



Cambio de Colores

Change of Colors



Latinos in the Heartland Shaping the Future: Leadership for Inclusive Communities

Proceedings of the 14th Annual Conference

**June 10-12, 2015
Kansas City, Missouri**

Edited by Stephen Jeanetta, Colette Rector, Lindsey Saunders, and Corinne Valdivia
Cambio Center
University of Missouri - 2016

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About the Cambio Center:

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

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

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Preface

*lento pero viene
el futuro real
el mismo que inventamos
nosotros y el azar*

*(slowly, but surely
the actual future comes
the very one invented
by us and by chance)*

Mario Benedetti

The future is coming, of course, and that is a truism as bad as any.

Nonetheless, one of the traits that makes us human is our persistence in making conscious decisions attempting to shape the future one way or the other. Sentient humans know very well that those decisions rarely yield the intended results. “Life happens,” we say nowadays, meaning that non-controllable events affect what really happens. As the poet said in the epigraph, the actual future arrives invented by us and by chance, however one wants to define it.

In spite of the overwhelming odds in favor of “chance”—pun intended—being more relevant than willpower, doing nothing is not an option. Truism number two: we do need to understand, to educate, and to be proactive in our jobs and in our communities. The people that attend the Cambio de Colores conferences or who read this book of proceedings have obviously bought into that idea.

There is little doubt that immigrants are needed to maintain the economies of countries and regions where aging populations can no longer supply enough labor and energy. Historically, these labor needs have often resulted in economic growth at the cost of lasting injustices. Today, a significant amount of the emotional capital for social justice is invested in efforts to amend past errors and injustices. (To this, we need to add the extensive economic costs arising from a divided and unjust society.) There’s a difference between fixing the wrongs of the past and setting the stage to take advantage of the opportunities that change brings to our communities. The more we work to make conscious and informed decisions of how to intervene in this changing world, the better we will be able to prevent future wrongs or, worse, a future full of wrongs.

Immigrants take great risks, and they usually see the glass half full, even when the glass would be seen as almost empty by non-immigrants. They—we—have to be optimistic, as uprooting ourselves is possibly the biggest decision in our lives, and it usually involves giving away most of the material possessions left behind, and a significant proportion of our emotional possessions (what some may call personal networking support mechanisms). Migrating is not quite starting a new life, but rather taking a sharp turn onto a road that—we are told, we want to believe—goes to a place where we have a better chance of achieving our objectives. Every personal history is different, of course, and the balance of what one leaves behind and what one wishes to build is impossible to measure, because the former is a reality and the latter is a possibility.

Let us thank each and every one of the authors of the articles in this book. They do believe that we cannot leave the immigration and settlement process to chance, and that solid knowledge is needed to improve our chances of having a better world for all. After all, the future is there for us to shape; and for chance’s role to be limited as much as possible.

Domingo Martínez Castilla
Conference Director of the 2015 Cambio de Colores conference

Table of Contents

Introduction	1
 <u>Abstracts (in order of first author's last name)</u>	
Discrimination in Small Town America: The Cases of Beardstown and Monmouth, IL Julia Albarracín	3
A Model for Latina Domestic Violence in New Gateways María Belén Alcivar, Leah Kinnaird, and Janet N. Melby	3
De eso no se habla: Addressing Sexual Violence in the Latino Community through Partnerships with Community Leaders María Eugenia Alcocer	4
The Mediation Role of Prosocial Behavior on the Relations Between Deviant Affiliation and Academic Outcomes in Latino Adolescents Ruth Cárdenas, Gustavo Carlo, and Alexandra Davis	5
Prosocial/Positive Youth Development and Latinos in the Midwest Gustavo Carlo, Marcella Raffaelli, Ricardo Diaz, and John-Paul Chaisson-Cárdenas	5
Community Ambassadors: Creating Inclusive Community with Vietnamese, East African, and Latino Immigrant Populations in Northeast Kansas City Daniel Cash	6
Collaborative Model for Access, Retention & Academic Success for Greater Kansas City's Latina/o Students Marjorie Datwyler, Miguel Carranza, Alejandra Pérez-Estrada, Elizabeth Duarte-Ríos, and Jessica Rodas	6
4-H Programming for Latino Youth - A Collaboration Organized by Ricardo Díaz, Lisa Díaz, John-Paul Chaisson-Cárdenas, and other invited speakers	7
Culturally Responsive Program: The Transition from Mono-Cultural to Multi-Cultural 4-H Clubs Claudia P. Díaz Carrasco	7
Children of Immigrants, Legal Status, and Everyday Civic Work: Lessons for Citizenship Education Lisa Dorner and Emily Crawford	8
Planning Dual Language Schools in Rural and Urban Areas: Promising Practices and Considerations Lisa Dorner, Daisy Collins, Allyson Hile, and Jana Sawyer	9
Building a Comprehensive Plan for Reaching Minorities through Extension: Avoiding Isolated Approaches Maria G. (Lupita) Fabregas Janeiro, and Jorge H. Atiles	9
Multicultural Needs Assessment of Extension Educators - Oklahoma Cooperative Maria G. (Lupita) Fabregas Janeiro, Joyce Sherrer, and Jorge H. Atiles	10
The Latino Civic Engagement Collaborative; Utilizing the Hispanic Needs Assessment as an Impetus for Action John Fierro, Kathryn Fuger, and Carlos Gómez	11
Understanding Community Change: Repeated Case Studies of Hampton, Iowa Cynthia Fletcher	12

Assessing Learning Skills and Knowledge of Latino Farmers and Ranchers in Missouri: An Assessment to Curricula Evaluation	12
Eleazar U. González, Stephen C. Jeanetta, and David J. O'Brien	
Pushing for Inclusion and Change in Lafayette County, Missouri	13
Gretchen Green	
Intercultural Understanding, Not a Footnote: Strengthening Extension Capacity for Engagement	13
Alejandra Gudiño	
Latino Entrepreneurship and Innovation: Lessons from Yesterday and for Tomorrow	14
Mario Hernández	
Moving Up: Communities, Institutions, and Plural Societies	14
Captain Francisco M. Hernández and Debra Bolton	
Sparking Minds of New Arrivals: Achieving Positive Educational Outcomes for Unaccompanied Immigrant Children in Care	15
Olivia Hogle, Carlos de la Barrera, Charissa Boyd, and Janet Range	
The Dual Language Education Program of Delavan-Darien School District: A Case of Latino Community Leadership	16
Jorge Inzunza, Berenice Solis, Cynthia Bell-Jiménez, and Joe Overturf	
Integration and the Appreciative Inquiry Process: Leadership for Inclusive Communities	17
Stephen Jeanetta, Corinne Valdivia, and Lisa Y. Flores	
Missouri Latino Health Survey	17
Stephen Jeanetta, María Rodríguez Alcalá, Ioana Staiculescu, Shannon Canfield, Stanton Hudson, and Karen Edison	
Combatting Myths: Using Research and the Native Language to Improve K-12 ELL Programming	18
Adrienne Johnson	
Educational Language Policy and the New Latino Diaspora in Iowa	19
David Cassels Johnson, Stephanie Lynch, and Crissa Stephens	
Mixed Methods Study: Healthy-Eating Decision-Making in Adolescent Children of Latino Migrant Farmworkers	19
Jill Kilanowski	
Call for Collaboration: Developing Culturally Appropriate College Recruitment and Retention Practices	20
Mary Kindle, Elvera Satterwhite, and Ángel Morales	
Developing Academic Language Proficiency with English Language Learners (K-12)	21
Katrina Lundien	
How the Dairy Industry Manages its Latino Labor Force	21
Rubén Martínez, William Escalante, Joanna Acosta, and Jean Kayitsinga	
The Impact of Cultural Bias on Latino Youth Educational Outcomes	21
Lisa McCarty, Theresa Torres, and Cecilia Belser-Patton	
Assistive Technology and Enhancing Instruction for English Learners	22
Rhonda McMillen	

Failing to Meet the Educational Needs of Young Hispanic Families in the Heartland Bertha Mendoza	22
Immigrants as Assets: Framing the Discussion in Policy, Media, and the Community Denzil Mohammed and Chiara Magini	23
Cross-Cultural Experiential Learning in El Salvador Nadia Navarrete-Tindall	24
DreamZone Allyship Program: Creating Safe Spaces for Undocumented Young Adults Joél Orozco-Almeida	24
Sheltered Instruction Methodology and K-6 Elementary School Teachers: A Multicase Study Uzziel H. Pecina	25
Home on the Prairie – Service Learning as Inclusive Practice Michael Peters, Cristina Ortiz, Citlalli Ibañez, Ena Martínez, and Yessica Zúñiga-Tepango	26
Immigrant Newcomer Youth and the Academic Consequences of Interrupted Schooling Stephanie Potochnick	27
Cultivating Latino Youth Leadership to Prevent Underage Drinking Athena Ramos and Natalia Trinidad	27
Developing a Behavioral Health Career Pipeline for Latino Youth in Nebraska Athena Ramos, Ann Kraft, Natalia Trinidad, and Antonia Correa	28
Harvesting The Heartland’s Promise: Latina/o Learning Catalyzing School and Community Change Katherine Richardson Bruna	29
Affordable Care Act Outreach & Enrollment Best Practices for Latino Communities Nancy Rios	29
Relationship between Health Insurance Status of Latino Children and Their Overall and Dental Health Griselda Rodriguez and Kimberly Greder	30
Pan Latino Diversity in the Midwest J.S. Onésimo Sandoval	30
Latinos in the Media: The Value of Critical Media Literacy Jessica Sierk	30
Making Space for Sociocultural Literacies in Programmatic Family Literacy: The Experiences of Latina Mothers Jennifer Stacy	31
Improving the Health of Hispanic Families with an Extension Community–Based Curriculum “Abriendo Caminos” Margarita Teran-García and Angela Wiley	32
Wrap-Around Maternal Mental Health Programming for Latinas María Torres, Sarah Caldera Wimmer, and Anne Farina	33
Preliminary Findings on Individual and Contextual Factors Explaining Latino Entrepreneurship in Rural Communities of the Midwest Corinne Valdivia, Andrick Payen Diaz de la Vega, and Lisa Y. Flores	33

Latino Civic Engagement	33
Daniel Vélez Ortiz	

Understanding Immigrant and Refugee Parental Involvement, Attitudes, and Input on an Emergent School-Based Newcomer Center	34
Allison Walsh	

Selected Papers

Multicultural Needs Assessment of Extension Educators - Oklahoma Cooperative Extension Service	37
Maria G. Fabregas Janeiro, Joyce Martin, and Jorge H. Atilas	

Moving Up: Communities, Institutions, and Plural Societies	42
Francisco M. Hernández and Debra J. Bolton	

The Dual Language Education Program of Delavan-Darien School District: A Case of Latino Community Leadership	47
Jorge Inzunza, Berenice Solis, and Cynthia Bell-Jiménez	

Programa de educación bilingüe del distrito escolar de Delavan-Darien: un caso de liderazgo de la comunidad Latina	51
Jorge Inzunza, Berenice Solis, y Cynthia Bell-Jiménez	

Educational Language Policy and the New Latino Diaspora in Iowa	55
David Cassels Johnson, Stephanie Lynch and Crissa Stephens	

Cross-Cultural and Experiential Learning in El Salvador for Extension Specialists: Lessons Learned in the Field	60
Nadia E. Navarrete-Tindall, W. Sue Bartelette, and Casi Lock	

Relationship Between Health Insurance Status of Latino Children and Their Overall and Dental Health	66
Griselda Rodríguez and Kimberly Greder	

Latinos in the Media: The Value of Critical Media Literacy	69
Jessica Sierk	

Appendices

Plenary Speakers	74
Conference Program	76
Directory	82

Introduction

The 14th Cambio de Colores Conference was held in 2015 with the theme **“Shaping the Future: Leadership for Inclusive Communities”**. The Latino population continues to grow across the Midwest, and the question of leadership in these communities is both a sign of and prerequisite for true inclusion. Kansas City proved to be a good place to explore inclusive leadership. We saw the impact of an older, more historic Latino population, its leadership growth, and the impact it continues to make on the city. We also experienced the dynamic energy brought by the immigrant newcomers moving to the area. We had the opportunity to visit five organizations that are making a difference in their communities and represent the type of leadership that is creating an ever more inclusive and prosperous community. Local leaders also shared their work and experiences (see details on page 74). Improving leadership, wealth, and the human, social, cultural, and economic capitals, is essential to the social and long-term economic well-being of Southern and Midwestern communities.

The community of practice that is Cambio de Colores comes together with a purpose: seeking to contribute our shared experiences and knowledge to facilitate the integration of Latinos/as. This 14th Conference Proceedings includes seven papers (one available in English and Spanish) in health, education, integration, cultural exchanges, and well-being, with authors from Iowa, Kansas, Missouri, Nebraska, North Carolina, Oklahoma, and Wisconsin. The abstracts of the presentations cover the six conference theme tracks: Changing Communities, Economic Development and Civic Engagement, Education, ELL and Dual Language Education, Health, and Youth Development. They serve as resources for people working in each of these areas by explaining what is happening in our communities and providing a way to connect and learn from the authors.

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



Stephen Jeanetta



Corinne Valdivia

Abstracts

Discrimination in Small Town America: The Cases of Beardstown and Monmouth, IL

Julia Albarracín

Western Illinois University

This paper is part of a book manuscript about the incorporation of Mexican immigrants in two small towns in Illinois: Beardstown and Monmouth (forthcoming, Michigan State University Press). Based on 260 surveys and 47 in-depth interviews, it analyzes the perception of acceptance by the local population, perception of existence of discrimination in the US, and experiences with discrimination in Beardstown and Monmouth, Illinois. Although the two towns under study share similarities, they also have differences. For example, Beardstown was a sundown town and race relations between Anglos and Hispanics became tense after a Latino killed an Anglo at a predominantly Latino bar, and this bar was burned two days later. Monmouth, in contrast, lacks such history. Findings indicated that immigrants in Beardstown felt less accepted by Anglos and perceived discrimination in the US was a larger problem, and reported more instances of discrimination than immigrants in Monmouth. However, discrimination seemed widespread in both towns and interviewees reported being discriminated against at workplaces, schools, restaurants, and stores, and in interactions with the police, health care providers, and the general population. This paper describes and analyzes these instances of discrimination and presents some concluding remarks.

A Model for Latina Domestic Violence in New Gateways

María Belén Alcivar, Leah Kinnaird, and Janet N. Melby

Iowa State University

'Why doesn't she leave?' This victim-blaming question is often asked when discussing domestic violence in general. It is commonly believed that leaving an abusive relationship is easy, safe, and a one-time event. The reality is that abusive domestic relationships frequently involve the use of power and control. Thus, it is not easy for the victim to just get up and go. Staying with the perpetrator might be the safest option at that particular time, and leaving is a process, not just a single event. For many Latina immigrant victims of domestic violence in new gateways, this process is even harder because of income, language, immigration status, knowledge of rights, anti-immigrant environment, limited informal and formal networks, familismo, and culturally defined gender roles. New gateways are defined here as new settlement geography for immigrant Latino communities.

According to the State Data Center of Iowa, as of 2014 the population in Iowa is around 3.1 million, with approximately 168,806 Latino/as. As the Latino population continues to grow and expand into rural areas in the Midwest, human service agencies must prepare and adapt to the demographic change. Within this context, it is important to learn the multiple barriers that affect Latina immigrant women victims of domestic abuse. Currently, the Power and Control Wheel (developed by the Domestic Abuse Intervention Project (DAIP) of Duluth, Minnesota) is generally utilized by social service agencies when dealing with domestic violence. The Duluth Model, although very helpful, was developed for the general US population and includes solely tactics used by perpetrators to obtain and maintain power and control over a victim. However, the model fails to include structural systems and cultural values which impact Latina women victims of violence in new gateways. In order to more fully understand the powerful influences on Latina victims of domestic abuse, socio-structural and sociocultural factors must be included. I propose a new model (or tool) that incorporates cultural and structural aspects that affect Latina immigrant victims, in particular those settling into new gateways. The Latina DV New Gateway model includes structural and cultural aspects that are important to understand in order to assess and intervene in domestic abuse situations properly. The process for creating this model is focusing on

analyzing research from non-traditional Latino gateways. The goal is to not only create awareness about the importance of Latina cultural competency in the social service field, but also to provide a culturally relevant tool to equip service providers who work with new gateway domestic violence victims and/or perpetrators.

De eso no se habla: Addressing Sexual Violence in the Latino Community through Partnerships with Community Leaders

María Eugenia Alcocer

Metropolitan Organization to Counter Sexual Assault (MOCSA)

Sexual violence in the Latino community is underreported and seldom talked about. Studies on sexual violence in the Latino community show that one out of six Latinas will report sexual victimization in their lifetime (Cuevas & Sabina, 2010). These studies also show that Latinas are less likely to report victimization and seek services through their local sexual assault programs (Tjaden & Thoennes, 2000). Factors such as level of acculturation, cultural norms, social isolation, language barriers, and fear of deportation discourage many Latinas from reporting sexual violence and accessing services. Latinas who do seek services are more likely to seek services through their medical provider as well as clergy. They are also more likely to seek help and support from friends, family, and trusted community leaders. It is critical that outreach practices for Latina survivors are tailored to meet their unique needs and cultural practices. Mainstream outreach practices for survivors of sexual violence often fail to address the bilingual and bicultural needs of Latino survivors of sexual violence. The lack of bilingual services as well as a limited understanding of how family dynamics, gender roles, and acculturation impacts Latinas makes it difficult for Latinas to connect with much-needed services.

In an effort to better serve the Latino community, MOCSA has developed an outreach strategy that focuses on both reframing the conversation about sexual violence as a criminal justice issue to a matter of physical and emotional health and creating partnerships with Latino community leaders to provide awareness and prevention education on the issue of sexual violence to the community. Because sexual violence is so underreported, reframing the conversation to a matter of health creates an opportunity for victims to connect with MOCSA services regardless of whether or not the assault is reported. Also, by connecting with community leaders, MOCSA is able to create a gateway for much-needed services through community agencies Latinos in the community know and trust.

The focus of this workshop is to discuss the importance of partnering with community leaders, faith communities, and promotoras de salud to develop culturally appropriate outreach methods that will increase community awareness of sexual violence and encourage survivors to seek crisis intervention and mental health services. Participants will be able create an action plan to implement outreach methods in their community that are culturally competent and include local community leaders.

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The Mediational Role of Prosocial Behavior on the Relations Between Deviant Affiliation and Academic Outcomes in Latino Adolescents

Ruth Cárdenas, Gustavo Carlo, and Alexandra Davis

University of Missouri

Latino adolescents are falling behind their African American and European American counterparts with a high school completion rate of 63% (Kerr et al., 2003). It is important to identify factors that predict greater academic efficacy for Latino youth. There is growing interest in prosocial behavior and deviant peer affiliation as factors that shape academic efficacy and academic achievement. For example, in general prosocial behavior (i.e., actions intended to benefit others) has been identified as a predictor of academic efficacy and academic achievement among adolescents (Calderón-Tena, Knight, & Carlo, 2011).

However, most research on prosocial behavior, academic efficacy, and academic achievement has not focused on Latinos (Schwartz et al., 2007). Therefore, the generalizability of such findings to Latinos is unclear. Adolescents who associate with deviant peers are less likely to be prosocial and engaged in school, and they also begin to devalue education (Wang & Dishion, 2012). The predictive effects of affiliation with deviant peers and prosocial behaviors on adolescents' academic efficacy and academic achievement have been studied individually, but research on the interplay of these factors is lacking.

Participants in this study were 282 Midwestern Latinos, ages 14-18 years adolescents (M= 15.53; 47% female; 79% Mexican American). Adolescents reported on affiliation with deviant peers via items from a peer affiliation measure (Dishion, Patterson, Stoolmiller, & Skinner, 1991); prosocial behaviors via compliance, dire, and emotional items from the Prosocial Tendencies Measure (PTM; Carlo et al., 2003); and GPAs. Academic efficacy was a composite score of their perception of math efficacy and reading efficacy of adolescents.

We know that from preliminary analysis, we had significant relations between deviant peer affiliations, prosocial behavior, and academic outcomes. Further analysis will be conducted to examine the mediational effects of prosocial behaviors on the relations between deviant peer relations and both academic achievement and academic efficacy. Moreover, we will examine the main and interactive effects of gender, maternal education, and nativity (US born versus non-US born).

Prosocial/Positive Youth Development and Latinos in the Midwest

Gustavo Carlo*, Marcella Raffaelli**, Ricardo Díaz**, and John-Paul Chaisson-Cárdenas***

*University of Missouri**

*University of Illinois***

*Iowa State University****

Purpose: While research in this field is beginning to include Latino youth data subsets, the increasing Latino populations in rural and metro areas are already facing various challenges on how to integrate Latinos into their communities. This session will mingle those that work on the research and practice of positive youth development among new populations to Extension, especially Latino families.

Format: two researchers and two practitioners present up to 10 minutes each for a total of 40 minutes. Researchers will address findings on prosocial development among Latino youths in the Midwest. Practitioners will address their experiences and lessons learned working with Latino families in the Midwest. Following presentations, the presenters and audience will engage in a facilitated discussion on the topic of Latinos and positive youth development, with the goal of identifying what needs to be done to better integrate Latino youth into our communities.

Community Ambassadors: Creating Inclusive Community with Vietnamese, East African, and Latino Immigrant Populations in Northeast Kansas City

Daniel Cash

University of Missouri Extension

Using community development/community organizing best practices (based on 25+ years' experience in Latin America, Caribbean, and North America), Community Ambassadors focus on affinity (culture and language) groups to build trust and internal capacity, thereby developing the will and competency to fully participate in identifying shared issues and removing barriers to improving quality of life within the broader Northeast Kansas City community. The Northeast Kansas City Chamber of Commerce's Community Improvement District requires cooperation and collaboration among the diverse business operators, landlords, and residents within the defined corridor to be successful at addressing commonly held safety, aesthetic, infrastructure, and marketing concerns.

Extension's Community Development Program trained and supports three Community Ambassadors (selected from the identified affinity groups) in the skills necessary to be successful organizers, facilitators, and managers of the development process. Each Community Ambassador is assigned to work with his or her affinity group and speaks the languages and self-identifies with the group's cultural norms. Weekly debriefs with Community Ambassadors are used to review the week's progress and identify additional training needs. Use of an "off the shelf," GPS-enabled hours tracker app for smart phones allows tracking engagement time with community members and helps frame the weekly debrief sessions with Community Ambassadors. Primary objectives include developing trust-based relationships; increasing critical thinking skills; enhancing participatory management capacity; and identifying and accomplishing projects, programs, and initiatives that improve collective quality of life for affinity group members. Secondary objectives include reaching beyond affinity group boundaries to cooperate and collaborate with other affinity groups to identify commonly held issues and accomplish collaborative projects, programs, and initiatives. Ultimately, members of the immigrant communities break down barriers to full participation, and in doing so help create a vibrant healthy community.

Collaborative Model for Access, Retention & Academic Success for Greater Kansas City's Latina/o Students

Marjorie Datwyler, Miguel Carranza, Alejandra Pérez-Estrada, Elizabeth Duarte-Ríos, and Jessica Rodas

University of Missouri-Kansas City

Developing pipelines to create access, providing multi-faceted systems of support to ensure retention, and creating high-impact learning opportunities to advance students into graduate programs and/or highly competitive career positions are all critical elements for Latino/Latina student success in higher education. Universities must expand collaborations internally, bringing together departments of admissions, student affairs, diversity, and inclusion with academic departments such as Latina/Latino Studies to attract and support Latina/o students. Colleges must develop strong collaborations externally with local school systems and work with Latina/o youth at all levels, K-12, to demonstrate that education beyond high school is a desirable and viable option. Universities must also expand collaborations with local community colleges to ensure the efficient and successful transitions of students into baccalaureate programs. Whenever possible, parents and families need to be informed, engaged and further empowered to provide inspiration and support to their students in pursuing education through and beyond high school.

