Latinos in the Heartland

Proceedings of the 2009 annual conference

Edited by

Stephen Jeanetta and Corinne Valdivia
Cambio Center
University of Missouri-Columbia

With the assistance of Andrell Bower

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About the Cambio Center

The Cambio Center is an interdisciplinary organization established in 2004 to:

- Provide education and enhance the welfare of all residents of Missouri in the context of the dramatic demographic changes that result in dynamic, multicultural and diverse societies
- Develop a premier source of knowledge, scholarship, outreach and education to respond to the effects of globalization
- Support sustained research to understand the immigration process particularly in Missouri and in the Midwest in general
- Provide knowledge and best practices to facilitate integration of economically vulnerable newcomers to Missouri and the Midwest and prepare all citizens for a diverse society
- Provide a scholarly base from which to extend the Cambio de Colores initiative beyond organizing the annual conferences to sustaining immigration-related research and the outreach work of the University

Cambio de Colores

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University of Missouri

Preface

The eighth annual Cambio de Colores (Change of Colors) "Latinos in the Heartland" conference convened at the University of Missouri-St. Louis May 18-20, 2009.

This campus also hosted a Cambio de Colores conference five years ago titled "Gateway to a New Community." The conference recognized the need to be proactive in building our changing Missouri communities. Since then, the climate toward immigrants, especially toward Latino immigrants coming to the Midwest from other states and countries, has often turned sour, bitter and, in some cases, violent. We are still a long way from achieving that new community, but many people are working to understand this change and, especially, to make it beneficial to everyone.

Research and outreach efforts, as well as useful and necessary best practices, have continued developing in spite of that climate. The Cambio de Colores conference has always had the objective to share knowledge and achievments in the heart of the United States.

The Cambio de Colores 2009 conference was the first one conceived and developed from a regional and multistate effort. Participants from all the Midwest and beyond came to share their expertise in research, outreach, and providing services.

Today's challenges and promises of immigration are nothing new; we have to presume that similar processes have occurred every time large numbers of people have moved from one place to another. The main difference may be simply that in most past migrations, newcomers and earlier settlers were left to their own devices to manage the inevitable need to interrelate individually and collectively, with widely variable results. These include permanent armed conflict, oppression, exclusion and marginalization, integration of culturally diverse groups and full assimilation, whether forced or by personal choice.

The "UNESCO Conference on the Cultural Integration of Immigrants," held in Havana in April 1956, was one of the first systematic efforts to survey the complexities of human migration. The following paragraph, written more than half a century ago, might sound familiar to the participants of the Cambio de Colores conferences:

> The Havana conference attempted to be severely practical and to avoid undue argument about the precise meanings [of] words as 'integration', 'assimilation' or 'absorption'. The conference tended to accept the pragmatic view that whatever term may be used, all are concerned with a process of economic, social and cultural adjustment, and that the deliberations of the conference should be concerned with the major problems in the process. The nature of these problems can generally be clearly defined—there are, for example, those associated with adjustment in employment, linguistic problems, the re-establishment of primary group relationships, etc.[1]

Then, migration was encouraged and thoroughly accepted as a normal mechanism of development and growth. Today, probably due to the speed and magnitude of the migration process, most of the public discussion of "migration" policies has to do with how to fix a system that has clearly failed. At the same time, the people of the receiving countries worry about the preservation of culture and well-being.

The International Organization for Migration provides a 2008 example of this shift away from the process of adjustment into basic questions that address general policy rather than community[2]:

[1] W. D. Borrie et al.: The cultural integration of immigrants. A Survey based upon the Papers and Proceedings of the Unesco Conference held in Havana, April 1956. Published in 1959, Unesco, Paris. (p. 89)

[2] International Organization of migration: World Migration Report 2008: Managing Labour Mobility in the Evolving Global Economy,IOM World Migration Report Series. IOM, Geneva.

- Should migration be considered an entirely “natural” part of human behaviour that has occurred throughout history, or rather as “unnatural,”in the sense that it involves the often painful uprooting of individuals from their places of birth and their equally difficult relocation in other countries?
- Is it a process through which nations are built and strengthened, or rather divided and weakened?
- Does it further economic growth in countries of origin through the flow of remittances and the transfer of skills and technology, or lead to stagnation through the loss of talent and inadequate attention to development and the creation of job opportunities at home?
- Are migratory flows being sustained primarily by a complex interplay of push and pull factors or by social communication networks?
- Would migration management be made more effective if the primary policy concern were to be directed at the protection of national interests and the securing of borders or rather by allowing considerable leeway to the free interplay of market forces?

These are relevant and important questions to answer about a major contemporary issue. But these questions are mostly internationally focused and do not mention individuals or communities.The urgency of the political solutions overshadows the men, women and children with dreams, surnames, abilities and, especially, a great desire to get ahead like most immigrants have done, are doing and will always do.

Immigrants will never forget their original home. It is up to every one of us—the big “us,” the U.S.—to make it possible for the newcomer to feel like having two homes. Otherwise marginalization will occur, which is socially negative, economically expensive and, overall, sad.

Participants of the 2009 Cambio de Colores conference include people of rigorous knowledge and exceptional goodwill. These people are investing heavily into the future and recognizing that what we do—and especially what we fail to do—today, regarding the social, economic, demographic and cultural changes brought about by immigrants, will determine how our Midwestern children and grandchildren will live in the new communities.

Let us work and hope that, for the next Cambio de Colores conference, we be able to report real progress toward our goal of a diverse but integrated society in which every child and family will be able to live a full and rewarding life.

Domingo Martínez, Cambio de Colores 2009 Conference Chair
Cambio Center Director, University of Missouri-Columbia

Acknowledgments

The Cambio de Colores Planning Committee wants to express its special thanks to the following honored guests:

- Gary Forsee, 22nd president of the University of Missouri System
- Thomas George, chancellor of the University of Missouri-St. Louis
- Brady Deaton, chancellor of the University of Missouri-Columbia
- Jan Flora, conference co-chair, Iowa State University
- All the presenters—practitioners, volunteers, government officers, researchers and outreach specialists—who submitted abstracts and all who attended and supported the conference.

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Introduction

Cambio de Colores conferences started out in response to an urgent need in Missouri—to better understand the demographic changes occurring in the state and their impact.

We knew our places were changing. Demographic data showed that rural places experienced large increases in Latino populations. Some communities saw increases of as much as 2,000 percent during the 1990s and early part of this decade. Cambio de Colores, or Change of Colors, was launched to provide a forum through which we could explore what these changes meant for Missouri communities, the local and state economies and the social services and health care systems; to promote research on these topics; to share best practices; and to facilitate new relationships. Cambio de Colores encouraged all of its participants, whether they were conducting research, providing services, developing public policy, enforcing laws or educating our residents about these sweeping demographic changes.

The inaugural Cambio de Colores conference took place in 2002, and subsequent conferences have taken place annually through 2009. The first conference, in Columbia, explored issues affecting the state. Since then, activity has exploded in Missouri. For the first year of this conference, people who could talk about what was happening in Missouri were difficult to find. Now, literally dozens of projects are underway with researchers and practitioners involved in some impressive collaborative efforts.

The opening of the Cambio Center on the MU campus in 2004 enhanced our capacity to conduct additional research and facilitates collaboration of faculty and staff on developing programs and projects that address issues affected by changes happening in our communities. The Cambio Center serves as the permanent home for the Cambio de Colores conference, coordinates the research and outreach efforts of the MU campus and provides a vehicle for linking current research efforts to the outreach efforts of the University of Missouri Extension Alianzas project.

Although the primary focus of the conferences between 2002 and 2008 has been Missouri, we have benefitted from the participation of researchers, practitioners and policy makers from many parts of the country. In 2009, the Cambio de Colores conference broadened its focus to all of the Midwest. This is an important shift captured in the theme "Latinos in the Heartland," which celebrates this change. It has become clear over the past few years that what is happening is not unique to Missouri but is part of a larger regional and national migration phenomenon. This shift in Cambio de Colores could help participants focus on the unique Midwestern characteristics of the immigration phenomenon and what it means for the states and communities of this region. In planning the 2009 conference, the Cambio Center at the University of Missouri worked in cooperation with the twelve-state North Central Regional Center for Rural Development and the Immigrants in Midwestern Communities Inter University Network.

The 2009 conference brought together state-of-the-art research and best practices that informed program participants and decision and policy makers of the multiple ways in which Heartland stakeholders are addressing this most significant demographic change of the last decades. The conference provided a platform for discussing, sharing, learning and identifying the critical areas in which information and promising practices are being developed, and that will help facilitate the successful transition of Latino newcomers into our communities as well as provide all members of these communities the information and practices to make these changes in a way that benefits everyone.

This book of proceedings includes all the accepted abstracts as well as 11 selected papers from the conference. They provide a diverse array of resources for community groups, access to information for researchers and networking connections to those who share similar interests in understanding and affecting the changes happening in our communities.

Another important new feature of the 2009 conference that will be repeated in future Cambio de

Colores conferences was the call for papers to be submitted prior to the conference. This facilitated the development of these proceedings but, more importantly, their availability at the conference further facilitated the exchange of ideas. As you look through the presentation abstracts, you might think about how your work could contribute to our broader understanding of how demographic changes are affecting communities and consider participating in a future Cambio de Colores conference.

Stephen Jeanetta and Corinne Valdivia, Cambio de Colores Program Co-Chairs and University of Missouri Cambio Center fellows

Abstracts

Education

▶ Multilingual Interpreting Services: A Leadership Program at a Kansas City, Mo., School District

Alejandro Cabero, Kansas City, Mo., school district

M.I.S. Vision: Positively impact the future of Kansas City, Mo., school district educative community through cultural sensitivity and diversity for all students and their community.

M.I.S. Mission: Multilingual Interpreting Services is committed to providing the Kansas City school district and all the organizations with interpreting services for community meetings. MIS is a youth leadership program for the school district's Department of Language Services developed and coordinated by immigrant bilingual students and their mentors. The program provides translation equipment and uncertified interpreters in Vietnamese, Creole, French, Spanish, and Somali to promote community involvement among the immigrant and low-English proficiency population. The minimum fee our program charges organizations will allow our students to create a scholarship fund for the members. Our students will receive a certificate of participation during the meetings they attend for their post-secondary education, scholarships and job applications. Our students will also earn community service credit hours in their high schools.

M.I.S. values:

- Increase community involvement in Kansas City metro area
- Encourage each student to be positive community members
- Promote the efforts of the school district's Department of Language Service within the community
- Improve self-esteem and leadership
- Recognize and value all backgrounds and cultures
- Promote an accept attitude toward diverse cultures, religions and worldviews
- Promote the equal rights of all people
- Promote the benefit of a multicultural/multilingual community

M.I.S. Goals:

- Increase attendance by 15 percent each year until we achieve the goal of 95 percent attendance
- Decrease dropout rates 30 percent for our participating students
- Explore the full potential of our enrolled students
- Reduce the risk factors of youth crime in northeast area
- Expand horizons to Low-English Proficiency families by providing a link between those families and the community
- Generate links between the school district and the community.
- Generate habits of discipline, education, health and welfare and social and political participation in our enrolled students and their community.

Social, Educative and Cultural Situation: The dropout rates are increasing epidemically in immigrant segments. For instance, our data and UMKC data shows that a huge percent of Hispanics enrolled in kindergarten did not finish high school. The problem is not just local, but nationwide. Community participation lacks in areas with a high percentage of immigrant populations because of language barriers and lack of integration. Our students realized the necessity of promoting of school district activities and academic improvements within the community. The image and prestige of our school district is affected and impacts negatively on the post-secondary opportunities of our students.

Our students defined the foundations of this program as: membership, belonging, self-esteem, discipline, multiculturalism and pragmatism.

▶ SIM, The Game of Education. How to Reduce K-12 Dropouts on Underserved - At Risk Students in Urban Areas

Alejandro Cabero, Kansas City, Mo., school district

One student drops out of high school every 26 seconds in the United States, which is 1.2 million per year. The U.S. has more dropouts than undocumented aliens. In Missouri, a ninth-grader attending school in the Kansas City or St. Louis school districts has less than a 40 percent chance of graduating from high school within four years. Kansas City's dropout rate is five times the state average. Thousand of programs worldwide have shown that development tools such as sports in at-risk areas help prevent many social ills and decrease youth crime while at the same time build life-long abilities and work habits in the younger generations.

SIM is an after-school program for underserved and at-risk students that uses specific development tools to motivate students about learning, change their parents' expectations about education, give realistic components to school curriculums and demonstrate how education could affect students' lives. SIM allows participants to succeed in their education, fully accomplish specific goals along a broad range of themes such as community and personal development and entrepreneurship, and recieve periodic monitoring and progress evaluation. It allows families to know their students are safe, educated and physically active. The program also provides nutrition and counseling every day until 6:30 pm. The students learn while playing the game. The students will choose which role they play in this SIM society.

Through a survey in the school, we'll choose an activity that reinforces the cultural roots of the targeted students: sports, dance, art, music, cooking, entrepreneurship or leadership. For example, the project SIM Soccer is based on an interest in soccer. The skill-set involved includes teamwork, communication, discipline, physical skills, respect, a focus on results and self-improvement. Components of the skill-set are nutrition, health, academic counseling.

▶ Embracing el Cambio de Colores: A Teacher Movement for Interethnic Integration

Carla Paciotto, Western Illinois University

Five years ago, a group of mainstream K-5 teachers from a rural Midwestern school district in the United States entered their superintendent's office and demanded to transform the state-mandated Transitional Bilingual Education program into a dual language program. They proposed a drastic change in their school's language policy to fit the needs of a student population that, in a decade, had shifted from English-speaking white students to 50 percent Spanish-speaking students. With no initial support from the community and school administration, these teachers set out to transform their own educational practice in an isolated district by providing equitable learning environments to language minority students. Following the premise that language policy and planning are "the deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes" (Cooper 1989: 43), this presentation illustrates the results of an ethnographic study focusing on the teachers' transformation from mainstream classroom educators into policymakers.

In-depth teacher and administrator interviews and classroom observation investigated:

- Factors that shaped mainstream teachers' conversion into agents of change and policymakers
- Challenges and rewards of a bottom-up language policy in a rural school
- To what extent teacher and student cultural match or mismatch influences an equitable language

policy

This paper contributes to the understanding of how local contexts and practitioners can deliberately reshape language behaviors in unique ways to address the needs of their changing communities and provides a reflection on the role of mainstream teachers as language policymakers.

Reference

Cooper, R. L. (1989). *Language Planning and Social Change.* Cambridge: Cambridge University Press.

