunities brought by Latinx population growth and immigration. How can regional equity planning be sustained in a time of increased political opposition and decreased financial support? The paper makes the case for the importance of building trust and capacity for community-based leadership in the context of forces that would otherwise undermine community development efforts in the region. This research highlights several recent initiatives that hold some promise for improving the housing and community development conditions in the region through greater equity planning. In particular, the paper analyzes recent work by a coalition of community and government stakeholders in regional equity planning efforts.

### **Evaluating Youth Latino Programs? Here Are Some Ideas**

Steven M. Worker, María G. Fábregas Janeiro, Lynn Schmitt-McQuitty, John Borba, and Claudia P. Díaz Carrasco, *University of California*

The University of California's Division of Agriculture and Natural Resources (UC ANR) is investing funds over three years to design, implement, and evaluate an outreach and expansion effort to engage underserved Latino youth and families. Seven counties in rural, suburban, and urban regions, are participating in an intensive pilot, UC 4-H Latino Initiative, to develop, deliver, and evaluate research-based culturally responsive programs to attract and retain Latino youth, families, and volunteers in 4-H. During the first and second year, these seven counties implemented a variety of community clubs, afterschool clubs, special interest (SPIN) clubs, special interest programs, short-term programs, and day camps. To evaluate these efforts, a joint team of Cooperative Extension Advisors developed a comprehensive three-year evaluation plan. The evaluation plan was developed using UC 4-H Latino Initiative goals to expand youth involvement of under-represented Latino youth and other minority youth groups to result in enrollment proportional to the minority youth populations in their respective geographic areas.

The evaluation plan outlines seven key objectives, each with several metrics, and assessment strategies; these are: (a) 4-H program reflect California's communities, (b) 4-H establishes relationships with Latino communities, (c) 4-H programs utilize best practices in program planning and implementation to reach

Latino youth, (d) 4-H programs are effective in meeting program goals and outcomes as specified in the 4-H Framework, (e) 4-H programs are sustainable, and (f) 4-H program impacts the UC 4-H organization and local communities.

Our work to outline an evaluation plan consisting of several metrics, methods, and analysis strategies may help other organizations to: (a) demonstrate the value of their investment and commitment to reach all youth and comply with affirmative action requirements, (b) provide information useful in replicating successful programs and best practices to reach Latino communities, and c) advance the research-base on culturally-responsive youth development. The rationale for this effort is supported by strong research. Research shows that Latino youth development is limited. Erbstein and Fabionar (2014) argued, 'the emergent state of the research and the complexity of the U.S. Latin@ populations present challenges to assembling a cohesive, fully assessed set of practices in relationship to outcomes' (p. 23). There has been some empirical work to identify promising practices from efforts in Cooperative Extension, but the evaluation process has been partial and, in many cases, disconnected from the reality that Latino youths are facing in the United States. During this presentation, the researchers will address, step by step, the challenges and opportunities of designing a successful evaluation process that could be implemented in other states.

### **Los Verde Clovers: Engagement and Retention of New Youth and Families in 4-H**

Ruddy Yañez Benavides, K-State Research and Extension, 4-H Youth Development

Understanding the impact and resourcefulness of community connections, and an 'outside-the-box' type of thinking is conducive to a successful culturally inclusive program. With the support of Kansas 4-H, as well as agents and volunteers represented in Riley County 4-H, the first multilingual/multicultural 4-H Club in the state was founded and chartered in Manhattan, Kansas. The Verde Clovers ('Green Clovers') provides a unique 4-H youth development experience: meetings focus on educational activities, the pledge is recited in two languages (English and Spanish), the entire family attends, and a meal is provided every time. Attracting primarily Latina/o/x families and youth in the community, the Verde Clovers has adopted English and Spanish as their primary languages; although, other languages

are represented as well, such as Mandarin, Russian, and French. The Verde Clovers consists of first-generation children ages 5-15, their parents, siblings, and, in some cases, even cousins. The core volunteer group is comprised of parents, college students, professional staff, and community friends.

The success of the Verde Clovers stems from overcoming a great number of cultural obstacles early in the Club's formation. The Club experienced language barriers and cultural differences, disconnect between 4-H and individuals outside of 'traditional' audiences, and transportation challenges. These obstacles were embraced with cultural sensitivity, even though many of these issues continue to be a part of the ongoing Club narrative. One of the focuses of the Club in recent months has been college and career readiness opportunities. Using STEM activities as a vehicle, youth are engaged in potential career fields including robotics, computer code, chemistry, and more. Youth engage in local and statewide 4-H events, while at the same time adopting new ways of running their Club and tailoring it to their specific needs. Parents form a support network thanks to safe meeting places like the local Catholic Hispanic Ministry. Older youth in the program are experiencing the benefits of having a college student mentor who is first-generation as well; they begin to see college as an accessible goal, no longer a distant dream. With community and university partnerships, the Verde Clovers has attended civic learning events, career readiness programs, and summer educational experience camps at Kansas State University.

In this workshop, you will be engaged in empowering dialogue on diversity, community engagement, and inclusivity; discuss recruitment strategies for volunteers from all walks of life, their retention, and passion for giving back; explore how to approach further training for extension professionals on intercultural competence and effective outreach to new youth and adult audiences; discover how you can find those community connections and resources unique to your own programming location, and how to engage your cultural advocates: your ultimate guides and bridge-builders into culturally sensitive programming and outreach.

# *Selected Papers*



# Cambio de Colores

*Change of Colors*

## A Cross-Cultural Collaboration to Improve Healthy Retail Practices in *Tiendas*: The Shop Healthy Iowa Initiative

Rebecca Bucklin, Adriana Maldonado, and Barbara Baquero, University of Iowa  
College of Public Health

Jennifer Coyler, Iowa Department of Public Health  
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**Key Words:** Corner Stores, Healthy Retail, Latinx Health, Economic Development, Cultural Humility, Community Engaged Research

## **1. Background**

Chronic diseases, such as obesity and diabetes, disproportionately affect Latinx populations as compared to white populations (Centers for Disease Control and Prevention [CDC], 2015). For example, estimates suggest that Latinx individuals are 50% more likely to die from diabetes, they have higher rates of uncontrolled hypertension, and higher obesity rates compared to white populations (CDC, 2015). Latinx diets being low in fruits further exacerbates their risk of suffering from chronic diseases (CDC, 2013). Latinx households are more likely to be food insecure than white households and purchase more calorie-dense, high fat and sodium, and low fiber foods (Trust for America's Health & Robert Wood Johnson Foundation [RWJF], n.d.; Coleman-Jensen, Rabbit, Gregory, & Singh, 2016). Part of this insecurity is due to poor community nutrition environments with Latinx populations having low access to nutritious foods which increases health disparities in health outcomes and behaviors among these populations (Trust for America's Health & RWJF, n.d.). To address these disparities, policy and environmental solutions need to address the low availability and affordability of healthy products in Latinx communities (Trust for America's Health & RWJF, n.d.).

Further complicating the issue of food accessibility in rural, Midwestern new destination communities (or communities where Latinx populations have not traditionally settled), is the fact that as a result of the current rhetoric that portrays Latinxs as criminals and illegals, the majority Anglo population may perceive them with antipathy and hostility (Lichter & Johnson, 2009; Maldonado, 2017). This stigma can threaten Latinx community traditions and cultural values, which, in turn, may lead to social isolation and loss of sense of culture (Crowley & Lichter, 2009). *Tiendas*, or Latin American corner stores, are locations that serve as cultural hubs and trusted places for Latinx individuals, selling traditional foods and products from countries of origin (Zarrugh, 2007). They are an avenue to promote healthy retail strategies amongst Latinx populations to build a culture and community around healthy eating through culturally salient interventions that promote and increase access to healthy food (Gittelsohn et al., 2012; Ayala, Baquero, Laraia, Ji, & Linnan, 2013). However, *tiendas* commonly have limited healthy food options and correspond with higher consumption of high-fat and high-sugar foods (Gittelsohn, Rowan, & Gadkare, 2012).

2012). Owners of *tiendas* can benefit from the economic advantages that fruits and vegetables provide—as these foods, if cared for properly and quickly sold, produce higher gross profit margins for stores (Cook, 2010), while mutually benefitting the Latinx populations they serve through increased access to healthy foods. Thus, the purpose of the current paper is to describe the development of the partnership between an academic institution, state public health department, local public health practitioners, and Latinx store owners that aimed to promote healthy eating among Latinx individuals in a rural Midwestern state.