The University of Missouri-Kansas City has developed and is expanding a collaborative model that

engages campus departments, families, and community partners in programming to ensure access, retention, and success of Latina/o students. The Avanzando Program, a partnership between the Division of Diversity & Inclusion and the Greater Kansas City Hispanic Development Fund, provides HDF scholarship recipients with academic support, mentoring, and enhanced access to campus and community resources. Avanzando partners with UMKC's Latina/Latino Studies (LLS) Program which provides culturally relevant academic coursework, independent study, and research opportunities. Latina/Latino students, with faculty sponsorship, conduct undergraduate research projects in the academic year through UMKC's Students Engaged in Artistic and Academic Research (SEARCH) and in the summer through our Summer Undergraduate Research Opportunity (SUROP) programs. LLS engages students and families with outreach efforts on campus and in the community, including the Alta Vista Charter School and others. Other campus service entities such as Career Services, Multicultural Student Affairs, Library Services, and Counseling, Health and Testing Services partner with Avanzando and LLS in retention, support, and completion efforts. A panel presentation of key campus and community collaborators, including students and mentors, will discuss factors contributing to an over 90% retention rate of Avanzando Scholars in the program's first three years.

4-H Programming for Latino Youth - A Collaboration

Organized by Ricardo Diaz*, Lisa Díaz*, John-Paul Chaisson-Cárdenas**, and other invited speakers
*University of Illinois Extension**
*Iowa State University***

This session will be the launch of a collaboration to more efficiently develop materials that best serve Latino youth.

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

Claudia P. Díaz Carrasco
University of California Cooperative Extension

Over 60% of school-aged youth in Riverside and San Bernardino Counties are Hispanic/Latino, with approximately 20% English language learners. Challenges for youth in this region are not limited to English proficiency, which may affect their ability to complete high school. Over 60% of the students are eligible for free and reduced lunch, more than 15% are living in households headed by single mothers, and one out of every two Latino females born in year 2000 are projected to develop diabetes by 2025, due to the lack of physical activity and nutrition habits (Regents of the University of California, 2009).

4-H Clubs provide a space for positive and sustained relationships between youth and adults as 4-H volunteers and teen leaders conduct activities that allow youth to build important life skills. According to a national longitudinal study, 4-H youths are 2.1 times more likely to report high school engagement, and twice as likely to report healthier living (Lerner & Lerner, 2013). However, in Riverside and San Bernardino Counties, Latinos only represent about 17% of the 4-H Club program (16.2% RIV, 17.2 % SB) and adult volunteers below 10% in both counties (4.9% RIV, 8.0 % SB).

The University of California 4-H Youth Development mission is to engage youth in reaching their fullest potential while advancing the field of youth development. To support this mission in 2014, the university decided, through a multi-county partnership, to support the development, implementation, evaluation, and expansion of local 4-H programming with a special focus on Latino, low-income youth and families, and/

or other underserved populations in Riverside and San Bernardino Counties. To lead these efforts, a new 4-H Youth Development Advisor was hired. The new advisor provides academic leadership to 4-H program staff and volunteers and through conducting applied research and collaborating with internal and external stakeholders. The advisor works on strengthening local programming and on identifying effective practices to engage Latinos in 4-H.

In order to support programming, a comprehensive assessment will take place in both counties, including governmental agencies, faith-based organizations, industry groups, schools, youth services, community-based organizations, and ethnic/cultural networks. The ultimate goal is to develop culturally responsible 4-H programs for Latinos. In this session, the newly hired advisor will discuss the specific goals of the program and the benefits of 'having a multicultural 4-H club' for Latino or other underrepresented populations. They will also discuss the benefits to majorities who are now learning in an inclusive environment, which may be critical for their performance in a globalized world, helping to reduce social disparities and inequalities.

Children of Immigrants, Legal Status, and Everyday Civic Work: Lessons for Citizenship Education

Lisa Dorner and Emily Crawford

University of Missouri

Many educators have measured and lamented youth's apparent disengagement from civic and political institutions (Rubin, 2007; Youniss et al., 2002). While measuring civic development and the results of related educational efforts are important, such studies often miss examining what youth already do for their communities. Youth volunteering, activism, and service are important parts of civic engagement that can shape later, civic-minded contributions or plans (Getrich, 2008; Youniss et al., 2002). Framed by research on the "work kids do" (Orellana, 2001), this project explored what we call "civic work" through a study of the everyday and often invisible contributions of children from immigrant families. We aim to broaden and better conceptualize youths' actual civic education by examining the everyday nature of their civic experiences. Analyses also expose the inequities faced by some who desire to serve, but cannot given circumstances such as their legal status. In other words, we examine immigrant youths' civic work as well as what happens when their desires to act turn into "dreams deferred" (Hughes, 1951).

This longitudinal qualitative project asked three questions: What is the civic work of language brokers as they reach adolescence and young adulthood? How does such work relate to the development of purpose? How and when do young adults from immigrant families have opportunities to enact a civic purpose? We argue that this focus on immigrant youth and civic development is particularly timely. With about 13% of its population from other countries, the US had the largest share of foreign-born residents in the world at the turn of the 21st century (Inkpen, 2014). Moreover, Latinos made up approximately 17% of the population at the time of the study, and there were an estimated 12.4 million students of Latino/Hispanic background in US elementary and secondary schools, a number which is estimated to easily surpass non-Latino White students by 2050 (García Bedolla, 2012). As of 2008, about 1.5 million of immigrant youth were undocumented (Passel & Cohn, 2008). Given such increased movement and settlement of young people, civic education and experiences are ever more critical to ensure a well-developed and inclusive functioning democracy (Youniss et al., 2002).

The data analyzed here comes from a study with 10 adolescents and young adults from Mexican immigrant families who started participating in a longitudinal research project about language brokering in 2000. Data collection included ethnographic field notes, a survey, journal entries, transcribed interviews and recorded brokering events from 2000-2003; follow-up interviews from 2005; and semi-structured narrative interviews, archived email messages, and two focus group meetings from 2009-2010. Analyses followed a grounded theory

approach with the goal to synthesize participants' perceptions of citizenship, language brokering, community engagement, and future plans. Findings will expand two major claims: (a) Language brokering and growing up in an immigrant home created opportunities for developing a civic purpose and (b) while all of the participants engaged in citizenship practices that reflected aspects of an ideal 'competent citizen,' not all youth had the opportunity to pursue the pathways they desired.

Planning Dual Language Schools in Rural and Urban Areas: Promising Practices and Considerations

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*University of Missouri**

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Across the state of Missouri, interest in developing bilingualism and biliteracy for all students is growing. Dual language (DL) programs that simultaneously instruct children from two language backgrounds (e.g., Spanish-speaking and English-speaking) have been demonstrably successful at developing the academic and linguistic proficiency of “English Learners” from immigrant families (Collier & Thomas, 2004; Fortune, 2014). Such programs generally have three goals: bilingualism and biliteracy, high academic achievement, and cross-cultural competency (Tedick, Christian, & Fortune, 2011). However, the creation and maintenance of new language programs can be challenging (Dorner, 2011; Howard & Loeb, 1998).

This panel will present the story of two different DL program contexts, as well as a set of 'promising practices' for educators and community activists who want to create such bilingual, educational opportunities in their communities. Special attention will be paid to questions of context: Do promising practices look different in urban versus rural areas, for example, or when the Spanish-speaking population comes from many Latin American countries, versus mostly from one country?

The panel will follow this outline. First, presenters will describe the development of DL education in Kansas City Public Schools. Kansas City is home to the oldest Latino community in the Midwest, originally settled around 1910 (Lazos & Jeanetta, 2002). With such a history, Spanish speakers continue to make Kansas City their home, and over the recent past, the school system has responded with bilingual education options. Second, presenters will describe the more recent settlement and demographic change seen in Carthage, Missouri, where the school district is poised to open a Spanish-English elementary program in the fall of 2015. Third, a community leader from Springfield, Missouri, will describe how DL educators can best reach out to their families and support dual language development. Finally, the panel will conclude by leading a discussion with the audience, to: (1) consider the major successes and obstacles of these different communities, and (2) develop a set of promising practices for DL program development.

Building a Comprehensive Plan for Reaching Minorities through Extension: Avoiding Isolated Approaches

Maria G. (Lupita) Fabregas Janeiro, and Jorge H. Atiles

Oklahoma State University

One of the most obvious challenges of the Cooperative Extension Service in the 21st Century is reaching minorities and underserved populations in the United States. Cooperative Extension is a 100-year-old national system and its survival may depend on its ability to reach minority populations. Why? Because by 2050, the

US Census's projections show that the non-Hispanic white population in the United States will be less than 53 percent. Ethnicity shifts pose a critical need and challenge for the Extension educators who have the responsibility of engaging and serving the entire population, preparing and delivering educational programs, as well as providing leadership. At the national level, various studies and efforts have been conducted to find better ways to identify the needs, serve, and/or increase diverse population's participation in Extension programs (North Carolina State University, 2012). However, limited efforts have been documented in developing new skills, knowledge, and abilities in Extension educators to better reach and serve people from different cultures. Not much is known about adopting culturally-responsible teaching techniques to increase the number and impact of Extension programming in the lives of minorities.

The Oklahoma Cooperative Extension Service (OCES) has created a comprehensive intercultural competencies plan targeting Extension educators. This plan is designed to assist educators in developing new skills, knowledge, and abilities to better reach and serve people from different cultures. The plan is called Building an Intercultural Competent Community. This plan is a collaboration among partners such as the Division of Agricultural Sciences and Natural Resources, OCES, the College of Human Sciences (including the Associate Dean for Extension and Engagement, District Program Specialists, and the Multicultural and Community Engagement Specialist), and the OSU Office of Institutional Diversity. The plan includes four new and innovative strategies and ten activities for building intercultural competencies using Hammer's (2012) Intercultural Development Continuum, which was developed using Bennett's (1986) Development Model of Intercultural Sensitivity. The four strategies include: 1. Assessment, 2. Coaching, 3. Training, and 4. Intercultural Exchange Programs

The 10 activities include:

1. Needs assessment of intercultural competency training
2. Assessment of intercultural competence
3. Conduct personal interviews and feedback sessions
4. Design and deliver short and long-term training
5. Design and deliver five online modules for training
6. Teach an online class to future extension educators called Intercultural Competence for Extension Educators
7. Design intercultural competence fact sheets
8. Develop educational and awareness documents
9. Conduct intercultural exchange programs
10. Conduct intercultural international experience in Latin America

This is the most critical first step for OCES to become an intercultural competent organization. The next steps must include an active effort to recruit and retain bicultural educators; develop a marketing plan to take the program to underserved minorities; and conduct needs assessments with these populations to identify most critical programs and how to adapt them to be culturally relevant.

Multicultural Needs Assessment of Extension Educators - Oklahoma Cooperative

Maria G. (Lupita) Fabregas Janeiro, Joyce Sherrer, and Jorge H. Atiles

Oklahoma State University

Oklahoma State University's College of Human Sciences and the Oklahoma Cooperative Extension Service (OCES) have developed a multicultural and community engagement program to determine intercultural training needs. The program conducted a study to determine the needs for intercultural training by Extension

personnel across the state of Oklahoma. The results of this study showed that OCES personnel are interested in attending intercultural training and developing their own intercultural competence to reach multicultural groups. This study helped OCES design its first intercultural competency training plan. This plan includes assessing intercultural competence and designing trainings materials using a variety of modalities such as face-to-face workshops, lectures, and online activities via Adobe Connect or Desire 2 Learn (D2L) platforms.

**See full paper in the selected paper section of these proceedings.*

The Latino Civic Engagement Collaborative; Utilizing the Hispanic Needs Assessment as an Impetus for Action

John Fierro*, Kathryn Fuger**, and Carlos Gómez***

*Mattie Rhodes Center**

*University of Missouri-Kansas City***

*Hispanic Chamber of Commerce of Greater Kansas City****

As the Latino population in Greater Kansas City continues to grow, demands on local organizations to provide services that meet the diverse needs of the community have also increased. It's critical for organizations, elected officials, and civic leaders to work together in this effort to ensure quality services and to effectively engage Latinos in all aspects of the community. To cultivate communication and collaboration between organizations, leverage resources, and provide holistic service delivery, the Latino Civic Engagement Collaborative (LCEC) was established in 2009 with a seed grant from the Hispanic Development Fund of Greater Kansas City. The LCEC is comprised of CEOs and Executive Directors from Latino serving organizations in Kansas City, Missouri, including Mattie Rhodes Center, Hispanic Chamber of Commerce, Hispanic Economic Development Corporation, LULAC National Education Service Center, Cabot Westside Medical Center, Samuel U. Rodgers Health Center, and Westside Housing Organization. This collaborative is committed to fostering measurable improvements in the quality of life for Latinos and to contributing to the infrastructure of an inclusive community. The LCEC envisions a Latino community that develops an empowered civic voice that will be recognized and appreciated by the broader community of Kansas City.

To support its mission, the LCEC set and achieved two key goals: (1) bringing the annual conference of the National Council of La Raza to Kansas City on July 11-14, 2015, and (2) placing at least 10 local Latinos in leadership positions with Kansas City boards and commissions. Notably, a Latino was appointed as prestigious Park Board President for two continuous terms. The LCEC also established a goal to create and distribute a marketing product that describes the current conditions, assets, and needs of the Greater Kansas City Latino population. They secured over \$70,000 from local private foundations and the KCMO City Manager's office. As a result, LCEC commissioned the 2013 Hispanic Needs Assessment (HNA) project. The HNA was conducted by the University of Missouri-Kansas City Institute for Human Development, which employed a framework based on determinants of health, with particular focus on socioeconomic conditions, access to health care services, availability of quality education, access to housing and other resources for community living, and discrimination.

John Fierro, founding member of LCEC and President/CEO of Mattie Rhodes Center, Carlos Gomez, LCEC Convener and President/CEO of the Hispanic Chamber of Commerce of Greater Kansas City, and Kathryn Fuger, Ph.D., author of the HNA, will serve as presenters. Mr. Fierro and Mr. Gomez will reflect on the action-driven focus of the LCEC, the primary factors behind its success, as well as lessons learned to date. Dr. Fuger will discuss the HNA project, its findings, and the implications for the Latino and non-Latino communities. Together they will highlight how the HNA is designed to inspire further discussion and provoke

action toward improved policies, strengthened programs in local neighborhoods and schools, and processes for continued assessment and reflection on emergent conditions for Latinos in Greater Kansas City.

Understanding Community Change: Repeated Case Studies of Hampton, Iowa

Cynthia Fletcher

Iowa State University

This study examines institutional change in a rural Iowa community that has experienced a significant influx of Hispanic workers and their families in the past two decades. The study uses mixed methods, including the examination of Census and other secondary city/county data as well as analysis of a rich set of semi-structured interviews with community key informants in Hampton, Iowa, in an original study in 1997 and a follow-up study conducted in 2012. From 2000 to 2010, Hampton's population grew by 5.8 percent, a rate that exceeded the overall growth rate in Iowa. Much of the growth was driven by Hispanic population gains. Hampton's Hispanic population doubled in this period, increasing from 463 in 2000 to 958 in 2010. About one in five residents of Hampton and nearly one in three schoolchildren are of Hispanic descent. The presentation will review the changing demographic and economic profile of this community. Then, drawing from semi-structured interviews with community key informants from 15 organizations in 1997 and 14 community leaders in 2012, the presentation will describe specific ways institutional structures and public issues in this community have changed and how local leaders view this change. The most recent interviews with community key informants identified three broad trends: (1) the increasing number of Hispanic families that live in Hampton year-round (vs. an earlier pattern of migrant labor) and the opportunities and challenges this creates for the community; (2) the loss of many skilled jobs in manufacturing and the growth of low-wage jobs in the agricultural sector; and (3) changes that have occurred in the public and community-based institutions that serve the needs of low-income families. The voices of these community stakeholders illustrate challenges that growing diversity presents in a community facing a weakened labor market and an otherwise declining population. The interviews offer insights into effective strategies to accept, integrate and help newcomers thrive. The study concludes with questions for the community and scholars working collaboratively to understand and effect positive change.

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Assessing Learning Skills and Knowledge of Latino Farmers and Ranchers in Missouri: An Assessment to Curricula Evaluation

Eleazar U. González, Stephen C. Jeanetta, and David J. O'Brien

University of Missouri

While working on the Financial and Community Capacity Building Among Latino Farmers and Ranchers program, Latino producers showed concerns about sustaining their farming and ranching activities. Accordingly, survey materials to evaluate the curricula were developed. They document the producers' learning skills and knowledge in Southwest and Central Missouri. The workshop participants' reactions, as captured by survey responses and in feedback on the curricula, were constrained by different factors that might influence our expected outcomes at the end of the program. The goal of this article is to document the reactions of Latino farmers and ranchers and to provide quality feedback that will support program outcomes. A total of 360 survey

evaluations were collected along with 720 pre-test and post-test surveys that evaluated the skills and knowledge of participants before and after each session.

Pushing for Inclusion and Change in Lafayette County, Missouri

Gretchen Green

Migrant Farmworkers Assistance Fund

In this presentation, I will outline the demographics of migrant and seasonal farmworkers who come to Lafayette County, Missouri, for the harvest season annually and those who stay year-round, and then will outline what my organization, Migrant Farmworkers Assistance Fund, in partnership with the Migrant Farmworkers Project, does to meet the needs faced by this group. I will also look at some long-term trends, progress, and challenges that we see in community development in this small Latino community in rural and small-town Missouri. I would like to open up for a discussion of ways that the challenges facing the Lafayette County Latino/immigrant community can be addressed and what others in rural areas of Missouri have been doing to promote community development, promote leadership within a rural Latino community, and promote inclusion in the larger society. Some topics to be discussed: challenges across a language barrier (lack of Spanish-language services in medical, educational, and governmental settings), challenges for students generally in rural America in accessing educational programs at low cost, and lack of access to the internet. I hope to facilitate a discussion on what more we can be doing to promote the leadership of Latino people in the small communities of rural America.

Intercultural Understanding, Not a Footnote: Strengthening Extension Capacity for Engagement

Alejandra Gudiño

University of Missouri Extension

As we enter our fourth years of an ongoing training in intercultural competence for the Family Nutrition Education Program (FNEP), we will reflect on the process, successes, and setbacks. Our program developed from our Extension educators' need to be effective communicators in the always-changing and very diverse population of our state.

For the past 20 years, the University of Missouri has delivered Supplemental Nutrition Assistance Program Education (SNAP-Ed) to recipients and those eligible in Missouri. Built upon a foundation of direct participant education, our mission is to assist in ending hunger, reducing obesity, and promoting lifelong health. Using the socioecological model to evoke behavior change, we provide education to youth and adults in a variety of locations including schools, public libraries, local health departments, emergency food assistance sites, churches, public housing, and community action. In FY2014, we reached 196,985 young people for a total of 1,047,203 participants (direct & indirect).

Food is an integral part of who we are, where we come from, the memories that we have from our childhood and our home. It represents our culture and our tradition, our identity. Our challenges are not only to broaden our programs to a very diverse audience and immigrants, but to engage them in an active lifestyle that will require a behavioral change. To help with this process we implement a model that brings together three elements of learning and change that are usually utilized separately: Dialogue, Reflection and Mindfulness. This so-called meta-competency serves as a guideline to create an inclusive work environment and professional practice. A formalized, ongoing diversity education program provides language, activities, and opportunities for

continual learning as well as personal self-reflection.

Contribution & Evidence of Reciprocity and Mutual Benefit: As Missouri continues to become more diverse, it is imperative that educators are prepared and comfortable in reaching out to those who live and work in the geographical area they serve. Without the cultural competence gained through this program, nutrition educators and faculty would not be able to educate homemakers and improve the lives of their families. As a result, they indicate they are more comfortable reaching new, more diverse audiences. We will present the result of our latest survey measuring four years of continuous effort.

Latino Entrepreneurship and Innovation: Lessons from Yesterday and for Tomorrow

Mario Hernández

Latino Economic Development Center, Minnesota

The Latino Economic Development Center is the outgrowth of social justice work initiated almost two decades ago in south Minneapolis by a group of recent Mexican immigrants. They began to address barriers to Latinos' full participation and success in the community, particularly economic integration. With assistance from local business development organizations, they initiated the Mercado Central, a thriving marketplace of 45 businesses. This market was a catalyst for Latino economic development in Minnesota and led to the emergence of a Latino entrepreneur community and the founding of the Latino Economic Development Center (LEDC).

Since its founding, the Latino Economic Development Center has both supported entrepreneurs as they start and grow businesses throughout Minnesota and embodied the entrepreneurial ethos it seeks to cultivate. From over ten years of engaging and supporting entrepreneurs, and developing its own social entrepreneurial ventures, LEDC has developed its unique brand of entrepreneurship development.

LEDC is a membership-based organization that currently has nearly 300 business members. This membership base is a fountain of information on the assets and needs of Latino entrepreneurs and a testing ground for LEDC strategies and social entrepreneurial ventures. From our work, LEDC has learned how to develop pathways that convert workers in a sector into business owners in that sector. It has learned about and exercised the power of social entrepreneurship through effective collaborations. LEDC and its member businesses have learned how to capitalize on emerging economic opportunities, such as local agriculture production, and emerging business practices, such as sharing resources.

In this presentation, the participant will learn of past LEDC accomplishments and how the lessons learned implementing those projects can be applied to future opportunities. Additionally, it's been almost 20 years since the dream of the Mercado Central was first shared, and today a new generation of Latinos is on the cusp of entering new sectors. The Great Recession led to the closing of about half of the Latino nonprofits in Minnesota. In order for LEDC to remain relevant and continue to thrive, it must take lessons learned from past success and apply them to emerging opportunities. Tomorrow must be a new day for LEDC if it is to continue to foster a new day for Latino entrepreneurship.

Moving Up: Communities, Institutions, and Plural Societies

Captain Francisco M. Hernández* and Debra Bolton**

*Creative Associates International**

*Kansas State University Research and Extension***

The 2010 Census estimated that the United States will become a minority-majority country by 2043.

Acting Census Director, Thomas L. Mesenbourg, noted that steady immigration, increased interracial marriages, and continued trends will move “the United States to become a plurality nation, where the non-Hispanic white population remains the largest single group, but no group is in the majority.” While population diversification is reason for applause, the continued disparities in social and economic classes and educational attainment among minority groups are causes for concern. Pluralistic values can lessen the minoritization of any one group (Kruvant, 2015). Cultural capital shapes the intrinsic components of a values system. Unlike human capital, which is often correlated with the attainment of education, cultural capital largely corresponds to upbringing (Bourdieu, 1986). These dramatic increases in the US “minority” populations demand that this human ecosystem practice full integration of its components. The central force driving individual, community, and institutional roles and responsibilities is the interpretation of pluralistic values that shape and characterize participation in society. When looking at educational institutions as resources for increasing social connectedness and community engagement, the onus is shared by individuals and institutions to cooperate, adapt, participate, contribute, and have mutual trust within the ecological system for optimal outcomes (Ostrom, 2009). As U.S. society becomes more ethnically pluralistic, the ability of individuals, communities, and educational institutions to function within the social system will become more dependent on abilities to gain access to relevant education and adapt to a pluralistic society.

**See full paper in the selected paper section of these proceedings.*

Sparkling Minds of New Arrivals: Achieving Positive Educational Outcomes for Unaccompanied Immigrant Children in Care

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*Lutheran Immigration and Refugee Service**

*Bethany Christian Services***

*Lutheran Social Services of Michigan****

*Leadership and Entrepreneurship Public (LEP) Charter High School – Portland******

Following unprecedented numbers of unaccompanied children arriving in the United States from Central America in 2014, there is increased need for knowledge on serving this population. Lutheran Immigration and Refugee Service (LIRS) partners with agencies across the US that provide foster and group care to unaccompanied migrant children. Over the past two years, these agencies have met needs and overcome challenges by developing unique programming to provide for the diverse educational needs of these children. They have developed educational programs from the ground up, identified culturally appropriate curricula, developed trauma-informed methods, and designed multilevel educational programs able to meet the needs of minors ranging in age from 4-17 in onsite programs for children in the care of the Office of Refugee Resettlement.