▶ Re-examining Citizenship: Best Practices of St. Louis Spanish Immersion Language Schools

Emily Hager, University of Missouri - St. Louis

When introducing the concepts of citizenship in our schools, how an American citizen looks, speaks, and thinks is often presented in assumptions and stereotypes. As the demographics of the nation have shifted, these stereotypes sometimes remain the same and the new reality ignored. How can and should we teach our young children about citizenship? How are language immersion schools in particular developing global citizens? According to National Migration information, (Terrazas and Batalova 2008) in 2007, 22.9 percent of school-age children had at least one immigrant parent, 47.5 percent of which reported their background to be Hispanic or Latino.

In this paper, we discuss two educational opportunities in the St. Louis area that build on the strengths of the Hispanic/Latino community and its primary language of Spanish. Casa de Niños is a preschool program built on the Montessori philosophy that primarily serves children through age 5. The St. Louis Language Immersion Schools, a nonprofit organization (http://sllis.org), is dedicated to supporting the development of a network of charter schools in the area. They are set to open a Spanish immersion school for K-1st grade in August 2009 and will be using the Primary Years International Baccalaureate program in order to promote "international-mindedness" in their students (http://www.ibo.org). Specifically, SLLIS' mission is "to position all children for success in local and global economies through holistic, intellectually inspiring language immersion programs," in essence, to create global citizens.

The central vision of these language immersion schools, then, is to provide both the opportunity to learn in another language and about other cultures and languages. This presentation will explain how these educational organizations work to develop language and citizenship capacities. In particular, we will explain in detail the planned service-learning community research project all SLLIS students will complete by the end of fifth grade. We will also provide best practices for addressing issues of culture and language in immersion settings designed for young children. Finally, we will discuss with the group the challenges and opportunities of designing these sorts of programs in areas of new immigration, such as many towns and small cities across the Midwest.

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Terrazas, A. & Batalova, J. (2008). The most up-to-date frequently requested statistics on immigrants in the United States. Retrieved December 30, 2008 from http://www.migrationinformation.org/USfocus/display.cfm?id=714#2

▶ EPSILEN WEB 2.0 Platform: the Experience of the Kansas City Latino Communities Group

Mario Eraso, Ewing Marion Kauffman Foundation, Kansas City, Mo.

Designed by and for educators, Epsilen offers limitless opportunities to create ePortfolios, deliver courses, assess institutional and student outcomes and interact and collaborate with colleagues any time, everywhere. The Kauffman Foundation has created the Kansas City Latino Communities Epsilen Group, which at present includes the participation at least 25 Kansas City Latino leaders. After a first pilot

year and four months of active participant engagement, this presentation will highlight the benefits of being a member of the KC Latino Communities Epsilen group within the five-county area that includes Platte, Clay, Jackson, Wyandotte and Johnson. We will present a breakout of the diversity of the group by gender, race, experience and geographic location. Since the beginning, Kansas City Latino communities encouraged the participation of different Latino organizations such as the Coalition of Hispanic Organizations and Latinos of Tomorrow.

Presented data will show the increase in number of users who regularly participate in the group after the first semester. Results of this study include feedback from members to assess their satisfaction with the group's networking capabilities as well as designation of a leader who stimulated discussions in the group. Members frequently used Wikis, drop boxes, forums, chats, announcements and links on the website to discuss educational issues concerning the targeted population. The Web 2.0 platform contributes to the online networking experience in a manner that stimulates continuous dialogue, deep investigation, meaningful sharing of ideas and valuable learning among members.

▶ Seeds of Change in a Small Town

Debra Cole, Beardstown Dual Language Enrichment Program, Beardstown, Ill., school district

This interactive, descriptive presentation will help participants understand that if two-way immersion can work in Beardstown, it can work anywhere. Beardstown is 80 percent low income and 50 percent non-English speaking at home in a rural town of 8,000 people. The elective enrichment program serves all children, including those labeled remedial. We will show how we provided professional development and undertook an incredible journey together to cure monolingualism in Beardstown, one child at a time. Two-way immersion integrates the best of elementary foreign language immersion with a highly effective, achievement gap-closing, additive bilingual program. We find time for foreign language instruction in the elementary school through content-based instruction. We tap into a precious national resource: children who speak Spanish at home. This enrichment program allows for an early start and long-term, sequential second-language learning program designed to prepare bilingual citizens for a better Beardstown and a better America. This session will share the dream and the reality and provide some nuts-and-bolts answers to show how.

▶ Reading, Writing and Technology: Preliminary Results from a Bilingual Reading and Computer Literacy Program in Lincoln, Neb.

Nicholas J. Woodward, El Centro de las Américas, Lincoln, Neb.

Latino students' academic performance has long been a concern for schools across the nation. In 2008, the Latino high school graduation rate in Lincoln, Neb., was 55.7 percent compared with an Anglo graduation rate of 81.7 percent (Lincoln Public Schools 2008). Spanish-speaking Latino students in particular are prone to dropping out, experiencing little-to-no academic achievement and scoring significantly lower on standardized test scores in all subjects than their English speaking counterparts (Lopez, et al, 2007).

Although there exists numerous remedial programs that seek to address this alarming trend among students in high school, educational research indicates that the most effective strategies for addressing poor high school performance and high school incompletion begin in the preschool and elementary school years (Balfanz, et al, 2007; Lehr, et al, 2004).

Some common antecedents to poor academic performance in high school and high school incompletion can be traced back to elementary school and include: limited family resources, inadequate

early literacy experiences and inconsistent elementary and middle-school attendance (Lopez, et al, 2007). Interestingly, early literacy experiences appear to affect all of the other content areas in school, including math and science (Shaw, et al, 2001; Lopez, et al, 2007).

Recent educational research with low-income, ethnic minority, at-risk students indicates that parental involvement in elementary school and supportive parent and child relationships in middle and high school are strong predictors of unexpected graduation of at-risk students from high school (Englund, et al, 2008). In light of this research, El Centro de las Américas, a nonprofit community center serving the needs of Latinos in Lincoln, has piloted a family literacy program that integrates reading and computer literacy. In this age of digitalized education, parents who have no understanding of basic computer skills are at a significant disadvantage when trying to encourage academic involvement and achievement in their children (Duran, et al, 2001). This is due partly to their children's extensive exposure to, and use of, technology in school. By integrating bilingual reading activities with computer instruction, the program enhances literacy levels in Spanish-speaking immigrant families and success among Latino students.

El Centro's literacy program centers not only on the student but also on the entire family. In an attempt to encourage parent participation in the student's education, the program seeks to fuse the cultural importance of family in the Latino community with an increased emphasis on academic achievement. El Centro's program uses a combination of informal discussion groups with the parents, a bilingual reading liaison and instruction in basic computer skills in the school's computer lab. The reading discussion groups serve to infuse the parents with the concept that their children's education is a family activity that necessitates participation from all, while the computer instruction provides them with an essential tool for enhancing academic success. Students participate in bilingual reading clubs with a bilingual reading specialist to work on oral and written fluency. They also recieve a new book to read at home each week. Preliminary results indicate increased literacy behaviors at home and at school.

▶ Improving Latino School Readiness with Summer English Instruction

Mónica Marcos-Llinàs, University of Missouri - Columbia

The main purpose of the present study was to determine whether an intensive summer ESL program before kindergarten would improve the school success of 5-year-old immigrant Latino children who were not proficient in English. Thus, the Listo program examines the students' proficiency in English before and after the program. Additionally, the Listo Program studies whether students could ease their integration into U.S. culture through formal instruction of English. This presentation will examine the data, the results and the pedagogical implications. Suggestions and ideas on how to improve this pilot program would be welcome.

▶ At the State's and the Nation's Service: the Land Grant University in the Twenty-First Century, Challenges and Possibilities

Adriela Fernández, Purdue University, Ind.

As demographic, cultural and economic changes sweep our nation, the United States embarks on the most profound society-wide transformation since the Great Depression and the New Deal era. An important factor in the success of social transformations, and one that has special relevance today, is the land grant institution. From its creation with the Morrill Acts of 1862, which funded higher education institutions by granting federally controlled land to the states, these universities have been engines of growth and centers of critical and systemic thinking at the service of the states and the nation. The mission of these institutions, as conceived originally, was to teach classical studies, agriculture, military

tactics, the mechanic arts and home economics and ensure that members of the working classes could have access to college education. Moreover, these universities were entrusted with the economic health of the state. They pursued by mandate a rigorous examination of the economic activity in which each of these states had a comparative advantage. After World War II, the G.I. Bill funded the college education of many former soldiers and the land grant universities facilitated the process that created a large segment of the American middle class. Land grant universities answered when President Truman called universities to aid the government in formulating a new, more comprehensive foreign assistance policy in his inaugural address in January 1949.

The emphasis of this program, as it evolved over the ensuing four decades, went from economic aid to technical assistance, especially in the areas of public health, education and agriculture. By 1952, eight universities, all of them members of the system of state universities and land grant colleges, were involved in technical assistance programs under the auspices of federal agencies. These programs were between: the University of Arizona and Iraq, the University of Arkansas and Panama, the University of Illinois and India, Michigan state University and Colombia, Oklahoma State University and Ethiopia, Cornell University and the Philippines, Utah State University and Iran and Purdue University and Brazil. The work of these universities redefined the concepts of assistance, cooperation and development.

The goal of this research is to critically examine the role of the land grant university within a historical framework, in the ascendancy of the United States in science and technology, in the robustness of its economy after World War II and in the excellence of its higher education, especially at the graduate level. In addition, this research seeks insights into the type of transformations that must take place in the university so, as an institution, it can stay relevant and respond to the needs of today's society.

▶ Innovations: Tools for the Classroom

Yolanda Díaz, Harris-Stowe State University, St. Louis

Cambio de Colores always inspires us to reach each of our students, with their own cultures, their traditions, abilities and skills. The proper tools for learning make this possible. We often talk about what happens with our students when they can't learn, or when our own children can't learn or when we, ourselves, can't learn. In my talk, I will analyze the barriers that prevent us from learning and how that impacts our everyday life. I will show how these barriers cause us to question why we are in school, why we have to study, why we often return home more frustrated, sometimes with a stomachache, or feeling tired or totally blank.

▶ Recent Education Demographics of Hispanics in Higher Education Institutions

Tom R. Marrero, University of Missouri - Columbia

The purpose of this study is to review statistics on the enrollment, retention and completion of BS, MS and PhD degrees at colleges in the United States. Educational statistics are from National Science Foundation and U.S. Department of Education and cover the last 10 years. The focus is on science, technology, engineering and mathematics and some other academic areas. The results indicate that the number of Hispanics attaining higher degrees in STEM disciplines has seen a small increase.

▶ Oregon 4-H Latino Outreach Successful Programs and Practices

Mario A. Magaña, Oregon State University

4-H is a community of young people across America learning leadership, citizenship and life skills. In Oregon, 4-H is found in every county, where it provides research-based, informal experiential learning programs for K-12 youth. Youth and their adult mentors learn about any subject of their choice. Last year, more than 100,000 youth and 6,000 adult volunteers were involved in 4-H activities in Oregon.

The core goals of Oregon 4-H are focused in youth and adult leadership, natural resources, science, technology, college and workforce preparation and life skills, and outreach to underserved audiences. 4-H programs are delivered in clubs, after-school programs, camps and state-level activities.

Oregon State University administrators and 4-H county faculty members provide leadership for county and state 4-H programs. They provide educational programs to assist youth in developing appropriate life and technical skills for adulthood and provide volunteer training to assist families and communities in developing sound and culturally responsive educational programs.

This workshop describes some of the challenges and barriers in recruiting Latino youth to participate in the 4-H Latino Outreach Program in Oregon and strategies to overcome these barriers. Its focus is on the process we have used to create diverse cultural responsive projects, programs and activities that meet the needs and interests of our families.

Programming includes creating resident summer camps and in which we offer hands-on workshops related to science, engineering, technology, natural resources, culture and expressive arts. Tech Wizards, a nationally recognized program from Washington County, will be duplicated in several counties in Oregon. In the program, high school youth teach other youth or adults to learn new technologies. The soccer clubs in Oregon have brought into 4-H several thousands of youth who learn a positive sporting attitude, responsibility, teamwork, the importance of education and healthy lifestyles. One of the most popular clubs is the "Mexican Folkloric Dance," in which children learn and perform dances that are hundreds or thousands of years old. To preserve their ancestors' culture, adult volunteers are working to pass their culture, history and language to their next generation and empower it and make it proud. The Natural Resources clubs also are attracting Latino youth in great numbers to learn about forests and wildlife.

Participants will learn about programs in Oregon that have enjoyed great success in engaging Latino students in K-12 grades. The participants also learn how to engage high school youth, college students and professionals in our programs and how to partner with different private business, public schools and community-based programs.

The 4-H Latino outreach program is designed to help youth develop the skills, knowledge and attitudes needed to pursue a post-secondary education and succeed in life. A key component of our program is to help Latino students understand the importance of education, encourage them to finish high school and plan for post-secondary education. Youth also meet students with a positive vision, professional people who could be a resource person in the future and Latino role models from their own culture.

Change and Integration

▶ Welcoming Initiatives: Changing the Atmosphere for Immigrants

Jennifer Rafanan, Missouri Immigrant and Refugee Advocates

The Welcoming Missouri Initiative is a collaboration of concerned Missourians from all walks of life – business, community, labor and faith groups as well as individuals – who are committed to creating

a positive and welcoming environment in the state of Missouri and upholding the proud traditions of friendliness, empathy and hospitality that are a part of daily life in America's heartland. We believe in the value of treating all people with dignity and respect and work to increase understanding of how new Missourians share our values, contribute to our economy, enhance our cultural diversity and strengthen our communities.

Principles of WMI:

- We believe that Missourians are hospitable and empathetic people with a shared responsibility to treat all neighbors with respect and decency
- We believe that Missourians remember, honor and value our immigrant roots and embrace the immigrant values of family, faith and hard work
- We are committed to raising the level of public discourse concerning immigrants and immigration so public policies are designed in an environment of mutual respect
- We are committed to better understanding the contributions that immigrants make to our state and the effects of immigration on our communities and to challenging common myths and stereotypes

The Welcoming Initiative Workshop would provide a forum to discuss a much-needed campaign to make our communities and states more welcoming for immigrants. Missouri Immigrant and Refugee Advocates is working to bring this positive, values-based campaign to Missouri and looks forward to introducing the concept to Cambio de Colores participants from Missouri and neighboring states. In the workshop, we will discuss the phases of building this initiative and how an individual, organization or business can participate in Missouri or start a welcoming initiative in its own state.

▶ Integration of Immigrants in Small Midwestern Communities

Maria Galarza-Heras, University of Illinois at Urbana-Champaign

Illinois has experienced recent growth in its immigrant and Latino populations. According to Census data, in 2000, 12.3 percent of the state's population was foreign-born, versus 11.1 percent nationally, and 19.2 percent spoke a language other than English at home, versus 17.9 percent. The Latino population increased 69 percent between 1990 and 2000 with high levels of migration occurring to rural areas that have historically been predominately European American. For example, the Latino population in Champaign County nearly doubled from 1990 to 2000.