## **2. Shop Healthy Iowa Overview**

The Iowa Department of Public Health (IDPH) supported the Shop Healthy Iowa (SHI) program with funds from Centers for Disease Control and Prevention State Public Health Actions to Prevent and Control Diabetes, Heart Disease, Obesity, and Associated Risk Factors and Promote School Health and Iowa Nutrition Network SNAP-Ed. This program started as a pilot project to prevent chronic diseases among Iowa Latinx populations through the promotion of healthy foods in *tiendas*. IDPH reached out to the initial partnering research institution to create and test a program grounded on evidence-based healthy retail interventions. The program developed suggested the use of a train the trainer model to implement structural changes, and marketing strategies to promote the purchasing of healthy foods in the Latinx community.

SHI created a tool kit and training guide for program trainers and *tienda* managers grounded in evidence-based retail strategies such as structural changes and supportive marketing. Examples of structural changes include relocating healthy foods to more visible locations, grouping healthy foods in the same location, using baskets to organize and make produce more attractive, creating healthy coolers and healthy checkout lanes, and increasing the desirability of these foods (Lubischer, 2013; Ayala et al., 2013; Martin & Born, 2009; Glanz, Bader, & Iyer, 2012). Supportive marketing strategies included using signage, posters, shelf tags, and price tags that promote healthy foods through the provision of nutritional information, health facts, and recipes (Ayala et al., 2013; Martin & Born, 2009; Glanz, Bader, & Iyer, 2012).

## **3. Implementation of SHI**

With the initial program developed, including a toolkit with implementation information and instructions for local implementers or Local Project Coordinators (LPCs) and a training guide to train *tienda* managers on healthy retail initiatives, partnering organizations selected two communities. Eligibility criteria included: a relatively large Latinx population, and existing initiatives centered on improved healthy retail and economic impact concurrently happening in the communities. A natural community partner emerged in the Local Public Health Department (LPHD) of the communities due to the priorities of the county's Health Improvement Plan. A LPC from the LPHD headed the communication and logistical details for initiating the SHI pilot program.

### **3.1 Phase One: Initial Pilot of SHI**

Once *tiendas* agreed to participate in the pilot, project researchers collected baseline data and the LPCs trained *tienda* managers using the developed guide. After the training on effective marketing strategies and structural changes to promote healthy retail, the LPC and *tienda* managers discussed the potential for tailoring the marketing strategies and structural changes in order to fit the demands of the *tiendas'* clientele. *Tienda* managers provided feedback on the feasibility of the suggested strategies, which LPCs reported back to other SHI collaborators. The *tienda* changes occurred using a re-iterative adaptation process where the manager and LPC agreed upon initial store alterations. IDPH and the researchers provided technical assistance to ensure program fidelity and record progress on process indicators for the program. Research staff conducted follow-up interviews with managers to assess the impact of the intervention and input on future areas of improvement in the designed SHI program.

### **3.2. Phase 2: Re-Iterative Adaptation After the Dissemination of SHI**

Research staff made adaptations to the training guide based on input given in meetings by the LPC, LPHD, and IDPH as well as through feedback provided by the *tienda* managers. These changes improved applicability of the store-training guide for future program implementation. A new partnership with Iowa State Extension and Outreach—Community and Economic Development (ISUEO-CED) emerged. This was a natural partnership due to ISUEO's extensive network across all 99 counties in Iowa and

their CED's focus on Latino small business development. As the program has continued to expand into additional communities across the state, the ISUEO-CED specialists have close relationships with the intervention *tienda* managers and uphold involvement of the managers to ensure that adaptations best meet the needs of the *tienda* managers, staff, and customers.

The cross-cultural partnership continues between stakeholders, LPCs, and *tienda* managers to further provide insights for future program adaptation. The continued collection of *tienda*'s purchasing data of fruits and vegetables, customer feedback surveys, conducted manager interviews, and process evaluation information collected by LPCs guides the adaptation and monitors the progress of the program.

### **3.3 Tienda Recruitment and Retention**

Since 2015, the SHI partnership collaborated with eighteen *tiendas* from nine different communities across the state to participate in the training, implementation, and evaluation activities involved in the program. Of the total number of *tiendas* recruited ( $n=18$ ), sixteen completed the 6-month intervention and two *tiendas* were lost to follow-up.

### **3.4 Partnering for Evaluation**

A large focus of the intervention and the partnerships involved in the SHI program has included collecting evaluative measures of program success. We worked with *tienda* managers to collect store purchasing data for fruits and vegetables, manager interviews, and customer feedback. The program collected all the purchase receipts that the stores could provide before, during, and after the intervention period. Research staff collected twenty-eight (fifteen pre and thirteen post) manager interviews and 227 customer surveys. Data is not presented in this paper.

### **3.5 Adaptations for Success of SHI**

With feedback from partners, *tienda* managers, and customers, modifications to the program occurred that enhanced future adaptations in *tiendas* recruited at a later date. These adaptations included more achievable structural change options and easier to use marketing materials as part of the *tienda* manager training and the addition of cultural humility training (i.e. "considering a person's culture from the individual's specific view and to be aware and humble enough to 'say that they do not know when they do not know.'") (Isaacson, 2014; Tevalon &

Murray-García, 1998). Furthermore, CED specialists became the implementers of the program due to their skill set, which best met the expressed needs of recruited *tienda* managers.

#### **4. Practical Implications**

##### **4.1 Adaptations to *Tienda* Manager Training Through Manager Input**

An important component of SHI has been its re-iterative and adaptive nature where manager input provided much of the guidance as to how the store manager training program components needed adaptation to meet *tienda* needs. Some positive *tienda* manager feedback from the program included that “everything was beneficial,” “sales increased as a result of SHI,” that SHI, “was interesting and helped...will continue to grow my business.” Managers indicated that some of the most interesting and helpful components of the training were the nutritional information, the fruits/vegetables stocking knowledge, and the information on structural changes. Due to this feedback, the store manager training retained these beneficial components and LPCs had better direction on the most relevant and engaging parts of the training for the managers.

On the other hand, managers also provided constructive feedback of the store-training. These included the need for more functional/durable labels, more visible poster displays, the provision of recipe cards at food demonstrations in the *tiendas*, and the need for financial assistance to be more relevant to the *tienda*’s actual needs versus what was purchasable by grant funding. Modifications to accommodate this feedback included changing the types of labels purchased for the program to include different options for label material and a variety of clipping attachment options. A wider range of posters and banners was available on the possible list of purchasable marketing materials presented to the managers to make the program more adaptable to the needs of each *tienda*. Before holding food demonstrations, LPC staff printed recipe cards to provide to customers. Though the SHI funding guidelines were unalterable, the LPCs continue to support and educate *tienda* managers on additional local, state, and government funding opportunities to cover *tienda* improvement costs that the grant was unable to fund.

##### **4.2 Modifications to the LPC Training**

Through manager feedback it became apparent that the LPC training guide should include sections on both cultural humility and economic development to better meet the needs and goals of the Latinx *tienda* managers. Through the addition of content related to these two relevant topics, trained and future LPCs of the program have resources to help them foster and build a trusting relationship with the managers of recruited *tiendas* and to assist these managers in the development of their businesses through the tools the SHI program provides.

##### **4.3 Cultural Humility Training for LPCs**

The trust the SHI program LPCs developed prior to the program, throughout the program, and maintained after the program has been essential to the success and continued impact of the SHI program in the intervention *tiendas* and communities. In order to maintain this trust, adapting the program to the needs of each *tienda* and community is necessary for the continued acceptance of the program (Bartholomew Eldredge, Markham, Ruiter, Fernández, Kok, & Parcel, 2016). In one of the LPC’s own words, “you can’t expect store owners to make changes to their store layout or implement signage or even believe in the program without taking the necessary time to talk with them and build trust for successful implementation. That means starting early and visiting often so the stores get to know you”.

For SHI, a key component to maintaining trust is the cultural humility piece of the LPC training, which helps the LPCs understand and practice important trust building actions throughout their interactions with *tienda* managers. As a result of the partnership created, the original definition of cultural humility naturally evolved to include the following aspects: 1) understanding and being knowledgeable of a culture outside of one’s own, and 2) requiring individuals to be responsible for, sensitive to, and acknowledge their own pre-determined biases based on cultural norms (Levi, 2009; Tervalon & Murray-Garcia, 1998; Isaacson, 2014). Practicing cultural humility was key for establishing open relationships between LPCs and *tienda* managers in SHI. This perspective leads to a more open dialogue where community members (i.e. managers) engage in program activities and outcomes and public health practitioners (i.e. LPCs) have increased capacity to make beneficial program changes (Minkler, 2012).