This workshop will consist of an interactive panel discussion with LIRS Program Specialist and experienced lead teachers from three foster care programs for unaccompanied migrant children: Bethany Christian Services, Michigan; Lutheran Social Services of Michigan; and Morrison Child and Family Services; Oregon. The workshop will provide an overview of unaccompanied children and LIRS programming and delve into three key areas relating to educational programs for unaccompanied children from Central America: special needs and considerations, developing culturally sensitive programming, and incorporating trauma-informed approaches. Presenters will provide an overview of unaccompanied children and the LIRS transitional foster and group care programs serving them. Panel discussions will examine special needs relating to newly arriving unaccompanied immigrant children from Central America, and building culturally sensitive educational program models and materials to promote positive outcomes. Panelists will share their experiences in program

development as well as identify useful resources/curricula that are being used in their onsite centers. Panel discussion will explore using trauma-informed approaches in education, and look at managing trauma behaviors in and out of the classroom. Opportunities will be provided throughout the workshop for participants to engage by asking questions and sharing practice experiences.

Workshop Learning Objectives:

- Learn about unique needs and issues impacting educational outcomes of unaccompanied migrant children in foster care.
- Learn about successful models and methods used in educational programming for unaccompanied children in transitional foster and group care.
- Leave with ideas and tools for providing culturally sensitive, trauma-informed educational services to unaccompanied children.
- Leave with an increased understanding of serving unaccompanied migrant children which will be transferable across service areas and disciplines.
- Review promising practices for discharge and planning for children's educational success upon release from care and integration into school systems across the US.

The Dual Language Education Program of Delavan-Darien School District: A Case of Latino Community Leadership

Jorge Inzunza, Berenice Solis, Cynthia Bell-Jiménez, and Joe Overturf
Turtle Creek Elementary School

On May 19, 2014, the Delavan-Darien School Board of Wisconsin voted 5-2 in favor of installing a Dual Language Immersion Program. This victory of the Latino community in a small district was not easy and speaks of a valuable experience in advocacy and mobilization.

The district's student outcomes are worrying: the combined results in 2013-2014 of the Wisconsin Knowledge and Concepts Examination and the Wisconsin Alternate Assessment are the poorest in the state. This situation has raised questions about the cultural and linguistic relevance of the education provided in the district. The monolingual model was not recognizing the diversity of the student population, and a large percentage of first- and second-generation immigrant students were failing in the school system. That is why a group of parents initiated a series of actions to establish a dual language education program.

The demand for dual language education in Delavan-Darien can be analyzed in three phases:

1. Raising awareness around the exclusion of the Latino community in regards to the available educational options: At this stage, the Latino community leaders got organized to push for dual language education in the context of the school district's 2011 strategic plan.
2. The political-administrative transition of the district and re-launching of the campaign: The change of leadership in the district and school board elections in 2012 meant that Latino leaders had to reinforce and build upon their progress made the previous year, and defend the priority to open spaces for the Latino community in the school system.
3. Opening and consolidation of an institutional setting for the Latino community: The Latino community's advocacy and lobbying was able to make progress towards their goals. This included the Board's approval to develop a dual language education program, the creation of the Director of Language Acquisition and Community Education (of Latino origin) position, and parent invitations to participate in interviews for the director and new teacher hires.

The installation of the program was in progress during the 2014-2015 school year, when there were 160

students participating in the first generation of the Dual Language Educational Program of the Delavan-Darien School District.

**See full paper in the selected paper section of these proceedings.*

Integration and the Appreciative Inquiry Process: Leadership for Inclusive Communities

Stephen Jeanetta, Corinne Valdivia, and Lisa Y. Flores

University of Missouri

Community leaders from rural Missouri

The Immigrant Integration and Sustainable Rural Development Project (2011-2015) used mixed methods research with newcomers and receiving community members to create acculturation profiles in three rural communities in Missouri. These profiles included acculturation expectations as well as an array of interdisciplinary data on life satisfaction; social networks; incomes and employment; household make-up, and perception of community. These profiles were shared with community members as part of an appreciative inquiry process to help facilitate integration at the community level. An appreciative inquiry process was used to help identify the community's strengths that could be utilized to identify actions that could be taken to improve immigrant integration.

While the process was similar for each of the three communities, the activities and outcomes were all quite different, demonstrating how community context, leaders, and strengths helped shape the process and outcomes. Community members who have participated in some aspect of this process will share their experiences, their impressions of the process, and the outcomes of their activities.

Missouri Latino Health Survey

Stephen Jeanetta*, María Rodríguez Alcalá*, Ioana Staiculescu**, Shannon Canfield**, Stanton Hudson**, Karen Edison**

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Scope: The Latino population in the state of Missouri grew more than 70% from 2000 to 2010, according to official Census data. The majority of Latinos in the state work in low-paying jobs, many of which may pose high health risks. To understand and address health disparities in the state, a survey was conducted through personal interviews of 245 Latinos in seven different communities across the state of Missouri in the summer of 2014.

Methods: Trained and culturally competent interviewers collected 245 surveys from seven communities across the state—a large enough sample size to yield a representational data set for Missouri.

Finding: Forty-one percent of survey respondents came from the metropolitan areas of St. Louis and Kansas City. Fifty-nine percent came from rural areas in Northeast, Southwest, West Central, and Southeast Missouri. Most of the participants were born outside the United States (87%) and came from nine countries, with the majority coming from Mexico (78%).

Participants generally thought of their health status as good with 69% reporting good, very good or excellent health. They also placed a high value for health with more than 90% reporting that an annual physical was important, as well as overall health. However, when we dug a little deeper there were many signs that getting medical attention was not necessarily as high a priority. Results indicate that 61% of Latinos in the state

lack medical insurance. A similar situation is seen for the spouses; 58% have no insurance. The children are insured at a higher rate, but 23% are still living with no insurance. Among adults who do have medical insurance, the majority are getting it through their jobs or through their spouse's job. On the other hand, children who are insured are mainly insured (37%) through Medicaid (or CHIP).

About 65% of the interviewed Latinos don't speak much English and 70% indicate needing interpretation when attending medical services. When asked about interpretation services, among those who responded, 64% report they are often offered interpretation and 58% of them have used this service. Still 20% have never been offered interpretation. Even with interpretation services available in several locations, 48% are saying they have used family members for translation, while 34% have used friends.

Conclusion: The survey provides insight into Latino patients' experiences with the health care system in Missouri, and whether patients receive appropriate and timely preventive care services. It also allows health care stakeholders and policy makers to identify the barriers Latinos living in Missouri face accessing a health provider, how they perceive the role of emergency department (ED) services, how long they will wait in the ED, and what services can be tailored to make health care more positive and effective.

Combatting Myths: Using Research and the Native Language to Improve K-12 ELL Programming

Adrienne Johnson

Missouri Western State University

Educational programs designed for English language learners (ELLs) in the Heartland have traditionally focused on a singular goal: to ensure that these learners receive as much English language exposure as possible, as quickly as possible. This goal is often justified by claims that if the ELLs do not acquire English at an early age, they never will. This idea of a "critical period," or a window of opportunity from birth to puberty when humans can successfully learn language, was first proposed by Lenneberg in 1967. Further research suggested that after this critical period, language learners could not show 'native-like' levels of language knowledge (e.g., Johnson & Newport, 1989). Even as recently as 2006, there have been linguistically-based proposals claiming that the structure and use of a language acquired later in life was fundamentally different from the structure and use of language acquired from birth (e.g., Clahsen & Felser, 2006). These proposals, as well as popular beliefs in our communities regarding a critical period for language learning, have led to a rise of "English only" programs and have left little consideration for language programs which value the ELLs' native language(s).

However, in the 50 years since Lenneberg's initial proposal, numerous studies have also found that even late learners of a language can reach levels of language proficiency virtually indistinguishable from native speakers of the language (e.g., Abrahamsson & Hyltenstam, 2008; Johnson et al., 2013). Yet, these new findings are not widely known by those in charge of making decisions regarding K-12 educational programs for English language learners.

The presentation will provide K-12 English language educators, administrators, and program developers with an introductory overview of what is currently known in the field of linguistics regarding second language acquisition and how this knowledge can help to inform the design and implementation of English language support programs for K-12 ELLs. This presentation will specifically examine the benefits and challenges of utilizing the ELLs' native language(s) in Bilingual and Dual Language models. For instance, a major benefit of these programs is that they allow students to draw upon all of their resources and prior knowledge when attempting new and challenging academic material. Another important benefit to implementing these models is the strong cultural, parental, and community collaboration that such programs can bring to a district. Importantly, with proper implementation, these benefits can be realized at the same time that students are reaching

high levels of English proficiency.

Participants will have an opportunity to examine their own program models and determine how to move from approaching ELLs as simply having a deficit to fix, to believing that these ELLs have strengths to nourish and build upon. The presenter is a former K-12 educator with experience teaching in or developing each of these models and who is now pursuing a doctorate in Linguistics, with a focus in Second Language Acquisition and First Language Acquisition.

Educational Language Policy and the New Latino Diaspora in Iowa

David Cassels Johnson, Stephanie Lynch, and Crissa Stephens

University of Iowa

The New Latino Diaspora is a demographic phenomenon that describes the immigration of Latinos from across Latin America to small cities and towns in the United States, which have historically not been popular destinations for Spanish speakers. As a result of this demographic shift, Iowa has experienced a 452% increase in its population of English learners (ELs) in public schools over the past 20 years. Thus, communities throughout Iowa (and the rest of the New Latino Diaspora) have struggled to put a support network in place for newcomers, including educational programs that provide educational opportunity for non-native English speakers. The purpose of this study was to examine how Iowa's educational language policy has adapted to growing numbers of ELs.

Findings suggest that policymakers and educators alike have struggled to develop coherent plans for accommodating native Spanish speakers and leverage resources to enact what plans exist. While there is support at the state-level for a diversity of educational programs, including English as a second language (ESL) and bilingual education, there is very little guidance or financial support for districts. In other words, while educators have a lot of agency in determining how to educate non-native English speakers and some very industrious individuals have opened dual language schools, a more robust (funded) structure for language education is needed. We argue that the new language ecology is a linguistic and cultural resource, for both non-native English speakers and students who are currently English monolingual. Our results have implications for the future of linguistic accommodation and educational opportunity for Latinos around the Midwest.

**See full paper in the selected paper section of these proceedings.*

Mixed Methods Study: Healthy-Eating Decision-Making in Adolescent Children of Latino Migrant Farmworkers

Jill Kilanowski

Michigan State University

The purpose of this mixed methods study was to explore healthy eating decision-making in early adolescent children of Latino migratory and seasonal agricultural workers (MSAWs). Migrant farmworker children have overweight/obesity rates higher than their Latino and non-Latino peers and these exceed the goals of Healthy People 2020. The process of decision-making is selecting from a number of alternatives and making a choice to achieve a desired outcome or result. As adolescents move from decreased time with adult supervision to increased time with peers, decision-making with unhealthy lifestyle choices can lead to poor health outcomes as an adult or an establishment of lifelong healthy habits. Decision-making with unhealthy lifestyle choices can lead to poor adult health outcomes and establishment of unhealthy habits. Brim's Decision Making Theory

provided the study framework, in addition to child developmental theories.

This was a one-group, cross-sectional mixed methods pilot study. Recruited at a summer Midwest Migrant Education Program were 24 youth ages 12 to 14 years old; 25% first generation, 67% second generation; 42% male. Survey instruments: Decision Making Quality Survey (DMQS); Self-efficacy for healthy-eating; Social support for healthy-eating; Ideas About Decisions. Gender-separate focus groups followed. Data analyses included descriptive studies, differences of means, associations, instrument psychometrics, and identification of themes.

The research questions were: (1) what influences early adolescent children of Latino MSAW when they make decisions about healthy-eating?; (2) does immigrant generation status make a difference in the decision-making in these youth?; (3) what associations can be found in demographic and survey results?; and (4) what are the psychometrics of study instruments?

Findings included: DMQS-Total Adherence Index $X=13.79$ $sd=3.35$, and DMQS-Quality Index (QI) had 67% non-quality decisions, $\alpha=.768$. Students had varying degrees of being unsure to eat healthy foods when: at the mall (79%), after school (50%), with friends (62.5%), stressed and when alone (58%), feeling down or bored (54%), and at fast food restaurants (71%); $\alpha=.669$. Social support: parent healthy eating ($X=14.68$, $sd=2.92$), parent unhealthy eating ($X=6.45$, $sd=1.89$); friend healthy eating ($X=9.00$, $sd=3.46$), friend unhealthy eating ($X=7.80$, $sd=1.40$). Ideas About Decisions, median=3.400, IQR=.50, and $\alpha=.492$. Spearman associations showed Ideas About Decisions with: parent social support .466, $p=.025$; DMQS .489, $p=.018$; and QI .466, $p=.025$. In Kruskal-Wallis analyses there were no significant findings in grouping variables (genders, generation, parenting style) with DMQS, self-efficacy, social support, Ideas About Decisions.

Identified themes were healthy eating included fruits and vegetables; mothers have influence over health and healthy eating; and friends encourage unhealthy food choices. Early adolescents were unsure about making healthy-eating decisions when with friends or in social settings. Friends offered less social support for healthy eating compared to parents, and mothers were most influential for healthy decisions. This study will assist in the creation of an intervention to help early adolescents learn healthy eating decision-making.

Call for Collaboration: Developing Culturally Appropriate College Recruitment and Retention Practices

Mary Kindle, Elvera Satterwhite, and Ángel Morales

Amigos de Cristo, Sedalia, Missouri

The purpose of this presentation is to identify possible college recruitment and retention strategies through the development of partnerships with religious and Latino-affiliated groups to better serve our Latino population. For many years, Ms. Elvera Satterwhite and Mr. Angel Morales have worked as advocates for Latinos in the Midwest. In their experience, when Latinos are given leadership roles within church hierarchy and Latino groups, they perform well. In these small groups they feel a sense of belonging, where they can build confidence and eventually share their skills with the community. Satterwhite and Morales address the need for collaboration between colleges and these Latino groups. By forming partnerships, the development of culturally appropriate practices for recruitment and retention of traditional and non-traditional Latino students can be achieved. Possible strategies include the creation of family-focused early intervention outreach programs (Ask Me Campaign), online group class hosting, and financial resource toolkits. Activities such as engaging in face-to-face conversations with Latino families, scheduling motivational speaking engagements, and hiring Latino student liaisons and advocates through work study programs can also be explored through these partnerships.

Developing Academic Language Proficiency with English Language Learners (K-12)

Katrina Lundien

Guadalupe Educational System, Inc. - Alta Vista Charter Schools

In today's K-12 educational climate, schools are faced with needing to meet the educational needs of students from a variety of cultural, linguistic, and academic backgrounds. This workshop will provide some practical educational strategies that will provide an immediate positive impact on English Language Learners (ELLs), which will ultimately be beneficial for all students. Participants will:

- Learn why it is important to develop academic language proficiency with ELL students.
- Practice how to implement a few key educational strategies to develop academic language proficiency.
- Be able to apply the educational strategies in their own setting.

How the Dairy Industry Manages its Latino Labor Force

Rubén Martínez, William Escalante, Joanna Acosta, and Jean Kayitsinga

Michigan State University

Two related trends are reshaping the dairy industry in this country. First, the industry is moving from small family farms to larger corporate farms which are increasingly relying on Latino employees to milk cows. Using data from a survey and focus groups of dairy farms in Michigan, Pennsylvania, and Florida, we provide an overview of the key management dimensions from the point of view of managers/owners and Latino workers. These include employee recruitment, communications, training, workplace relations, and opportunities for advancement. The paper concludes with a discussion of the findings, argues that the industry is underdeveloped in human resource management capacity, and provides some recommendations for developing capacity in this area.

The Impact of Cultural Bias on Latino Youth Educational Outcomes

Lisa McCarty*, Theresa Torres**, Cecilia Belser-Patton*

*Guadalupe Educational Systems - Alta Vista Charter Schools**

*University of Missouri-Kansas City***

This workshop examines the impact of cultural bias on Latino students' educational outcomes. Participants will:

- Examine research connecting Latino youths' health and well-being to cultural identity
- Identify and analyze school structures that are defined by dominant culture
- Contemplate the impact of dominant school culture on Latino learning, performance, and persistence
- Consider NCLR's Core Competencies and CREDE Standards as tools for creating more inclusive school cultures.

Assistive Technology and Enhancing Instruction for English Learners

Rhonda McMillen

Missouri Protection & Advocacy Services

The lack of the language proficiency of English learners can result in educational failure, higher dropout rates, and lack of productive employment. These students must have an equal opportunity to benefit from their educational programs. The Office for Civil Rights has the authority for enforcing the Title VI of the Civil Rights Act of 1964. Title VI can be violated if students are excluded from effective participation in school due to their inability to speak or understand the language of instruction (U.S. Department of Education, 2000).

This presentation will explore the U.S. Department of Education and Department of Justice's joint guidance efforts for ensuring that English Learners will have equal access to a “high-quality education and the opportunity to achieve their full academic potential (U.S. Departments of Education and Justice, 2015).”

English as a Second Language is a program providing proficiency in all four language domains of speaking, listening, reading, and writing (Castañeda v. Pickard, 1981). This presentation will endeavor to explore Assistive Technology devices and services that may assist learning of English Learners (Diallo, 2014; U.S. Department of Education, n.d., Use of Technology).

This presentation will also provide two fact sheets to participants in English and in Spanish. (Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs, Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with them, from the U.S. Department of Justice, Civil Rights Division, U.S. Department of Education, Office of Civil Rights). This presentation will also provide all participants with a copy of the National Technology Plan 2010, Executive Summary, Transforming American Education: Learning Powered by Technology, (U.S. Department of Education, 2010).

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Failing to Meet the Educational Needs of Young Hispanic Families in the Heartland

Bertha Mendoza

Kansas States University Research and Extension

A truly inclusive community is one that provides opportunities for all citizens without limiting the potential of students because of a lack of resources and technology, and parents' level of education. As emergent leaders, we must be aware of the needs of each individual student and the educational needs of the parents. In

most Central and South American countries, parents send their children to school for educators to teach them to read and write. Their role is to provide the materials needed to study, especially those parents whose education level is below the elementary grades. Many of the families who immigrate to the United States come from remote places where access to formal education is limited and they are limited even in their native language, which makes it more difficult for them to learn English. In order to assist our young students in achieving their maximum potential, it is imperative that more support and education is provided to the parents of young children, as well as more training for elementary educators. This session is intended to share the findings of an ongoing study being conducted with several groups of Hispanic parents of preschool children, and to start the conversation of what it is needed to address the needs of our future leaders to improve their well-being and the well-being of their communities.

Immigrants as Assets: Framing the Discussion in Policy, Media, and the Community

Denzil Mohammed and Chiara Magini

The Immigrant Learning Center, Inc.

This workshop aims to reorient the thinking of policymakers, business communities, economic development offices and the media contrary to the expanding anti-immigrant narrative—to view immigrants not as deficits but as assets—by focusing on immigrant entrepreneurship, where immigrant contributions are incontrovertible. It explores innovative ways organizations can position immigrants as assets using data and research complemented by the stories and shared American values of immigrant entrepreneurs. First, the workshop utilizes the most recent data on immigrant entrepreneurship to show immigrants as indispensable community builders, job creators, and leaders of positive change from sources including the Fiscal Policy Institute, Chicago Council on Global Affairs, The Immigrant Learning Center, and the Immigration Policy Center. Three categories of immigrant entrepreneurship in the Midwestern states are explored featuring the stories of local entrepreneurs through video interviews: Neighborhood Revitalization, Job Creation and Market Expansion, and Innovation. Second, targeted ways to use local data, research and stories to show both economic and human impacts of immigrants are discussed with examples: fact sheets for legislators, posters for community events, and business awards for chambers of commerce, as well as school and workplace activities, pitching media stories, and free online strategies. Handouts are provided featuring sources for local data (e.g. Institute for Immigration Research at George Mason University), where and how to find immigrant entrepreneurs (e.g. chambers of commerce), and checklists of contributions and traits important to native-born audiences (based on the research of The Opportunity Agenda). Third, furnished with these tools and ideas, workshop participants in small groups will then craft, present, and discuss their own draft educational, communication or promotional strategies. Participants, therefore, will walk away with more than just ideas but rather will have plans of action for a more informed public discourse and greater visibility of immigrant entrepreneurs as crucial components of local economic development. Such strategies were developed by the Public Education Institute at The Immigrant Learning Center in Malden, MA, resulting in the creation of the New Americans Agenda in Massachusetts and the proclamation of an annual statewide Immigrant Entrepreneurship Month, among others.

Cross-Cultural Experiential Learning in El Salvador

Nadia E. Navarrete-Tindall*, W. Sue Bartelette*, and Casi Lock**

*Lincoln University of Missouri Cooperative Extension, Native Plants Program**

*Independent Consultant***

A delegation from Lincoln University (LU) Cooperative Extension of Missouri participated in a 12-day exchange program that included visits to communities and institutions in Central and Western El Salvador. The delegation included LU Native Plants Program (LU-NPP) staff and members of four communities in Missouri. The objectives were: 1. For the LU delegation to be immersed in the Salvadoran culture and learn how communities protect their resources and use native plants in their daily lives; 2. To exchange lessons learned between the LU-NPP, Salvadoran educators, producers, farmers, and communities; and 3. Identify organizations or agencies interested in forming alliances with the LU-NPP. Joint collaborative efforts between LU and organizations in El Salvador will help empower small farmers and will further advance agricultural and ecological education for low-income students in El Salvador and in Missouri.

During site visits, local leaders from different agencies and community organizations and the LU delegation engaged in conversations to learn from each other's experiences. Salvadoran specialists were surprised to learn that Lincoln University also works with low-income communities and that farms in Missouri do not only grow cash crops. Many of the Native Plant Program's lessons learned in Missouri could be adopted in El Salvador to help small farmers and rural entrepreneurs. Evaluations from participants of this exchange program indicate that the delegation members increased their level of understanding of Latino culture and some had the opportunity to practice their Spanish skills which they can also use in Missouri. This program was funded by the USDA National Institute of Food and Agriculture (NIFA) and was part of two Capacity Building Grants.

**See full paper in the selected paper section of these proceedings.*

DreamZone Allyship Program: Creating Safe Spaces for Undocumented Young Adults

Joél Orozco-Almeida

University of Nebraska-Lincoln

Synopsis: This presentation will provide participants with information regarding challenges and barriers that undocumented young adults face. Best practices and resources will be provided to support this population. Attendees will receive a place card to identify themselves as an ally to undocumented students and to identify their office as a safe space=DreamZone.

This presentation focuses on creating safe and caring communities for undocumented young adults. As more undocumented students are granted access to higher education through policies such as the Dream Act and Deferred Action for Childhood Arrivals, often times, undocumented young adults live in fear and uncertainty, not knowing who they can trust and/or talk to. The consequences for them to disclose their status are high, and can potentially lead to significant repercussions impacting their safety and that of their family.

This presentation is unique in that participants will: (1) leave with an understanding of current federal and state legislation impacting undocumented college students; (2) learn about the challenges undocumented young adults face at educational institutions across the country; (3) learn appropriate and sensitive language to use when working with undocumented young adults; (4) understand the impact of undocumented status on a regular basis; and (5) walk away with resources they can use to create safe spaces for undocumented young adults.

Participants will receive a DreamZone place card at the end of the session. The card identifies the partic-

ipant as an Ally to undocumented young adults and that their office/workplace is a safe space (DreamZone) where undocumented young adults can disclose their status. Based on this program, participants will be able to:

- Use appropriate and sensitive language in regard to undocumented status.
- Understand the systemic climate and challenges undocumented young adults face, at both the federal/state level, and also within institutions.
- Understand the impact undocumented status has on a regular basis.
- Understand their role as an advocate and how to support Dreamers and undocumented students in general.

Sheltered Instruction Methodology and K-6 Elementary School Teachers: A Multicase Study

Uzziel H. Pecina

University of Missouri-Kansas City

The major research goal of this paper is to examine the qualitative interviews of full-time elementary school teachers in regards to their use of English language acquisition techniques known as sheltered instruction when serving the English Learner (EL) population in various Midwest counties. Many teachers are not adequately equipped with professional development techniques or basic information about ELs and what comprises effective instruction for the ELL population of students. The original mixed design study surveyed 161 Missouri certified, K-6, full-time public school teachers from urban, suburban, and rural school districts, and interviews were also conducted with 11 Missouri certified teachers located within the western mid-central region of the State of Missouri. In addition, teachers were provided self-reported evaluations on their use of sheltered techniques, as described by the Sheltered Instruction Observational Protocol (SIOP) Model (Echevarria, 2006; Echevarria, et al., 2008), in their regular classroom environments.