Research in other Midwestern states has documented that rural immigrant families face multiple risk factors. For example, rural communities typically have little infrastructure for formal services to help immigrant families, and immigrants might be isolated and face discrimination from long-term residents. This paper focuses on personal, social and community resources that contribute to community integration, for example access to education, services and transportation. This presentation draws on an ongoing study designed to identify challenges and strengths of Latino immigrant parents in six largely rural counties in central Illinois.

The larger study was designed as a broad-based needs assessment, with a primary focus on issues related to child care and factors that facilitate or hinder community integration. Immigrant parents are being recruited to participate in face-to-face interviews with a bilingual interviewer; recruitment strategies include directly solicitating at Latino-related events, posting information about the project in businesses and public locations, encouraging service agency referrals and referring participants. The goal is to interview 120 respondents; to date, 50 interviews have been completed. Ninety-five percent of respondents interviewed to date have been mothers, so our presentation will emphasize women's experiences and the challenges they face during their integration. Eighty-eight percent of respondents

interviewed to date were born in Mexico. Forty-three percent had eight or fewer years of formal education, and the average age was 34 years. Average time in the U.S. varied considerably. For example, 30 percent had been in the U.S. less than six years whereas 25 percent had been in the U.S. for more than 10 years. Half of the mothers have fewer than three children, and 18 percent have four or more children.

One factor that is critical for the integration of immigrants is the ability to find meaningful employment. More than half of the respondents are employed, but one-third report that finding a job is "very difficult," and 60 percent of the families earn $2,000 or less per month. Almost two-thirds of respondents report speaking only Spanish. The proportion reporting that accessing different services is "very difficult" was 28 percent for ESL classes, 33 percent for Spanish language services and 45 percent for transportation. These findings show that respondents struggle to merge into the communities.

Additional analyzes will examine how experiences differ by context, for by example community size; family factors, for example by the age of children; and individual factors, for example employment situation. Recommendations will emerge from the findings to support the integration of immigrants in small Midwestern communities, for their benefit and for that of the community's.

▶ Enriching Public Discourse on Latino Immigration: Report on a Collaborative Extension Services Initiative at Purdue University

Carmen E. DeRusha, Purdue University, Ind.

Since the mid-1990s, the state of Indiana has seen an unprecedented increase in the size of its Latino immigrant population. Because this settlement is such a recent phenomenon, many native-born Indiana residents lack basic information about this population and the reasons behind this demographic change. What factors prompt migration? Why have so many Latinos chosen to settle in Indiana? Why do some immigrants lack residency papers, and what are the main challenges facing lawmakers as they attempt to reform immigration policies? As in many parts of the Midwest, this lack of information can breed anger or fear. In this paper, we report on a first initiative at Purdue University to engage community members on the subject of Latino immigration via county extension offices, using IP video technology. This initiative was designed to disseminate research-based information about the growing immigrant community across the state, with the aim of enriching public discourse at this pivotal time. Our assessment integrates both quantitative survey findings and qualitative impressions from focus groups.

▶ A Workshop on the 2010 Census

William "Memo" Lona, U.S. Census Bureau Regional Office, Kansas City

The 2010 Census is a snapshot of America and Its needs. The Census will occur in 2010 on a nationwide basis. The Census is important at all levels of government. Money and power are invariably infused in the Census. More than $300 billion are distributed based on the Census, and Congressional representatives are apportioned based on the Census. Planning efforts for schools, hospitals, highways and other programs and projects are all somehow linked back to Census data.

▶ Pride and Prejudice on the Prairie: The Role of Community Pride in the Acculturation Strategies of Recent Immigrants and Long-term Residents of a Rural Nebraska Community

Amy E. Boren, University of Nebraska - Lincoln

Scores of rural communities across America have seen a surge of immigrants flooding their arcadian enclaves, changing the color, creed and culture of these historically homogeneous towns (Saenz & Torres, 2003). Nowhere have these changes been more evident than in Nebraska, where the number of Hispanic residents burgeoned from 36,969 to 94,425 between 1990 and 2000 (U.S. Census Bureau, 2001). Between 2000 and 2007, the government estimated that the Hispanic population in Nebraska grew at a rate of about 6,000 persons per year, which brings the projected total of Hispanic residents in the state to 124,425 (U.S. Census Bureau, 2008). The increase in the number of Hispanic immigrants who settled in rural Nebraska is largely due to the availability of work in food-processing plants located in these areas (Dalla, Villarruel, Cramer, Gonzalez-Kruger, 2004; Dalla & Christensen, 2005). These newcomers to rural towns often receive a bittersweet welcome from the local residents (Baker & Hotek, 2003; Salamon, 2003; Saenz & Torres, 2003). Many rural towns need these immigrants to breathe life into their stagnant economies and fill jobs that locals choose not to do (Grey, 1999; Baker & Hotek, 2003; Dalla, et al, 2004); at the same time locals struggle with the challenges presented by the language and cultural differences the immigrants injected into their communities (Broadway, 2000; Dalla, et al, 2004; Dalla, Ellis, & Cramer, 2005). Immigrants also struggle to adjust to their new environs. Learning to speak English is frequently a daunting task, especially for those with little formal education (Dale, Andreatta, & Freeman, 2001), and adjusting to new cultural norms could be highly stressful (Hovey, 2000). Culture clashes are common, and the tension between ethnic groups often charges the atmosphere of these rapidly changing rural towns.

Using a grounded theory approach of qualitative inquiry, this study explored the processes of cultural adaptation of immigrants and local residents of a rural community in Nebraska. A model of cultural adaptation in a rural community was constructed from the data. The central phenomenon described by the participants in this study was the nature of their intercultural interactions. Immigrants and local residents who experienced negative interactions tended to adopt less inclusive acculturation strategies. The data suggested that the participants' language ability, prior experiences with diversity and community pride were the causal conditions of their interactions. Immigrant participants who were bilingual and who had previous experiences with diversity had more positive interactions. Local residents who were bilingual, had previous experiences with diversity and did not have strong feelings of community pride tended to have more positive interactions.

Contextual factors that were evident in the data were the participants' level of openness and the strength of their fear of the unknown. In addition, the intervening conditions of personal relationships, children 18 or under in the home, goals for being in the community and initiative of immigrant participants appeared to mediate the type of interactions they had. Local residents' interactions appeared to be mediated by personal relationships and key people in the community.

▶ Networks and Context of Reception in Accumulation Strategies of Latinos in Rural Communities of the Midwest: a Quantitative Analysis

Corinne Valdivia, University of Missouri - Columbia

Migration patterns of Hispanics changed dramatically in the 1990s from large metropolis to rural towns (Lazos and Jeanetta 2002). Migration patterns have also changed, from temporary and male to permanent male and female settlement, in rural areas of the south and the Midwest (Hernandez 2005).

The heartland of rural America is experiencing demographic changes that are unprecedented in both their fast pace and diversity they bring to otherwise uniform areas. According to the 2000 Census, Hispanic's earnings are low, and Hispanics live in homes in which multiple adults work full time and have low skills and limited English proficiency (Hernandez 2005; NCLR 2004; Gibbs, Kusmin and Cromartie 2005).

For change to be beneficial and sustainable for every community today and for future generations, the integration process must be based on sound research. Although the challenges faced by education, health care and other service delivery systems are well-documented (Gozdziak & Martin 2005), our attention turns to the assets or capital Latinos bring with them as they settle. Recent developments in the cultural identity literature view culture as a resource from which individuals draw to create strategies to function in various domains of society (Berry 2003). This new orientation shifts us away from a deficit model for thinking about how individuals of different cultures gain and lose in the process of integration to recognizing the multiple ways individuals can adapt in new and ever-changing environments without suffering loss of identity in the process. We focus on what the newcomers offer and how we can engage them in the future development and prosperity of the new settlement communities.

A model of capital, capabilities and strategies is developed informed by the sustainable livelihoods framework. The sustainable livelihood strategies model incorporates social and cultural capital into an examination of strategies newcomers employ to accumulate assets, minimize their vulnerability to risk exposure and become part of their new communities. The model accounts for the community climate as a proxy for context of reception in new settlement regions and identifies how it impacts strategies' outcome. Output from focus groups of men and women and photovoice, our qualitative research techniques, informs social and cultural capital constructs in three distinct regions of a Midwestern state. Income impacts of acculturation strategies, social capital, cultural capital and human capital are measured through their regression on income earnings of native and foreign born Latinos. Results provide lessons for policy.

▶ The Importance of Social Networks on Latino Immigrants' Well-being in Rural Missouri

Pedro V. Dozi, University of Missouri - Columbia

Latino immigrants have been changing their settlement and migration patterns. Recent immigration has seen a different breed of immigrants headed to rural areas, composed of both genders and settled longer in receiving communities. This recent wave of immigration into the rural areas has been raising concerns about resource distribution and use.

Recently, monumental efforts have been put into research on Latinos' economic well-being because of its potential to disperse widespread fears of opportunism by Latino immigrant and point out alternative avenues of economic integration into the community. Recent research has shown that immigrant workforce is vital to the economic development of the communities receiving them. Besides contributing positively to the generation of income in the community, immigrants infuse these towns with diversity, which is vital to the socioeconomic survival of communities.

On the opposite side, some researchers claim that immigrants have been changing most of the small cities they have located in by draining city resources and altering the quality of life. However, the claim that Latino immigrants overwhelm social welfare services to sustain their well-being seems a little bit confusing because current law does not provide for it. A pertinent question is: in light of all these changes, how are immigrants sustaining or improving their well-being.

One avenue pointed out by the literature is that Latinos use their social networks for survival in these communities. This approach suggests that besides cost-benefit analysis, individuals factor into their decisions the ability to obtain help from social resources in order to make a living in these communities.

Therefore, this study adopts the stance that social networks are really important, and our objective is to assess the impact of these social networks on immigrants' well-being in both Latino and selected Missouri rural communities. Using Sustainable Livelihoods framework as a starting point, this research intends to assess Latinos' well-being in these communities. In this study, a self-defined well-being measure, subjective well-being, is used as the dependent variable. For the independent variables, besides demographic variables, social capital is used as a proxy for social networks. Additionally, better measures of ethnicity and context of reception variables are introduced to help assess both the impact of Latinos in the community as well as the perception that Latinos have of their receiving communities. The study uses ordered probit regression methods to assess the impact of social network use on well-being of Latinos and comparatively assess the differential impact of social networks on Latino immigrants' well-being due to the type of work that they have, irrespective of the areas in which they live.

▶ Developing Social Capital: Latino Immigrants in Three Rural Communities in the Midwest

Stephen Jeanetta, University of Missouri - Columbia

The current study employs the sustainable livelihoods strategies model to examine the integration process in three rural communities in Missouri. Community development specialists and rural economists have widely used SLSM, which has evolved since original development in the 1980s. The framework represents the relations among several variables (e.g., human capital, social capital, economic capital) to explain people's livelihoods. This presentation will focus on the development of social capitals among Latino newcomers. Participants were Latino adults, 24 men and 26 women, who resided in one of three rural communities in different areas of the state. Focus groups interviews in Spanish were conducted with males and females separately in each community.

The presentation will describe the categories that emerged from the analyses related to the process by which Latino newcomers build relationships within the community. Specifically, we highlight the common venues for developing relationships and accessing resources within the community. Implication of the findings for community building will be discussed.

▶ Using Technology to Build Survival Skills Among Latino Migrants

Rubén Martínez, Julian Samora Research Institute, Michigan State University

Latino agricultural migrant workers are marginally incorporated into U.S. society and are in need of assistance in various areas of life. Despite their resilience, this population is characterized by low educational attainment, limited English proficiency and limited knowledge of U.S. institutions. This project pilot tests the effectiveness of using DVD technology to educate Latino migrants in southwest Michigan about key institutional functions and processes in order to facilitate their integration within U.S. institutions. The following seven videos Experience Education produced in cooperation with University Extension at Iowa State University for this population were used: taxes, employment, healthcare, education, finances, housing and the legal system. The project used a mixed methods approach that includes a 2 x 3 quasi-experimental design and qualitative interviews with participants. Two groups of 35 adults participating in the Summer Migrant Programs at Van Buren Intermediate School District participated in the project in the summer of 2008. The specific aims were to:

- Develop assessment instruments for each of the videos used
- Assess knowledge enhancement among participants
- Compare the level of knowledge increases between native and immigrant migrant workers

Participants significantly increased their knowledge of the topic areas. Results of the project inform ways by which to use television and broadcast technologies to educate Latino migrant workers.

▶ Empowerment of Latino Immigrants through Farming: A Community Capitals Approach

Diego Thompson, Iowa State University

This paper discusses a beginning local farmer food systems program in Marshalltown, Iowa. Marshalltown Community College has transitioned a 140-acre farm to organic, and as part of its Entrepreneurial and Diversified Agriculture program, offered a course on vegetable and livestock production, farm planning and marketing to a group of Latinos and non-Latinos from January to March 2008. Some will rent plots to grow vegetables and fruits for sale in the summer.

Through in-depth interviews with participants, this paper will assess the extent to which the class, in particular, is contributing to empowerment of the immigrant farmers and the degree to which the program strengthens different capitals at the family and community level.

▶ Is It a Jungle Out There? Meat Packing, Immigrants and Rural Communities

Georgeanne Artz, University of Missouri —Columbia

During the past 35 years, meat packing plants have moved from urban to rural areas. These plants could represent a significant share of a rural community's employment. As a traditional employer of immigrants, these plants could also alter significantly the demographic composition of a rural community. These changes have led to numerous controversies regarding whether meat packing plants impose social or economic costs on their host communities. This study uses comments culled from various media to identify where there exists sharp differences of opinion on how a local meat packing presence affects language problems, social service expenses, special-needs schooling and the mix of foreign- and native-born citizens. These opinions are used to formulate testable hypotheses regarding the true impact of packing plants on these indicators. The study shows that although meat packing has had some large impacts on the demographic composition of rural communities, the industry has not imposed large costs in the form of increased provision of social services or special-needs schooling.

Youth, Families and Community

▶ Latinos of Tomorrow: Reaching Out to Latino Youth in Kansas City Urban Core

Mario Eraso and LOT members, Kansas City Hispanic Collaborative and Hispanic Chamber of Commerce of Greater Kansas City

The Latinos of Tomorrow is the year-round youth initiative program of the Greater Kansas City Hispanic Collaborative, a 501c3 not-for-profit organization, and sponsored by the Hispanic Chamber of Commerce of Kansas City. Crystal Perez, a Wyandotte High School student, developed the Latinos of Tomorrow as her BizFest Workshop project in 2004.