#### **4.4 Economic Development Training for LPCs**

The emphasis of the SHI program on economic development improves the capacity of the *tienda* managers and their respective *tiendas*. Training and education, investment in the appropriate *tienda* equipment to maintain fruits and vegetables, and provision of marketing materials for fruits and vegetables, are all key to the success of small-scale *tiendas* (Langellier et al., 2013; The Food Trust, 2011), particularly in a rural Midwestern state. Due to the potential for higher profits, selling produce can be economically beneficial for small-scale stores. Though this potential exists, many small-scale *tiendas* do not have adequate equipment, knowledge, and training to effectively sell fresh produce (The Food Trust, 2011). SHI works to provide *tiendas* the necessary equipment and resources to improve their bottom line.

#### **5. Conclusions and Next Steps**

A community-engaged collaborative partnership involving researchers, public health practitioners, *tienda* managers, and customer input, produced a culturally relevant and economically beneficial healthy retail program. The program's adaptability, which uses a re-iterative feedback loop, continues to modify the program to fit the desired needs of involved managers and public health practitioners. The program plans to continue expansion in new communities throughout the state.

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# Cambio de Colores

*Change of Colors*

## Cultivating Positive Ethnic Identity in Southern California's Youth Through 4-H Day Camps

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### Abstract

One approach to cultivating positive ethnic identity is aiming to foster pride in cultural heritage through helping youth learn about their ethnic groups' histories and providing opportunities to participate in cultural forms such as music, theater, dance, and other artistic expression (Erbstein & Fabionar, 2014). During the summer of 2017, 4-H staff and academics partnered with the Mexican Consulate in San Bernardino, CA and designed and delivered a four-week day camp targeting youth ages five to eleven. The objective of the camp was to provide a space for the youth to explore Mexican history from the pre-Hispanic times through the Independence Era, as well as some customs and traditions of modern Mexico. All the activities were designed following the hands-on 4-H model, where the youth had the opportunity to learn-reflect-apply. Conducted in English and Spanish by community volunteers and college students with the support of 4-H staff, the program included a variety of activities to keep the youth interested and active, as art, games, crafts, movies, and even science activities framed around weekly cultural themes. The program was evaluated and its success was determined by a) community participation/response; b) partners' satisfaction; and c) ability to replicate the program in coming years. This article provides an overview of the program design and implementation, as well as lessons learned.

### Keywords:

Latino, youth, Mexican, cultural identity, day camp, youth development

## **Introduction**

The Riverside-San Bernardino-Ontario metro area in California is home to 4.53 million people. Over half of these residents (50.5%) identify as Hispanic/Latino, and it is estimated that 80% of them are of Mexican origin. As a result, the most common foreign language in the area is Spanish, which is spoken by 1.36 M residents (Data USA, 2018).

Despite Hispanics/Latinos being the majority population in the region, in 2013-2014 the 4-H Youth Development Program membership in these counties included only 20% Hispanic/Latino youth in Riverside county and 39.1% in San Bernardino. The 4-H Youth Development Program engages youth in reaching their fullest potential while supporting and encouraging them to live a healthy and happy life. With more than 100 years of experience, 4-H could make the difference in Hispanic/Latino youth in the area. However, engaging Hispanic/Latino youth in 4-H required targeting programming (Vega, Brody & Cummins, 2016). The Riverside and San Bernardino 4-H team, in an effort to increase Hispanic participation in 4-H programs, reached out to local organizations serving or interested in serving youth to design, implement, and evaluate a free summer enrichment opportunity for youth of Mexican origin (Erbstein& Fabionar, 2014). The objective of this effort was to develop and offer a culturally relevant summer program in the Mexican Consulate in San Bernardino by bicultural and bilingual California 4-H academics, staff, and volunteers.

## **Background**

To develop and deliver this program, the designers used a literature review conducted by Erbstein and Fabionar (2014), who drew from 114 articles and suggested five program qualities that support U.S.-based Latin@ youth participation and well-being. Specifically, successful programs: (1) incorporate extended/emerging understandings of positive youth development that reflect Latina/o and immigrant youth experience; (2) contend with physiological and social effects of discrimination; (3) support positive ethnic identity development; (4) respond to economic poverty; and (5) tailor efforts to the specific experience, resources, needs and interests of local and regional youth. The 4-H staff also desired to incorporate eleven key components for Latino Outreach identified by Vega et al. (2016). These elements were: bilingual and bicultural personnel; caring and trustworthy staff; trust and

relationship building; culturally-appropriate programing; family center; valuing relationship cooperation; commitment and availability; community partnerships; connecting with families; research and program evaluation; and cultural competence.

Applying these principles, the specific objective of the 4-H team was to provide a space for the youth in Riverside and San Bernardino County to explore their cultural identity through the lenses of the Mexican history from the pre-Hispanic times through the Independence Era, as well as some customs and traditions of modern Mexico.

## **Program Development**

To implement the program, 4-H staff contacted the Department of Community Affairs (Departamento de Asuntos Comunitarios) at the Consulate of Mexico in San Bernardino. This department coordinates various mandatory programs of the Mexican government. These programs must be delivered by all the Mexican Consulates in the United States to meet the needs of Mexicans living abroad in the areas of education, health, financial education, culture, sports, and community organization. Therefore, Consulates have built trust and familiarity among the Mexican population living in the region. After meeting with the Mexican Consulate personnel, the 4-H team determined that this organization was the best program partner as they met the five program qualities identified by Erbstein and Fabionar (2014).

The program targeted youth ages five to eleven and was delivered in a day-camp format during the summer of 2017. The program contents were designed using a collection of "Libros de Texto Gratuitos" that the Mexican government provided to ensure that the information disseminated was accurate and reflected the cultural background of the majority of the youth that would be participating in the day camp.

The program was designed to be delivered in four weeks. Week one focused on pre-Hispanic cultures and helped youth understand the history of the foundation of Mexico City using the legend of "Mexico-Tenochtitlan." During this week youth learned about agriculture, recreation and science from the eyes of different cultures such as the Aztecs and Mayas. During week two, youth learned about the history of Mexican Independence from the Spanish Kingdom and used art, crafts, and performances to

create a sense of connection to their or their family's country of origin. The Heroes of Mexican Independence were portrayed in each of the activities, and youth learned about the key moments of the fight for independence and the establishment of Mexico as a republic. Weeks three and four focused on modern Mexico and some mainstream customs and traditions that are connected to either pre-Hispanic cultures or to the time that Mexico was a colony of the Spanish Kingdom. Specific food, songs, crafts, and dances were taught to the youth as a way to spark conversation with their family members.

The program was offered free to participants at the Mexican Consulate, and food was provided in response to the economic poverty that affects nearly 20% of youth in the region. Funding for the program came from the Consulate of Mexico community partners' donations. The 4-H team tailored their efforts to youth of Mexican origin and included parent's feedback in the modern traditions they practice in the US. (e.g., el Día de los Muertos and Posadas) so the program mirrored family customs. The program required significant staff time for the planning and recruitment of volunteers. The 4-H staff used the UC 4-H Youth Development Framework to ensure program quality and fidelity.

### **Program Outcomes: Recruitment, Satisfaction, and Replication**

Program success was determined by three factors: 1) community participation/response; 2) partners' satisfaction; and 3) ability to replicate the program in coming years.

The program was promoted using a text message service coordinated by Saber es Poder (Knowledge is Power), a venture-backed Spanish language multimedia company most well-known for its presence inside U.S.-based Consulates. Saber es Poder's mission is to connect people with experts who can answer questions about finances, health, higher education, scholarships and more. This organization has gained significant trust among Mexicans living in the US for its ability to deliver quality information via text message. Our program capacity was 60 children per week ages 5 to 13 and all spots were filled in one day. The community response was both impressive and reflected the high need of free programs in the area served. All participants were from Mexican descent and used Spanish as their primary language at home. Ages ranged from 5 to 13 years old so youth were assigned

to teams that balanced the age and skill difference. A college student intern led each group. Community volunteers assisted all teams.

All program partners were highly satisfied with both program design and the level of engagement of youth participants. More importantly, during daily drop off and pick up, as well as more formally during the closing ceremony, parents expressed gratitude to all program partners for offering a format that was accessible to them and related youth in the U.S. with their cultural heritage. We believe program activities could be replicated in similar settings and are being compiled and edited in a resource book that will be available on the Riverside and San Bernardino 4-H Program websites.