The first research question was “How do practicing elementary school teachers perceive their level of preparation in sheltered instruction methods/strategies?” The results indicate that the representative sample of Missouri certified, K-6, elementary public school teachers perceive their preparation in sheltered instruction methodology/strategies to be inadequate at all levels of professional development and training. Many teachers believed they lacked preparation in specific EL sheltered instructional techniques during their pre-service undergraduate training, graduate programs, and school district in-services/professional development. Teachers with high levels of professional and personal responsibility sought opportunities to learn instructional and interpersonal techniques, as well as strategies that would assist ELL academic achievement and students culturally different than themselves.

In response to the second research question, “How do practicing elementary school teachers use sheltered instruction techniques in mainstream classrooms?,” teacher surveys demonstrated a very good knowledge base of sheltered instruction techniques based upon the SIOP Model (Echevarria, 2006; Echevarria, et al., 2008) of teacher evaluation in sheltered instruction to ELs. Most of the teachers surveyed used the sheltered instruction techniques necessary for advancing ELs academically. It was evident that the teachers have the basic requisite skills that can be nurtured by professional development in sheltered instruction techniques in service to ELs and improving academic success among Diverse Linguistic Communities (DLCs), but for some reason were never informed as to the valuable use of the those good teaching skills in service to ELs in their classrooms. Many of the teachers that knew the sheltered instructional techniques were already trained as English as a second language (ESL) teachers, or teachers who had EL building coaches and resources or district assistance in serving ELs.

Finally, K-6 teachers within these Midwest counties believe that professional development in regards to

EL sheltered techniques is needed. The researcher believes that university teacher preparation, graduate teaching programs, and school districts need to provide quality, research-based instruction on sheltered instructional techniques if ELs are to have academic success in the U.S education system.

Home on the Prairie – Service Learning as Inclusive Practice

Michael Peters, Cristina Ortiz, Citlalli Ibañez, Ena Martínez, and Yessica Zúñiga-Tepango
University of Minnesota Morris

The Latino population of Stevens County, Minnesota, which includes Morris, increased by 274% from the years 2000 to 2010. This rapid increase precipitated a need for the established community to adapt its services in order to welcome and serve the new Latino population. The Morris community has taken an integrated and comprehensive approach at welcoming Latino immigrants to its community. Its position as a small, rural community with a recent influx of Latino immigrants is comparable to many other communities across the Midwest, and the broad approach that organizations and individuals within the community have taken could be replicated by other small, Midwestern communities that are looking to find ways to incorporate and benefit from their Latino immigrant populations. Our panel, which will include representatives from both from the University of Minnesota and the Morris community, will be presenting how a place-based approach to community engagement can welcome in a new immigrant community. We will be speaking specifically on the state of housing, education, and the various research projects which are ongoing in Morris.

Through the cooperation of the University of Minnesota Morris, the Morris Area Community Education, and Lazos (a non-profit organization dedicated to serving Latino immigrants in the area), we have been able to work with leaders within the Latino community to create new programs and assist the services that are already available to adapt to this new Spanish-speaking population. One of our main goals is to help established community organizations and service providers to adapt their services in order to serve both the English-speaking and Spanish-speaking communities. Through the work of its students, staff, and faculty, the university has created the Jane Addams Project, a weekly, multi-lingual, roundtable conversation, and a community ESL program that takes place in conjunction with a bilingual tutoring program to work with the children of those students attending the ESL classes. The Morris Area School District has been working with an AmeriCorps VISTA to develop the Morris Intercultural Education Initiative, a monthly working-group of school administrators, teachers, parents, and UMM staff that addresses issues important to the Morris Latino community and together with the Latina Support and Friendship Group (el grupo de apoyo y amistad) has recently formed a Latino Parent Advisory Group. At the University, we have also been conducting ongoing studies of Morris's Latino students, their parents, and the school staff. These studies will shed light on the attitudes and perceptions of different groups within the community and how well the Latino community is received.

We believe that it will be possible for other rural communities to learn from both the successes and the failures that we have had in Morris. The presence of an institution of higher education, whether a university or a community college, can be a springboard for helping the existing service providers adapt to a changing population. A belief in the goodwill of all stakeholders has helped bring together many different groups and organizations to provide a welcoming community to this nascent Latino population in west-central Minnesota.

Immigrant Newcomer Youth and the Academic Consequences of Interrupted Schooling

Stephanie Potochnick

University of Missouri

Many immigrant children come to the US from places with little public education. While we suspect large numbers arrive with inadequate or interrupted prior schooling, we do not know the scope of this problem. These children present unique challenges for educators, many of whom fail to recognize that these youth are illiterate in their native language. When children arrive and are behind academically, how do they fare and what supports should schools provide? Previous research is outdated or limited because it cannot identify children's last grade completed in their home country and thus can't capture the "grade gap" that may significantly affect their outcomes. This proposal will use regression analysis and multi-level modeling to analyze the Educational Longitudinal Study and the 2000 U.S. Decennial Census. The unique aspects of this data will allow me to: (1) accurately document the percent of immigrant youth with interrupted schooling and the educational grade gap they must overcome, (2) examine how these children fare academically (i.e., reading and math test scores, high school completion, college enrollment) and behaviorally (i.e., school disengagement), and (3) identify which educational supports help them succeed in school. This research is important because it will look beyond language gap issues that have been the primary policy focus, and instead provide new information on immigrant children's grade gap and the role it plays in their educational outcomes. The results will build policy awareness of the grade gap issue and suggest what school and family resources have the greatest positive impact on these students.

Cultivating Latino Youth Leadership to Prevent Underage Drinking

Athena Ramos and Natalia Trinidad

University of Nebraska Medical Center (UNMC) Center for Reducing Health Disparities

Background: According to the 2013 Youth Risk Behavior Survey, 25.9% of Hispanic youth had drunk alcohol at least one day during their life; 23.2% of Hispanic youth binge drank during the last 30 days compared to 19.1% of non-Hispanic youth; and the median age for first alcohol use in the United States was 11-12 years. Preventing underage drinking among Latino communities is imperative. The Center for Reducing Health Disparities (CRHD) at the University of Nebraska Medical Center partnered with the LiveWise Coalition to implement the Lead & Seed program, an evidence-based, youth-empowered, environmental approach to preventing and reducing alcohol, tobacco, and other drugs, within the Latino community. The program involves an interactive, 12-hour training with middle school/high school youth leaders and adults who will work with the youth. Each team develops a logic model using community-level data to drive the process in developing innovative solutions to substance use. The overarching goal of the Lead & Seed is to prepare youth to serve as community leaders so they can help facilitate community-level change. It is also designed to provide an opportunity for social, emotional, and educational growth, as well as increase civic participation. The strategies and skills learned can be used across all aspects of the youth's lives and influences them to make lasting impacts on their community by taking an active role in their community.

Methodology: The Latino Leaders Clubs in local high schools, whose mission is to build leadership and teach service, were identified as potential partners for the Lead & Seed program. The program itself promotes community mobilization, social marketing techniques, leadership skills, and other advocacy measures to make necessary changes in the physical, socio-cultural, economic, and legal environments where youth engage. The Lead & Seed program uses SAMHSA's Strategic Prevention Framework to emphasize that youth empower-

ment initiatives can have successful outcomes and that success can be achieved by targeting environmental conditions, such as accessibility and availability. Implementation: The adult sponsors of the Latino Leaders clubs were approached to gauge their interest in implementing the Lead & Seed program in their schools. Two groups of youth were trained on the program at the beginning of the year from two different high schools: five youth from Omaha South High School and 13 youth from Bryan High School went through the training. Many of the youth that participated understand that underage drinking is a problem and want to do something about it. The youth have already implemented various alcohol awareness activities at their schools. In one school, the youth worked together to distribute a school-wide survey to evaluate how many of their peers are drinking and from where they were accessing alcohol. Youth from the other school have developed innovative educational campaigns including t-shirts with underage drinking facts and cupcakes to distribute to their peers. This poster will share lessons learned about working with school youth groups to reduce substance use through the Lead & Seed program.

Developing a Behavioral Health Career Pipeline for Latino Youth in Nebraska

Athena Ramos*, Ann Kraft**, Natalia Trinidad*, and Antonia Correa*

*University of Nebraska Medical Center (UNMC) Center for Reducing Health Disparities**

*Behavioral Health Education Center of Nebraska***

Background: Behavioral health is an underserved discipline within healthcare, and there is a shortage of behavioral health professionals across the United States. Developing a career pipeline for behavioral health professionals is imperative across all communities; however, it is especially important for the Latino community given the current and projected population growth in the Midwest. The Behavioral Health Education Center of Nebraska (BHECN) and the Center for Reducing Health Disparities (CRHD) partnered together to develop a pilot project designed to expose Omaha-metro area Latino high school students to behavioral health careers. BHECN's mission is to enhance the behavioral health of the people of Nebraska by improving the numbers, accessibility, and competence of the Nebraska Behavioral Health Workforce through the collaboration of academic institutions, providers, governmental agencies, and the community, and the CRHD works closely with communities to improve health through collaborative research, education, and service. These two organizations formed the planning committee for the pilot project -- one organization bringing experience with behavioral health and the other bringing community credibility.

Methodology: The planning team met over the course of four months to prepare for the pilot. BHECN provided a working format for their High School Ambassador Conference, but the CRHD developed ideas for cultural tailoring. Additionally, a youth advisory board (YAB) was established with eight Latino high school students who were part of the Lead & Seed program coordinated by the CRHD. These students provided ideas and advice to make the event relevant for their peers.

Implementation: The BHECN High School Ambassador Conference - South Omaha was held on March 6, 2015, and approximately 25 youth participated. They learned about careers from a wide spectrum of professionals including psychiatrists, psychologists, social workers, psychiatric nurse practitioners, family medicine practitioners, and counselors. Participants worked together to discuss a case study, and they had the opportunity to meet college students and explore various topics that were chosen by the YAB such as teen depression, bullying, substance use, healthy relationships, and suicide. Upon completion of the conference, students will be provided with ongoing mentoring through the BHECN Ambassador program, which encourages high school and college students to pursue careers in mental and behavioral health. Students are followed through professional school and on to careers in behavioral health professions. Since April 2013

when the BHECN Ambassador program began, 688 students have participated. This workshop will describe the need for behavioral health providers within the Latino community, provide an overview of the planning process, share testimonials and results from the pilot project, and offer suggestions for improving the behavioral healthcare pipeline.

Harvesting The Heartland's Promise: Latina/o Learning Catalyzing School and Community Change

Katherine Richardson Bruna

Iowa State University

Richardson Bruna is Founding Director of the ISU 4U Promise, a new early-commitment partnership between Iowa State University, Des Moines Public Schools, and two elementary schools in demographically transitioning neighborhoods. In her plenary, she will describe how she is using a focus on “microworlds” of Latina/o learning as an organizing principle of this innovative initiative and its transformative potential for the partner schools, communities, families, and youth.

Affordable Care Act Outreach & Enrollment Best Practices for Latino Communities

Nancy Rios

Centers for Medicare & Medicaid Services

Historically, Latinos have faced significant barriers to accessing affordable health insurance that have contributed to significant health disparities. The Affordable Care Act, signed into law in March 2010, includes several provisions that afford Latinos strong consumer protections, more coverage options, and access to quality health care at lower cost. Because of the Affordable Care Act:

- Latina women can no longer be charged more than men for health insurance premiums.
- Consumers can no longer be denied coverage due to a pre-existing condition.
- About 8.8 million Latinos with private insurance now have access to expanded preventive services with no cost-sharing. This includes services such as colonoscopy screening for colon cancer, Pap smears and mammograms for women, well-child visits, and flu shots for all children and adults.
- Approximately 913,000 Latino adults between ages 19 and 26 who would have been uninsured now have coverage under their parents' employer-sponsored or individually purchased health insurance plan.
- About 11.8 million Hispanics, including 4.4 million Latina women, no longer have lifetime or annual limits on their health insurance coverage.

Furthermore, less than 2 years after the Affordable Care Act's Health Insurance Marketplaces opened for enrollment, the uninsured rate for Latinos has dropped by 12.3% against a baseline uninsured rate of 41.8%, resulting in 4.2 million adults gaining coverage.

This session will include a discussion on barriers and challenges to enrollment of Latino families in the health insurance marketplace such as language, fear of immigration enforcement, low health insurance literacy, and affordability. The presenter will also highlight best practices for outreach to Latino communities, key strategies to overcome enrollment barriers, and the local resources available to assist Latino families with the application and enrollment process in the Marketplace.

Relationship between Health Insurance Status of Latino Children and Their Overall and Dental Health

Griselda Rodriguez and Kimberly Greder

Iowa State University

Data from 136 Latina mothers living in rural communities was used to examine relationships among health insurance status of mothers and children, participation in routine health care, ability to understand printed information shared by health professionals, receipt of health information in a preferred language, and their children's health. Findings suggest that rural Latino children who are covered through private health insurance experience better overall health compared to rural Latino children who are insured through Medicaid. When Latina mothers understand printed information they receive from health professionals, their children are more likely to experience routine health care, positive overall health and dental health.

**See full paper in the selected paper section of these proceedings.*

Pan Latino Diversity in the Midwest

J.S. Onésimo Sandoval

Saint Louis University

The Latino population is now the largest minority population in the US. One of the unique features of the US Latino population is that it is a diverse population that has many ties to different countries. Thus, the U.S. Latino population, in reality, is a Pan-Latino population with different cultures, experiences, and histories. This demographic presentation will describe the Pan-Latino characteristics for the US and the Midwest. I used the Theil diversity score to measure the Pan-Latino diversity. A score of 0 translates into no Pan-Latino diversity and a score of 1 translates into complete Pan-Latino diversity for the 25 Latino groups. Preliminary research shows that the Pan-Latino diversity score for the US was .48, for Missouri it was .43, for Kansas City it was .34, and for St. Louis it was .47. These scores reinforce the descriptive data that shows St. Louis has a significantly more diverse Latino population than Kansas City.

In the coming years, the Latino population will continue to grow and expand. As we celebrate the fact that the U.S. Latino population is the third largest Latino population in the world (Brazil is #1 and Mexico is #2), we should also celebrate the diversity within the Latino population. Pan-Latino diversity will continue to contribute to the greatness of the American mosaic that celebrates diverse cultural traditions. Although the Latino category is used to describe and portray a homogenous population, it is important to remember that the Latino category represents many experiences, histories, and cultures. As Latinos continue to grow in the Midwest and Missouri, it is important to document the Pan-Latino diversity and how this diversity fosters a social, economic, and political environment for Latinidad.

Latinos in the Media: The Value of Critical Media Literacy

Jessica Sierk

University of Nebraska-Lincoln

“We cannot, especially in this day and age, exaggerate the power of what we take in with our eyes. Our culture is based on this: television news, television shows, and films (Landsman, 2001, p. 25).” Media is becoming increasingly central to our collective culture as a society; therefore, it is vital that media consumers possess the skills to critically examine it as a source of potential stereotypes and misconceptions. According

to Kellner and Share (2007), “Critical media literacy involves cultivating skills in analysing media codes and conventions, abilities to criticize stereotypes, dominant values, and ideologies, and competencies to interpret the multiple meanings and messages generated by media texts (p. 372).” Critical media literacy skills allow media consumers to see how they have been, often unknowingly, influenced by covert messages found in various forms of media. Media, as with any form of discourse, represents social actors in a variety of ways (van Leeuwen, 2008). This paper reviews examples of genericization, appraisal, metaphors, activation and passivation of actors, nomination, categorization, and others, as well as ways to engage students to develop critical media literacy. It is vital that media consumers be made aware of these rhetorical techniques, as “it is through discourse that many ideologies are formulated, reinforced and reproduced (van Dijk, 1998, as cited in Paltridge, 2012, p. 194).”

**See full paper in the selected paper section of these proceedings.*

Making Space for Sociocultural Literacies in Programmatic Family Literacy: The Experiences of Latina Mothers

Jennifer Stacy

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Latino families have been a focus in the field of family literacy since its inception. Stemming from the studies of grassroots family literacy learning (see Concha Delgado Gaitan and Luis Moll). Educational researchers, particularly in the fields of anthropology and literacy, have followed the development of family literacy from its organic origins of home and community into institutionalized settings. Philanthropic and legislative initiatives of the 1990s played key roles in institutionalizing the concept of family literacy. Researchers and educators have struggled since to depict and critique the gap between the sociocultural literacies of families and those recognized and taught in programmatic settings, resulting in a need for more anthropological research to be conducted in current institutionalized family literacy programs.

This ethnographic study looks at how Latina mothers contribute to and interact with the cultural space of a school-sponsored family literacy program that serves newcomer and refugee families learning English in Chesterfield*, Nebraska (*pseudonym). Particularly, it looks at how Latina mothers are perceived by the administrators and teachers of the program, how those perceptions are enacted in the form of literacy teaching and learning, and how the mothers respond. Findings show that Latina mothers' expectations and motivations for attending the program often differed from those of the administrators and teachers. Perhaps because of the school setting of the program, English language and literacy teaching took on elementary characteristics and was patronizing at times; also, it did not always match the mothers' goals or interests. However, within the family literacy classroom mothers often invoked various literacies that were different than those being taught and valued. A closer look at these sociocultural literacies reveals that making space for these moments could aid in re-conceptualizing school-based family literacy as a space that reflects families' purposes for learning and that helps multigenerational learners to achieve their goals. Programs that are responsive to sociocultural literacies have the potential to strengthen the education of a school and community by advancing the education of learners of all ages. This study sheds light on how Latina mothers performed literacies in family literacy in order to attain some of their goals. It also prompts institutions to reconsider their perceptions of newcomer families and their literacy learning expectations in order to better support and foster multigenerational leadership within their school communities.

Improving the Health of Hispanic Families with an Extension Community–Based Curriculum “Abriendo Caminos”

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The obesity burden is particularly elevated in Hispanics and other minority groups. Hispanics represent the largest minority group (~17%) in the US and the fastest-growing ethnic group. Several factors contribute to the burden of obesity in this population, including low literacy rates, low household income, and high prevalence of diabetes, dislipidemia and hypertension.

There is an urgent need to implement culturally sensitive lifestyle interventions and educational programs to decrease the burden of obesity and obesity-related metabolic diseases in Hispanic populations. Although around 51% of US-born Hispanics speak English as their primary language, language-based limitations may constrain Hispanics’ engagement with community or institutional support on health care-related issues, such as school-based childhood obesity prevention programs. Community-Based Participatory Programs (CBPP) tailored to culture, literacy, and age/life-stage, are more likely to be effective in changing behaviors and improving long-term wellness. However, this population is difficult to reach, particularly in non-metropolitan communities. A promising approach to reducing obesity risk in Hispanic families is to implement a community-based program targeted at whole families to encourage healthy eating, incorporating elements of traditional Hispanic dietary patterns, collective and family mealtimes, and physical activity, partnering with on-going programs such as Extension or community agencies. CBPP feature materials that can be implemented “out of the box,” with minimal training and support and require a limited investment of additional funds.

The overall objective of this program is to implement, adapt, and evaluate the effectiveness of a community workshop-based curriculum to prevent childhood obesity and promote healthy nutrition and life-style behaviors among low income, low literacy Hispanic-heritage families in five different locations (California, Connecticut, Illinois, Puerto Rico, and Texas). This recently-funded USDA project will address knowledge gaps and barriers for successful implementation of childhood obesity prevention programs in Hispanics. Objectives include:

- Research (1) Identify prevailing factors influencing effective interventions on Hispanic children’s unhealthy weight gain; (2) Adapt the curricula to be culturally and regionally appropriate and implement the proven “Abriendo Caminos” curricula to prevent childhood overweight/obesity.
- Education objectives are to: (1) increase recruitment and retention of underrepresented minorities; (2) offer experiential learning opportunity, practicum experience, and exchanges for students and faculty in multidisciplinary research; and (3) strengthen and increase the number of culturally sensitive undergraduate and graduate students and professionals in nutrition and health-related areas.
- Extension objectives are to: (1) refine and develop low-cost and readily implementable educational materials that will be made freely available across the country for use by community educators; (2) train extension educators, community agency staff, and college students as facilitators to deliver the curriculum; and (3) test the implementation of alternative culturally appropriate instructional methodologies.

Potential impact and expected outcomes. This project will result in an effective, low-cost obesity prevention intervention, available in Spanish and English, that can be disseminated by Extension educators and community agency staff in other locations across the US.

Wrap-Around Maternal Mental Health Programming for Latinas

María Torres, Sarah Caldera Wimmer, and Anne Farina

Kingdom House

Apoyo y Cariño: Wrap-around Maternal Mental Health Services for Latinas was a three-year project that served Latina mothers who were pregnant or within two years of the birth of their last child. Each mother created her own path to wellness based upon her own needs and strengths that may have included the following services: (1) care coordination, including internal referrals such as daycare and financial stability or outside referrals such as psychiatric services; (2) individual psychotherapy; (3) support groups; (4) emergency assistance such as a food pantry and diapers; and (5) adult education classes including ESOL and GED. During the screening and assessment, we utilized the following tools and instruments in Spanish versions: Edinburg Depression Rating Scale, PRAMS and PRAMS Mental Health, Perceived Stress Scale, Burns Anxiety Checklist, Burns Depression Inventory, Trauma/Life Events Checklist, Childhood Adverse Events Checklist, PCL-C (Post Traumatic Stress Disorder Checklist-Civilians), and a Financial Assessment. During this workshop, we will present data from our initial and follow-up assessments and share the curriculum that we developed to use during the weekly support groups.

Preliminary Findings on Individual and Contextual Factors Explaining Latino Entrepreneurship in Rural Communities of the Midwest

Corinne Valdivia, Andrick Payen Diaz de la Vega, and Lisa Y. Flores

University of Missouri

This study examines and presents preliminary findings on the likelihood of Latino immigrants becoming entrepreneurs in three rural communities in the Midwest. The sustainable livelihoods strategies framework and the human ecology model frame the analysis of entrepreneurship, where the Latino immigrant strategy depends on both capitals and the context and opportunities created by settling in a new community. The effect of migration patterns and length of stay, perceptions, and experience in the context of the settling community (context of reception indexes) and the agency of individuals in acculturating, and the capitals (social, human, cultural and economic) of Latinos are factors analyzed in becoming entrepreneurs. The data was collected through a household questionnaire, applied to a sample of 460 Latino households located in three Midwestern communities selected to represent a diversity of economic pull factors. It was then analyzed to determine the likelihood of becoming an entrepreneur as a function of the different capitals, the context of reception or community climate, and the strategies used by Latinos.

Latino Civic Engagement

Daniel Vélez Ortiz

Julian Samora Research Institute

Civic engagement encapsulates an array of activities that have some purpose or benefit. These activities can range from family interaction to neighborhood organizing and even activities at the societal level. It is through civic engagement that the public can impact the health, education, employment, and many other outcomes that are crucial to partake in opportunities and services. For Latinos, civic engagement is an increasingly important topic due to the demographic shifts underway in the United States. Recent U.S. Census projec-

tions show that the United States foreign-born population, while currently about 12%, is projected to approach 20% by 2050. Upon migration, Latino immigrants experience isolation and discrimination here in the United States, which may influence their expectations about civic participation. Structures of society are such that immigrants or foreign-born Latinos are not integrating despite the demographic changes that are underway. Given these shifts, it is important that Latino immigrants become active participants not only in the economy but in the civic and political spheres of the democracy of which they are now part. In the Midwest, Latinos present a profile of scarce political resources. A study using data from the National Latino Survey showed that about 65% of Latino immigrants are not interested in or are unsure about politics and public affairs. As the process of incorporation is inter-generational, lack of political incorporation can have long-term, negative political and economic consequences. In short, the political and economic incorporation of Latinos presents a major challenge to the future of the state and the nation.