The mission of the Latinos of Tomorrow is to provide leadership learning opportunities in education advancement, career development and civic involvement through programs or projects. Latinos of Tomorrow is free and open to any high school or college student from the Kansas City metro area. Two major learning objectives of the group are peer-to-peer and adult-to-student mentoring and advising. The learning opportunities are created under one of the five committees of the organization.

The Kansas City community and the Hispanic Chamber of Commerce provide support for Latinos of Tomorrow's students, including mentors, programmers, financial supporters and advisors. The Latinos of Tomorrow's leadership team is made up of a senior adult advisor and two student officers who oversee and coordinate its committees. Each committee is co-chaired by an adult mentor and a student who recruit members and set their objectives. All members of the leadership council must serve on the leadership council; be an active organizational participant; pledge to the organizational code of conduct; attend 75 percent of leadership council meetings; must be able to attend and participate at scheduled LOTS events, programs, and seminars; and volunteer, participate and attend activities sponsored or hosted by the Greater Kansas City Hispanic collaborative and the Hispanic Chamber of Commerce.

The current committees are: BizFest Workshops, Fiesta, Fundraising and Scholarships, Education Programming and "El Congreso" Committee. Meetings are held twice a month on the first and third Saturdays at the Hispanic Chamber of Commerce offices. Latinos of Tomorrow's office is located at the Hispanic Chamber of Commerce of greater Kansas City and is staffed on Fridays. In our presentation, we will overview our programs and discuss a particular event organized by the students under the scholarship committee.

▶ Latino Immigrant Preferences for Child Care in Central Illinois

Diana Rodríguez, University of Illinois at Urbana-Champaign

Like other Midwestern states, Illinois has been experiencing an increase in its immigrant and Latino populations. In 2000, 19.2 percent of the state's population spoke a language other than English at home, versus 17.9 percent nationwide. In 2006, nearly 15 percent of Illinois residents were Latino, and the Latino population increased 69 percent between 1990 and 2000. Much of this growth occurred in the Chicago area, but migration is also occurring into rural areas that have historically been predominately European American.

Research in other Midwestern states has documented that rural immigrant families face multiple challenges. For example, rural communities typically have little infrastructure or formal services to help immigrant families. Child care services are critical supports to employment stability and economic viability. This presentation will examine child care preferences, use and barriers in a sample of rural Latino immigrants. The presentation draws on data from an ongoing study designed to identify challenges and strengths of Latino immigrant parents in six largely rural counties in Central Illinois. The larger study was designed as a broad-based needs assessment, with a primary focus on issues related to child care and factors that facilitate or hinder community integration.

Respondents are being recruited to participate in face-to-face interviews with a bilingual interviewer; recruitment strategies include directly solicitating at Latino-related events, posting information about the project in businesses and public locations, encouraging service agency referrals and referring participants. The goal is to interview 120 respondents; to date, 50 interviews have been completed. Ninety-five percent of respondents interviewed to date have been mothers. Eighty-eight percent were born in Mexico, and 63 percent report speaking only Spanish. Half of the mothers have fewer than three children; 18 percent have four or more children. Fifty-eight of mothers are employed outside the home.

Respondents were asked about child care preferences and actual use. Mothers provided data for all children, but preliminary analyses focus on the child who was closest to age 5. The top preference for child care was the respondent's spouse at 40.6 percent, although 25.8 percent reported that their child was actually cared for by the spouse. Relatively few respondents, 10 percent, listed a child care center, and 16 percent listed a group home child care as their top preference; in fact, more than one-fifth ranked these arrangements as their least preferred, 21 percent for child care center and 24 percent for group home

care, and few indicated that their child was in group care. Eight percent listed a child care center and 6.4 percent listed home care.

Additional analyses will examine whether child care preferences and use differ by community context such as size, parent characteristics such as education or employment and family structure such as number and ages of children. The reasons for various preferences will also be explored. Data from this project will provide information that can be used to improve child care programming for Latino families. The ultimate goal is to create or enhance programs to support the ability of immigrant families to access high-quality child care services.

▶ Mexican Consulate: Programs and Initiatives for Youth, Families and Communities

Jacob Prado, Mexican Consulate, Kansas City

The Consulate of Mexico in Kansas City has jurisdiction of a region that includes the states of Kansas, Missouri and the western part of Oklahoma. Mobile Consulate teams, Binational Health Week events and the implementation of "Ventanillas de Salud" are some of the initiatives you will learn about in this session. This presentation aims to inform participants of the services offered in this region, such as consular protection for Mexican citizens, official documents issuance and visas as well as educational, cultural and health programs for youth, students, families and communities. Consul Prado will also focus on the Institute for Mexicans Abroad (IME) and its current services. The IME is the institution responsible for promoting the relations between Mexico and its diaspora. The Ministry of Foreign Affairs supports IME initiatives that operate throughout Mexican embassies and consulates. In the United States and Canada, IME has personnel in charge of promoting and implementating programs designed to increase the standards of living and understanding of Mexicans abroad. Community representatives, leaders and other interested in learning more about the services and programs offered by the Mexican Consulate should attend this workshop.

▶ Familias En Accion: Violence Prevention Project

Maithe Enriquez, University of Missouri - Kansas City

Violence is an important health and societal problem for the Hispanic population. This presentation outlines the development, feasibility and outcomes of a violence prevention intervention program entitled Familias En Accion. Nurse researchers formed a partnership with a group of faculty at a charter high school representative of the population that the intervention was intended to reach using methods derived from participatory action research. The intervention program is based in the Jovenes Noble curriculum: a character-building program with emphasis on Hispanic culture. Students received the program once weekly for 45 minutes during school hours. Support and feedback for the program from faculty, parents and students has been extremely positive. Pre- and post-program evaluation indicated that ethnic pride and cultural values were associated with higher levels of motivation and self-esteem. Attitudes about violence changed from pre- to post-intervention in the clinically desirable direction. Results indicated that intervention delivery was feasible in the high school setting. This intervention has promise as strategy to prevent violence in the Hispanic community, but a controlled study is indicated to further examine intervention efficacy.

▶ Perceptions of Community Climate Among Latino Immigrants in Three Rural Communities in the Midwest

Lisa Flores, University of Missouri - Columbia

The current study is part of a large-scale project that is examining the strategies that newcomers use to accumulate assets, minimize vulnerabilities, and to integrate into their communities. Using focus group data, this presentation will focus on the context of reception experienced by these newcomers in the communities where they settled. Participants were Latino adults (n = 50; 24 men, 26 women) who resided in one of three rural communities in different areas of the state. Focus groups interviews in Spanish were conducted with males and females separately in each community. The presentation will describe the following themes: perceptions of the community climate and experiences with racism. The appeal of the host community and the community reception will be described, and participants' experiences with overt and covert racism will be highlighted. Implication of the findings for interventions and improving the context of reception for newcomers will be discussed.

▶ Stop the Cycle of Domestic Violence

Elena Morales, Mujeres Unidas Saliendo Adelante (MUSA), El Centro Inc., Kansas City, Kan.

Through the eyes and lives of Mujeres Unidas Saliendo Adelante, domestic violence survivors, you will experience the effects and the journey that lead to breaking the cycle of violence and abuse that was destroying their families. The MUSA group formed in 2002 as part of El Centro, Inc. Si, Se Puede! This program is for battered Latina immigrant victims and survivors. It provides participants the opportunity to heal from the effects of violence and to experience mutual support in a culturally and linguistically acceptable setting.

▶ Finding and Supporting Waldo: Report on a Demonstrative Project

Alejandra Gudiño, University of Missouri- Extension

This presentation report on the outcome of an ongoing pilot project the U.S. Department of Health and Human Services' Healthy Marriage Initiative sponsored. The program goal is to serve the low-income Hispanic population in 8 mid-Missouri counties. The Connecting for Children program provides marriage and relationship education to English- and Spanish-speaking families in Mid-Missouri through couples and singles weekend retreats and Saturday sessions. This presentation will focus on the Spanish-speaking population served by the program. Within a six month period Hispanics families were recruited and participated in a weekend retreat. Our Hispanic recruitment efforts accounted for 40 percent of all couples, both English and Spanish-speaking, recruited for the first year of the project. The two main goals are to present the strategies used to overcome the difficulties associated with recruiting immigrant Latino couples and to emphasize the need for formal and informal social support networks as viable options to overcome isolation for these Latino families.

▶ Connecting for Families: Healthy Relationship Programming for Low-Resource Latino Families

Kim Allen, University of Missouri - Extension

Latino families face significant barriers that make lasting relationships difficult to sustain. Stressors such as finding and maintaining employment with high enough pay to make ends meet and dealing with language barriers could make it difficult for families to maintain healthy communication and problem

solving. It can also be difficult for service providers to create and deliver programs to Latino populations because of the differences in language and culture. University of Missouri Extension's Connecting for Families program has identified a number of effective recruitment strategies and innovative learning opportunities for Latino families. Working with Latino families presents many barriers. The primary barrier in relationship education is in understanding the unique implications of the culture surrounding the experience of acculturation. Although many curricula exist to provide families with healthy relationship and healthy marriage education, often the teaching materials, the format and the facilitators need adaptation to successfully work with a Latino audience. This workshop will focus on one program and set of materials for use with Latino families with small children. Participants will begin with an overview of the CFF program. Workshop participants will gain knowledge of the hidden rules of recruitment and learn how to adapt the work they are currently doing to better serve Latino audiences.

Objectives

- Participants will be given an overview of the Connecting for Families program
- Participants will gain knowledge of providing relationship education to Latino families
- Participants will learn how to better recruit and train Latino families

▶ Coping Across Cultural Context

Hung Chiao, University of Missouri - Columbia

Acculturation has been identified as an important construct to describe the psychological experiences of immigrants when they transition from their country of origin to a new environment (Berry, 1991; Heine, & Lehman, 2004; Kosic, & Kruglanski, 2004). In addition, the literature documented the various strategies first- and second-generation immigrants employ to cope with acculturative stresses such as language barriers, cultural adjustments and identities (Berger, 2004; Colomba, Santiago, & Rosselo, 1999; Marlin, 1993; Mathews, 1994). However, psychologists rarely assess and consider the immigrants' coping skills and efficacy acquired from their home culture and primarily focus on the deficits of immigrants such as their lack of culturally appropriate coping in the new context.

Hsieh, Chiao, Heppner, and Zhao (2008) proposed the Coping across Cultural Context model with the aim to better understand people's coping approaches in the context of cross-cultural transitions. The model provides a new conceptualization of immigrants' experiences by highlighting the importance to investigate immigrants' previously learned coping skills, newly acquired coping skills and the match of coping strategies and cultural contexts. The model offers service providers an in-depth and strength-based understanding of the experiences of immigrants. This presentation will demonstrate the model and its implications for mental health professionals and service providers when working with immigrant populations.

▶ The Role of Culture in Raising Children

Carol Mertensmeyer, University of Missouri - Columbia

One in five U.S. children has immigrant parents, and children of immigrant parents are the fastest growing section of the youth population. The circumstances and experiences of the immigrant population have varied, but studies have shown that parents share the same ideals for their children. They want them to be healthy and to possess the positive values respected by their own culture.

We understand culture is a dynamic, multi-faceted construct that is not just ethnicity or race. The concept of culture has grown in a direction that can support our quest to better understand a child's life

and parenting and help us build a bridge between Latino families and services providers. Understanding the role culture plays in shaping these goals will help services providers and practitioners relate and communicate with the families with which they work.

Increased globalization and migration intensifies the need to understand cultural variations in family dynamics and their impact on parenting. Everyone has culturally-based experiences, and culturally-based beliefs and practices shape parenting, family dynamics and children's development within all families. However, few theories account for these experiences.

The parent-child relationship is at the heart of the ecological contextual view. We can no longer assume that developmental theories are culture-free. The role of ecological influences on family dynamics and children's development has become clear. Process must be viewed and understood in the context of economic, cultural, community and historical factors. This paper summarizes key findings in the literature review and offers resources for practitioners and services providers to address the needs of a growing and diverse population.

Health

▶ Ozark Regional Alliance Informational Video Series Pilot Project

Wayne Dietrich & Jinny Hopp, University of Missouri Extension

Goal: To provide information on the importance of nutritious food choices, good hygiene and physical activity as important parts of a family's healthy lifestyle.

Target audience: Spanish-speaking mothers living in southwest Missouri.

Method: Information will be presented in a 6-10 minute DVD using Latino actors in a scenario in which a Spanish-speaking mother and her adult sister are fixing a meal for her family. They converse about healthy food choices and how to keep the kitchen clean. Dad and the child enter the home and wash their hands before eating. The meal is shared and enjoyed by all. Dad and child exit the home to go play soccer outside together.

Need:

- More children are becoming overweight, and those who are becoming overweight are becoming increasingly heavy (CDC, Youth Risk Behavior Surveillance System, 2003)
- Black and Hispanic children are more likely to be overweight than white children (CDC, Youth Risk Behavior Surveillance System, 2003)
- A 2003 national study of high school students showed that 16.8 percent of Hispanics were overweight, compared to 12.2 percent of whites (CDC, Youth Risk Behavior Surveillance System, 2003)
- Data on the percentage of overweight Hispanic youth shows Missouri in the 21.1 â€“ 30.0 percent range, one of the two highest states in the 30-state study (CDC, Youth Risk Behavior Surveillance System, 2003)
- Among the nation's school-age population, African American and Hispanic children and adolescents are specifically at risk for obesity (The Journal of School Nursing, Vol 21, No 2, 86-93, 2005)
- African American and Hispanic children are most likely to be overweight (Missouri Department of Health and Senior Services, Obesity State)
- Overweight children are more likely to be obese adults (Missouri Department of Health and Senior Services, Obesity State)
- Less than 20 percent of Missouri adults and fewer than 25 percent of Missouri high school

students eat the recommended servings of fruits and vegetables (Missouri Department of Health and Senior Services, Obesity State)
- A national sample of 3-year-olds from urban, low-income families revealed that 35 percent of the children were overweight or obese, and Hispanic children were twice as likely as either African American or white children to be overweight or obese (American Journal of Public Health, Racial and ethnic differentials in overweight and obesity among 3-year old children,97:298-305, 2007)
- Hispanic children and those with obese mothers are especially at risk (American Journal of Public Health, Racial and ethnic differentials in overweight and obesity among 3-year old children,97:298-305, 2007)

▶ A Community-based Participatory Approach to Tobacco Cessation Research with Rural Minnesota Latino Communities

Alyssa Banks, Hispanic Advocacy and Community Empowerment through Research, Minneapolis

This tobacco cessation research project will be a case example for a discussion on the costs and benefits, capacity building and engagement in health-related community-based participatory research.

Topics for discussion will include developing an asset-oriented framework, defining subgroup populations and examining challenges and lessons learned when conducting CBPR with rural Latino communities.