By including the history of Mexico from the pre-Hispanic times through the Independence Era, as well as some customs and traditions of modern Mexico, the program helped youth understand and connect the history of migration and how it affects civilization. In order to contend with physiological and social effects of discrimination related to language, the program was conducted in English, Spanish, and Spanglish, motivating all participants to feel comfortable using both languages and to embrace Spanish for those who have it as a first language. Finally, support for ethnic identity development was fostered throughout the program by having camp counselors that shared similar backgrounds with the youth participants and that felt a sense of pride from their cultural heritage (Erbstein & Fabionar, 2014).

Other factors that supported program success were 4-H staff commitment to incorporate literature recommendations for Latino Outreach (Vega, et al, 2016). Some of these factor are: (a) The 4-H team showed respect for the culture, built trust with the community, and demonstrated care for the participants; (b) The program fostered cultural identity among participants and families; (c) The 4-H team understood the importance of involving the families; (d) The Mexican Consulate was a good partner, as they have adequate facilities (large conference room, kitchen, restroom, etc.) and the participants felt safe attending the summer program; and (e) The program was developed, delivered, and evaluated by staff who had participated in a variety of personal and professional development opportunities addressing cultural competence.

## **Conclusion**

This case study of the creation of a summer program that successfully reached youth of Mexican origin and cultivated positive ethnic identity, highlights the value of partnering with a trusted organization that understands the target audience and that is open to supporting youth and families in a non-traditional way. Beyond food, shelter, and clothing, Latinos in the U.S. have the need to cultivate pride in their cultural and ethnic backgrounds, and few organizations have the knowledge and capacity to help them do that. Lessons that might inform practitioners trying to reach Latino audiences include the need to recruit youth through trusted sources; hosting programs in a space that is safe and accessible for community members; tailoring activities to the specific needs and interest of local youth; and finally, the power of combining efforts with other organizations.

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## Sharing Best Practices & Research Findings Through Digital Humanities & Social Science: An Invitation to Join the Rural Immigration Network

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### **Keywords:**

Rural Immigration, Incorporation, Digital, Networking, Engagement, Public Scholarship

## **Introduction**

How can we meet the goals that Cambio de Colores espouses: fostering cross-cultural connections, well-being, inclusion, prosperity and integration among all peoples living in rural communities? In-person contacts, supported by inclusive institutions and clear-eyed local leaders, nurtured into genuine relationships are surely best. Some of these patterns can come about by happenstance, given enough time (Lay 2012). Others can be fostered intentionally by sharing good ideas and best practices. Digital scholarship tools and trends open new opportunities for achieving these goals. They complement the direct connections made through daily interactions and through professional meetings, workshops and conferences.

This paper argues that scholars should ground their digital work on immigration within frameworks developed by community based learning and research practitioners. While many organizations addressing immigration-related issues maintain a digital presence, it seems safe to assume that they do so without delving into network or digital production theories. These organizations may have more tools and more willing partners at hand to support their efforts to ensure integration and well-being than they realize. Specifically, in the past two decades, academic institutions and funders have developed elaborate systems and theory to produce digital scholarship. Major funders support this effort, providing training workshops and graduate programs, open source technology and tools, and considerable knowledge of how to foster online communication. These systems parallel commercial digital infrastructures, but are guided by priorities and frameworks of the academy, rather than market or administrative logics. While not always realized, academic priorities leave space for more open, collaborative approaches to well-being and inclusion separate from profit motives.

With this essay, I invite people striving to connect academy, advocacy and community wellbeing around immigration issues to pay attention to the resources available in the digital scholarship world and to join in shaping one specific such resource, called the Rural Immigration Network (Tegtmeier Pak, n.d.), which shares best practices and research findings. The Rural Immigration Network (RIN) grew out of a pedagogical commitment to engage college students in knowledge production practices that prioritize

reciprocity with those being studied: in this instance, persons and organizations involved in the “context of reception,” the interacting social processes and institutional settings that shape immigrant incorporation (Bloemraad, 2006a & 2006b; Jaworsky et al., 2012). Through RIN, undergraduate students learn interviewing and other primary research methods, develop their writing, editing and digital production skills, produce engaging, informative brief essays and make data available to all through an open-access website. Reciprocity is realized with community partners featured on the website by providing a forum for them to share their ideas about how to build community between recent immigrants, their families and longer term residents in rural areas of the United States. This invitation to join RIN involves the possibility of setting research and publication priorities, providing feedback on website usability, developing crowdsourced contribution options, and promoting the forum to a broader audience.

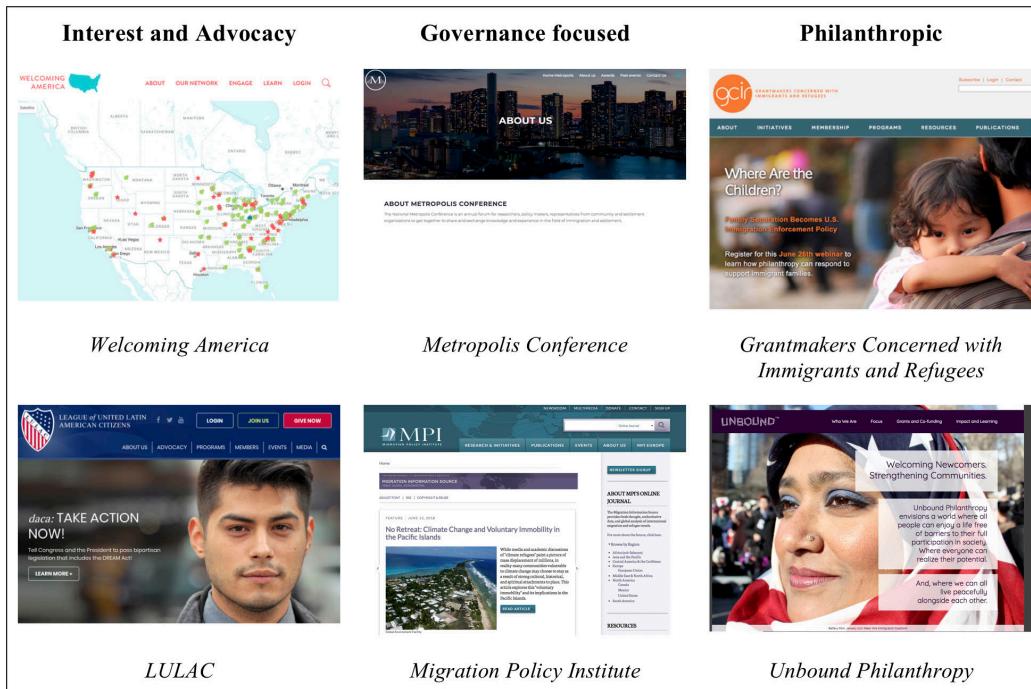
RIN relies upon digital humanities and social sciences frameworks in order to foster learning and networking opportunities that support prosperity, well-being, inclusion and cross-cultural connections among immigrants, their families and longer term American citizens. In the pages that follow, the RIN project will be situated within an overview of immigrant incorporation-related digital resources, introductions to the ethos of digital scholarship and civic engagement education, an overview of digital scholarship projects on immigration, and finally, an extended invitation to join the Rural Immigration Network project.

## **Immigrant Incorporation and the Digital World**

Interest groups, government agencies, advocates, grant makers, think tanks and alliances across such organizations rely upon digital tools to communicate with their supporters. Immigration-related organizations with an online presence fall into three broad categories: interest-based or advocacy-related groups; governance and policy focused (which could include public websites such as those run by federal agencies); and philanthropic groups that support particular types of activities.

Their highly professional websites, which show off the latest in digital design trends, allow them to project a polished image, as demonstrated in Figure 1 below.

**Figure 1: Example Websites of Immigration-Related Organizations**



These websites include important information that can further the goals of integration and cross-cultural connections. They belong, however, to each of the organizations that they represent, and as such, do not invite open-ended collaboration, even though website readers may find the sites offer useful information and guidance about how to join, work for, or financially support the organizations. Without openness to collaboration, these websites provide only more focused and perhaps narrower perspectives on how to foster inclusion and well-being.

### Reciprocal, Public Scholarship and the Digital Humanities and Digital Social Sciences

Digital humanities and social sciences afford an alternative philosophy and approach to crafting online immigration-related resources. Major funders point to public collaboration and democratizing knowledge as their core mission ("About the Office of Digital Humanities," n.d.; "Digital Culture," n.d.). And in recent years, individual scholars have begun to ask themselves hard questions about what and who their digital work is for, and how they can "become answerable" (Clement 2016; Posner 2016). Clement urges digital scholars to rededicate themselves to producing "interpretive, situated, and subjective knowledge" that references "as broad a spectrum of perspectives as possible." Hsu calls for digital

scholars to turn towards "public-benefit design" such that scholars design with rather than for members of the public (Hsu, 2016).