This study analyzed data from the U.S. Census Bureau Current Population Survey (2011) for adults in the State of Michigan. The data collected by this survey ranged across several indicators of civic engagement, such as family interaction, neighborhood involvement, community organizations, political participation, and service. This study revealed that civic engagement for Latino adults in Michigan can be full of challenges and obstacles. These obstacles can include structural factors such as isolation; lack of trust; time and work constraints; low technology use; and low participation in community organizations. Social and psychological factors may include fear of government, literacy, language, cultural values, prejudice, and discrimination. Given the recent negative events, such as immigration raids and anti-immigration protests, it is comprehensible that there is likely distrust of government on the part of Latino adults in Michigan. To actively participate in a democracy, a person or group needs to have motivation, capacity, and means. Motivation is already intrinsic when framed as issues that matter to livelihood and community. With motivation, one can open the door to capacity via outreach initiatives that are focused on seeking practical solutions. The means to achieve active civic engagement for Latinos is in strengthening, connecting, and expanding their networks, so that there can be more discussion and thought into finding solutions to the issues facing our communities.

Understanding Immigrant and Refugee Parental Involvement, Attitudes, and Input on an Emergent School-Based Newcomer Center

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University of Missouri

Due to the rapid growth of immigrant and refugee populations in the United States, an increasing number of school districts are responsible for providing education to newcomer and ELL students. In order to provide higher quality education to their ELL students, two school districts near St. Louis, Missouri, are partnering to sponsor a Newcomer Center for newly arriving immigrant and refugee students and their families. The Newcomer Center will function as a community resource center, providing services ranging from registration assistance to adult education for immigrant parents, and as a starting location for Level 1 and 2, secondary level, English language learners. Administrators at both schools envision this center providing a wide range of resources, and in the process of developing the center, it has become apparent that parental input would be very useful in understanding which resources would be the most useful, and how to provide those resources. Parents of current and former ELL students in the district are important stakeholders in this project, and should be included throughout the development process of the center. Scholars agree that parental involvement is an important factor in all students' academic achievement as well as non-academic benefits, regardless of ethnic or cultural background. Additionally, parents' perception of how the school values them and their children is the

most consistently robust predictor of parents' involvement. Although school professionals and family members recognize the importance of parental involvement, they often disagree about what parental involvement should look like. For the purposes of the current study, parental involvement will be generally defined as “the parents' or caregivers' investment in the education of their children,” because having a broad definition of parental involvement allows for flexibility in the range of activities that constitute as such, regardless of preconceived definitions held by school professionals. Participants of the current study will include parents of current and former ELL students in the district. They will be asked to complete a survey asking about demographic information and their immigration history, parental involvement, perceptions of the school climate, and their level of acculturation. Survey participants will be asked to participate in follow up focus groups that will serve as a needs assessment for the emergent newcomer center.

Selected Papers



Multicultural Needs Assessment of Extension Educators - Oklahoma Cooperative Extension Service

Maria G. Fabregas Janeiro, Joyce Martin, and Jorge H. Atilas

Oklahoma State University

Abstract

Oklahoma State University's College of Human Sciences and the Oklahoma Cooperative Extension Service (OCES) have developed a multicultural and community engagement program to determine intercultural training needs. The program conducted a study to determine the needs for intercultural training by Extension personnel across the state of Oklahoma. The results of this study showed that OCES personnel are interested in attending intercultural training and developing their own intercultural competence to reach multicultural groups. This study helped OCES design its first intercultural competency training plan. This plan includes assessing intercultural competence and designing trainings materials using a variety of modalities such as face-to-face workshops, lectures, and online activities via Adobe Connect or Desire 2 Learn (D2L) platforms.

Keywords: extension, multicultural and community engagement, intercultural competence, intercultural training, survey

Introduction

Working and interacting effectively in a diverse environment with people from different cultures is the challenge for Extension educators in the United States in the twenty-first century (Johnson, 2009; Selby, Peters, Sammons, Branson, & Balschweid, 2005). United States demographics have been changing, and in less than 40 years minorities will become majorities (US Census, 2010; CNN, 2008). Extension programs, especially the ones related to the wellbeing of families, should effectively reach the new-to-be majority population. To do so, Extension educators should be trained to develop their intercultural competence (Hammer, 2009). This will provide educators with the ability to effectively interact with people from different cultures and develop and engage multicultural community leaders who will in turn help accomplish the Extension goal of reaching and serving the entire population (Corbaz, 2001; Deardorff, 2009; Hassell, 2007; OCES, 2014; Williams, 2001).

States such as Washington, Wisconsin, Kansas, and North Carolina are designing and delivering programs to improve the ability of professors, students, and Extension educators to reach and work with multicultural audiences (Kansas State University, 2013; North Carolina State University, 2013; Washington State University, 2013; University of Wisconsin, 2013). These programs teach the premise that different cultures should be approached in different ways (Ewert, Rice, & Lauderdale, 1995; Smith, Jayaratne, Moore, Kistler, & Smith, 2010; Williams, 2001). However, the majority of the state Extension services are not making significant investments to develop Extension educators' intercultural competence.

Oklahoma State University (OSU) has shown its commitment to diversity for years, mainly through the Office of Institutional Diversity (OSU, Office of Institutional Diversity, 2013). In addition to these institutional efforts, the College of Human Sciences and Oklahoma Cooperative Extension Service (OCES) joined efforts in 2013 to facilitate hiring a new faculty member to serve as a multicultural

and community engagement specialist. The main purpose of this position is to develop intercultural competencies and expand OSU's diversity efforts among Human Sciences students, staff, and faculty members, as well as Extension educators to better serve multicultural and diverse communities. The multicultural and community engagement specialist is charged with: (a) determining multicultural training needs; (b) assessing intercultural competence using the Intercultural Development Inventory (IDI); and (c) designing training to develop intercultural competence among students, professors, staff members, and Extension educators to at least the acceptance level of the Intercultural Competence Continuum (Bennett, 1986, 1993; Hammer, 2009). The purpose of this paper is to discuss Oklahoma Extension personnel's experience with and interest in further intercultural competence training and resources, and the plan designed to improve their competence and enhance programming efforts for diverse audiences.

Method

Participants

The participants in this study were from Oklahoma Cooperative Extension Service (OCES). A request to participate in the study was sent by email to 685 Extension personnel, the Extension listserv for OCES. One hundred thirty-two (19.27%) Extension personnel answered: 36 from the Northeast, 15 from the Northwest, 28 from the Southeast, and 53 from the Southwest districts. Out of the same 132 participants, 61 were from Family & Consumer Sciences, 74 from 4-H, 40 from Agriculture & Natural Resources, and 20 from Community & Rural Development.

Instrument

This study used an online multicultural needs assessment survey designed by the OSU multicultural and community engagement specialist and the OCES director of staff and program development. This survey consisted of 10 closed-ended and five open-

ended questions. This survey was designed using the Qualtrics web platform, which allows for anonymous response and offers the advantage of summarizing all results for ease in further analyses. The survey was distributed via email using the Extension listserv for Oklahoma. The information collected was analyzed using descriptive statistics to determine the need of multicultural training by Extension personnel across the state of Oklahoma.

Results

Closed-Ended Questions

Forty-two percent of the OCES personnel who answered the survey work with people from different cultures on a weekly basis, even though their multicultural population audience represents less than 20% of the total population they serve. Half of the OCES personnel who completed the survey had received some type of training related to how to better work with multicultural audiences and how to develop their personal intercultural competence. Within that group, 78% of those with multicultural training were trained during their college years or brief in-service activities. Overall, 78% of the respondents reported feeling comfortable reaching out to multicultural audiences and were confident that their multicultural audiences feel comfortable working with them. Sixty-six percent of the people who answered the survey were willing to attend a multicultural training.

Open-Ended Questions

In the open-ended questions section, OCES personnel expressed that they are having problems reaching multicultural audiences and expressed their concern about offending people from other cultures mainly due to the language barriers and their unfamiliarity with cultural behaviors. The majority of the Extension educators indicated the need to be trained to interact effectively with Latinos, as well as other cultures, and expressed their concern about the need for designing programs to reach multicultural audiences. They expressed their concern about the limited

number of people from multicultural populations who contacted their office. OCES personnel believe that this is due to multicultural audiences not knowing about all the services provided by OCES. A limited number of OCES personnel did not perceive the need to participate in culturally responsive programs. They mentioned that all clients are people, regardless of culture.

OCES personnel expressed their need for multi-language fact sheets and training materials, as well as translators to better reach multicultural populations. In addition, they mentioned the current OCES strategies to reach multicultural groups including attending specific holiday celebrations and programs (such as English as a Second Language classes) in public schools, local churches, tribe facilities, and community centers. The participants also mentioned that established programs such as Master Gardeners, Bug Fest, 4-H, Co-parenting, Food Safety, Nutrition Education, Budgeting, Head Start, and Farmers Markets help them to reach multicultural populations.

Discussion

The results of this study show that the majority of OCES personnel are interested in attending intercultural training and in developing their own intercultural competence to better reach multicultural groups in the state of Oklahoma. Well-trained and interculturally competent Extension educators are needed and have been in demand for a long time (Graf, 2004; Miller, 1992). Intercultural competence was defined in this study as the ability to work effectively in a multicultural environment. This definition was adopted considering other intercultural competence definitions: “live and work productively and harmoniously with people having different values, backgrounds, and habits” (Deardorff, 2009, p. ix) and “ability to think and act in intercultural appropriate ways” (Corbaz, 2005, p. 17). Building intercultural competence includes being aware of your own culture and understanding cultural differences, being capable of meeting the needs of multicultural audiences, and enriching other programs (Grogan &

Eshelman, 1998; Walker & Grant, 2011; Williams, 2001). To achieve these competency goals, intercultural training should be comprehensive and include the development of intercultural competence at least to the acceptance level of the Intercultural Development Continuum (Fabregas, Kelsey & Robinson, 2011). The Intercultural Development Continuum developed by Hammer (2009), based in the Developmental Model of Intercultural Sensitivity (DMIS) (Bennett, 1986) includes five orientations from denial to adaptation. The acceptance orientation is described as “individuals begin to more deeply explore cultural differences; they recognize that these cultural patterns need to be understood from the perspective of the other culture” (Hammer, 2009, p. 250).

The training could be delivered in a variety of modalities from a sequence of a certain number of separate workshops, a lecture conducted by professors, Adobe Connect or D2L platforms, online-guided yearlong training, or in-service activities (Bosse, 2009). In addition to these training offerings, OCES should facilitate the translation and adaptation of factsheets and the hiring of translating services when needed.

Conclusion & Recommendation

The study helped OCES design an Intercultural Competency Training Plan. The Plan includes: (a) assessing intercultural competence using the Intercultural Development Inventory (IDI) to determine the group level of intercultural competence; (b) designing multicultural and/or multilingual training materials to provide OCES Extension educators with better tools (training and teaching materials) to work in multicultural environment; (c) designing and delivering trainings on the OCES Desire to Learn (D2L) platform, and using Adobe Connect, or on-site training; and (d) participating in district meetings supporting diversity initiatives.

In addition to the four steps proposed, a team of OCES Extension personnel with multicultural backgrounds and experiences will be invited to participate as “multicultural team leaders (or mentors).” This

group will be responsible for advising the multicultural and community engagement specialist. OCES has the opportunity to become a pioneer in developing Extension educators’ intercultural competence.

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Moving Up: Communities, Institutions, and Plural Societies

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Abstract

The 2010 Census estimated that the United States will become a minority-majority country by 2043. Acting Census Director, Thomas L. Mesenbourg, noted that steady immigration, increased interracial marriages, and continued trends will move “the United States to become a plurality nation, where the non-Hispanic white population remains the largest single group, but no group is in the majority.” While population diversification is reason for applause, the continued disparities in social and economic classes and educational attainment among minority groups are causes for concern. Pluralistic values can lessen the minoritization of any one group (Kruvant, 2015). Cultural capital shapes the intrinsic components of a values system. Unlike human capital, which is often correlated with the attainment of education, cultural capital largely corresponds to upbringing (Bourdieu, 1986). These dramatic increases in the US “minority” populations demand that this human ecosystem practice full integration of its components. The central force driving individual, community, and institutional roles and responsibilities is the interpretation of pluralistic values that shape and characterize participation in society. When looking at educational institutions as resources for increasing social connectedness and community engagement, the onus is shared by individuals and institutions to cooperate, adapt, participate, contribute, and have mutual trust within the ecological system for optimal outcomes (Ostrom, 2009). As U.S. society becomes more ethnically pluralistic, the ability of individuals, communities, and educational institutions to function within the social system will become more dependent on abilities to gain access to relevant education and adapt to a pluralistic society.

Keywords: pluralistic values, human capital, social capital, cultural capital, development, education, social mobility, economic growth

Introduction

Following the 2010 census, the U.S. Census Bureau (2012) estimated that the United States will become a minority-majority country by 2043. The Census Bureau Acting Director, Thomas L. Mesenbourg, said with increased interracial marriages and continuing demographic trends, “the United States will become a plurality nation, where the non-Hispanic white population remains the largest single group, but no group is in the majority” (U.S. Census, 2012). Though ethnic diversification is reason for applause, the continued disparities in social and economic classes and educational attainment inequalities amongst race groups is cause for concern.

Market and economic analyses continue to find an accelerated growth of the rich-poor divide, which is quickly becoming the defining political issue of our time. Census (2014) data show that 36% of non-Whites are members of the economic lower-class as compared to 16% of non-Hispanic Whites. Additional data shows that Whites comprise a disproportionately higher percentage of the economic middle-class and above, account for the majority of higher income earners, and are comparatively less likely to drop out of high school. The attainment of higher and tertiary education diplomas, certificates, and degrees shows further inequality amongst Whites and non-Hispanic Whites. Additional data from the U.S. Department of Education (2012) find that 15% of minorities achieve these educational qualifications compared to 32% of Whites (U.S. Census, 2014; U.S. Department of Education, 2012). The statistical trends in socio-economic classes must be addressed and discussed, not merely in national or political circles, but also at individual and community levels and amongst educational institutions.

This paper discusses three influencers and their roles and responsibilities in delivering desirable outcomes leading to socioeconomic mobility: (a) the individual, (b) the community, and (c) the educational institution.

Correlating Human, Social, and Cultural Capital to Socio-Economic Growth

Economists and sociologists have long presented various theories on the correlations of education and human capital and its larger socio-economic impacts (Putnam, 2000; Flora and Flora, 2015; Putnam & Feldstein, 2003; Coleman, 1988; Portes, 1998). 1992 Nobel Laureate, Gary Becker, popularized human capital and its relationship with economic growth theory in the early 1960s. Becker discussed how market discrimination is partially driven by the inability of the lower class to attain and provide marketable skills through proper education. He said that self-fulfilling beliefs of minorities and prejudices held by politicians, employers, teachers, and other influential groups lead to underinvesting in education, training and work skills that contribute to economic mobility. Dozi and Valdivia (2008) suggested that there are structures in place that bar minority classes from attaining higher income, education, and those skills necessary to build human capital. Those barriers, personal and institutional, often include unfamiliarity with education systems, language, overcrowding in urban and rural schools, slow acculturation, low-quality education in poor areas, and discrimination. In order to share responsibility, we must recognize the barriers in place that prevent underrepresented groups from building human capital.

In Trends in Global Development, U.S. Ambassador James Michel (2014) said successful human capital development strategies must target lower income demographic groups, as well as underrepresented populations and communities, providing the required technical skills that lead to market inclusion in economic value chains. Equipping the workforce of economically depressed communities with marketable job skills is a strategic concern for the development, growth, and outlooks of those most affected by the growing economic divide separating our society (Hernandez & Wright, 2015).

As individuals and communities’ social connectedness and community engagements increase, i.e., they build higher social capital, they

also enjoy an improved quality of life (Putnam, 2000a, Flora & Flora, 2015; and Becker, 2008). When looking at educational institutions, specifically higher education, as a resource to provide opportunities to increase social and human capitals, individuals and institutions must share the onus for equal access by underrepresented groups (Ostrom, 2009). When academic institutions offer diverse learning opportunities, they can better promote individual networking, social bonding and trust, social inclusion, and diversity, thereby increasing opportunities for individual networking to improve equality and economic growth opportunities (Bolton & Dick, 2013). Nobel laureate Elinor Ostrom (2009) discussed the importance of individual-to-individual interactions over time in building trust, learning appropriate cultural norms and values, and disproving stereotypical assumptions, leading to increases in social connectedness.

Social research in minority-majority rural communities found that non-Whites equated the attainment of education with the ability to live better lives (Bolton & Dick, 2013). Roderick (2000), and Dozi and Valdivia (2008) argued that educational attainment is a historical push and pull factor for immigrating to the United States from other countries. Non-Whites encounter barriers to educational attainment and within economic markets that are often not encountered by Whites (Bolton & Dick, 2013). Cornelia Butler-Flora and Jan Flora (2015) observed that minorities could capitalize on their human and cultural capital assets as they seek to increase their social capital. Could we change the tide along with the growing population diversification, so that being non-White can be seen as an asset rather than a barrier?

The Case for a Values System to Eliminate Social and Economic Barriers

The population of the United States has changed dramatically over the past 50 years, as well as society's tolerance and acceptance of different ethnic groups. However, for any system or institution to function effectively within its ecosystem, it requires more than tolerance and acceptance of its

components. Individual participation and buy-in are critical to the sustainability of initiatives and development opportunities. One of the more dynamic and inclusive systems in American society today, the U.S. Army, functions as efficiently as it does, in part because of individual, as well as institutional, buy-in. Its organizational core values — Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage — enable the system to function, simultaneously meeting growing global challenges. Since 2005, the Core Values are what define the characteristics of being a Soldier and become a part of their everyday lives (U.S. Department of the Army, 2015). Economic class, social group, and ethnicity are not considered the driving factors of the system, but rather draw upon its core values to ensure the organizational objectives are accomplished. The key takeaway is to acknowledge that the organization functions, and more importantly, individual opportunities are achieved through the continuous integration and participation in the system. Other organizations and systems, including philanthropic, profit, and not-for-profit organizations such as the Bill and Melinda Gates Foundation, Creative Associates International, Inc., and the American Red Cross, operations and functions are based upon defined core values. Today, there are no recognizable, or definitively defined, “American values” for a pluralistic society (Kruvant, 2015).

Defining Values in a Plural Society

In that regard, the central component driving individual, community, and institutional roles and responsibilities is the interpretation, or lack thereof, of the pluralistic values that shape and characterize participation in society. As American society continues to shift into a minority-majority population, notable principles to consider in determining core values and outlining stakeholders' roles and responsibilities with regard to human, social, and cultural capitals growth supporting upward socioeconomic mobility are as follows:

Individual

- Recognize that as the population becomes more pluralistic, identification as an ethnically pluralistic member of society is an asset (Kruvant, 2015);
- Capitalize on educational opportunities to deepen human capital and increase social bonding amongst culturally diverse groups (Michel, 2014);
- Pursue growth of human capital, because it enables individuals to assume positions of greater responsibility and influence within organizations and society, thereby increasing social capital (Flora & Flora, 2012);
- Promote the development of organizational and institutional policies to use improved social capital to lead to inclusive and diverse communities with enriched community capitals (Flora and Flora, 2008); and
- Use pluralistic values to bridge social and other community capitals, community-to-community, to network, increase, and improve upward socio-economic mobility opportunities in previously marginalized areas (Kruvant, 2015).

Community

- Seek educational and employment opportunities for lower socioeconomic community members, as well as identify those community members with high human capital and the potential to bridge social divides;
- Form social and service support structures that have business impacts for lower socioeconomic groups, providing linkages to market value chains and creating economic opportunities for individual and community advancement;
- Mentor members of the lower socioeconomic groups who are capitalizing on opportunities to increase human and social capitals, move into leadership positions, and create opportunities to bridge social and economic barriers; and
- Honor and share cultural traditions.

Educational Institution

- Present educational opportunities to minorities based on economic market needs and in areas with opportunities for advancement;
- Provide curricula and programs that promote positive cross-cultural interactions and exchanges amongst student populations;
- Offer diverse learning opportunities that enable individuals to expand cultural capital and networking opportunities; and
- Facilitate introduction of minority graduates into needed economic value chains.

Recommendation for the Future

As American society becomes more ethnically pluralistic, the ability of individuals, communities, and educational institutions to function within the socioecologic system will become increasingly more dependent on their abilities to build and maintain trust, improve interconnectedness, and remain adaptable to changing social, economic, and political landscapes. Integration of values systems supportive of a pluralistic society will help eliminate barriers that have, and continue to, hinder socioeconomic growth and mobility. Programs and initiatives targeting these socioeconomic challenges must be developed, funded, and implemented with the buy-in of individuals, communities, and institutions. They must also work to increase government and private sector participation/investment, to improve the likelihood of sustainability, and provide long-term meaningful impacts to those working toward socioeconomic progression.

Coordinating initiatives and activities, guided by definitive socially-pluralistic values and sustainable processes, is central to meeting the challenges presented by a growing rich-poor divide. Organized approaches to meet those challenges also increases the likelihood of success by limiting the implementation of programs not working in direct or indirect support of those initiatives to increase opportunities for economic and social mobility, namely through the development of human, social, and cultural capitals.

Implications

As we move into a plural society over the next 30 years, it is of vital importance for pluralistic society members to integrate into socio-economic value chains and function as part of a holistic system. The ability to adopt values, inclusive of all its participants and supportive of the larger socio-ecological system, will help ensure a greater understanding of other members of society and the intrinsic value of their human, social, and cultural capitals. As more multi-ethnic individuals and families increasingly self-identify as assets within a changing ethnic and population landscape, the minoritization of individuals and communities that has constantly plagued American society should diminish. Likewise, institutions can provide adaptive educational opportunities to meet cultural, social, and economic changes, facilitating the next generations' betterment.

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The Dual Language Education Program of Delavan-Darien School District: A Case of Latino Community Leadership

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Abstract

On May 19, 2014, the Delavan-Darien School Board of Wisconsin voted 5-2 in favor of installing a Dual Language Immersion Program. This victory of the Latino community in a small district was not easy and speaks of a valuable experience in advocacy and mobilization.

The district's student outcomes are worrying: the combined results in 2013-2014 of the Wisconsin Knowledge and Concepts Examination and the Wisconsin Alternate Assessment are the poorest in the state. This situation has raised questions about the cultural and linguistic relevance of the education provided in the district. The monolingual model was not recognizing the diversity of the student population, and a large percentage of first- and second-generation immigrant students were failing in the school system. That is why a group of parents initiated a series of actions to establish a dual language education program.

The demand for dual language education in Delavan-Darien can be analyzed in three phases:

1. Raising awareness around the exclusion of the Latino community in regards to the available educational options: At this stage, the Latino community leaders got organized to push for dual language education in the context of the school district's 2011 strategic plan.
2. The political-administrative transition of the district and re-launching of the campaign: The change of leadership in the district and school board elections in 2012 meant that Latino leaders had to reinforce and build upon their progress made the previous year, and defend the priority to open spaces for the Latino community in the school system.
3. Opening and consolidation of an institutional setting for the Latino community: The Latino community's advocacy and lobbying was able to make progress towards their goals. This included the Board's approval to develop a dual language education program, the creation of the Director of Language Acquisition and Community Education (of Latino origin) position, and parent invitations to participate in interviews for the director and new teacher hires.

The installation of the program was in progress during the 2014-2015 school year, when there were 160 students participating in the first generation of the Dual Language Educational Program of the Delavan-Darien School District.

Keywords: dual language education, diverse school systems, Latino community engagement

Introduction

The school district for Delavan-Darien, Wisconsin, serves a population that is 50.2% Caucasian, 44.4% Latino, and 2% percent Black. Eighty-two percent of the students are eligible for the Federal Free and Reduced Lunch Program. These figures differ markedly from those of the state of Wisconsin, where 88.1% of the population is Caucasian, and the average eligibility to participate in the Federal Free and Reduced Lunch Program is 39.79% (DPI, 2014). In the 2013-2014 year, the Delavan-Darien School District's academic results on the Wisconsin Knowledge and Concepts Examination and the Wisconsin Alternate Assessment were the poorest in the state. Given this reality, it is natural to question the relevance of the school district's educational approach. Given the context, Latino community leaders decided to start a campaign to generate significant changes in local school policies, seeking to strengthen them using linguistic diversity.