Much of the research on tobacco cessation in Minnesota treats the Latino population as broad, homogenous groups. The rates of current tobacco use differ significantly between certain subgroups in the Latino population, but because these subgroups are so broadly defined, understanding true prevalence is difficult. Although efforts have been made to tailor tobacco cessation interventions to Latinos, little has been done to identify how targeting specific Latino subgroups could improve the success of these interventions in Minnesota.

This research project is particularly important because of its CBPR methodology and approach and strong alignment with OMMH values and mission to work with communities to build capacity and identify and support the assets that serve as protective factors against tobacco use. Our findings indicate that tobacco consumption and use differs among the four different Latino populations, and further research must be done to understand the extent and depth of these subgroup differences. Additionally, we will discuss some of the principal challenges and lessons learned through community and academic partnerships, the facilitators and barriers to capacity building with community and academic partners and development of partnership and areas for future research.

▶ Building Capacity in Rural Latino Communities to Address Health Disparities

Benjamin Mueller, National Center for Rural Health Professions, University of Illinois College of Medicine at Rockford, Ill.

The NCRHP has been engaged in community health action research projects over the past five years. Initially supported by a four-year, $6.4 million grant from the National Institutes of Health and currently by the Centers for Disease Control and Prevention, the NCRHP has used a community-based participatory action research approach to address health disparities among Hispanic residents in 10 Illinois communities.

The current CDC project at NCRHP addresses the issues of mental health, physical health and chronic disease as it relates to acculturation among Hispanic immigrants in five rural Illinois communities. We will describe the stages of the CBPR approach and give data and results from the NIH project. Preliminary results from the assessment stage and a description of the mini-grant projects of the implementation stage

of the current CDC project will be shared. We will describe examples of capacity building and community dissemination that are embedded throughout the partnership formation, assessment, implementation and evaluation stages of CBPAR. Although data collection is limited in scope, discussion will focus on how communities use this research model to develop strategies to address health disparities among their underserved, primarily Latino populations.

▶ The Half-empty Glass: Exploring the Value of State-Level Data on Hispanic Health Disparities

Ryan Barker, Missouri Foundation for Health, St. Louis

In 2005, the Missouri Foundation for Health engaged the Bureau of Health Informatics at the Department of Health and Senior Services to assemble data in an effort to document health disparities among the state's Hispanic population. This publication presented the first health indicator data for Missouri's Hispanic residents and compared data to both whites and African-Americans in the state. In early 2009, the Foundation released an update to the 2005 baseline report. This presentation will explore the updated data as well as the trends in health indicators since the original report. The discussion will illustrate where progress has been made in reducing disparities and which challenges lie ahead.

Furthermore, this session will examine the strengths and limitations of state-level data in working to eliminate Hispanic health disparities. How much can statewide data tell us about this diverse population? Who is left out of the data? What are the uses of data from this perspective?

State-level data offers us a partial glimpse of where Hispanic health indicators stand in Missouri. How can this data encourage continued and expanded collection and analysis of health status data for this population? Can this data provide a jumping-off point for programs seeking to reduce Hispanic health disparities? The answers to these questions will be explored and discussed during this session, which will delve into the value of state-level disparities data.

▶ La Clínica: Tu hogar médico

Mary Ann Cook, La Clínica, St. Louis

La Clinica is a not-for-profit health care organization serving Latinos and other immigrants in St. Louis. The clinic was designed around the medical model with a focus on treating disease. The clinic is being restructured as a health home that focuses less on disease and more on supporting clients in managing their own and their families' health and well-being. The current emphasis is on health literacy and self-management. The health home model is effective with Latino clients because it acknowledges the importance of family and relationship for healthy communities. This paper will report on the process of changing from a disease-centered model to a health home, including staffing and supplies needed, client and provider satisfaction and client health outcomes, including cost of care and return on investment.

▶ Promotoras de Salud: A Community-based Approach to Health Literacy in Boone County, Mo.

Sandra Zapata, Gabriela Rentería and Eduardo Crespi, Centro Latino, Columbia
Stephen Jeanetta, University of Missouri - Columbia

Newcomers to the United States undergo many changes in habits and customs when they arrive that make them more vulnerable to different problems such as obesity, diabetes, STDs and HIV, medication errors and a host of others. This is due to limited English proficiency and lack of access to quality

information that they can understand and use in ways that improve their lifestyles. In addition, effectively navigating the health care system is a challenge for many Latinos, not only because of language barriers but also because of socioeconomic factors. Although Latinos make up 14 percent of the population, more than twice as many are uninsured compard to the general population. Latinos are nearly three times less likely to have a consistent source of medical care and are one and one-half times more likely to use the hospital emergency room as a primary source of care compared to the general population.

Promotoras de Salud, community health workers, is a social intervention model that promotes health literacy based on the development of partnerships between providers of health care services and community members. The Promotoras de Salud program provides a bridge between the providers of health care services and the targeted Latino community. The Promotoras de Salud program primarity serve working class, low-income immigrants from Mexico and Central America. They are bilingual, trusted members of the target community with access to those who need the services. They work through Centro Latino, a trusted resource in the Latino community, and collaborate with a range of healthcare providers and community educators to develop health literacy resources, provide a framework for accessing resources and link to health services.

The program includes resource development and training in 10 key areas, which creates linkages between the target community and community resources through the Promotoras. Training modules developed around the key program areas will not only create a support system for the Promotoras so they can construct an effective bridge between Latinos and community resources but will also be available for the entire community to use.

The Promotoras de Salud project is comprised of three main components:

- Developing resources and training
- Linking to community resources
- Developing a support system

Ten program areas are health literacy and medical interpreting, HIV education and prevention, healthy lifestyles and obesity prevention, family planning, diabetes testing and education, Medline Plus, Latino Link, Parent Link, social work and mental health and public speaking and outreach planning.

▶ Sexual Health in Latino Adolescents

Kim Allen, Center on Adolescent Sexuality, Pregnancy and Parenting, University of Missouri- Extension

The need to address the issues of sexual health for adolescents is growing. Currently, teens account for 34 percent of new HIV cases and in the Latino population, the rate of teen pregnancy is on the rise. To ameliorate the negative effects of adolescent sexuality, parents, educators and community agencies must collaborate to reach youth where they are. Collaboration not only promotes shared knowledge but also aids in offering a consistent message to youth and improves efficiency and effectiveness. This presentation will review the trends of sexual health and provide information on proven techniques and evidence-based practices in the Latino population. Since it takes a village to raise a child, this presentation will provide participants a time to share information about collaborative efforts underway in their communities as well as time to brainstorm on what more we can do to help our youth improve their sexual health.

Objectives

- Increase understanding of the research on sexual decision-making among Latino youth
- Increase knowledge of evidence-based prevention and intervention strategies that work for Latino youth
- Increased knowledge on collaboration

▶ Missouri Telehealth Interpretation Project

Nikki Lopresti, Language Access Metro Project, St. Louis
Nick Butler, Center for Health Policy, University of Missouri—Columbia

A consistent body of research points to the extent of language barriers in health care settings and its implications for health. These barriers have led to decreased access to health care, diminished patient comprehension and decreased satisfaction for limited English proficient patients. These barriers have also compromised the quality of care because of misdiagnoses. They have increased costs and inefficiencies in the health care system because a lack of a proper medical history has led to unnecessary testing.

The resources for professionally trained medical interpreters in Missouri are limited, especially in rural areas. The availability, scheduling and quality of interpreters are major issues for many primary care clinics, especially those sites without staff interpreters. Few hospitals and clinics have their own interpreters, so most health care providers look to outside agencies that have a pool of interpreters available for multiple locations. LAMP and Language Links are two such agencies in St. Louis, and JVS is another in Kansas City. However, Missouri's smaller towns lack professionally trained interpreters.

By using the Missouri Telehealth Network that is already in place throughout the state, LAMP will implement the Missouri Telehealth Interpretation Project to provide, in a confidential manner, interpreters to patients who do not speak English and who might not otherwise have access to an on-site interpreter. Not only will LAMP be able to provide trained medical interpretation for each appointment, but it will also confirm each appointment with the LEP patients and the health care facilities to reduce charges and fees associated with patient no-shows and late cancellations.

We hope to show the telehealth providers the advantages of having professionally trained medical interpreters for their LEP patients. One advantage is an improvement in communication levels by eliminating the language and cultural barriers. Also, by using trained medical interpreters, providers would decrease their overall costs by eliminating unnecessary testing. More importantly, the medical interpreters would help improve the health literacy rates of the LEP patients by facilitating their communication with and understanding of the English-speaking providers.

By having interpreters at their disposal free-of-charge for two years, the health care providers should be able to give linguistically and culturally competent care to their LEP patients. This would allow the providers to follow not only the National Standards for Culturally and Linguistically Appropriate Services in Health Care, but also Title VI, the federal regulation regarding the provision of interpreters for LEP persons. And as word spread, more and more LEP patients would gain access to health care. After the initial two-year, grant-funded period ends, continued use of medically trained interpreters would help sustain the telehealth network as well as increase future revenue streams for LAMP.

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Civil Rights

▶ U.S. Race Politics: Learning from the African American Experience

Kenneth M. Burke, Washington University, St. Louis

This research details three markers in the history of race and ethnic relations through a theoretical lens that addresses them from an African American perspective to illustrate what Latin Americans can learn from the experiences of blacks in American politics. The three markers include Chief Justice Taney's decision in Dred Scott (1857), the Supreme Court's decision in Regents of the University of California v. Bakke (1978) and Harold Washington's Chicago Mayoral Campaign in 1983. These events offer a critique and praxis of pluralism in traditional political theory and do shape the political landscape for race and ethnicity. Where they offer perspectives for racial and ethnic minorities in the United States to learn from, Latin Americans in particular, given controversies surrounding recent immigration patterns, can gain from knowledge and the analysis of the events. Likewise, the African American community can gain from Latin American perspectives. Through shared, periphery frames of reference, the brief history, and the environment surrounding the markers, in advancing a common ground from a critique of traditional political theory, the research thus provides direction for theory development that respects the value of pluralism despite its failures from theory into practice.

▶ National Origin Discrimination Prevention

Alisa Warren, Adolfo Castillo, Missouri Commission on Human Rights

The workshop will include a description of how to file a complaint of discrimination with the Missouri Commission on Human Rights.

Participants will:

- Learn what is legal immigration
- Learn what is illegal immigration
- Learn what national origin or ancestry discrimination is under the Missouri Human Rights Act and get guidance regarding the many issues involving national origin or ancestry discrimination

▶ HB1549 - Missouri's New Immigration Law

Jennifer Rafanan, Missouri Immigrant & Refugee Advocates (MIRA)

Missouri Immigrant & Refugee Advocates and the Human Rights Task Force of the Missouri Association for Social Welfare co-authored an analysis of Missouri's new immigration law HB1549. The law deals with many topics including employer sanctions, sanctuary cities, public benefits and law enforcement. MIRA and MASW wanted to create a useful tool for organizations, individuals and service providers as they try to navigate the new law. In addition, this workshop will provide background information on the policy considerations and political situation that led to this new law as well as how the new law is affecting the immigrant community in Missouri and what measures are being taken to preserve the human and civil rights of immigrants.

▶ Representation of Immigrants and Other Social Actors in a Missouri Newspaper: A Linguistic Analysis

Kathleen Tacelosky, William Jewell College, Liberty, Mo.

Each summer hundreds of migrants, the majority of whom were born in Spanish-speaking countries, arrive in Lafayette County (Missouri) to work on the apple orchards in the towns of Lexington, Waverly, Dover and Wellington. Their contact with local townspersons is minimal, but their presence is known. How might local townspersons views of immigrants be formed when contact and communication is limited? One possible answer is the local newspaper.

This study examines the "representation of the social practice of immigration" (Leeuwen 2008: 28) as conveyed by The Lexington News, a newspaper with 2,000 subscribers, according to personal phone contact with the Lexington News Jan. 23, 2008, in a town with a population of 4,536 persons (City-data.com). Because the media not only report but also shape discourse in large part by linguistic means, examining word choice, word order, grammatical roles and other linguistics elements can reveal ideologies not evident in a more perfunctory reading.

A few months before the migrants arrived in the summer of 2008 for the fall apple season, the Lexington News published an article that reported on a "raid of a residence," which resulted in the deportation of six men. Subsequently, seven articles or editorials related to the incident were published. How social actors are represented in the newspaper articles and the influence that might have on public perception is the topic of this study.

Although all of the people involved in the event are social actors, this analysis revealed that the way they are represented in the discourse varies. For example, people in positions of power, e.g. the police chief and the city administrator are given primacy by being called by name, given the grammatical role of agent, etc. Van Leeuwen calls this process "activation" (2008: 33). Note the actor in this following example: No charges in the case have been filed by the U.S. District attorney.

By contrast the immigrants are "passivated"(van Leeuwen 2008: 33) by a variety of strategies, including when they are the grammatical subject. Note the following example: Six Hispanic males were taken into custody by the ICE. The grammatical assignment of the "six Hispanic males" serves to put them in a marginal place of being acted upon. Of further interest is the adjectival use of "Hispanic" to describe the men taken into custody while no reference is made to the ethnicity of the ICE officers.

The results of the analysis consequences of the representation of social actors are presented. In spite of claims to the contrary, newspapers and other media do not present neutral versions of reality or even influence only individual readers but shape public discourse in sometimes subtle, but powerful, ways. Consequently, how individuals and groups perceive and treat one another might be affected, which in turn could influence how well immigrants are able to integrate into communities. The result could be detrimental to both immigrants and native residents of Missouri.

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▶ Putting ICE on Ice: Immigration and Customs Enforcement Raids in Marshalltown and Postville, Iowa — Impacts and Disaster Preparedness

Jan L. Flora, Cornelia B. Flora, and Claudia Prado-Meza, Iowa State University
A representative from the Raids Preparedness Committee, Marshalltown, Iowa

The purpose of this research is to assess the effects on the community of Marshalltown of the December 12, 2006, Immigration and Customs enforcement raid on Swift and Company packing plant. We used the community capitals framework to examine the effects on social, human, cultural, political and financial capital. We collected data through structured key informant interviews, a focus group with families of persons detained or deported in the raid and secondary sources such as local newspapers, government agencies, U.S. Census Bureau and administrative data. Results indicate that bridging social capital between Latinos and non-Latinos was dealt a serious blow because of the raid, but Latinos increased their bonding social capital and strengthened political capital by stopping the police chief's proposal to empower local law enforcement authorities to turn persons suspected of being undocumented to ICE.

Short-term negative effects on financial capital occurred as Latino businesses lost customers, houses were foreclosed on and people lost jobs. The turnover rate at the packing plant tripled, and six months after the raid still was substantially higher than before. The effect on cultural capital was negative as discrimination and prejudice rose because the raid gave license to persons with strong anti-immigrant, anti-Latino feelings, at least for a time. We will contrast the Marshalltown and Postville raids.