Public participatory geographic information systems (PPGIS) and public participatory video production scholars have developed subfields dedicated to these ideals. As some practitioners recognized that GIS in general developed to serve government projects, which meant that GIS projects often excludes marginalized populations, they created PPGIS to bring in more voices to digital mapping (Radil & Jiao, 2016). Evans and Foster call for participatory digital work, in this case referencing video making, to respect four core values - respect, relevance, reciprocity and responsibility - as a way to allow people to 'self-represent' (Evans & Foster, 2009).

Digital scholars are pushing to achieve a more collaborative and open approach to their work, which fits well with the Cambio goals of fostering inclusion. As Posner writes, "It is not only about shifting the focus of projects so that they feature marginalized communities more prominently; it is about ripping apart and rebuilding the machinery of the archive and database so that it does not reproduce the logic that got us here in the first place" (Posner, 2016).

Digital scholars and funders emphasize collaboration,

public knowledge and reciprocity in ways that echo insights from another significant interdisciplinary conversation about academic civic engagement. For decades, consortial organizations including Campus Compact, Imagining America and the American Association of Colleges & Universities have coordinated and encouraged college educators to ensure that their teaching and research address public issues by engaging community leaders and students in collaborative initiatives intended to generate public goods (AAC&U, 2013; Campus Compact, n.d.; Imagining America, n.d.). These ideas are not new; even in the American context they stretch back to the founding of our public universities, and gave rise to specific institutions including Extension, which of course created and fuels the Cambio conference (Fitzgerald, Bruns, Sonka, Furco, & Swanson, 2012).

The “new kind of engagement” in higher education emphasizes seven commitments that should also guide digital scholarship (2012, p. 12). At their core, they emphasize fair-minded reciprocal, sustained cooperation with community partners, such that scholars and their host universities share expertise and other resources in ways that further the public good. This vision for higher education renews the promise to attend to students’ suitability for democratic engagement and responsible citizenship. Civic engagement education complicates standard expectations about higher education. With regard to scholars, it pushes us to think past measuring the worth of knowledge production by counting peer-reviewed publications. As for students, it pushes us to invite them to view their education as an invitation to the public sphere and to seek more than professional credentialing.

### **Reciprocal Digital Scholarship and Immigration: State of the Field**

To date, two main types of digital projects relevant to immigration prevail. First, multiple storytelling projects give voice to immigrant experiences through online video, image and narrative collections. Second, research teams seek to improve public understanding of immigration-related processes by sharing their findings with a broader online audience. These projects fit well within the broad framework of the new kind of engagement, but differ in the extent to which they clearly explain who their work is for and how it matters. Examples of each type of project follow.

The Universities of Iowa, North Carolina and Minnesota offer rich archives that document individual immigrant stories (“Home · New Roots,” n.d.; “Immigrant Stories,” n.d.; “Migration is Beautiful,” n.d.). Archivists run Iowa’s project, Migration is Beautiful. From 2005-2007, staff supervised students in conducting 100 oral history interviews, and preparing text narratives illustrated with photographs. Their purpose is “to fill gaps in the historical record. A new narrative emerges from this process that integrates the contributions of Latinas and their families into Iowa history.” Archivists and librarians likewise took the lead on the North Carolina project, New Roots/Nuevas Raíces. They oversee undergraduate and graduate student researchers, who have completed over 160 interviews since 2006. The project website curates interviews as audio files, typed transcripts and field notes, accompanied by maps showing countries of origin and North Carolina destination counties. The purpose also parallels that of the Iowa project, aiming to document “the contributions of Latino figures in the history of the South of the United States as well as in contemporary national movements for social justice, immigration and educational reform.” The Minnesota project, Immigrant Stories, differs in that it is organized by a historical center at the University, and in that it invites immigrants to record their own video narratives. A separate project, the Minnesota Digital Library, curates the resulting “immigrant stories,” as part of a larger collection of digitized oral histories of varied populations gathered by multiple cultural organizations across the state (“Minnesota’s Immigrants | About This Project,” n.d.).

Shifting to the research findings sites, two stand out: The University of Richmond’s “Foreign-Born Population: 1850-2010,” part of the larger American Panorama online history atlas and the University of Minnesota’s “Immigration Syllabus” (Design, n.d.; “Immigration Syllabus – #Immigration Syllabus,” n.d.). The former comprises an interactive, map focused visualization of 160 years of census data, illustrating how many immigrants have arrived, from where, and where they lived at each census survey. University of Richmond staff authored the map, working with professional designers. The latter project does exactly what its name suggests: it offers a syllabus for teaching about immigration. Its purpose is public and politically aware, following what’s become a common template of scholars from multiple institutions cooperating to make quality expertise about contentious debates easily available to

interested parties.

Among all five of these projects, the Immigrant Stories project in Minnesota most completely enacts the new engagement ideals discussed earlier, because of the extent of collaboration with community partners beyond the University. Immigrants shape their own narrative using the video-making website provided by the project. Further, project organizers have worked with a community partner, Advocates for Human Rights, to create a public curriculum to better disseminate the stories and the knowledge arising from them. By involving a broader circle of partners in creating content and grounding the digital resources they craft in a specific, the Minnesota Immigrant History Research Center staff offer a collaborative, tangible network and process for fostering cross-cultural connections enhanced by technology.

### An Invitation to Join the Rural Immigration Network

The Rural Immigration Network aims to realize the potential of new engagement ideals in the immigration field at the same level achieved by the Immigrant Stories project, though focused on topics that more closely parallel the Cambio de Colores mission. At this stage in developing RIN, the goal is to share good ideas about community building among immigrants, their families, and longer-term residents in rural areas of the United States. The Steering Committee seeks feedback, advice and cooperation from community-based organizations in particular. The hope is to involve non-academics with relevant expertise in the Steering Committee directly, so as to better realize the promise of reciprocal research project design and implementation as well as the dissemination of findings. Academics interested in rural immigration are also invited to share in the research, writing and teaching dimensions of this project.

Persons willing to help manage and contribute to the RIN project stand to benefit in several ways. They will gain the opportunity to educate college students about diversity in rural areas and prepare them for better deliberation and public action as becoming well-informed citizens. They earn the satisfaction of providing a forum for sharing good ideas and networking among community organizations, local governments and concerned citizens across rural areas of the United States. Additionally, in a time

where much media attention goes to the problems with rural America, they gain the chance to uplift and celebrate positive community-building efforts already taking place in rural areas, to support the well-being, inclusion, and prosperity of all who live there.

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# *Posters*

# **POSTERS IN POSTER SESSION:**

## **The Effects of Cultural Capital and Community Experience on Latina/o's Livelihood**

Sandra Bertram Grant, Nancy J. Muro-Rodríguez, Leticia D. Martínez, and Lisa Y. Flores, *University of Missouri-Columbia*

## **Workplace Climate, Protective Factors, and Mental Health in Latino Immigrant Cattle Feedlot Workers**

Gustavo Carlo, *University of Missouri-Columbia*

Meredith McGinley, *University of Wisconsin-Parkside*

Athena Ramos, Rodrigo Gamboa, and Kathleen Grant, *University of Nebraska Medical Center*

Axel Fuentes, *Rural Community Workers Alliance*

## **Developing Cross-Cultural Competence Through Culturally and Linguistically Relevant Literature**

Rocío Delgado, *Trinity University*

## **Engaging Latinos in the Outdoors: A Collaborative Model for Programmatic Success**

Claudia P. Díaz Carrasco, María G. Fábregas Janeiro, John Borba, Russell Hill, and Lynn Schmitt-McQuitty, *University of California*

## **Substance Abuse Amongst Immigrants Working in Cattle Feedlots**

Kathleen M. Grant and Athena Ramos, *University of Nebraska Medical Center*

Meredith McGinley, *University of Wisconsin-Parkside*

Gustavo Carlo, *University of Missouri-Columbia*

## **Latinx ELLs in a Low-Incidence District**

Cori Jakubiak and Parker Van Nostrand, *Grinnell College*

## **Culturally Responsive Best Practices for Students Who Are English Language Learners and Have Learning Disabilities**

Jessica Kamuru, *University of Missouri-Columbia*

## **Family-Community Factors and the Job Satisfaction of Latino/a Immigrants**

Gloria McGillen, David Díaz, and Lisa Y. Flores, *University of Missouri-Columbia*