Educational Policies and the Latino Community

We understand policies as both written texts and the context surrounding the process of making the text (Rizvi & Lindgard, 2010). These processes involve the coordination of actors involved in the construction and regulation of policies, including confrontations, interactions, negotiations, and compromises that involve interest, logic, rationality, and different strategies (Barroso, 2006). Delavan-Darien School District (DDSD) emerges as a study of the transition of openness to governance by community actors in several networks related to the policy production process (Klijn & Koppenjam, 2000). The policymaking sphere is a space characterized by an imbalance of power and the resulting struggles and strategic actions carried out by different actors (Ozlack & O'Donnell, 1995).

Policies are written on previous texts and experiences. The Delavan-Darien School District (DDSD) had a language policy for four years (2004-2008). This policy required the district to pull newcomer, non-native English speaking students

out of the regular classrooms and place them into English classes. The program was designed to respond promptly to the problem of incorporating these students into regular classes in English. The program's goal was to teach the foundations of the English language for one year, after which students would leave the host program and continue regular education in the district. This program's approach comes from a perspective of the Spanish language as a handicap to achieving adequate performance that could only be overcome by assimilating newcomers to the culture and the English language (Baker, 2011). This program was discontinued in 2008 because it did not achieve the intended results; students of first and second generation Latino immigrants were failing in the school district.

In 2011, the debate on language teaching resurfaced in DDSD. Following the origin of the classification of language ideologies that guide bilingual politics proposed by Richard Ruiz (1984)—language viewed as a problem, resource, or right—we can analyze how two interest groups came together in the discussion of a strategic plan for language learning. First, part of the English-speaking community conceived the teaching of Spanish as a resource for the personal development of students. Second, the Latino community saw teaching Spanish as a right and a protection against any discrimination (Baker, 2011), including their exclusion from community representation in public spaces.

Thus, the community proposed in 2011 the creation of a bilingual or dual language education program. Dual language education programs use two different languages to teach core subjects such as math, reading, social studies and science. These programs have three fundamental objectives for students: 1) develop bilingual abilities, 2) achieve high academic performance, and 3) stimulate multiculturalism (Dorner, 2015). A dual language approach also implied overcoming the previous monolingual logic that understands Spanish as an impediment to student performance. To move this proposal forward, study commissions were created that involved interviews with experts, visits to schools with Dual Language Education (DLE) programs, and finding

scientific evidence and testimonies from community stakeholders in the district. Thus, a consensus was achieved on the need to include the DLE project within the strategic plan that would be voted on by the DDS School District.

Political-Administrative Transition and Re-Launching of the Campaign

In 2012, the DDS School Board elections led to the suspension of the discussion of dual language education in the district. This period of political and administrative transition created uncertainty regarding the progress that had been made the previous year. For the Latino community, it meant the need to design strategies that would re-launch and build upon the progress made in the school community by generating advocacy actions such as analyzing the scores of students who had English as a second language, presenting the analysis to the district school board, requesting meetings with the superintendent of education, and collecting signatures and lobbying. The objectives were twofold: implement the dual language education program and create the position of Director of Language Acquisition and Community Education within the school district to be filled by a Latino professional. The meetings with the superintendent were crucial because they finally allowed for the proposals that aligned with the families' demands to be presented to the school board. Some school board members were already familiar with dual language programs because they have family members who had participated in such programs and were thus aware of the benefits. Thus, after more than a year of further negotiations and studies, the DDS School Board approved the implementation of a DLE Program on May 19, 2014. This victory was not easy and demonstrates the importance of mobilization and advocacy actions.

An Institutional Setting for the Latino Community

From 2014 to the end of 2015, we have seen progress in several areas of the original community

proposals established in 2011. The Dual Language Education Program began in the 2014-2015 school year with 160 students and seven teachers, six of whom are Latino. The students are in pre-school, kindergarten and first grade, and there are plans to add more grades in coming years. Also, the Director of Language Acquisition and Community Education has been featured in numerous initiatives related to language teaching (not exclusively Spanish) and community involvement in the school district. Moreover, families have been invited to participate in interviews to hire new teachers in the DLE Program. During the second year of the program (2015-2016), the number of courses has increased to 11, with 270 enrolled students and 12 teachers (10 of them Latino). Also, leaders of the Latino community participate as protagonists of the Parent-Teacher Organization (PTO) at the school that has hosted the DLE Program, helping its growth and cohesion.

Conclusion

The review of how this DLE program was implemented raises important theoretical and political challenges. This case shows that the local policymaking arena is a space in constant transformation and dispute. An important aspect developed by the DDS community was the linking of the development of policies with the establishment of strong leadership in the Latino community, which helped maintain continuity in the push for a DLE program during the Board of Education elections. Likewise, Latino community leaders have advocated for the creation of spaces or positions from which to influence educational policies. Yet Latino leadership reports that more work is needed to build capacity in the Latino community to more effectively participate in decision-making and advocacy spaces such as the School Board and PTOs. It has become evident that there is a need to create training opportunities for Latino families in educational policy and understanding of the system.

A relevant piece is the emergence of new players in the regulation of dual language education pedagogy, including, for instance, the new teachers

in the DLE program. The relationship of these new players to the Latino community and their impact on the future of the program is not yet established. In this sense, a defined space for shared regulation between the community of teachers and Latino families has not yet been formed.

Furthermore, this local space is necessarily inserted into state and national macro-policies, leading to tensions between meeting the demand for immediate results and the time needed for a program to mature to demonstrate its effectiveness. Moreover, evaluation policies are unresponsive to the bilingual skills of the student population; current achievement tests prioritize determining the students' progress solely in English and have not adapted measures to capture students' Spanish advances.

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Programa de educación bilingüe del distrito escolar de Delavan-Darien: un caso de liderazgo de la comunidad Latina

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Resumen

El 19 de mayo de 2014, el Consejo Escolar Delavan-Darien de Wisconsin obtuvo una votación de 5-2 a favor de la implementación de un programa de educación bilingüe. Esta victoria de la comunidad latina en un distrito pequeño no fue fácil y habla sobre una valiosa experiencia en términos de promoción y movilización.

Los resultados obtenidos por los estudiantes del distrito en sus evaluaciones son preocupantes: los resultados combinados de los períodos 2013-2014 del Examen de Conceptos y Conocimiento de Wisconsin y de la Evaluación Alternativa de Wisconsin son los más pobres del estado. Esta situación ha presentado dudas sobre la pertinencia cultural y lingüística de la educación que se ofrece en el distrito. El modelo monolingüe de educación no reconocía la diversidad de la población estudiantil, y un gran porcentaje de estudiantes de primera y segunda generación de inmigrantes fracasaban en el sistema escolar. Por esta razón, un grupo de padres inició una serie de acciones para establecer un programa de educación bilingüe de enseñanza.

Es posible analizar la demanda por una educación bilingüe en Delavan-Darien en tres fases:

1. Crear conciencia sobre la exclusión de la comunidad latina en relación a las opciones educativas disponibles: en esta etapa, los líderes de la comunidad latina se organizaron para impulsar la educación bilingüe en el contexto del plan estratégico 2011 del distrito escolar.
2. La transición política-administrativa del distrito y el relanzamiento de la campaña: el cambio de liderazgo en las elecciones del distrito y de la junta escolar en 2012 motivó a que los líderes latinos refuerzen y construyan progreso con respecto al año anterior, y defiendan la prioridad de abrir espacios para la comunidad latina en el sistema escolar.
3. Apertura y consolidación de un marco institucional para la comunidad latina: la promoción y presión de la comunidad latina hizo que ésta sea capaz de avanzar hacia sus objetivos. Esto incluyó la aprobación del Consejo para desarrollar el programa de educación bilingüe, la creación de la posición de Director de Adquisición de Idiomas y Educación Comunitaria dentro del distrito escolar (para ser ocupada por un profesional latino), y las invitaciones a los padres para participar de las entrevistas para la contratación del nuevo Director y nuevos maestros.

La implementación del programa comenzó en el año escolar 2014-2015, con 160 estudiantes quienes participan del programa de educación bilingüe del Distrito Escolar Delavan-Darien.

Palabras clave: educación bilingüe, distrito escolar, diversidad, participación de la comunidad latina

Introducción

El distrito escolar de Delavan-Darien reúne una población donde el 50.2 % es caucásica, 44.4 % latina y el 2% negra. El 82% de los estudiantes es elegible para participar del Programa Federal de Comidas Escolares Gratis o a Precio Reducido. Estas cifras se diferencian notablemente de aquellas del Estado de Wisconsin, donde el 88.1% de la población es caucásica, y el promedio de elegibilidad para participar del Programa Federal de Comidas Escolares Gratis o a Precio Reducido es de 39.79 % (WDPI, 2014). Por otra parte, los resultados académicos correspondientes al período 2013-2014 de la evaluación anual “Wisconsin Knowledge and Concepts Examination” y de la evaluación “Wisconsin Alternate Assessment” son los más pobres del Estado. Al observar esta realidad surge naturalmente la pregunta sobre la pertinencia de la propuesta educacional del distrito escolar. Es en este contexto donde líderes de la comunidad latina deciden iniciar una campaña para generar cambios significativos en la política escolar local, buscando potenciarla desde una perspectiva que contemple la diversidad lingüística.

Las políticas educativas y la comunidad latina

Entendemos las políticas no sólo como textos escritos, sino también como procesos que involucran la producción de un texto en el contexto de su inserción en la agenda política (Rizvi & Lindgard, 2010). Estos procesos implican la coordinación de actores para intervenir en la construcción y regulación de políticas, incluyendo confrontaciones, interacciones, negociaciones y compromisos que implican intereses, lógicas, racionalidades y estrategias diversas (Barroso, 2006). El caso del distrito escolar de Delavan-Darien emerge como una realidad en transición que se abre a una gobernanza en términos de participación de actores de la comunidad en diversas

redes relacionadas con el proceso de producción de políticas (Klijn & Koppenjam, 2000). La esfera de gestión de políticas, también denominada “arena política”, es un espacio tensionado por las relaciones de fuerza dadas por los monopolios de poder, y por las luchas y acciones estratégicas llevadas a cabo por diferentes actores (Ozlack & O'Donnell, 1995).

Las políticas se escriben sobre experiencias y textos precedentes. El distrito escolar de Delavan-Darien (DDSD, por sus siglas en inglés) sostuvo una política de idiomas durante cuatro años (2004-2008). Esta política requería que el distrito retire de las clases regulares a los estudiantes recién llegados, cuya primera lengua no era el inglés, y los coloque en clases de inglés. El programa fue concebido para responder puntualmente a la problemática de la incorporación de estos estudiantes en las clases regulares en inglés. El objetivo del programa era enseñar las bases del idioma inglés para que luego de un año abandonaran el programa de acogida y continuaran en la enseñanza regular del distrito. En esta perspectiva, podemos reconocer que existía una visión de la lengua española como un impedimento para lograr un rendimiento adecuado y que sólo se podía superar mediante la asimilación de los recién llegados a la cultura y lengua inglesa (Baker, 2011). En el año 2008, se discontinuó este programa, sin alcanzar los resultados previstos, ya que los estudiantes de primera y segunda generación de inmigrantes latinos seguían fracasando en las escuelas del distrito.

En el año 2011 resurge la discusión sobre la enseñanza de lenguas en DDSD. Siguiendo la clasificación del origen de las políticas de bilingüismo propuesta por Richard Ruiz (Ruiz, 1984)—el idioma como un problema, un recurso, o un derecho— podemos analizar cómo los intereses de dos actores confluyeron en la discusión sobre un plan estratégico de enseñanza de lenguas. Por una parte, la comunidad angloparlante concibió la enseñanza del español como un recurso personal para el desarrollo

de los estudiantes. Por otra parte, la comunidad latina vislumbró la enseñanza en español como un derecho y una protección contra eventuales discriminaciones (Baker, 2011), incluyendo la exclusión de la comunidad de espacios públicos de representación.

Así fue que en el 2011 se propuso la creación de un programa de educación bilingüe. Los programas de educación bilingüe utilizan dos idiomas diferentes para la enseñanza de materias básicas como matemáticas, lectura, ciencias sociales y ciencias básicas. Estos programas tienen tres objetivos fundamentales (1) el desarrollo del bilingüismo, (2) lograr un alto rendimiento académico, (3) y estimular la multiculturalidad (Dorner, 2015). Para ello se crearon comisiones de estudio que implicaron entrevistas a expertos, visita a escuelas con programas de educación bilingüe (DLE, por sus siglas en inglés de “Dual Language Education”), búsqueda de evidencia científica y testimonios de actores de la comunidad del distrito. De esta manera, se logró consenso sobre la necesidad de instalar este proyecto en el plan estratégico para ser votado en el Consejo Escolar del DDS.

La transición político-administrativa en el distrito y el relanzamiento de la campaña

En el año 2012 se produjo la renovación del Consejo Escolar del DDS, lo cual significó la suspensión de la discusión sobre la educación bilingüe en el distrito. Este período de transición político-administrativa instaló incertidumbre respecto a los avances logrados el año anterior. Para la comunidad latina significó la necesidad de diseñar estrategias que permitieran relanzar la iniciativa en la comunidad escolar, generando diversas iniciativas como: análisis de las calificaciones de los estudiantes que tenían por segunda lengua el inglés; presentación de los análisis ante el consejo escolar de distrito; solicitud de reuniones con el superintendente de educación; recolección de firmas y acciones de lobby o cabildeo. Los objetivos perseguidos fueron dos: instalar el programa de educación bilingüe y crear la posición de Director de Adquisición de Idiomas y Educación Comunitaria dentro del distrito escolar

para ser ocupada por un profesional latino. Los encuentros con el superintendente fueron claves, ya que permitieron que este finalmente presentara ante el consejo escolar propuestas en la dirección de las demandas de las familias. Algunos integrantes del consejo escolar ya estaban familiarizados con los programas de lenguaje dual, ya que tenían experiencias familiares cercanas de participación en este tipo de programas y de sus beneficios. De esta forma, luego de más de un año de nuevas negociaciones y estudios, el 19 de mayo de 2014 se aprobó en el Consejo Escolar del DDS la instalación del programa de Dual Language Education (DLE, educación en dos idiomas). Esta victoria no fue fácil y muestra la importancia de la movilización y de las acciones de promoción.

Apertura y consolidación de un marco institucional para la comunidad latina

Desde el año 2014 a la fecha, observamos avances en diversas áreas respecto a las demandas establecidas en 2011. El programa de educación bilingüe se inició en 2014-2015 abriendo siete niveles y considerando a 160 estudiantes y siete maestros (seis de origen latino). Asimismo, Director de Adquisición de Idiomas y Educación Comunitaria ha sido protagonista de múltiples iniciativas relacionadas a la enseñanza de idiomas (no exclusivamente de español) y de la participación de la comunidad en el distrito escolar. Por otra parte, las familias han sido invitadas a participar de entrevistas para contratar a nuevos maestros en el programa DLE. Durante el segundo año del programa (2015-2016) aumentó el número de cursos a 11, bordeando los 270 estudiantes y 12 maestros (10 de ellos de origen latino). Asimismo, líderes de la comunidad latina participan protagónicamente de la Organización Padres y Maestros (PTO, por sus siglas en inglés) de la escuela que ha acogido el programa DLE, ayudando a su crecimiento y cohesión.

Conclusión

El análisis del programa DLE plantea desafíos teóricos y políticos importantes. Este caso demuestra que la esfera local de generación de políticas es un espacio en constante transformación y disputa. Un aspecto importante desarrollado por la comunidad de DDSD es la vinculación de desarrollo de políticas con el establecimiento de liderazgos fuertes en la comunidad, lo cual implicó no perder la continuidad de la demanda por un programa DLE cuando el Consejo Educativo fue renovado. Asimismo, los líderes latinos de la comunidad han apostado por la generación de espacios y posiciones desde las cuales poder incidir en las políticas educativas. En esta perspectiva, el liderazgo latino demuestra que hace falta mayor trabajo para generar capacidades en la comunidad latina para poder participar en espacios de decisión e incidencia como el Consejo Escolar y PTOs. Se ha hecho evidente la necesidad de generar espacios de formación en políticas educacionales y de comprensión del sistema educativo para las familias latinas.

Un aspecto relevante es la aparición de nuevos actores en la regulación pedagógica del programa DLE, como son los nuevos maestros y maestras. En esta óptica, la relación de estos nuevos actores con la comunidad latina y su incidencia en el devenir del programa no aparece aún estructurada. En este sentido, aún no se constituye un espacio de regulación conjunto concreto para la comunidad de maestros y familias latinas.

Por otra parte, este espacio local se inserta necesariamente dentro de las macropolíticas estatales y nacionales, lo cual conlleva encontrarse con tensiones respecto a la exigencia de resultados inmediatos y el tiempo de madurez que necesitan los programas para demostrar su efectividad. Además, las políticas de evaluación se muestran poco sensibles al carácter bilingüe de la población estudiantil, ya que los instrumentos vigentes privilegian el progreso escolar en inglés, no adaptando sus medidas a los avances en español.

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Educational Language Policy and the New Latino Diaspora in Iowa

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Abstract

The New Latino Diaspora is a demographic phenomenon that describes the immigration of Latinos from across Latin America to small cities and towns in the United States, which have historically not been popular destinations for Spanish speakers. As a result of this demographic shift, Iowa has experienced a 452% increase in its population of English learners (ELs) in public schools over the past 20 years. Thus, communities throughout Iowa (and the rest of the New Latino Diaspora) have struggled to put a support network in place for newcomers, including educational programs that provide educational opportunity for non-native English speakers. The purpose of this study was to examine how Iowa's educational language policy has adapted to growing numbers of ELs.

Findings suggest that policymakers and educators alike have struggled to develop coherent plans for accommodating native Spanish speakers and leverage resources to enact what plans exist. While there is support at the state-level for a diversity of educational programs, including English as a second language (ESL) and bilingual education, there is very little guidance or financial support for districts. In other words, while educators have a lot of agency in determining how to educate non-native English speakers and some very industrious individuals have opened dual language schools, a more robust (funded) structure for language education is needed. We argue that the new language ecology is a linguistic and cultural resource, for both non-native English speakers and students who are currently English monolingual. Our results have implications for the future of linguistic accommodation and educational opportunity for Latinos around the Midwest.

Keywords: ESL, English learners, educational language policy, dual language schools

Introduction

Like other states in the United States Midwest, Iowa has experienced a sharp increase in its Latino population in recent years, engendered in part by employment opportunities with agricultural companies and meatpacking plants (Hamman & Harklau, 2010). This type of demographic shift is often referred to as the New Latino Diaspora (NLD), a process whereby Latinos move to unfamiliar places without longstanding Spanish-speaking populations. Some of these new workers plan to stay in the area and establish a permanent residence; however, many migrate back to their country of origin after they have earned enough money for their families who are waiting at home (Grey, 1999).

As a result of this demographic shift, Iowa has experienced a 452% increase in its population of English learners (ELs) in public schools over the past 20 years. Thus, communities throughout Iowa (and the rest of the New Latino Diaspora) have struggled to put a support network in place for newcomers, including educational programs that provide educational opportunity for non-native English speakers. The purpose of this study was to examine how Iowa's educational language policy has adapted to growing numbers of ELs.

Demographic Shifts: English Learners in Iowa

According to surveys and needs assessments conducted in Iowa New Latino Diaspora communities (Raffaelli & Wiley, 2012; Lowenhaupt, 2014; Riffe, Turner & Rojas-Guyler 2008), Latino respondents report feeling alienated and discriminated against due to language barriers and lack of familiarity with the agencies in the town. For example, in an examination of workplace relations between the Anglo and Latino workers in one Iowa meatpacking plant, Grey (1999) argues that ethnic tensions and resentment are common feelings between the two groups.

School districts in NLD communities have utilized different methods for educating newly arrived immigrant children and in encouraging

their parents to be more closely involved with the school. For example, Paciotto & Delany-Barmann (2011) report on the challenges and successes in a dual language school. Other approaches involved using Spanish translators in order to ensure parents' participation in school activities (Lowenhaupt, 2014; Hamman & Harklau, 2010; Colomer & Harklau, 2009). A common challenge among schools is accommodating children of migrant workers who often are only in school for a few months at a time due to the parents' work schedules (Green, 2003). In some cases, families' school involvement has been adversely affected by parental immigration status (Figueroa, 2013). Another challenge is the different expectations for parental involvement between schools and Latino parents. Gallo & Wortham (2012) found that despite providing materials and meetings in Spanish, the teachers in their study did not seem to understand the level of involvement and type of interaction parents preferred to have with the schools.

Given demographic shifts across NLD contexts, educational language policies and practices will be crucial in providing minority language speakers with equal educational opportunity. Given the 452% increase in English learner enrollments in Iowa schools, our analysis focuses on how Iowa language policy has responded to this rapid shift in the linguistic ecology.

Iowa Language Policy

We used intertextual analysis of language policy (Fairclough, 1992; Johnson, 2013, 2015) to explore how Iowa language policies have adapted to increasing numbers of ELs in Iowa schools, and the public perception of these changes. The data included Iowa's Administrative Code (280.4), Iowa Law (IAC, Ch. 60), the Department of Education's English Language Learner (ELL) policy, and 40 Iowa newspaper articles about bilingual education dating from the year 2000 to May 2014. We traced the connections between macro-level Iowa language policy texts and their local implementation. This type of intertextual analysis helps uncover the ways that discourses about language policy at higher levels of policy align

with, interact with, or diverge from local practices and perceptions.

The language of Iowa's Administrative Code (280.4) uses the deficit-oriented term "Limited English Proficient" in its definition:

Limited English proficient means a student's language background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Limited English Proficient focuses on limitations, or deficits, and here a connection is made between being an EL student and having a lower probability of academic success. This text sets up monolingual English proficiency as a standard for success and characterizes bi- and multilingual students as "limited."

The language of the Iowa Code suggests an orientation towards monolingual English education, but Iowa language policy does not explicitly prohibit bilingual education and some texts open implementational space (Hornberger, 2005) for multilingual education. For example, the Iowa Administrative Code (280.4) explicitly names two program options for ELL Education: English as a Second Language (ESL) or Transitional Bilingual Instruction (TBI):

The medium of instruction in all secular subjects taught in both public and nonpublic schools shall be the English language, except... when the student is Limited English proficient... [program options] shall include but need not be limited to English as a second language (ESL) or transitional bilingual instruction until the student is fully English proficient (Iowa Code 280.4; emphasis added).

The code designates English as the medium of instruction, and for English learners names two programs that both have English proficiency rather

than bilingualism as their goal. However, the text does not limit other program options, stating that program options "need not be limited to" the two programs mentioned. Iowa Law (IAC Chapter 60) opens up the possibilities further: "A program of transitional bilingual instruction may include the participation of students whose native language is English." This declaration would seem to contradict the idea that only transitional bilingual education (which usually only educates English learners) is acceptable and suggests that two-way or dual language education is allowed; however, it may also create some confusion if these texts are interpreted as suggesting that dual language education is a type of transitional bilingual education.

Along with official policy texts, we analyzed media reports of bilingual education in Iowa to examine public perception, public discourse, and media portrayal. The search was not restricted to a particular newspaper or year, yet only 40 articles were found. We argue that 39 of the articles represented bilingual education in Iowa "positively." Positive representations were defined by articles that: (1) included intertextual connections to research showing the benefits of bilingual education; (2) highlighted awards and academic achievements in bilingual programs; (3) depicted local residents expressing satisfaction with bilingual education; and (4) showcased academic gains by students in the programs. The one remaining article that could be interpreted as negatively portraying bilingual education was a story about Mitt Romney's visit during his presidential bid. He is quoted as saying that he would vote against bilingual education because, "to be successful in America, you have to speak the language of America" (Gallegos, 2007). This ostensive public tolerance towards bilingual education, as depicted in Iowa media discourse that positively represents bilingual educations, stands in contrast to other contexts, such as Arizona, which often reflect the contentious nature of national political discourses (Johnson, 2005).