▶ Patria Grande: The Case for an Open-Door Homeland in Argentina

Domingo Martínez, University of Missouri—Columbia

The migration of peoples across borders or to nearby countries is a common phenomenon in the history of all continents and ages, and it has always offered opportunities for growth. Alternatively, it has also posed challenges to newcomers, residents and government of the host society. Migration today is happening at a global scale and apparently faster than at any other time in history.

Countries and societies react differently to the migratory phenomenon, and that is especially true in the Americas, where intense flows of people happen across most borders. This presentation will describe the regional immigration situation in modern Argentina and examine the philosophy and policy conceptualization behind the Patria Grande law and program, which is designed to expedite the regularization of all unauthorized immigrants to Argentina. It also facilitates the settlement of new immigrants from other countries in South America.

The Argentinean conception and solution to the presence of unauthorized immigrants contrast diametrically with the most recent approach of both the European Union and the Unites States, for which enforcement and deportation are the official and, by most accounts, ineffective, policies.

Selected Papers

▶U.S. Race Politics: Learning from the experiences of African Americans

Kenneth M. Burke, graduate student, Washington University College in Arts and Sciences

> *"They [African Americans] are not included, and were not intended to be included, under the word 'citizens' in the Constitution, and can therefore claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States."*
> – Chief Justice Taney, Majority Opinion, Dred Scott v. Sandford (1857)

The prevailing theory of race and ethnicity in American politics is pluralism. The pluralist's "melting pot" model of race relations originated from liberal political theory that maintains the U.S. political system is one that assimilates and accommodates racial and ethnic minorities into the fabric of American life, through which they achieve opportunities for political participation and social mobility. Critiques of the pluralist theory are not at all uncommon. In particular, perspectives critical of liberal pluralism maintain that, given the experiences of African Americans from slavery to civil rights and even today, "these pluralist models are inappropriate" (Barker, Jones, & Tate, 1999, p. 8). Accordingly, the theorists of the critiques developed alternative theoretical lenses based on colonial theories of race relations and the analysis of core and periphery, dominant and subordinate group relations. The theories share much in common with theory all too familiar to the study of Latin American politics. The relationship between them establishes a common ground that offers the potential to advance theory development on political participation and coalition for racial and ethnic minorities.

Three events represent the history of the African American experience in the United States to illustrate the critique and praxis of pluralism from a minority perspective. However, the critique of pluralism can easily turn on itself. Bridging the history with concerns in the Latin American community today, the research thus aims to develop ideas for reciprocal frames of reference based on learning.

It would be misleading to compare contemporary Latin American experiences to the historical experience of slavery, aside from the political symbolism.[1] The three events concern issues pertinent to Latin Americans: citizenship and legal status, human rights and the preservation of those rights and political participation.

The first event and marker occurred before the Civil War. Dred Scott was a St. Louis slave at a time when debates over slavery divided the country. Missouri, through the Missouri Compromise, agreed to statehood as a slave state to balance the number of slave and free states. Scott lived in free states before being sold as a slave in Missouri. Based on the argument that his enslavement began in territories in which slavery was illegal, Scott spent a good part of a decade fighting for his legal emancipation. Becoming an event that catalyzed the Civil War, the subtle but more direct impacts involve the legal implications for blacks with the Supreme Court decision in Dred Scott v. Sanford (1857) that ruled Dred Scott could not sue in the courts because he lacked the rights of citizenship. The relationship between the historical ruling and questions over Latin American rights and citizenship today evidently prove complicated but worth exploring.

The ruling, opinioned by the Chief Justice of the Court, provides a rationale for colonial theories of race relations that identify blacks as a colonized people within the U.S. The rationale correlates with colonial and neocolonial theories of Latin American politics in Latin America. The theories assign the negative consequences of colonialism to "relations imposed by actual or formal colonial masters on the development of native peoples," rather than "caused primarily by economic, social, or cultural patterns

[1] Capitalization of immigrant labor in the South from the influx of Latin Americans with globalism, through the corporatism of a global political economy, carries with it a distinct political symbolism. For more information, see Peacock, J.L., H.L Watson and C.R. Matthews (2005), The American South in a Global World, Chapel Hill:North Carolina Press.

that had developed within those societies" (Vaden & Prevost, 2006, p. 156). Theorists of race relations in the U.S. employ a comparable logic.

Ratified in 1865, the Thirteenth Amendment to the Constitution ended slavery. The Fourteenth in 1868 overthrew Chief Justice Taney's decision inasmuch as it extends rights and privileges of citizenship to all "persons born or naturalized in the United States," based on equal protection under the law and right to due process. With citizenship granted after emancipation, the Amendment somewhat undermines the colonial argument developed in the 1960s and 1970s. As with comparing the labors of Latin Americans in the U.S. to slavery, we might equally question the appropriateness of equating the contemporary experiences of African Americans to colonial situations in Latin America. Nevertheless, while overthrown, Dred Scott justifies the underlying sentiment of examining their experiences through a colonial lens.

Inasmuch as the theorists of U.S. race and ethnic relations recognize the flaws and use the correlations to colonialism as primarily an analogy, the somewhat inside-out reversal of their colonial identification within the actual borders of the colonizer remains noteworthy. Today, given the waves of Latin American immigrants and the simplification of Latin American legal status, reflecting a historical ambivalence toward immigrants in the U.S., the question of citizenship remains a difficult topic of concern because immigration has a complex social, political, and economic dynamic of immigration (Burke, 2008). Without philosophizing on free choice and engaging in a complicated discussion of the global economy for the sake of length and time, issues concerning the relationship between immigrants and a government within its sovereign authority do demonstrate the commonalities.2 They relate to questions over immigrant legal rights and citizenship in the same way that African American theorists note the historical significance of Dred Scott.

Furthermore, it is important to note that legislation passed during the Reconstruction Era did not automatically create an environment of freedom and equality for naturalized citizens. State governments and the perceptions and actions of whites did not entirely align with amended Constitution. Laws such as the 1865 Black Codes serve as an example of continued obstacles designed to "put black citizens in a state of near slavery by limiting their rights and privileges" (Loevy, 1997, p. 3). From 1866 into the late 19th century, Congress attempted to pass early civil rights legislation, but the spirit of the Era became undermined given the changes in political party attitudes (see Maltz, 1990). With the civil rights cases of 1883, ruling on the Fourteenth Amendment justified many injustices against blacks, to say the least, and led to the "separate but equal" ruling in Plessey v. Ferguson (1896) and segregation.

Alongside the attempts to legislate civil rights, Missouri ex rel. Gaines v. Canada (1938) sought to challenge Plessey, but not until Brown v. The Board of Education Topeka (1954) did the Supreme Court rule against "separate but equal." The Brown case became a catalyst for the civil rights movement. Finally, in 1964, the Civil Rights Act passed, but the challenges did not end and the struggle continues today. The legal and legislative history as it concerns African American citizenship and human rights proves to be insightful for ethnic minorities in America. Although of a different nature, beginning with the issue of rights, the social environment for Latin Americans faces comparable challenges that illustrate the critique of liberal pluralism.

Rulings on affirmative action cases pose questions over the preservation of rights. Following the civil rights era, universities developed alternative admission or affirmative action programs. No legal challenges to the programs surfaced until a white, male student was denied admission into the medical school at the University of California's Davis campus and sued the state university system in Bakke v. The Regents of the University of California (1976). In the case, the court ruled against racial preference as a defining state interest and that the student be admitted. The California court upheld that the Constitution protects all individuals, maintaining the unconstitutionality of race criteria for affirmative action in

university admissions.

When the case went before the Supreme Court in Regents of the University of California v. Bakke (1978), the Court Justices affirmed the ruling on the program but "reversed insofar as it prohibited the defendant from according any consideration to race in its future admissions process" (Regents, 1978). Specifically, with strict scrutiny of proof that the program counters societal discrimination, the Court ruled that a classification system for racial preference in admissions is itself justified as a state interest under the legal protections of the Civil Rights Act of 1964. The fact that the California Supreme Court undermined the Civil Rights Act in their ruling on the Fourteenth Amendment's equal protection clause is rather telling.

Affirmative action remains a delicate issue for racial and ethnic groups as well as for minorities in general. The legal issue becomes a matter of whether minorities remain subjected to "second class" citizenship and exemplifies what Barker, Jones and Tate (1997) discuss as the politics of uncertainty for race and ethnicity in American politics. The Texas courts in Hopwood v. Texas (2000) again ruled against racial preference, but the U.S. Supreme Court did not hear the case. Grutter v. Bollinger (2003) affirmed the decision made in the Bakke case. However, the future of affirmative action appears difficult to predict given the split among "justices regarding whether Title VII and the Fourteenth Amendment permit affirmative action" (Kaplin & Lee, 1995: 270). Here, the critique of liberalism and the American "melting pot" theory of equality and freedom for all can potentially find greater justification but can equally turn on itself. At this point, it is important to examine the target of the critique.

Chicago politics proves noteworthy for investigation. "Machine politics" that support the hierarchical decision-making power of an administration and consolidate that power to dominate elections, historically dominate Chicago. Richard J. Daley, taking the office of the mayor in 1955 until his death in 1976, serves as a primary example of Chicago's political machination. Discontent with Chicago politics from citizens of all walks of life surfaced by the end of Daly's tenure. Although the political machine traditionally caters to immigrants and capitalizes on the minority vote, it illustrates another critique of pluralism. Notwithstanding the administration's controversies during the Civil Rights Era (see Grimshaw, 1952), the Chicago machine subordinated blacks, and Latinos communities equally felt their concerns.

Taking collective action with a coalition of Mexicans, Puerto Ricans and progressive whites, the African American community mobilized "to actualize its civil rights at the ballot box" (Cordova, 1999, p. 39) and challenged the machine's old guard. The community nominated Harold Washington, who accepted and became the first African American mayor of Chicago. In the same way that African American voters "came alive," the election also "ushered an era of unprecedented electoral participation by Latinos and signaled the rise of a Black-Latino coalition and progressive agenda" (Cordova, 1999, p. 32). The election of Washington affirmed liberal pluralism by challenging a system that claimed to service its values but contradicted its principles in practice. This fact deserves attention when examining the critiques.

The discontent with machine politics brought forth the praxis of pluralism, which remains important when investigating racial and ethnic political participation and the social development of their coalitions, but Washington did not completely put an end to the discontent. With delicate questions about the motivating means and ends of the dynamic, race and ethnicity remain essential variables in the political environment today. If the prophet of the political machine Milton Rakove (1975) proves correct in predicting that the Chicago machine shall survive and "probably be the first of the new black and Spanish-speaking machines which will develop in the years to come" (p. 19), what will the implications for the further growth of the coalition be?

The affirmation of pluralism at the time of Washington's 1983 mayoral campaign need strengthen a shared and common ground through which all racial and ethnic populations might advantage from

the genuine practice of its ideals. The historical markers and events illustrate the subtle and direct commonalities between African American and Latin American politics. From the complicated questions over citizenship and legal status, the struggle for human rights, the preservation of those rights, and political participation, the history offers a relevant frame of reference in developing perceptions on the experiences of Latin Americans today. Establishing a basis for political coalition, the perspectives, including points of view on peripheral relations and colonial identifications, provide strong directions for knowledge of the similarity and difference in their political, social and economic outlooks. From which, recognizing the complex racial and ethnic dynamic, theory building in the politics of race and ethnicity need recognize the values of pluralism rather than undermine them by dwelling on its failures in practice.

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▶Re-examining Citizenship: Best Practices of St. Louis Spanish Immersion Schools

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> *"We really want the diversity of our school to represent the diversity of St. Louis: geographic, ethnic, socioeconomic, linguistic, and country-of-origin diversity."*
>
> - Executive Director, SLLIS

In the United States and across the globe, great demographic changes are happening. Latinos and Latinas, for instance, increased from 6.4 percent of the U.S. school population in 1976 to 12 percent in 1996. Census data demonstrates similar increases in Missouri; in St. Louis County, the Latino/a population increased 49 percent from 1990 to 2000. A number of schools are embracing these changes and using this moment to teach about citizenship in new ways. Here, we briefly summarize best educational practices that aim to develop "global" or "transformative" citizens, in part by immersing children in the Spanish language and related cultures. Specifically, the Spanish School—part of the St. Louis Language Immersion Schools network (http://sllis.org)—and Casa de Niños (http://www.casamontessori.info) offer civic opportunities to students' families and communities and learning activities in which students analyze the world from others' perspectives and, in turn, question their own roles in this world.

What is global and transformative citizenship?

Briefly, transformative and global citizens understand the world is interdependent and pluralistic. This view of citizenship argues that people should have the knowledge, attitudes and skills to analyze problems from local and global perspectives to effect positive change in their world. Citizenship is more than just a legal status. Instead, it includes all of the educated actions individuals take to better their communities. These communities include the local neighborhood, state and nation as well as transnational connections.

What is a Spanish immersion school?

The best practices described here come from Spanish immersion schools. Language immersion programs (K-12) have expanded over the past 30 years, from only 35 in the mid-1980s to more than 330 currently (see the directory compiled by the Center for Applied Linguistics at www.cal.org/twi/directory). They have also grown at the pre-school level as educators open a variety of nonprofit and private language schools for infants through 5-year-olds. At such schools, instruction happens primarily in the target language (in the schools highlighted here, Spanish). The main goals of immersion schools are to graduate students who are proficient in a target language as well as English, have increased cultural awareness and achieve high academic success.

Casa de Niños is the only Spanish immersion preschool in the St. Louis area that is based on the Montessori philosophy. The director, Veronica Greene, is from Mexico, certified in Montessori methods and has more than 20 years of experience as an early childhood and Spanish educator. Casa's website describes the school as offering opportunities for "children ages 18 months to 5 years old to experience a comfortable, safe, and peaceful environment in which lessons are individually tailored to their needs, both in a general sense, and in terms of their language learning." Children complete daily activities, for example, making artwork, figuring out puzzles, playing games, helping in the garden and preparing meals, while listening to Spanish. By the time they graduate and enter kindergarten, they have mastered some conversational ability in Spanish, and many can read Spanish words as well.

SLLIS' Spanish School opened in August 2009. This school follows the total immersion model in which

all subject-area instruction provided during the school day occur in Spanish until the end of second grade. At that point, classes on English language and literacy begin while all other coursework continuea in Spanish. Although the Spanish School constructed an immersion program primarily for native/monolingual English speakers, about 10 percent of the student body will likely be children from Spanish-speaking homes.

Creating communities, creating citizens

Casa de Niños and the Spanish School are making it a priority to integrate families and communities into the schooling process. By creating opportunities for community and parent involvement, they are developing civic opportunities for the whole family. When students witness their family members and community organizations making positive changes for their school, they are seeing global and transformative citizenship in action. This visible citizenship is quite powerful.