## **Life Satisfaction, Neighboring, and Health: Findings from Hispanic Immigrants in Northeast Nebraska**

Athena Ramos and Marcela Carvajal-Suárez, *University of Nebraska Medical Center*

## **Rural Narratives on Welcoming Communities**

Athena Ramos, Marcela Carvajal-Suárez, and Maria Mushi, *University of Nebraska Medical Center*

## **Limited Access to Education, Overreach of State Authority and Violation of Human Rights**

Robert Sagastume, *Washington University-St. Louis, Kingdom House*

Melinda Lewis, *University of Kansas*

## **Geography of the Midwestern English Learner: An Inquiry Into Opportunity to Learn English in St. Louis**

Lyndsie Marie Schultz, *Washington University in St. Louis*

## **Familia Adelante: "Al Qoneq Wan Ko Masanil, K'amoqab Maktxel Chi Kankán Yintaqil": A Cultural Translation and Pilot for Q'anjob'al Maya Family**

Natalia Trinidad and Athena Ramos, *University of Nebraska Medical Center*

Luis Marcos, *Comunidad Maya Pixan Ixim*

# *Program*

# Conference Program

## Latinx in the Heartland: Fostering Resilience and Cross-Cultural Connections



17<sup>th</sup> Annual Conference  
June 6-8, 2018  
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# Program Schedule

## Breakout Session Tracks

	Room
A - Change and Integration.....	402
B - Community & Economic Development .....	401 AD
C - Civil Rights & Political Participation .....	302A
D - Education .....	401 B
E - Education & Youth Development.....	401 C
F - Health .....	302

## WEDNESDAY, JUNE 6

9:30 a.m. - 12:00 p.m.

**NCERA 216 Meeting** ..... 302

10:00 a.m. - 12:00 p.m.

**Students Gathering** ..... 302 A

1:00 p.m. - 1:50 p.m.

**17th Cambio de Colores (Change of Colors) Conference Opening Session** ..... 401 AD

Stephen Jeanetta, University of Missouri

*Cambio Center*

Clara Irazábal-Zurita, Latinx & Latin American Studies, University of Missouri-Kansas City

Susan Wilson, Vice Chancellor for Diversity & Inclusion at University of Missouri-Kansas City

2:00 p.m. - 3:00 p.m.

## Plenary 1

**"Kansas City Leaders Panel: Latinx in the Heartland: Fostering Resilience and Cross-Cultural Connections"** ..... 401 AD

**Panelists:**

Irene Caudillo, *El Centro, Inc.*

Theresa Torres, University of Missouri-Kansas City

Pedro Zamora, Hispanic Economic Development Corporation

**Moderator:** Clara Irazábal-Zurita, University of Missouri-Kansas City

3:00 p.m. - 3:30 p.m.

**Encuentros and Popular Knowledge Activity**

3:30 p.m. - 4:45 p.m.

## Concurrent Breakout Session 1

**Breakout 1A: Latino Diaspora, Settlement, Welcoming and Resilience** ..... 402

**"Latinx Majority Communities in the Midwest"**

J.S. Onésimo Sandoval and Pedro Ruiz, Saint Louis University

## "Immigrant Empowerment = Economic Empowerment in Times of Budget Deficits"

Pedro Guerrero, employee of Missouri House of Representatives

## "Positive Messaging in Turbulent Times: Welcoming New Americans in Receiving Communities"

Molly Hilligoss, *Welcoming America*

## "One and the Same? Hispanic Student Support, College Enrollment and Immigrant Generational Status"

Rebecca Perdomo, *University of Georgia*

Linda Renzulli, *Purdue University*

## Breakout 1B Panel

### **Latinxs in Kansas City: Navigating the Latinx Experience in Kansas City**

401 AD

**"Latinx KC Oral History Project: Recovering and Preserving Histories of Latinx in the Kansas City Metropolitan Area"**

Sandra Enriquez, *University of Missouri-Kansas City*

### **"Cooking While Brown: Institutional Bias in Ethnic Restaurants"**

Stephen R. Christ, *University of Missouri-Kansas City*

### **"Latinx Art in Kansas City: The Bricolaje Exhibition"**

CJ Charbonneau, *University of Missouri-Kansas City*

## Breakout 1C: Latinxs in Kansas City: Navigating the Latinx Experience in Kansas City

401 AD

**Same sessions as 1B**

## Breakout 1D: Best Practices in the Classroom for Language Learning and More

401 B

### **"Addressing EL teacher shortages: A multi-dimensional approach"**

Adrienne Johnson and Elizabeth Thorne Wallington, *Missouri Western State University*

### **"Classroom Discourse Practices in a Colombian Public School: Implications to Peace Building Interaction for the Latinx Community"**

Luzkarime Calle Diaz, *Universidad del Norte in Colombia and University of Missouri - St. Louis*

### **"Impacts of Real-Time Captioning in an Elementary Language Classroom"**

Greg Rich and Nissa Ingraham, *Northwest Missouri State University*



# Program Schedule

## Breakout 1E: Workshops on Engaging Latino Youth ..... 401 C

### "From the Ground Up: What Works, Guiding Principles and Example Practices for Reaching and Engaging Latino Youth"

Fe Moncloa and Claudia Diaz Carrasco, University of California, Division of Agriculture and Natural Resources (UC ANR)

### "Los Verde Clovers: Engagement and Retention of New Youth and Families in 4-H"

Ruddy Yañez Benavides and Aliah Mestrovich Seay, 4-H Youth Development, Kansas State University Research and Extension

## Breakout 1F: Research on Health Experiences, Predictors and Policy Affects among Immigrants ..... 302

### "Experiences of Mental Illness among Asian Immigrants in the United States"

Hari Poudel and Stephanie Potocznick, University of Missouri- Columbia

### "Local Variation in the Impact of State Omnibus Immigration Laws on Public Benefits Enrollment"

Chenoa Allen, University of Wisconsin-Madison

### "Social Support as a Predictor of Cortisol among Mexican Families during a Healthy Lifestyles Intervention"

Shannin Moody, Wen Wang, Brianna Routh, Kimberly Greder, and Elizabeth Shirtcliff, Iowa State University

5:00 p.m. – 5:30 p.m.  
**Encuentros and Popular Knowledge Activity** ..... Hallway

5:30 p.m. – 6:30 p.m.  
**Poster Session and Appetizers** ..... Hallway

6:30 p.m.  
**Dinner and Entertainment** ..... 401 AD

## THURSDAY, JUNE 7

7:15 a.m.  
**Coffee and Continental Breakfast**

8:00 a.m. – 9:15 a.m.

## Concurrent Breakout Session 2

## Breakout 2A: Workshop ..... 402

### "It's LIT (Latinos in Tech) - A Collaborative Story"

Maria Mendoza, Hispanic Economic Development Corporation

## Breakout 2B Panel: Latinxs in Kansas City: Urban Planning and Development ..... 401 AD

### "Transportation Mobility of the Latinxs in the Kansas City Metropolitan Region: Issues and Challenges"

Sungyop Kim, University of Missouri-Kansas City

### "Latinas in Kansas City: Intersectionalities between Gender and Development"

Viviana Grieco and Ruchira Sen, University of Missouri-Kansas City

### "Heterodox Economics and Urban Planning: Synergistic Bedfellows for Progressive Urban Politics"

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

### "Housing and Community Development in Kansas City: Implications for Latinxs"

Jake Wagner, University of Missouri-Kansas City

## Breakout 2C: Communication and Information Flows: Keys to Integration ..... 302 A

### "Spanish Special Education Series through Social Media"

Karina Crouch, Missouri Parents Act

### "Latino Farmers in the Midwest: Preliminary Findings from a Survey Study conducted in Iowa, Michigan and Missouri"

Maria Rodriguez-Alcalá, University of Missouri-Columbia

Stephen Jeanetta, University of Missouri-Columbia

Jan Flora, Emeritus, Iowa State University

Rubén Martinez, Michigan State University

### "Sharing Best Practices & Research Findings through Digital Humanities and Social Science"

Katherine Tegtmeyer Pak, St. Olaf College

## Breakout 2D: Research Panel ..... 401 B

### "Enhancing Bi-Literacy through Multi-Language Family Stories in Urban Schools: Opportunities and Challenges"

Kim Song, University of Missouri - St. Louis

Lisa Dorner, University of Missouri - Columbia

Sujin Kim, University of Missouri - St. Louis

Edwin Bonney, University of Missouri - Columbia

Yang Ai, University of Missouri - St. Louis

## Breakout 2E: Best Practices in Positive Youth Development ..... 401 C

### "Latino PYD, a Year in Review"

Ricardo Diaz, Xpenn Consulting

### "Migration and Work among Latino Emancipated Migrant Youth: A Phenomenological Approach"

Fiorella L. Carlos Chavez, Florida State University

# Program Schedule

## "4-H Maize Retreat: Culturally-Based Youth Leadership Accelerators"

Cayla Taylor, Iowa 4-H Youth Development

## "Cultivating Positive Ethnic Identity in Southern Californian's Youth through 4-H Day Camps"

Claudia P. Diaz Carrasco, Maria G. Fabregas Janeiro, Stephanie Barrett, and Yolva Gil, University of California, Division of Agriculture and Natural Resources (UC ANR)

**Breakout 2F: Workshop** ..... 302

## "Conducting Organizational Assessments Utilizing the National CLAS Standards"

Corstella Johnson, U.S. Department of Health and Human Services, Office of the Assistant Secretary for Health, Region VII

9:30 a.m. - 10:30 a.m.