In our analysis of policy language and local media discourses, we find that schools in Iowa lack official support for EL-focused educational programs.

Policy language perhaps creates space for language education options, and currently there are three dual language education programs in Marshalltown, Sioux City, and West Liberty. However, the Iowa Department of Education Handbook also makes clear that the responsibility for developing these programs lies with the schools:

Inherent in a school district's obligation to take "appropriate action to overcome language barriers that impede equal participation by its students (Equal Educational Opportunity Act of 1974, Point F) is the obligation to finance these programs...The primary responsibility for meeting the needs of ELLs lies with the local school district.

Indeed, educators report feeling "on their own," which is not surprising considering the educators in these schools must design the programs themselves with no guidance from the Iowa Department of Education (DOE).

Conclusion

A theoretical debate in language planning and policy revolves around how much agency educators have in interpreting and appropriating macro-level language policies (Tollefson, 2013). In the state of Iowa, educators have a great deal of agency in adapting instruction for their ELs; however, they need more support. The Iowa DOE is unofficially supportive of educational programs that help promote educational opportunity for ELs – notably dual language education – but they do very little to support these local initiatives. For example, a recent bill (IA House Bill 2162) that would have increased funding for EL education and "emphasized research-based instruction" was not passed. Furthermore, it should be noted that the Iowa DOE department devoted to EL education consists of one person! Educators need a more robust policy infrastructure across diverse levels of institutional authority that clearly outlines roles and responsibilities and establishes systems of support for educating ELs.

Therefore, the state really needs a larger political will and ideological sea change, which will influence policymakers to come to terms with changing demographics in Iowa schools. Without political and financial support, it is difficult to see how schools will receive the resources they need to provide an equitable education for rapidly increasing numbers of English learners.

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Cross-Cultural and Experiential Learning in El Salvador for Extension Specialists: Lessons Learned in the Field

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Abstract

A delegation from Lincoln University (LU) Cooperative Extension of Missouri participated in a 12-day exchange program that included visits to communities and institutions in Central and Western El Salvador. The delegation included LU Native Plants Program (LU-NPP) staff and members of four communities in Missouri. The objectives were: 1. For the LU delegation to be immersed in the Salvadoran culture and learn how communities protect their resources and use native plants in their daily lives; 2. To exchange lessons learned between the LU-NPP, Salvadoran educators, producers, farmers, and communities; and 3. Identify organizations or agencies interested in forming alliances with the LU-NPP. Joint collaborative efforts between LU and organizations in El Salvador will help empower small farmers and will further advance agricultural and ecological education for low-income students in El Salvador and in Missouri.

During site visits, local leaders from different agencies and community organizations and the LU delegation engaged in conversations to learn from each other's experiences. Salvadoran specialists were surprised to learn that Lincoln University also works with low-income communities and that farms in Missouri do not only grow cash crops. Many of the Native Plant Program's lessons learned in Missouri could be adopted in El Salvador to help small farmers and rural entrepreneurs. Evaluations from participants of this exchange program indicate that the delegation members increased their level of understanding of Latino culture and some had the opportunity to practice their Spanish skills which they can also use in Missouri. This program was funded by the USDA National Institute of Food and Agriculture (NIFA) and was part of two Capacity Building Grants.

Keywords: native plant programs, cultural competence, rural entrepreneurs, extension exchange program

Introduction

The primary mission of Lincoln University (LU) Cooperative Extension is to enhance the quality of life of underserved populations in Missouri and beyond. The Native Plants Program (NPP) as part of LU Cooperative Extension offers educational opportunities to communities through the adoption of native plants for conservation, consumption, and income given their potential as specialty crops. Intercultural learning experiences for Extension specialists and others working directly with people of different ethnicities and cultures can provide tools to make their work more efficient. For this reason, the NPP developed a cross-cultural and experiential learning project in El Salvador for Extension specialists in 2014.

This project used the model of Michigan State University's Experiential Learning Program in Mexico, which the first author attended in 2009. The purpose of this professional development program was to enhance the capacity of educators to work with socially disadvantaged Latino farmers by means of an educational model that integrates an experiential learning curriculum that was focused on Mexican cultural values and sustainable farming systems (Michigan State University, and personal observations). In Mexico, the group visited several communities that were adopting sustainable practices and used native plants in their daily lives. Some of these communities were isolated (Navarrete-Tindall, 2009a, 2009b). The group learned about the culture, people, food, native plant crops and their value-added uses. The Experiential Learning Program in Mexico also introduced participants to approaches that educators can use to earn the trust of communities (Wilson, 1982, and personal observations).

The NPP developed the El Salvador delegation because the program works with people of different ethnicities and with low incomes in Missouri, but in many cases, outreach and education can be challenging due to lack of understanding of other cultures, foreign or not. By visiting small communities in El Salvador with cultural backgrounds

similar to those in small towns in Missouri, we predicted that people participating in this experience would have a better understanding of Hispanic cultures and help improve relations among Extension educators and their stakeholders. The delegation from Missouri included two senior citizens, three NPP staff and two NPP volunteers (one is an ethnobiologist and Spanish-English interpreter, and the second is an anthropologist and photographer). In El Salvador, the visits were limited to small rural communities that have adopted sustainable practices for farming and the production of value-added products. The Salvadoran participants in the exchange included more than 20 individuals, many of them leaders of their communities. Delegates were exposed to local cultures, learned about what people are doing to use and protect their natural resources, and about challenges that communities face every day due to the unstable situation in El Salvador. This visit was part of two projects: FINCA (Families, Integrating Nature, Conservation and Agriculture) and Gardening as Therapy for Physical and Mental Health, both funded by the National Institute of Food and Agriculture (NIFA).

Background

Since 2012, the Native Plants Program of Missouri has sought to create alliances with different institutions and private groups in El Salvador using presentations to introduce the program and the importance of native plants. These presentations have been offered to academic institutions, private and governmental agencies, farmers and producers, and people of different disciplines in El Salvador. One of the alliances created is with Asociación AGAPE of El Salvador, a Catholic organization (AGAPE, 2015). AGAPE works mainly in the western part of the country on environmental issues to improve the lives of people living there. They conduct outreach, research, and education projects to promote the protection of the Biosphere Reserve Apaneca Ilamatepec in Sonsonate. This biosphere is located in three states: Sonsonate, Santa Ana and Ahuachapan, all in the western

part of the country (MARN, 2015). LU-NPP partnered with AGAPE to organize this Experiential Learning Program, and in November of 2014, the delegation from LU visited El Salvador for 10 days. A local horticulturist and biologist specialist was contracted to offer vegetable and flower gardening classes to a group of senior citizens. AGAPE was also contracted to organize trips in Sonsonate. In addition to AGAPE, main collaborators included the Agronomy College (Facultad de Ciencias Agronomicas in Spanish) of the University of El Salvador, Eco-Hotel Arbol de Fuego, the non-governmental organizations (NGO) El Balsamo, Lamatepec Foundation, and the San Vicente de Paul Senior Citizen Home; volunteers included members of the Chicarro and Navarrete-Baires families. The visit included presentations and conversations with local community leaders, a gardening demonstration, staying at an eco-hotel, and travel to sustainable tourism sites.

Objectives

Objectives of this experiential learning were: 1) To immerse the LU delegation in Salvadoran culture and learn how communities protect their resources and use native plants in their daily lives; 2) To exchange knowledge between the LU-NPP, Salvadoran educators, producers, farmers, and communities; and 3) To identify organizations or agencies interested in forming alliances with the LU-NPP.

Expected Outcomes

- To improve relations with Latinos in Missouri
- To develop more collaborative efforts between LU and organizations in El Salvador to advance agricultural and ecological education for communities in El Salvador and in Missouri
- To support opportunities for cultural and education exchange for Salvadoran and Lincoln University students
- To offer Experiential Learning to other groups in the future.

Methodology

To determine the impact and response of presentations, conversations, and visits in general, we recorded the number of participants, their gender, estimated age, urban or rural background, and the number of one-on-one conversations. This was mainly done via interviews, videotaping, or personal observations (Swanson et al. 1997).

To determine the level of impact that this experience had on participants from Missouri, they were asked to complete a survey. For the purposes of this paper, only one of the questions from the survey will be analyzed: "Please share your overall impressions about your experiences in El Salvador in terms of the culture, people, food, nature, native plants, and other areas."

Ten Day Itinerary

Prior to the visit, the trip was planned via Skype, email, and by phone. Transportation was contracted with the NGO El Balsamo, the University of El Salvador organized a presentation by Dr. Navarrete-Tindall, and AGAPE personnel planned the itinerary with the collaboration of local families and entrepreneurs.

The visit began on November 18 and ended on December 3, 2014, with the leader of the delegation and one of the volunteers arriving three days prior to the full delegation. During this period, the Agronomy College of the University of El Salvador sponsored a presentation by the delegation leader Dr. Navarrete-Tindall about the importance of Native Plants in Missouri and in El Salvador. The target group was students and faculty of the Agronomy College. One of the objectives of this presentation was to increase awareness about underutilized native plants in El Salvador for human consumption. A workshop organized by the coordinator of the Outreach and Education Program of the Agronomy College was offered for communities in San Salvador. The workshop was on container vegetable gardening in small spaces. The day after the workshop, the rest of the delegation arrived and were introduced to local

Salvadoran cuisine for their first time.

On day four, the whole group visited Coatepeque which is part of the Biosphere Reserve Apaneca Ilamatepec (MARN, 2015) located in western El Salvador. During this tour, two students of the two-year technical program on EcoTourism at AGAPE were tour guides. They introduced the ecology of the region and identified native plants utilized for food or other value-added products, as well as local culture and traditions. The group visited the volcanic Coatepeque Lake, the town of Coatepeque, two fincas (Spanish for farms), a fruit sale stand, and the town of Nahuizalco. One finca visited was very diverse, where the farmer and his family have a small plant nursery and grow vegetables and fruits on 2.5 acres. They sell their produce and plants at their farm or in a sale stand beside the farm. The second finca visited is owned by Los Pinos cooperative which produces coffee as the primary crop. Shade trees planted to protect the coffee also provide firewood and fruits as secondary crops. In addition, they offer cabins for overnight rental and have a restaurant where coffee tasting and sales are also offered. In Nahuizalco, which is a small town in the mountains, the group visited a Living Museum where indigenous senior citizens share stories about their culture and traditions. Traditional trade stores where ethnic goods are sold are owned by locals and can be found across town.

On day five, the group stayed in San Salvador. The owner of the Eco-Hotel Arbol de Fuego gave a presentation and tour of the hotel to show the sustainable practices they used in their daily operations. By adopting conservation and alternative energy practices, their carbon footprint has been greatly reduced as their profits have increased.

Another aspect of this Experiential Learning included vegetable gardening with a group of senior citizens, residents of the San Vicente de Paul Senior Citizen Home. Their training was initiated four months before the LU group visit with the assistance of a horticulturist and the home group therapist. Participants and educators presented the results of their project by growing greens and some fast-growing vegetables. This was followed by a visit

to the Arts and Crafts Market, also located in San Salvador, which exposed the group to a touristic and cultural experience.

On day six, the group visited cooperatives of producers and small entrepreneurs in San Julian, Cuisnahuat, and Sonzacate, all small towns in the mountains. In San Julian, the group visited a local market; in Cuisnahuat, the group met the mayor and visited an old church, a cooperative where members make clay figures, and a cooperative making indigo dye from a native plant. In the afternoon, the delegation was greeted by a group of more than 40 community members and their leaders, and six members of a local cooperative exhibited their products. There were conversations between the LU group and local farmers and other attendees.

On day seven, a professor and three of his student interns from the University of El Salvador gave a presentation at the eco-hotel about sustainable projects that they conduct with local communities in different towns in El Salvador, including the students' experiences from their three-month internships. Later that day, participants experienced more of the traditional cuisine eating pupusas, tamales, and beverages prepared with local fruits. On day eight, AGAPE hosted an entrepreneur's day at Izalco, another small town with strong cultural traditions. During this visit, conversations among participating groups revealed extensive work being done with native plants of El Salvador, especially cacao (*Theobroma cacao*), ojushte (*Brosimum allicastrum*), and indigo (*Indigofera tinctoria*). Ojushte is a tree that produces a seed called Maya Nut which is native to El Salvador and the region and promoted for its high nutritional value (Orwa et al., 2009). Several young entrepreneurs sell the processed seed for making tortillas, baked goods, and drinks. The mayor of Izalco welcomed the group, and a recently finished mural of the Biosphere painted by a local artist was inaugurated. Day nine was a free day to visit touristic places in San Salvador and on day ten, three of the LU delegates left El Salvador. On day 11, those that remained visited the beach and learned about coastal vegetation and on day 12, the group provided a formal presentation about uses

of native edible plants in Missouri for farmers and staff of the NGO El Balsamo.

Results

Based on observations, surveys, and personal interviews, the three objectives included in this paper were achieved. The following comments were responses from six participating delegates to the selected question mentioned in methodology about participants' overall experience in El Salvador. Select comments are shared here in thematic areas that were commonly mentioned:

- Feeling welcomed by friendly people: "The people were warm and accommodating."
"Overall, people were very friendly and were pleased to show their culture to foreigners who were interested."
- Natural resource differences and management: "El Salvador is a small and beautiful country with many natural and social resources, but high population density and political instability are straining the natural and social systems." "The vegetation was very different, densely abundant, and interesting." "We visited the Botanical Garden of San Salvador, and it was a treat to experience the canopy of a rain forest next to orchid display and a desert garden."
- Farming practices: "Most memorable was visiting the fincas and the places where the people were investing in their past culture and revising their agricultural practices that worked." "The sight of so many fruit and nut trees in most of the yards and fields was a new experience for me."
- Food and cultural experiences: "I had the experience of being totally immersed in a new culture, the food was very delicious and different and very surprising to include corn, squash, and beans in many dishes." "The cultural festivities that we saw demonstrate that the past indigenous and religious history of the country still play an important role in current events and artistic manifestations."

Future Implications/Plans

As a result of this and previous visits, three alliances have been secured. The LU-NPP has initiated collaboration with a special educational institution called Hogar La Rioja. Similar to our project with the San Vicente de Paul Senior Citizens Home, a six-month gardening project was initiated in August 2015 with children with intellectual disabilities at Hogar La Rioja. Secondly, a group of neighbors and the Eco-Hotel Arbol de Fuego are interested in establishing a small urban farm with native plants following the FINCA model and contacted the Native Plants Program to seek advice. Finally, a relationship is being built with officials of the University of El Salvador in connection with their newly created Research Institute of Agriculture, Food, and the Environment (Instituto de Investigaciones en Ciencias Agroalimentarias y Ambientales) at the Agronomy College of the University of El Salvador. These partnerships are expected to be formalized with the signing of letters of understanding to assure future collaboration including the search for grant funding to offer internships for Salvadoran and LU students in El Salvador.

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Relationship Between Health Insurance Status of Latino Children and Their Overall and Dental Health

Griselda Rodríguez and Kimberly Greder

Iowa State University

Abstract

Data from 136 Latina mothers living in rural communities was used to examine relationships among health insurance status of mothers and children, participation in routine health care, ability to understand printed information shared by health professionals, receipt of health information in a preferred language, and their children's health. Findings suggest that rural Latino children who are covered through private health insurance experience better overall health compared to rural Latino children who are insured through Medicaid. When Latina mothers understand printed information they receive from health professionals, their children are more likely to experience routine health care positive overall health and dental health.

Keywords: health education, knowledge and skills, Latino immigrant, social networks

Background

Uninsured Latino children are less likely to have visited a doctor in the past year and to have a regular source of healthcare than insured Latino children. Latino parents whose children are uninsured commonly have low incomes and have more difficulty understanding required forms (Manos et al., 2001). Additionally, parents who have a regular source of dental care are more likely to rate their children's dental health higher than parents who do not have a regular source of dental care (Grembowski, Spiekerman, & Milgrom, 2009).

This study examines relationships among health insurance status of rural Latino families, their participation in routine health care, Latina mothers' ability to understand printed information shared by health professionals and receiving health information in a language they prefer, and Latino children's health.

Methods

This sample of Latina mothers (N = 136) is based on one wave of data (collected 2011-2012) from the larger study Rural Families Speak about Health (RFSH) (N = 444) (Mammen & Sano, 2013). Mothers were 18 years of age or older, had at least one child under the age of 13, lived in rural communities, and had incomes at or below 185% of the Federal Poverty Level. Mothers responded to questions pertaining to the health of a randomly selected focal child (FC) in each household. SPSS V22 was used to conduct descriptive statistics, and correlation analysis identified significant relationships between variables of interest (see Table 1). Mothers used a five-point Likert scale to rate FC's overall health, FC's dental health, as well as their own health (5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, and 1 = Poor). Mothers used a three-point Likert scale to rate how often they needed help understanding printed health information (5 = Often, 3 = Sometimes, and 1 = Never). Mothers answered 1 = Yes or 0 = No when asked if FC or other children in the family were covered through private health insur-

ance. For other variables mothers answered 1 = Yes or 5 = No.

Results

The average age of mothers was 33. About half (48%) of the mothers had less than a high school degree. About one-third (33%) completed high school or had a GED, less than one-fifth (17%) participated in vocational training, and few (3%) had earned a bachelor's degree. Preliminary findings reveal that there are significant relationships between children who are covered by private health insurance and children's overall health and between children who are covered by private health insurance and mothers' ability to understand printed health information. Additionally, mothers' ability to understand printed health information was significantly related to children's overall health, children's dental health, and mothers' participation in routine health care. Having printed information about medical care in a language mothers preferred was significantly associated with children's dental health.

Conclusions

Based on findings from this study, being insured through mothers' private health insurance is associated with better overall health among children, and not true for children who are insured through Medicaid. When mothers understand printed information shared by health professionals, children are more likely to participate in routine health care, and to have more positive overall health and dental health. Further analysis will examine if mothers' ability to understand printed information shared by health professionals (as well as receiving information in preferred language) mediates the relationship between health insurance status and children's overall health and between health insurance status and children's dental health.

Table 1. Correlations Among Study Variables

	FC's overall health	FC's teeth	Mother's overall health	Mother has regular health-care provider	Mother receives printed health information in preferred language	Mother has difficulty understanding health professional	Mother needs help understanding printed health information	Mother or other family member has Medicaid	Mother has private insurance	FC/ other children have Medicaid	FC/ other children have private insurance through mother
FC's overall health	1	.244**	.174*	.035	.041	.024	.201*	.117	-.113	.037	-.638*
FC's teeth		1	-.014	.112	-.188*	-.046	.173*	-.087	-.055	.055	.096
Mother's overall health			1	.114	.018	.004	.101	-.051	.101	.148	-.239
Mother has regular healthcare provider				1	-.074	-.007	.175*	.141	.202*	.163	.430
Mother receives printed health information in preferred language					1	-.215*	.265**	-.120	-.016	.142	-.261
Mother has difficulty understanding health professional						1	-.293**	.078	-.013	.063	.516
Mother needs help understanding printed health information							1	.075	.024	.097	-.633*
Mother or other family member has Medicaid								1	-.377**	-.083	.816**
Mother has private insurance									1	.009	c.
FC/other children in family have Medicaid										1	.449
FC/other children in family have private insurance											1

*P<0.05, **P<0.01

c. Could not be computed because at least one of the variables is constant.

FC=Focal Child

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Latinos in the Media: The Value of Critical Media Literacy

Jessica Sierk

University of Nebraska-Lincoln

Abstract

“We cannot, especially in this day and age, exaggerate the power of what we take in with our eyes. Our culture is based on this: television news, television shows, and films (Landsman, 2001, p. 25).” Media is becoming increasingly central to our collective culture as a society; therefore, it is vital that media consumers possess the skills to critically examine it as a source of potential stereotypes and misconceptions. According to Kellner and Share (2007), “Critical media literacy involves cultivating skills in analysing media codes and conventions, abilities to criticize stereotypes, dominant values, and ideologies, and competencies to interpret the multiple meanings and messages generated by media texts (p. 372).” Critical media literacy skills allow media consumers to see how they have been, often unknowingly, influenced by covert messages found in various forms of media. Media, as with any form of discourse, represents social actors in a variety of ways (van Leeuwen, 2008). This paper reviews examples of genericization, appraisal, metaphors, activation and passivation of actors, nomination, categorization, and others, as well as ways to engage students to develop critical media literacy. It is vital that media consumers be made aware of these rhetorical techniques, as “it is through discourse that many ideologies are formulated, reinforced and reproduced (van Dijk, 1998, as cited in Paltridge, 2012, p. 194).”

Keywords: media representation, media literacy, genericization, media rhetoric

This paper was presented at the 2015 Cambio de Colores Conference; the Powerpoint for the presentation is available for viewing at: <http://www.cambiodecolores.org/2015/Documents/Sierk2015.pdf>

“We cannot, especially in this day and age, exaggerate the power of what we take in with our eyes. Our culture is based on this: television news, television shows, and films” (Landsman, 2001, p. 25). Media is becoming increasingly central to our collective culture as a society; therefore, it is vital that media consumers possess the skills to critically examine it as a source of potential stereotypes and misconceptions. According to Kellner and Share (2007), “Critical media literacy involves cultivating skills in analysing media codes and conventions, abilities to criticize stereotypes, dominant values, and ideologies, and competencies to interpret the multiple meanings and messages generated by media texts” (p. 372). Critical media literacy skills allow media consumers to see how they have been, often unknowingly, influenced by covert messages found in various forms of media.

The field of critical discourse analysis offers tools that allow for the cultivation of critical media literacy. For the purposes of this paper, I focus on how such tools can be used to critically examine how Latinos/as are portrayed in mainstream media. Paltridge (2012) states, “The aim of a critical approach to discourse analysis is to help reveal some of these hidden and ‘often out of sight’ values, positions, and perspectives” (p. 186). Therefore, “the theories, methods, analyses, applications and other practices of critical discourse analysts” (Carta & Wodak, 2015, p. 4) can be used to critically analyze media for implicit biases and prejudices, allowing media consumers to question and challenge stereotypes of Latinos perpetuated by media discourse.

Media, as with any form of discourse, represents social actors in a variety of ways. Van Leeuwen (2008) presents fifty different ways social actors can be represented in English language discourse. Applying these to mainstream media discourse about Latinos, one can see that the oft-used phrase “illegal aliens” utilizes both genericization (through the use of a mass noun to reference a group of individuals) and appraisal (due to the negative evaluation associated with the term illegal). Gener-

icization, as opposed to specification, induces media consumers to see the immigrants referenced by the phrase “illegal aliens” (most often Latino immigrants from Mexico and Central America) as indistinct, rather than individual persons with unique hopes, dreams, and motivations for risking life and liberty by immigrating to the United States. Appraisal, paired with genericization, acts to persuade media consumers that this nebulous group is inherently bad due to their involvement in “illegal” activity. By using the term “illegal,” the discourse draws on media consumers’ conceptualizations of crime, legitimizing stereotypes of Latino immigrants as rapists, murderers, and drug dealers espoused by various individuals in positions of power (most notably in recent events, Donald Trump).

Social actors can also be either activated or passivated. Latinos are passivated when they are “represented as ‘undergoing’ the activity, or as being ‘at the receiving end of it’” (van Leeuwen, 2008, p. 33). For example, in the Omaha World-Herald headline, “Program trains Latinos in LGBT issues” (Conley, 2014), the program (A La Familia, a project of the Human Rights Campaign) is activated, while Latinos (specifically, those who speak Spanish) are represented as undergoing the training or being at the receiving end of it. As such, they are passive, rather than active, participants in the activity being portrayed. This passivation functions to strip Latinos of their agency, something that society does all too often. Imagine, however, if the headline was rewritten (while still reflecting the main point of the article) so that Latinos were activated. It might read, “Latinos engage in conversation about LGBT issues.” Here, Latinos are given agency as they are portrayed as “active, dynamic forces” in the activity described (van Leeuwen, 2008, p. 33).