The Spanish School, for example, has developed a full range of ways that parents can participate in and make positive changes for the school. Specifically, the assistant head of school is in charge of coordinating the following involvement activities: cultural celebrations and similar events, at which families, administrators and teachers interact outside of school; courses in English and Spanish for community, family and school members who want to strengthen their own linguistic and cultural skills; other adult education programs, such as citizenship courses and job training; and parent task forces that help to create school policies and plans on topics from environmental impact to school uniforms.

One of the goals of these efforts is to make sure that not only children but also parents and community members interact across such differences as socio-economic status, race, ethnicity and immigrant status. These opportunities also put different family members in different positions of power. A Mexican immigrant might teach the evening Spanish courses for parents. Another parent who has experience with food services might help to arrange the cafeteria and meal options. These efforts to engage family and community members with diverse knowledge and experiences into the school community develops the knowledge students, families, staff and educators have about each other. More important, the way parents and community members are woven into the school's actions could matter for students' real-life experiences of citizenship, civic action and identity.

Creating problem solvers, creating citizens

Both Casa de Niños and the Spanish School have developed curricula and methods that focus on building students' sense of community, identity and cultural awareness and recognition of universal human values. Part of this is done through the use of Spanish, rather than English, as the language of instruction, which helps to jump-start discussions about who we are, what languages we speak, where we live and how we interact with others. In addition, the knowledge and skills developed in these Spanish immersion schools help to create problem solvers: citizens who know how to make positive changes for and in their communities.

First, at both Casa de Niños and the Spanish School, the language of daily interactions and instruction is Spanish. This means that students from Spanish-speaking homes experience their school days primarily in their home language, rather than English, a language that might have little immediate meaning for them. This can shift the balance of power in their environment; Spanish has become the language "to know," and Spanish-heritage students can use their skills as language and culture brokers. For example, English speakers might ask the Spanish speakers for help. In turn, Spanish speakers might act as helpful citizens, as they recognize needs in their classroom community and provide the necessary assistance. School leaders believe that these interactions plant the seeds for understanding aspects of "global" and "transformative" citizenship.

Second, through hands-on, inquisitive action projects in students' communities, the Spanish school

develops “global citizens,” or children with the capacity to analyze the links in their local and global worlds. To do this, they use the framework provided by the International Baccalaureate Primary Years Programme (see www.ibo.org). Like the Montessori philosophy (see http://www.montessori.org), the IBPYP framework focuses on the whole developing child. Both frameworks encourage educators to attend to the social, physical, emotional and cultural needs of students as well as their academic development. Most significantly, IBPYP has a number of projects in which children study issues in their local and global communities and try to solve them. The culmination of these studies is called Exhibition.

Specifically, older elementary students at the Spanish School participate in Exhibition, a project that requires student research, writing and community action. For this project, students do extensive research during fourth and fifth grades. Although some of this research includes reading information about their chosen topic, it also requires them to work with an expert community mentor. Students work with their mentors to study their chosen questions, issues or problems. Then, students write up their results and defend a chosen action in front of a panel of educators, community members and families. The Exhibition requires that students think about what they can do to make an impact within their communities, a key component of global and transformative citizenship. Research demonstrates that such real-life work and student action matters not only for children’s understanding of citizenship, but also for later political involvement . This is the kind of learning that the Spanish immersion schools strive to provide: meaningful, active inquiry that leads to positive outcomes for children’s lives as well as their communities.

Conclusion

Casa de Niños and SLLIS’ Spanish School are using language immersion education as the bridge to teach about world cultures. Through community and family integration and hands-on, inquisitive learning, both schools strive to create citizens who understand their local and their global situations and who have the knowledge and capacities to make significant changes to improve our world.

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▶Representation of immigrants and other social actors in a local Missouri newspaper: A linguistic analysis

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Each summer, hundreds of migrants, the majority of whom were born in Spanish-speaking countries, arrive in Lafayette County, Missouri, to work in the apple orchards in the towns of Lexington, Waverly, Dover and Wellington. In the summer of 2008, a few months before the migrants arrived for the fall apple season, the Lexington News published an article which reported on a "raid of a residence" that resulted in the deportation of six men. Subsequently, six related articles or editorials were published. How social actors are represented in the newspaper articles and the influence that might have on public opinion is the topic of this study. Newspapers influence not only individual readers but also shape public discourse and perceptions. Such perceptions and subsequent treatment could influence how immigrants integrate into communities.

Methods

Analytical approach – Critical Discourse Studies

This research takes a sociopolitical view following the philosophy of critical discourse studies, in which power differentials are part of the examination of discursive practices and patterns (van Dijk 1993). I follow van Leeuwen's sociosemantic model focusing on the roles allocated to each social actor and examining "what interests are served" and "what purposes achieved" by such assignments (van Leeuwen 2008, p. 33).

Role Allocation

Social actors can be presented in texts as taking active or passive roles. Van Leeuwen uses the terms activated and passivated to show that writers and speakers give actors these roles rather than somehow naturally and neutrally finding them in these roles.

Activated social actors in discourses are behavers in behavioral processes, assigners in relational processes, sensors in mental processes and sayers in verbal processes. In short, they are the ones who are assigned to action by doing, making, thinking and talking. They may take a grammatical participant role, be the one by whom or from whom an action is done in a passive structure, be the premodifier in a noun phrase (a police investigation) or the postmodifier of a process noun (a flood of immigrants) (van Leeuwen 2008, p. 33).

Passivated social actors are "on the receiving end of" an activity (van Leeuwen 2008, p. 33). "Subjected" passivation can be accomplished when actors are grammatical objects, goals in a material process, phenomenon in a mental process, or by "circumstantialization through a prepositional phrase" (discovery and arrest of illegal immigrants) or by possessivization or adjectival premodification where objectification is implied. Passivated actors can be "beneficialized" when they are hearers in a verbal process or they gain or benefit (van Leeuwen 2008, p. 34).

Data and Procedure

Six newspaper articles constitute the data for this study. On May 2, 2008, The Lexington News, a newspaper with 2,000 subscribers (The Lexington News, personal communication, January 23, 2008) in a town with 4,536 households (Lexington, Missouri), published an article that reported on "a group of illegal immigrants [that] was discovered on April 13" at a local residence. On May 7, a follow-up article reported that the result was the deportation of six men. The paper published five articles and one letter to the editor related to the incident during a two-month period. Each reference to a social actor from all six articles was counted and analyzed according to role allocation.

Results

I found 204 tokens, or mentions, and more than 25 types of social actors. Four types had over 20 tokens each - immigrants, the police, the U.S. Immigration and Customs Enforcement agency and an attorney named Bob Langdon. These were deemed key players, first by the sheer volume of their mentioning, and second by how they were assigned roles. Table 1 illustrates how often each of the top four social actors were either activated or passivated.

Table 1: Tokens and types of top four social actors in Lexington News articles regarding "alleged illegal immigrants," May-June 2008

Actors	Activated		Passivated				Unidentifiable		Total
			Subjected		Beneficialized				
ICE	19	79%	2	8%	3	12.5%	--	--	24
Langdon	23	77%	5	17%	2	7%	--	--	30
Police	18	69%	3	11.5%	4	15%	1	4%	26
Immigrants	1	4%	20	80%	2	8%	2	8%	25
									105

Activated social actors

The U.S. Immigration and Customs Enforcement agency (also called the Customs agency or ICE) was activated 19 of the 24 times it was mentioned, or 79 percent. In example 1.1[2] the agency is assigned as both behaver (investigated) in a behavioral process and an assigner in a relational process (determined the status of illegal to the immigrants).

1.1 The Customs agency investigated and determined that six of the immigrants were illegal. (article 6)

Bob Langdon is first mentioned in the third article, in which he is introduced in the first words of the article as "Lexington Attorney Bob Langdon" and is coupled with "former City Administrator Don Borgman" as a compound subject[3]. He is mentioned by name or pronoun reference 30 times in articles three, four and five. Langdon is activated 77 percent of the times he is mentioned, as in the example 1.2, in which he is activated by adjectival premodification. His name is used as a modifier, and the action he takes (announcing) as a sayer in a verbal process is nominalized.

1.2 Bob Langdon's announcement on a Kansas City television station May 8 that he plans to move his family from Lexington and sell off his downtown properties confirmed rumors around town that he was leaving. (article 3)

The role of the Lexington police and/or Don Rector, chief of police, was activated 69 percent of the time that it was mentioned. Example 1.3 shows the police as doers in a behavioral process.

1.3 Lexington Police began their investigation after receiving a call from a neighbor reporting suspicious activity at the residence. (article 2)

The immigrants, alternately referred to as illegal immigrants, Hispanic males, the six or the four,

2 In all examples the social actor being highlighted is bolded. There is often more than one social actor per sentence.
3 Langdon and Borgman are co-owners of a vineyard where the immigrants worked in a subcontract capacity.

are activated only one time, and it is in the same sentence (1.4) where they are also passivated as both subjected and beneficialized.

1.4 Six of the illegal immigrants, who had been employed by a St. Louis-area contractor and were working on the vineyard at Linwood Lawn, were later deported. (article 5)

Six of the illegal immigrants are activated as behavers who were working at the same time as they are "passivated beneficial clients" who were employed and "subjected" to being deported. In this one instance where they are doers, any dynamic force they might have is diminished by what is done to them.

Passivated Social Actors

Immigrants were mentioned as social actors 25 times in the data set, and 22, or 88 percent, they were passivated. Twice, immigrants were beneficialized as was shown in 1.4 and 20 times subjected. This subjection is shown in example 1.5 in which immigrants are assigned the place behind the preposition "of" to result in possessivization.

1.5 The announcement came in the wake of a Lexington Police Department investigation at a house April 13 and the subsequent deportation of six illegal immigrants. (article 4)

The unpacking that is required in this construction is increased by the use of a nominal to report an action. In 1.5, the entity that must have done the deporting is ICE, but it is not mentioned in the sentence.

Bob Langdon was the second most passivated social actor with seven tokens, or 23 percent of mentions. In 1.6, he is subjected as a goal in the material process of clearing.

1.6 Lexington Attorney Bob Langdon and former City Administrator Don Borgman have been cleared in connection with an investigation of illegal immigrants found at a residence in Lexington on April 13. (article 3)

Seven times the Lexington police are passivated in the data: three times as subjected and four as beneficialized. In example 1.7 the police are beneficialized receivers in a verbal process.

1.7 The neighbor reported to police that he believed the residence was vacant.

ICE and its agents are passivated in 5 of 24 mentions, or 21 percent, and beneficialized in three mentions, such as when they are the receivers in a verbal process, as in example 1.7.

1.8 Officials from the U.S. Immigration and Customs Enforcement were called in to investigate (article 1).

ICE officials are not the sayers in this case, but their status is increased by the fact that they were called in as experts.

Conclusions

The police, ICE and Langdon are indisputably portrayed as the actors, doer, talkers and decision-makers in the articles examined. As a result, their positions of power are reinforced. Immigrants, by contrast, are objectified by being counted, discovered, investigated, deemed illegal, arrested, referred to by their ethnicity and gender and depicted as suspect. Although only 10 immigrants were represented in these articles, they might be taken to represent all immigrants if the readers have no frame of reference by which to counterbalance these portrayals. That is, readers might not actually know any "immigrants" or "Hispanic males." Likewise, they might not personally know the police, ICE employees or Langdon. Views of individuals and groups are formed, at least in part, by the media. This could be detrimental to migrants and residents in Lexington.

When surveyed, Missouri Latinos reported that the discrimination they experienced was hindering their integration into community life (Lazos, 2002). Discrimination can result from lack of or faulty information. A study in Great Britain concluded that "[m]isperceptions and misinformation lie at the heart of how new migrants are received, with the media playing a key role in filling what is often a

vacuum of accurate information […]" (Institute for Public Policy, 2007, p. 6). Hundreds of migrants live temporarily in Lafayette county, and some immigrants and Latinos live there permanently. For the sake and well-being of the whole community, the newspaper and other power brokers would do well to consider what language they use to portray people and strive for a more balanced representation.

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▶Reading, Writing, and Technology: Preliminary Results from a Bilingual Reading and Computer Literacy Program in Lincoln, Neb.

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Introduction

The issue of Latino education has become an increasing concern in recent years. Although their numbers in the public school system have grown exponentially, their achievement scores have not. Many programs have attempted to address the below-average academic performance among Latino students. This paper examines one such program: a family literacy program implemented by El Centro de las Américas (El Centro), a Latino community center, in coordination with staff from the Reading Center at the University of Nebraska-Lincoln. The program's aims were to promote family literacy in Hispanic families by combining a common component of the Latino culture, family focus, with an emphasis on an increased parental role in the child's education. Strategies used were informal reading discussion groups with a bilingual liaison and a basic computer skills class. Children in the families were interviewed over the course of the program to assess their reading abilities and retention and detect improvements.

Latino Students' Academic Achievement

In 2008, the Latino high-school graduation rate in Lincoln was 55.7 percent, compared with an Anglo graduation rate of 81.7 percent (Lincoln Public Schools, 2008). Spanish-speaking Latino students in particular are more prone to dropping out and scoring significantly lower on standardized test scores in all subjects than their English-speaking counterparts (Lopez, Gallimore, Garnier, & Reese, 2007). These statistics are compounded by the fact that an increasing percentage of the students in elementary schools are from Latino families. During the past 20 years, the national Latino school-age population has grown 150 percent, and today, one in five elementary school students is Latino (National Center for Education Statistics, 2008).

Family Literacy

Educational research indicates that the most effective strategies for addressing poor high-school performance and high-school incompletion begin in the pre-school and elementary school years (Balfanz, Herzog, & MacIver, 2007; Lehr, Sinclair, & Christenson, 2004). Some common antecedents to poor academic performance in high school can be traced back to elementary school and include inadequate early literacy experiences (Lopez, et al, 2007). Interestingly, early literacy experiences appear to affect all of the other content areas in school, including math and science (Shaw, Nelsen, & Shen, 2001; Lopez, et

al, 2007). Recent educational research with ethnic minority students indicates that parental involvement in elementary school and supportive parent-child relationships in middle and high school are strong predictors of unexpected graduation of at-risk students from high-school (Englund, Egeland, & Collins, 2008).

Several issues specific to the Latino population complicate the situation. Many Latino parents come from cultures in which parent's expected role in the educational system is different than that of a parent in the United States (Illinois State Board of Education, 2003). Language barriers also inhibit many parents from actively participating in school organizations or reaching out to school officials and counselors (Smith-Adcock, et al, 2006). Teachers often see parents who don't attend as uncaring or disinterested when, in actuality, the parent is simply uninformed about the event (Jones & Velez, 1997; Pardini, 1995).