## Plenary 2

## "How the New Immigration Landscape Impacts Communities"

..... 401 AD  
Royce Murray, Policy Director at the American Immigration Council

10:45 a.m. - 1:45 p.m.

## Site Visits & Lunch

### **Site visit A: Change and Integration**

Jewish Vocational Services

### **Site visit B: Economic Development**

Hispanic Economic Development Corporation

### **Onsite Workshop C: Civil Rights and Political Participation**

..... 401 B

### **"Dialogues in Intercultural Communications"**

Gerardo Martinez, Alianzas

### **Site visit D: Education**

Villa Guadalupe

### **Site visit E: Youth Development**

MU Extension Youth and Family Nutrition Outreach

### **Site visit F: Health**

El Centro, Inc.

2:15 p.m. - 3:15 p.m.

## Plenary 3

## "We Are Here... Let's Work As A Team"

..... 401 AD  
Maria G. (Lupita) Fabregas Janeiro, University of California, Division of Agriculture and Natural Resources (UC ANR)

3:15 p.m. - 3:45 p.m.

## **Encuentros** ..... Hallway

3:45 p.m. - 5:00 p.m.

## Concurrent Breakout Session 3

### **Breakout 3A: Best Practices in Building Inclusion and Cultural Competence**

..... 402  
**"Got Cafe? The Formation of the Coalition of American-Hispanic Florida Extension Educators to Target Minority Audiences"**

Elver Pardo, Eva Pabon, Laura Valencia, Jonael Bosques-Mendez, and John Diaz, University of Florida/IFAS Extension

### **"Hear Our Voice: Latino in Extension"**

Maria Guadalupe (Lupita) Fabregas Janeiro, University of California  
Amanda Zamudio, Arizona 4-H  
Guadalupe Landeros, AgriLife Texas A&M

### **"Intercultural Development Learning Circles"**

Maria Guadalupe (Lupita) Fabregas Janeiro and Fe Moncloa, University of California

### **"Linguistic and Racial Equity in Teaching Immigrant and Refugee Learners"**

Kim Song, University of Missouri - St. Louis  
Sujin Kim, University of Missouri - St. Louis  
Yuyang Zhao, University of Missouri - St. Louis

### **Breakout 3B Panel: Latinxs in Kansas City: Development, Demographic, and Educational Trends**

..... 401 AD

**"Abriendo Puertas Midwest Metro Latina/o Leaders' Perspectives on Leadership, Community, Commitment, and Education"**

Uzziel Hernandez Pecina, University of Missouri - Kansas City

### **"Rising Culture: Emprendedores in America"**

Michael S. Carmona, Hispanic Economic Development Corporation

### **"Latinx in Kansas City: Spatial Justice, Uneven Development, and Intergenerational Inequality"**

Jordan Shipley, University of Missouri-Kansas City and Binzagr Institute for Sustainable Prosperity

### **Breakout 3C: Workshop** ..... 302 A

### **"Making the Economic Argument for Immigration: Strategies that Work"**

Denzil Mohammed, The Immigrant Learning Center, Inc.

### **Breakout 3D: Research on Hispanics and Newcomers in Higher Education**

..... 401 B

**"HSIs and EHSIs in the North Central Region and the Meaning of 'Hispanic-Serving': Examining their Institutional Diversity and Initiatives and Potential"**

Rene Rosenbaum, Michigan State University  
Stephen Jeanetta, University of Missouri  
Alondra Alviza, Michigan State University

# Program Schedule

## "Undocumented Students & How to Help in College"

Alejandra Gudiño, University of Missouri

## "Soy El Primero: First-Generation Latinx College Students' Experiences with Acculturative Stress and Coping"

Tracy Graybill, University of Missouri-Kansas City  
Michelle Maher, University of Missouri- Kansas City

**Breakout 3E: Workshop.....401 C**

## "Enhanced Instruction and Learning for English Learners Through Differentiated Technology"

Debra Cole, Missouri Migrant and English Language Learning

**Breakout 3F: Youth Health and Positive Development: Programs and Factors.....302**

## "4-H Builds Resilience through Volunteers and Partnerships"

Norma Dorado-Robles and Grisel Chavez,  
Iowa State University Extension and Outreach

## "What Will it Take to Engage Latino Youth & Families?"

Maria G. (Lupita) Fabregas Janeiro and  
Marianne Bird, University of California Division of Agriculture and Natural Resources (UC ANR)

## "Evaluating Youth Latino Programs? Here are Some Ideas"

Steven M. Worker, Maria Guadalupe Fabregas Janeiro, Lynn Schmitt-McQuitty, John Borba, and Claudia P. Diaz Carrasco, University of California Division of Agriculture and Natural Resources (UC ANR)

## "Latino Youth's Supportive and Non-Supportive Family Climate and Relations to Prosocial Behaviors: A Latent Profile Analysis"

Zehra Gulseven, Gustavo Carlo, Sarah Killoren,  
University of Missouri  
Edna Alfaro, Texas State University

5:00 p.m.

## Dinner on your own

5:15 p.m.

**NCERA216 Meeting .....302**

## FRIDAY, JUNE 8

8:00 a.m.

### Coffee and Continental Breakfast

8:45 a.m. - 10:00 a.m.

### Plenary 4

## "Strengthening Equity and Excellence for Emerging Bilinguals: From Research to Practice" .....

401 AD  
Lisa Dorner, University of Missouri - Columbia  
Kim Song, University of Missouri-St. Louis

10:00 a.m. - 11:15 a.m.

### Concurrent Breakout Session 4

**Breakout 4A: Research on Immigrant Occupations, Entrepreneurship, and Mobility .....**402

## "A Profile of the STEM Immigrant Workforce in the St. Louis Metropolitan Region"

J.S. Onésimo Sandoval and Pedro Ruiz, Saint Louis University  
Blake Hamilton and Anna Crosslin, International Institute of St. Louis

## "Latino Bi-Cultural Entrepreneurs' Business Integration in Iowa Communities"

Hui Siang Tan and Linda S. Niehm, Iowa State University

## "Gaining Access to Farm Ownership and Operating FSA Programs for Latino Producers in Missouri"

Eleazar U. Gonzalez, University of Missouri Extension

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

Stephanie Potocznick, University of Missouri  
Matthew Hall, Cornell University

**Breakout 4B Panel: Latinxs in Kansas City: Community Development, 1980s-2010s..... 401 AD**

## "Urban Community Development: A Community Capitals Framework Assessment in Kansas City, KS"

Clara Irazábal-Zurita, Theresa Torres, and Ignacio Ramírez Cisneros, University of Missouri-Kansas City

## "Latinxs and Crime: Criminalization and (In)Security of Ethnic Enclaves in Kansas City"

Toya Like, Janet Garcia-Hallett, University of Missouri-Kansas City

## "Guadalupe Centers Vision of Education: An Educational System that Works for Latinxs in Kansas City"

Theresa Torres, University of Missouri-Kansas City



UNIVERSITY OF MISSOURI-KANSAS CITY

# Program Schedule

<b>Breakout 4C: Latinxs in Kansas City: Community Development, 1980s-2010s .....</b>	401 AD
<b>Same sessions as 4B</b>	
<b>Breakout 4D: Best Practices Panel .....</b>	401 B
<b>"Avanzando: Culturally Sustaining Latinx Mentorship in Midwestern Higher Education"</b>	
Dea Marx, University of Missouri-Kansas City	
<b>Breakout 4E: Education Policy Discourse, Implementation and Impact.....</b>	401 C
<b>"Destination States, Higher Education, and Policy Discourse"</b>	
Rebecca Perdomo, University of Georgia	
<b>"Divided by the State Line: Comparing Undocumented Immigrant Student Experiences at Colleges in DREAM and Non-DREAM Act States"</b>	
Steve Pankey, Metropolitan Community College-Kansas City	
Michelle Maher, University of Missouri-Kansas City	
<b>"We don't say you can't come to school: Educator Perspectives on Undocumented Immigration in a Rural Community"</b>	
Emily Crawford, Sarah Hairston, and Warapark Maitreephun, University of Missouri-Columbia	
<b>"The Paradoxical Implications of Deported American Students"</b>	
Edmund Hamann and Jessica Mitchell-McCollough, University of Nebraska-Lincoln	