Nomination and categorization, two forms of determination, also influence how social actors are represented. Social actors are nominated when they are represented “in terms of their unique identity,” while they are categorized when they are represented “in terms of identities and functions they share with others” (p. 40). An example can be seen in the St. Paul Pioneer Press article (Berardino, 2015) titled

“Twins’ work with Latinos praised,” where Tony Clark is nominated in two ways. First, his full name is given. Second, his unique role as executive director of the Major League Baseball Players Association, a position he alone holds, is highlighted. Whereas, “the Twins’ young Latino players” are categorized through the use of both functionalization and classification. They are functionalized by their shared role as baseball players (something they do) being foregrounded. Simultaneously, they are classified by their shared role as Latinos (a major societal category used to differentiate between classes of people) also being emphasized. However, these “young Latino players” are left unidentified. The juxtaposition of Tony Clark’s nomination and the categorization of the “young Latino players” implicitly conveys a hierarchical relationship to media consumers, with Tony Clark above the “young Latino players.”

Media discourse, like other types of discourse, also makes use of rhetorical devices like metaphor – “understanding and experiencing one kind of thing in terms of another” (Lakoff & Johnson, 1980, p. 5). According to Cameron (2008), “Metaphors carry not only ideational content but also something of speakers’ attitudes and values in respect of that content” (p. 203). Therefore, it is important for media consumers to be taught to look for and critically analyze metaphors used in media discourse.

Santa Ana (1999) discusses metaphors about immigrants, categorizing them into four main source domains (e.g., ANIMALS, WEEDS, WATER, and WAR). In the late 1990s, IMMIGRANTS ARE ANIMALS was the dominant metaphor. Santa Ana gives the following example: “The truth is, employers hungering for really cheap labor hunt out the foreign workers” (p. 201, emphasis in original). Unaware of the metaphor, media consumers may unconsciously view immigrants as subhuman or animalistic, something to be hunted in order to control the population. However, what happens if we remove the metaphor? The statement above could be rewritten as, “The truth is, employers who desire really cheap labor seek to hire the foreign workers.” While this reworded statement still negatively stigmatizes foreign workers as “really cheap labor,” it no longer draws a compar-

ison between immigrants and animals, effectively ridding the statement of the dehumanizing effect of the IMMIGRANTS ARE ANIMALS metaphor.

Metonymy – profiling or highlighting certain aspects of an event, action, or person while backgrounding other elements (Hart, 2011) – also influences media consumers’ opinions of Latinos. The example of “illegal aliens” mentioned earlier is often shortened to the adjectival noun “illegals.” This represents an example of grammatical metonymy, which can be seen in the following example from The Fulton Sun:

Both parties want the votes of the Hispanic population, the most rapidly growing demographic in the country. And this is the same population most sensitive to the immigration issue because most of the illegals within our borders are from Latin American countries.

Besides being an example of grammatical metonymy, the use of “illegals” is also an example of the metonym DEFINING PROPERTY FOR PERSON, which functions to highlight the defining property of the immigrant’s “illegality” or undocumented status, while backgrounding their personhood.

As illustrated by these various examples, “it is through discourse that many ideologies are formulated, reinforced, and reproduced” (van Dijk, 1998, as cited in Paltridge, 2012, p. 194). Similarly, Santa Ana (2013) asserts that mass media is a socializing discourse, “reinforced by other institutions (such as church, school, and the courts) to become crucial elements of the identities of members of their imagined communities” (p. 179). In order to counteract the negative portrayals of Latinos perpetuated by the media through the use of genericization, appraisal, passivation, categorization, metaphor, metonymy, and other rhetorical devices, we must also socialize media consumers to be aware of these rhetorical techniques and their effects. Therefore, critical media literacy skills that challenge media consumers to criticize stereotypes, norms, and dominant values represent one way to resist oppressive media tropes.

As Solomon, Portelli, Daniel, and Campbell

(2005) contend, “In the same way that the media has been historically employed in creating normalizing practices, it can also be employed in the deconstruction of those practices” (p. 165). The media and its associated discourse are social constructs through which we create our social reality. Aware of the media’s influence, we can change the narrative!

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Appendices

Plenary Speakers

Katherine Richardson Bruna

“Harvesting the Heartland’s Promise: Latina/o Learning Catalyzing School and Community Change”

Katherine Richardson Bruna is an associate professor in the School of Education at Iowa State University. She is the director of the ISU4U Promise. Her research interests include multiculturalism and bilingualism in schools and society, and teaching and learning in demographically transitioning community and classroom contexts. Before becoming the Director of the ISU 4U Promise, Richardson Bruna used her background in Hispanic Studies, Linguistics, and Sociocultural Studies of Education to produce ethnographic accounts of schooling, particularly as related to the science learning experiences of newcomer Mexican immigrant youth in Iowa’s demographically transitioning communities. With support from the Iowa Department of Education, through the Iowa Administrators and Educators Imersion Experience (IAEIE), she traveled with three groups of Iowa superintendents, principals, ELL coordinators, and other education professionals to Villachuato, Michoacan, Mexico, in order to learn about the community, family, and schooling experiences Mexican immigrant youth bring with them into their Iowa classrooms. A chapter about the IAEIE is included in a forthcoming collection on the New Latino Diaspora. This theme and, specifically, her work on IAEIE will be the focus of her plenary remarks at the 2015 Cambio de Colores conference.

Kansas City’s Latino Civic Engagement Collaborative

“Utilizing the Hispanic Needs Assessment as an Impetus for Action”

John Fierro is the President/CEO of the Mattie Rhodes Center, known for its holistic approach to improving the well-being of individuals, families and the community in Greater Kansas City. John was the founder of the Latino Civic Engagement Collaborative (LCEC), which is made up of the executive directors from Latino-serving organizations in Kansas City, Missouri. John has a strong public administration and civic engagement background, and has extensive experience in fundraising, strategic planning and consensus building.

Dr. Kathryn L. Fuger, Research Associate of the Institute for Human Development at University of Missouri-Kansas City, conducts program evaluation, applied research, and assessment addressing children and family issues. Under the guidance of the Latino Civic Engagement Collaborative, she directed the Hispanic Needs Assessment project and surveyed Latina/o populations across the 9-county Greater Kansas City area, reporting their perceptions of both their unmet needs and the strengths that they contribute to the community.

Mario Hernández

“Latino Entrepreneurship and Innovation: Lessons from Yesterday and for Tomorrow”

Mario Hernández is the Vice President and Chief Operating Officer of the Latino Economic Development Center (LEDC). LEDC is Minnesota’s statewide, membership, and ethnic based organization focused on transforming communities by creating economic opportunity for Latinos. At LEDC, he is responsible for the day-to-day operations of the organization, including fund development, human resources, financial administration and program management. He has previously served in policy development and project coordination roles for the State of Minnesota’s Chicano Latino Affairs Council and Department of Human Rights. From 2005-2007 he served as the executive director of La Escuelita, a Minneapolis nonprofit providing academic and youth development programming for Latino immigrant youth. He has over 10

years of experience in program and project administration, including community-led initiatives such as the Minnesota Latino Complete Count Committee. Mario's board service also reflects his commitment to Latino and immigrant communities. He currently serves as the president of the board of the Immigrant Law Center of Minnesota and as a board member of HandsOn Twin Cities.

Bridget McCandless

“Improving Health for Immigrant Populations: The Role of a Health Care Foundation”

Bridget McCandless, MD, MBA, FACP, is the President/CEO of the Health Care Foundation of Greater Kansas City (HCF) and is a Board Certified Internal Medicine Specialist with an interest in chronic disease management and poverty medicine. She has previously served as the medical director and co-founder of the Shared Care Free Clinic, which serves uninsured, low-income adults with chronic illness. She also works closely in the areas of health care reform, patient advocacy and health literacy. Dr. McCandless currently serves as the co-chair of the Infrastructure Committee of the Safety Net Coalition, as a Board member of the Missouri Chapter of the American College of Physicians, and on the Missouri Medicaid Oversight Committee. She served as President of the Metropolitan Medical Society, President of the Missouri Association of Free Clinics, Chair of the Healthy Independence Coalition, and was an inaugural member of HCF's Board of Directors. She continues in her proud role as mother to Maggie and Nate.

VANG: A Drama About Recent Immigrant Farmers

By poet Mary Swander, photographer Dennis Chamberlin, and producer Matt Foss

Actors: Daniel Haley and Nancy Lee Painter

Poet Laureate of Iowa Mary Swander, Pulitzer Prize winning photographer Dennis Chamberlin, and Kennedy Center award winner Matt Foss collaborated to create this drama called *Vang* (meaning garden or farm in Hmong). Swander and Chamberlin documented the experiences of recent Iowa immigrant farmers. Swander wove their words together to form a verbatim play that captures the immigrants' journeys to the US. Hmong, Mexican, Sudanese, and Dutch immigrants all speak of their struggles, survival skills, and their intense desire to return to the land. Chamberlin took stunning photos of the immigrants in their greenhouses, farms, and dairy barns. Foss added his theatrical brilliance to the production, bringing *Vang* to life on the stage.

The immigrant farmers in this production came from four continents, speaking over six different languages, with multiple experiences of the world. In their own ways, they adjusted to life in America. Some of these immigrants came to the US as refugees from war-torn parts of the world. Others came fleeing poverty in their homelands. Still others came with money, invited to join agri-business ventures. All of these immigrants had grown up on farms and wanted to once again assume the livelihood that they had known in the past, the work that had formed the foundation of their cultural roots.

Program

Day 1 - Wednesday, June 10, 2015

9:00 - 11:30 AM

Annual Meeting of the interstate initiative Latinos and Immigrants in Midwestern Communities (NCERA 216)

11:00 AM - 1:00 PM

Missouri Dual Language Network (MODLAN) meeting

1:00 - 1:50 PM

Welcome Session

Stephen Jeanetta, Interim Director of the Cambio Center, University of Missouri-Columbia

Miguel Carranza, Latina/Latino Studies and Sociology, University of Missouri-Kansas City

Chancellor Leo Morton, University of Missouri-Kansas City

George F. Czapar, Associate Dean and Director, University of Illinois Extension

2:00 - 2:50 PM

Plenary 1

“Harvesting The Heartland’s Promise: Latina/o Learning Catalyzing School and Community Change”

Katherine Richardson Bruna – Iowa State University

3:00 - 4:15 PM

Breakout Session Block 1

1A: Changing Communities Panel

Understanding and Responding to Changing Communities

“Understanding Community Change: Repeated Case Studies of Hampton, Iowa”

Cynthia Fletcher – Iowa State University

“Pan Latino Diversity in the Midwest”

J.S. Onésimo Sandoval – Saint Louis University

“Assessing Learning Skills and Knowledge of Latino Farmers and Ranchers in Missouri: An Assessment to Curricula Evaluation”

Eleazar U. Gonzalez – University of Missouri-Columbia

1B: Economic Development and Civic Engagement Panel

Latino Entrepreneurship and Economic Development in

the Midwest

“Preliminary Findings on Individual and Contextual Factors Explaining Latino Entrepreneurship in Rural Communities of the Midwest”

Corinne Valdivia, Andrick Payen Diaz de la Vega, Lisa Y. Flores – University of Missouri

“Moving Up: Communities, Institutions and Plural Societies”

Captain Francisco M. Hernandez – Creative Associates International

Debra Bolton – Kansas State University Research and Extension

“How the Dairy Industry Manages its Latino Labor Force”

Ruben Martinez, William Escalante, Joanna Acosta, and Jean Kayitsinga – Michigan State University

1C: Education Panel

“Collaborative Model for Access, Retention & Academic Success for Greater Kansas City’s Latina/o Students”

Marjorie Datwyler, Miguel Carranza, Alejandra Perez-Estrada, Elizabeth Duarte-Rios, and Jessica Rodas – University of Missouri-Kansas City

1D: ELL & Dual Language Education Panel

“Planning Dual Language Schools in Rural and Urban Areas: Promising Practices and Consideration”

Lisa Dorner – University of Missouri

Daisy Collins – Missouri State University

Allyson Hile – Kansas City Public Schools

Jana Sawyer – Carthage Public Schools

1E: Health Panel

Health Promotion and Inclusion for Farmworker Families

“Mixed Methods Study: Healthy-Eating Decision-Making in Adolescent Children of Latino Migrant Farmworkers”

Jill Kilanowski – Michigan State University

“The Importance of Work in HIV/AIDS for Health Literacy with Spanish-Speaking Agricultural

Workers”

Pilar Horner, Samantha Martin, and Zachary Bosey – Michigan State University

“Pushing for Inclusion and Change in Lafayette County, Missouri”

Gretchen Green – Migrant Farmworkers Assistance Fund

1F: Youth Development Panel

“Prosocial/Positive Youth Development and Latinos in the Midwest”

Gustavo Carlo – University of Missouri
Marcela Raffaelli – University of Illinois
Ricardo Diaz – University of Illinois
John-Paul Chaisson-Cárdenas – Iowa State University

4:30 - 5:15 PM

Thematic group idea exchange

See notes from 2014 Idea Exchange
See notes from 2015 Idea Exchange

5:30 - 6:30 PM

Poster session & Hors d’oeuvres

6:30 PM

Dinner

Day 2 - Thursday, June 11, 2015

7:30 AM

Coffee and continental breakfast

8:00 - 9:15 AM

Breakout Session Block 2

2A: Changing Communities Panel

Extension Leadership and Engagement: Assessments and Plans

“Multicultural Needs Assessment of Extension Educators - Oklahoma Cooperative Extension”

Maria G. (Lupita) Fabregas Janeiro, Joyce Sherrer, and Jorge H. Atilas – Oklahoma State University

“Building a Comprehensive Plan for Reaching Minorities through Extension: Avoiding Isolated

Approaches”

Maria G. (Lupita) Fabregas Janeiro and Jorge H. Atilas – Oklahoma State University

“Intercultural Understanding, Not a Footnote. Strengthening Extension Capacity for Engagement”

Alejandra Gudiño – University of Missouri Extension

2B: Economic Development and Civic Engagement Workshop

“DreamZone Allyship Program: Creating Safe Spaces for Undocumented Young Adults”

Joél Orozco-Almeida – University of Nebraska-Lincoln

2C: Education Workshop

“Sparking Minds of New Arrivals: Achieving Positive Educational Outcomes for Unaccompanied Immigrant Children in Care”

Olivia Hogle – Lutheran Immigration and Refugee Service

Carlos de la Barrera – Bethany Christian Services
Charissa Boyd – Lutheran Social Services of Michigan
Janet Range – Leadership and Entrepreneurship Public (LEP) Charter High School - Portland, Oregon

2D: ELL & Dual Language Education Panel ELL Research and Dual Language Policy Implementation

“Combatting Myths: Using Research and the Native Language to Improve K-12 ELL Programming”

Adrienne Johnson – Missouri Western State University

“Sheltered Instruction Methodology and K-6 Elementary School Teachers: A Multicase Study”

Uzziel Hernandez Pecina – University of Missouri-Kansas City

“The Dual Language Education Program of Delavan-Darien School District: A Case of Latino Community Leadership”

Jorge Inzunza, Berenice Solis, Cynthia Bell-Jimenez, and Joe Overturf – Turtle Creek Elementary School

“Educational Language Policy and the New Latino Diaspora in Iowa”

David Cassels Johnson, Stephanie Lynch, and Crissa Stephens – University of Iowa

**2E: Health Presentation & Workshop
Addressing Domestic and Sexual Violence In The
Latino Community**

“A Model for Latina Domestic Violence in New Gateways” (15 minute presentation)

Maria Belen Alcivar, Leah Kinnaird, and Janet Melby – Iowa State University

“De eso no se habla: Addressing Sexual Violence in the Latino Community through Partnerships with Community Leaders” (workshop)

Mariaeugenia Alcocer – Metropolitan Organization to Counter Sexual Assault (MOCSA) – Kansas City

**2F: Youth Development Panel
Culturally Responsive Programs for Youth**

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

Claudia P. Diaz Carrasco – University of California Cooperative Extension

“Developing a Behavioral Health Career Pipeline for Latino Youth in Nebraska”

Athena Ramos – University of Nebraska Medical Center (UNMC) Center for Reducing Health Disparities

Ann Kraft – Behavioral Health Education Center of Nebraska

Natalia Trinidad and Antonia Correa – UNMC Center for Reducing Health Disparities

“Call for Collaboration: Developing Culturally Responsive College Recruitment and Retention Practices”

Mary Kindler, Elvera Satterwhite, and Angel Morales – Amigos de Cristo – Sedalia, Missouri

9:30 - 10:30 AM

Plenary 2:

“Kansas City’s Latino Civic Engagement Collaborative: Utilizing the Hispanic Needs Assessment as an Impetus for Action”

John Fierro – Mattie Rhodes Center

Kathryn Fuger – University of Missouri-Kansas City Institute for Human Development

Carlos Gomez – Hispanic Chamber of Commerce of Greater Kansas City

10:45AM - 1:45PM

Site visits

A. Kansas City Hispanic Economic Development Corporation

HEDC was established in 1993 and is a certified 501(c)3 not-for-profit Community Development Corporation (CDC). Founded for the purpose of developing and implementing economic development initiatives that would positively contribute to the quality of life for Latinos in the Greater Kansas City Area, HEDC utilizes its designation as a CDC to access various resources and tools while creating partnerships that allow the organization to continue to positively impact the communities it serves.

B. Alta Vista Charter Schools, Guadalupe Educational Systems, Inc

The Alta Vista Charter Schools include the Academia de Niños, a middle school and high school. Established in 1989, and becoming a charter school in 1999, Alta Vista has developed over the years a model of providing an educational setting that addresses the needs of its students, which have been predominately low-income, from the urban core, and of Hispanic heritage. Guadalupe Educational Systems also has extensive youth programming activities.

C. Kansas City Public Schools New American Academy Enrichment Program

The New American Academy is a 6 week program that serves 50-60 of the most recent newly arriving English language learners grades 7-10. They rotate through ELA, math and a science/social studies classes during their 5 hour day, and also utilize digital math and language programs for individualized support. The English intensive academic curriculum is theme-based and includes a culminating digital storytelling project based on expressing identity in a new culture. Students participate in many enriching and engaging experience including field trips using the city bus and Teen Eats, a nutrition class and curriculum provided by Harvesters.

D. Samuel U. Rodgers Health Center

SURHC is a federally-qualified community health center serving over 25,000 of Kansas City’s most medically underserved individuals each year. It provides high quality, compassionate, and affordable health care for adults, women, and children along with dental services, a pharmacy, imaging services, and an extensive Women, Infant, Children (WIC) program. During the site visit at

SURHC, you will hear from our staff about the challenges and barriers that they face when working with such a diverse population and learn about our recent project in conjunction with the Health Care Foundation of Greater Kansas City to make waiting room videos promoting health literacy. You will also have the opportunity to tour our state-of-the-art facility and see our best practices for working with immigrant and refugee populations in action.

E. Mattie Rhodes Center

Mattie Rhodes Center is in its 121st year serving the Kansas City Community. Visitors will have the opportunity to learn about its unique history and current programming. The program offerings include Latino Cultural Arts, Bilingual Mental Health, Community Programs and Youth & Young Adult Services. During the visit, Mattie Rhodes Center staff will share about the agency, its programs and its dedication to serving the Latino community with quality, creative programming.

2:00 - 3:00 PM

Plenary 3:

“Latino Entrepreneurship and Innovation: Lessons from Yesterday and for Tomorrow”

Mario Hernández - Latino Economic Development Center for Minnesota

3:15 - 4:30 PM

Breakout Session Block 3

3A: Changing Communities Panel

“Home on the Prairie – Service Learning as Inclusive Practice”

Michael Peters, Cristina Ortiz, Citlalli Ibañez, Ena Martinez, and Yessica Zúñiga-Tepango – University of Minnesota, Morris

3B: Economic Development and Civic Engagement Panel

Latino Civic Engagement and Context of Reception

“Discrimination in Small Town America: The Cases of Beardstown and Monmouth, IL”

Julia Albarracín – Western Illinois University

“Children of Immigrants, Legal Status, and Everyday Civic Work: Lessons for Citizenship Education”

Lisa Dorner and Emily Crawford – University of Missouri-Columbia

“Latino Civic Engagement”

Daniel Vélez Ortiz – Julian Samora Research Institute

3C: Education Organized Panel

Newcomer Educational Needs and Literacies

“Immigrant Newcomer Youth and the Academic Consequences of Interrupted Schooling”

Stephanie Potochnick – University of Missouri

“Failing to Meet the Educational Needs of Young Hispanic Families in the Heartland”

Bertha Mendoza – Kansas States University Research and Extension

“Making Space for Sociocultural Literacies in Programmatic Family Literacy: The Experiences of Latina Mothers”

Jennifer Stacy – University of Nebraska-Lincoln

“Latinos in the Media: The Value of Critical Media Literacy”

Jessica Sierk – University of Nebraska-Lincoln

3D: ELL & Dual Language Education Workshop

“Developing Academic Language Proficiency with English Language Learners (K-12)”

Katrina Lundien – Guadalupe Educational System, Inc.
- Alta Vista Charter Schools

3E: Health Workshop

“Wrap-Around Maternal Mental Health Programming for Latinas”

Maria Torres, Sarah Caldera Wimmer, and Anne Farina – Kingdom House – St. Louis, Missouri

3F: Youth Development Panel

“4-H Programming for Latino Youth - A Collaboration”

This session will be the launch of a collaborative to more efficiently develop materials that best serve Latino youth.

Organized by Ricardo Diaz – University of Illinois Extension

Lisa Diaz – University of Illinois Extension

Zach Kennedy - University of Illinois Extension

John-Paul Chaisson-Cárdenas – Iowa State University

And other invited speakers

7:30 PM

Vang – A Drama about Recent Immigrant Farmers

By Poet Laureate of Iowa Mary Swander, Pulitzer Prize winning photographer Dennis Chamberlin, and ACT Kennedy Center award-winner Matt Foss.

Day 3 - Friday, June 12, 2015

8:00 AM

Coffee and continental breakfast

8:30 - 9:30 AM

Plenary 4

“Improving Health for Immigrant Populations: The Role of a Health Care Foundation”

Bridget McCandless – Health Care Foundation of Greater Kansas City

“Health Care Access in Missouri: A Profile of the Latino Community”

Maria Rodriguez Alcala - University of Missouri-Columbia

9:45 - 10:45 AM

Breakout Session Block 4

4A: Changing Communities Panel Inclusive and Multicultural Programs for Extension

“Community Ambassadors: Creating Inclusive Community with Vietnamese, East African, and Latino immigrant populations in Northeast Kansas City”

Daniel Cash – University of Missouri Extension

“Cross-Cultural Experiential Learning in El Salvador”

Nadia Navarrete-Tindall – Lincoln University

“Improving the Health of Hispanic Families with an Extension Community-Based Curriculum Abriendo Caminos”

Margarita Teran-Garcia and Angela R. Wiley – University of Illinois at Urbana-Champaign

4B: Economic Development and Civic Engagement Workshop

“Immigrants as Assets: Framing the Discussion in

Policy, Media and the Community”

Denzil Mohammed and Chiara Magini – The Immigrant Learning Center, Inc.

4C: Education Workshop

“The Impact of Cultural Bias on Latino Youth Educational Outcomes”

Lisa McCarty – Guadalupe Educational Systems - Alta Vista Charter Schools

Theresa Torres – University of Missouri-Kansas City
Cecilia Belsler-Patton - Guadalupe Educational Systems

- Alta Vista Charter Schools

4D: ELL & Dual Language Education Workshop

“Assistive Technology and Enhancing Instruction for English Learners”

Rhonda McMillen – Missouri Protection & Advocacy Services

4E: Health Panel

Research and Best Practices on Latino Access to Healthcare

“Health Care Access in Missouri: A Profile of the Latino Community”

Steve Jeanetta and Maria Rodriguez Alcala - University of Missouri-Columbia

Ioana Staiculescu and Shannon Canfield - MU Center for Health Policy

“Affordable Care Act Outreach & Enrollment Best Practices for Latino Communities”

Nancy Rios - Centers for Medicare & Medicaid Services

4F: Community Development Panel

“Integration and the Appreciative Inquiry Process: Leadership for Inclusive Communities”

Stephen Jeanetta, Corinne Valdivia, Lisa Y. Flores – University of Missouri-Columbia

Community leaders from rural Missouri

11:00 AM - Noon

Closing Session – Planning for the Future

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