<b>Breakout 4F: Best Practices and Predictors Affecting Latinx Health.....</b>	302
<b>"Developmental Disabilities in the Latino Community: Findings and Recommendations"</b>	
Yeni Vasquez and Jordana Vera-Montero, Alliance for Leadership, Advancement and Success (ALAS)	
<b>"Shop Healthy Iowa: A Cross-Cultural Collaboration to Improve Healthy Retail Practices in Tiendas"</b>	
Rebecca Bucklin, University of Iowa College of Public Health	
Jennifer Coyler, Iowa Department of Public Health	
Adriana Maldonado, University of Iowa College of Public Health	
Jon Wolseth, Iowa State University Extension & Outreach	
Barbara Baquero, University of Iowa College of Public Health	
<b>"Predicting HPV vaccination of Children Among Mothers of Mexican Origin in the Midwest"</b>	
Marcela Carvajal-Suarez and Athena Ramos, University of Nebraska Medical Center	
<b>11:30 a.m.</b>	
<b>Closing Activity.....</b>	401 AD

## 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 6 - 9:30 a.m. - 12:00 p.m .....302  
Thursday, June 7 - 5:15 p.m.-6 p.m.....302

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** jsandov3@slu.edu or diazr@illinois.edu

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

#### **Student Meeting**

Wednesday, June 6 at 10:00 a.m. - 12:00 p.m.....302 A  
Students will gather to network, organize, and discuss building collaboration across universities on themes relevant to Cambio de Colores and their related research. The gathering will focus on sharing research interests and networking, plus feature a panel of professors who will share their experiences and advice for success in graduate school.

# Plenary Session Speakers

## Plenary 1

### "Kansas City Leaders Panel: Latinx in the Heartland: Fostering Resilience and Cross-Cultural Connections"

**Moderated by:** Clara Irazábal-Zurita, University of Missouri-Kansas City

**Irene Caudillo** is the President and CEO of El Centro, Inc., dedicated to strengthening communities and improving lives of Latinos and others through educational, social, and economic opportunities.

**Theresa Torres** is an associate professor in UMKC's Latinx and Latin American Studies program. She is currently working on a book on Latina spirituality and resilience based on interviews of Latina leaders.

**Pedro Zamora** is the Executive Director of the Hispanic Economic Development Corporation of Greater Kansas City (HEDC). Pedro has over 30 years of leadership and management experience in the private and public sectors.

## Plenary 2

### "How the New Immigration Landscape Impacts Communities"

**Royce Bernstein Murray** is the Policy Director at the American Immigration Council where she oversees the Council's administrative and legislative advocacy.

## Plenary 3

### "We Are Here... Let's Work As A Team"

**María G. (Lupita) Fabregas Janeiro** is the Assistant Director for 4-H Diversity and Expansion in the University of California Division of Agriculture and Natural Resources. She leads the largest 4-H diversity and inclusion program in the United States: the UC ANR 4-H Latino Initiative.

## Plenary 4 - Education

### "Strengthening Equity and Excellence for Emerging Bilinguals: From Research to Practice"

**Lisa Dorner** is Assistant Professor at the University of Missouri. Her research examines immigrant childhoods, second language learning, and the politics of implementing bilingual and language immersion programs.

**Kim Song** is Associate Professor at the University of Missouri-St. Louis. Dr. Song's research interests are dual language acquisition of young children, teachers' cultural competence, and language teacher training.

**Abstracts and speaker biographies are available on the website.**

[www.CambioDeColores.org](http://www.CambioDeColores.org)

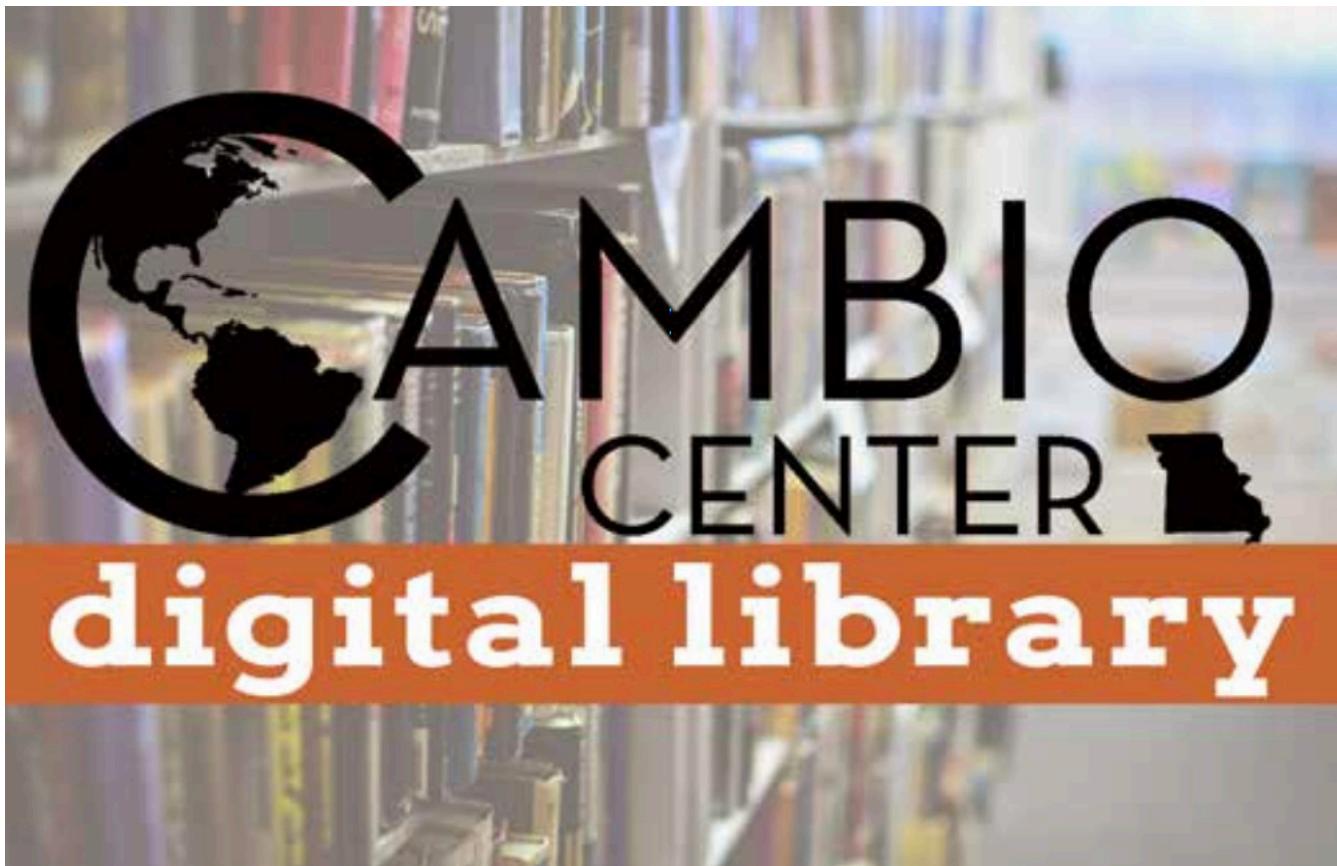


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Proceedings books from the annual Cambio de Colores Conference can be downloaded and searched at the MU Cambio Center's Digital Library:  
[www.cambio.missouri.edu/Library/](http://www.cambio.missouri.edu/Library/)

There are now thirteen Cambio de Colores Proceedings volumes featuring the abstracts, selected papers, programs and directories from the first 16 annual conferences.

All proceedings are available for free download.

In the Cambio Center Digital Library, you can access and search over 100 selected conference papers featuring state-of-the-art research and best practices, plus other relevant works from Cambio Center fellows.

The digital library is part of the University of Missouri's MOspace Institutional Repository that preserves content and provides open access.



# Cambio Center

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