Parental Technology Use

The expanding role of the computer and technology in modern education make basic computer skills a must for students and parents alike. Academic computer use has been associated with increased reading attention in children, and parents with basic computer knowledge are more likely to promote their use for academic activities to their children (Calvert, Rideout, Woolard, Barr, & Strouse, 2005). Parents who have no understanding of basic computer skills are at a disadvantage when trying to encourage academic achievement in their children (Duran, et al, 2001). Unfortunately, Latinos are the ethnic group least likely to have those skills or to have a computer in the home (Calvert, et al, 2005). Research has indicated that parent's behavior toward computers is a strong predictor of children's academic computer use (Simpkins, Davis-Kean, & Eccles, 2005).

Program Implementation

In light of this research, El Centro de las Américas piloted a family literacy program that integrates reading and computer literacy. The literacy program centers not solely on the student but on the entire familial unit. In an attempt to encourage parent's participation in their children's education, the program seeks to fuse the cultural importance of family in the Latino community with an increased emphasis on academic achievement. By encouraging parents to take an active role in their children's academic endeavors at an early stage in their education, the program intends to foment a more cohesive partnership between parent, child and school in academics as well as technology. El Centro's program uses a combination of informal discussion groups with the parents and a bilingual reading liaison as well as instruction in basic computer skills in the school's computer lab. Parents receive instruction on the same desktop applications and uses for the Internet that their children receive at the school. In the process, they can see how computer skills serve as an essential tool for enhancing academic success.

The first component of the program is the literacy component. This consists of an informal reading discussion group that serves to reinforce the concept that education is a family activity. The program encourages family reading time and engages both parent and child in the learning process. Parents and students also participate in bilingual reading clubs with a bilingual reading specialist on oral and written fluency to facilitate reading in the home. They are also provided with a new book to read at home each week.

The second component involves a basic computer skills class administered to the parents that serves two functions. First, it provides parents with a basic knowledge of computer use that enhances the probability that they will use the computer to access academic resources to assist their children. Secondly, although computer use is all but a necessity in today's world, Latinos are the least likely to have a computer or computer skills. The computer literacy class serves to introduce the parents to computers and expand their knowledge and experience in computer usage, thereby creating an avenue that would

otherwise not exist for them to relate to their children who receive computer instruction at school.

Participants

Ninety percent of the parent participants in El Centro's literacy program are from Mexico, and the rest originating from Guatemala. The average parent about 34 years old and has been in the United States for an average of three and one-half years. Each participating family has about three children. The average age of the children is 6 years old, and 58 percent are girls. The average total income of the families is $20,800, which places them at about 95 percent of the national poverty line ($21,834) for a family of four (U.S. Census Bureau, 2008). The education level of the parents varies from three to nine years, with an average of seven and one-half years spent in the classroom. None of the participants completed a high school education in their native country, and none have finished their education since coming to the United States. However, every parent expressed a strong desire that their children successfully complete high school.

Program Evaluation

Evaluation of the family literacy program is carried out on two levels. First, a series of surveys are administered to the parents. After each session, parents complete written surveys in which they are asked to report aspects of the program that they enjoyed, lessons they learned, and ways they will implement what they have learned with their children. Parents who receive basic computer classes are continuously tested by the instructor for their retention of concepts learned in class, such as word processing and Internet functions such as search engines and email. They are assessed on their ability to perform functions similar to those their children will need to complete as part of their education, for example searching the Internet for information for a research paper and using email to communicate and send attachments. Additionally, parents from both groups are asked each week to self-report any behavioral changes they make regarding reading together at home with their children.

The second level of evaluation is carried out with the children. A reading specialist reads individually to the children and then interviews them to determine their level of interest, understanding and retention of what they read. After reading segments of a book to a child, the specialist requests that the child retell the story and uses Morrow's 10 Point Retelling scale to determine their level of listening comprehension. Additionally, the children are asked to observe any changes in their parents' behavior with respect to reading at home and parental interest in their education.

Results

Evaluation of the family literacy program is far from complete, although initial results show definite promise. The program is only in its first year of implementation, and data collection is ongoing. However, results to date indicate an increased inclination among the parents to read to their children in the home. The majority of the parents note the importance of literacy and attest that they intend to dedicate additional time toward reading each week. Several parents have expressed not only the desire to read more to the children but also to be more dynamic while they're reading. Parents noted that they had started to make up stories when given books that contained pictures with no words. Additionally, they asked their children to make up fanciful narratives to accompany the pictures to more fully engage them in the activity. All parents expressed appreciation for the new book to read with their child each week, and a majority of them reported reading more often to their children. Children in the program observed in their interviews that their parents did, in fact, read to them more often at home. In several instances, the children noted that their parents read to them from the new books they received as part of the project. The reading specialist detected preliminary improvements in the children's interest in reading as well as increased retention of content.

With respect to the computer literacy component, the parents quickly overcame their initial trepidation with the machines and showed increasing confidence in operating the mouse and keyboard. All parents improved their typing skills and passed the individual test administered by the instructor to determine their ability to create, open, edit and save a word processing document. Furthermore, all parents accurately explained the process of an Internet search, and ways to use the information obtained in a document. The also passed all tests on email communication.

Discussion and Recommendations

As educators across the nation seek to improve the academic outcomes Latino students, innovative approaches become more important. The issues surrounding Latifno students' educational underachievement take on added value when one considers how the Latino school population is predicted to continue rising in the near future.

The family literacy program focuses on a central component to a solid education: literacy. The program has shown promising preliminary results in combining the Latino cultural norm of family with guidance for improved reading techniques and a greater parental role in education. The parents who receive the computer skills class have demonstrated increased comprehension of basic functions and topics related to the computer. Still, more needs to be done to determine whether increases in family reading time in the participant families, as well as improved computer efficiency in the parents, translate into improvements in the children's academic performance.

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▶ Finding and supporting Waldo: Report on a Demonstrative Project

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Recruitment Strategies

First strategy: know your audience

We make reference to Hispanics or Latinos as a group because they have some strong common traits among them. However, Latinos are a heterogeneous group of individuals whose countries of origin, migration patterns, socioeconomic profiles and physical characteristics differ. Culture and its values, customs and ethnicity shape how we view the world, handle problems and relate to each other.

Working with Latino families requires an understanding of different worldviews that impact how individuals communicate with professionals and how they set goals. For those who are raised in more than one culture, it is necessary to resolve conflicts arising from differences between cultures (Greenfield, Keller, Fuligni, & Maynard, 2003; Trumbull, Rothstein-Fisch, Greenfield & Quiroz, 2001). An understanding of some of the common characteristics and values of the Latino population has helped us to better identify with and serve our audience.

One of the most important characteristics of the Latino population is maintenance of the Spanish language. Recent research indicates the possibility for sustained bilingualism to be higher for Latinos than for other high immigration groups such as Asians. According to the 2002 National Survey of Latinos, 24 percent of first-generation, 47 percent of second-generation and 22 percent of third- and later-generation Latinos are bilingual (Lutz 2006). It is evident, then, that Latinos have a strong desire to maintain the Spanish language while increasing their proficiency in English. Based on this, the program is offered in Spanish, and we have culturally tailored and translated the materials.

Research shows that many Latinos have a collective worldview and a strong identification and attachment to nuclear and extended family. Loyalty, reciprocity and solidarity among members of the family are considered to be some of the most important cultural values. Research shows us that the concept of familismo and the significance placed on the family involves an obligation of the family to share responsibility in rearing children, to provide financial and emotional support and to make decisions about issues that affect the family. The value of familismo has remained strong even across generations and regardless of time lived in the United States (Marin and Marin 1991; Delgadillo 2003; Rivera, Arredondo & Gallardo 2002; Viramontez, Anguiano & Kawamoto, 2003). Understanding this strong cultural worth has helped us to select appropriate activities sensitive to the importance of the family

concept.

Simpatía is highly cherished among many Latinos and emphasizes a pleasant demeanor aimed at reducing conflict and promoting agreement. Being simpático, or good-natured and pleasant, is also related to valuing warm, friendly interpersonal relationships. This cultural trait has important implications for recruitment and for the delivery of programs. A recruiter or trainer who communicates from the beginning with warmth and friendliness will be instrumental in building trust with participants (Santiago-Rivera, Arredondo & Gallardo-Cooper, 2002; Triandis, Marin, Lisansky, and Betancourt 1984).

Second Strategy: Develop relationships with service providers

One significant way to develop relationships with participants is to join forces with established programs and organizations designed to serve the Latino community.

We developed a close relationship with the local health department and their established program for Latinos. Eighty percent of the couples recruited thus far are the result of this partnership.

As you work with established service providers, you will learn about resources in your area that will be helpful to your families, and it will serve you well to systematize this information. We were lucky to work with ParentLink, a program that serves the Hispanic community in the state through a toll-free number. It quickly became our formal support network and a way to keep in touch with the families.

Third Strategy: Develop relationships with participants

We have found that developing rapport with participants is vital to recruitment. Taking the time to socialize and develop personal relationships has fostered continued participation and interest in our program. As people begin to know you, the trainer, and the other participants, they are more likely to develop trust and feel a sense of ownership to the program.

To familiarize families with our program, and to tie with our trusted relationship with service providers, we presented at programs service providers conducted and were part of their monthly meetings for more than a year. As a result, when our program was ready, we were able to have a substantial list of families interested in participating in the program.

We made ourselves available to answer questions and to help the families in their decision to participate in our program. We spent an average of 30 minutes per phone call on three to five different occasions. Being flexible when it comes to making phone calls is crucial. Office hours do not necessarily work. For us, lunches breaks and between 6 p.m. and 9 p.m. were the best times to reach many families. Remember to issue your invitation with enough time for families to work out their schedules.

Results

The use of these strategies in recruitment of Hispanic couples has been important for the Connecting for Children program. Within a seven month period, 62 Hispanic couples were recruited and participated in one of nine weekend retreats, which totalled 16 hours of marriage and relationship education for each couple. We felt especially proud to know that our Hispanic recruitment efforts accounted for 40 percent of all couples, both English- and Spanish-speaking, recruited for the overall project.

Our program has provided the space and the opportunity for the creation of informal support networks as a way for couples to deal with acculturation processes and daily life stressors. Creating informal networks of support has been particularly important with the couples we have served. The first set of couples to attend a program session became close with one another and formed friendships that lasted beyond the weekend session. These couples arranged on their own to gather at one couples' home for the weekend for food and fellowship. They shared tips on available work and giving each other emotional support. They found friendship and a feeling of belonging, security and well-being. This example shows the importance of continuing programming, not only to extend relationship education but

also to build support networks for fragile families.

We feel that our strategies have worked well for our program given the difficulties associated with recruiting Latino immigrant couples during these politically sensitive times. The recruitment strategies — traditional strategies such as financial incentives, printed materials, and employing bi-lingual and bi-cultural staff; co-recruitment as we joined with established programs in the community; and on-the-spot recruitment as we presented at community meetings — complemented each other. The time invested in building rapport with the couples made a real contribution and helped us change an unfamiliar relationship into one that was culturally recognizable.

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▶Asset Accumulation Strategies of Latino Immigrants in Three Rural Missouri Communities in the Midwest: A Series of Four Papers

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Introduction

The next four papers are derived from a study that began in 2006 of three rural Midwestern communities. The goals of the research are:

- To develop a better understanding of the newcomers' integration process with a focus on the assets and resources they bring with them
- To document factors that impede or facilitate integration
- To inform decision makers about policies that can contribute to positive community development

that begins to recognize the opportunities and address the challenges of community integration

The project has focused primarily on the roles of identity, acculturation, social and human capital and the context of reception in the integration process. The theoretical framework for this study is the Sustainable Livelihood Strategies Model. SLSM recognizes the economic, human, cultural and social capitals individuals bring with them and incorporates the context of reception or community climate as a critical factor affecting the economic and social integration of newcomers (Valdivia, et al). An analysis of the integration process using SLSM will help identify factors that contribute to strategies conducive to newcomers' asset accumulation, reduce vulnerability to risks and explain how newcomers become part of their new communities.

Methodology

The research has two phases, a first qualitative phase to define the issues and the concepts critical to the framework, and a second quantitative phase to measure factors and outcomes of strategies. The qualitative data collection was conducted in 2006 and 2007 and included focus groups, individual case study interviews and a Photovice project. The focus groups explored the economic and social factors that the newcomers contributed to the integration process. Seven focus groups were conducted, one for men and one for women in each of the three communities, plus a second focus group for men in one community after low turnout due to inclement weather and a level of diversity less than what the research required. Individual interviews were a way to explore the life stories of the newcomers; 15 interviews were conducted with newcomers across the three communities. Photovoice sessions were conducted to explore the context of reception from the newcomers' perspective. Eight participants in each community took a series of photos to answer the following questions: What exists in the community that facilitates or contributes to your integration in the community? What are the barriers to your integration in the community?

Focus groups

The first two papers, "Perceptions of Community Climate among Latino Immigrants in Three Rural Communities in the Midwest" and "Developing Social Capitals: Latino Immigrants in Three Rural Communities in the Midwest," were developed from the focus group data. The purpose of the focus groups was to gain a better understanding of how newcomers were connecting to the resources they needed to survive and grow and to learn more about how newcomers gained access to health care, education, housing and employment resources. Doctoral students facilitated the focus groups and conducted them in Spanish. Each focus group was transcribed into Spanish and then translated into English.

Fifty-two Latino immigrants participated in the focus groups. Twenty-five were female and twenty-seven were male. The average age was 39.93 and the average length of stay 12.04 years. Sixty three percent were married with 2.79 children. The sample was considerably older with more time in the U.S. than the average migrant but the goal of the sampling was to examine the range of experiences. There were younger, single, newer immigrants included in the sample from each community, which better reflects the norm for newcomers.

The third paper, "Networks and Context of Reception in Accumulation Strategies of Latinos in Rural Communities of the Midwest - A Quantitative Analysis," develops the quantitative model, with variables constructed with the findings from the focus groups and Photovoice research. Specific variables constructed were the social and cultural capitals. They were tested with an external/community variable of context of reception, with the community climate represented by the racial profiling index. Social capital, cultural capital and human capital are measured through their regression on income earnings of native- and foreign-born Latinos for three regions, tested with the Census data. Results will show how findings

from the qualitative research inform the development of variables of acculturation, capitals and climate that make it possible to measure their impact on income earnings of Latinos in the Midwest.

Household survey

The development of a household survey began in 2008 and continued into 2009 using existing elements from SLSM and additional elements created for social capital, cultural capital and the context of reception developed from analysis of the qualitative data.

The fourth paper, "The Importance of Social Networks on Latino Immigrants' Well-being in Rural Missouri," is based on a preliminary analysis of the data currently being collected in a household survey and uses Structural Equation Model methods to assess the impact of social network use on well-being of Latinos and comparatively assess the differential impact of social networks on Latino immigrants' well-being based on the type of work they have, irrespective of where they live.

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▶Perceptions of Community Climate among Latino Immigrants in Three Rural Communities in the Midwest

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Introduction

According to the 2000 U.S. Census Bureau, the Latino population in Missouri doubled in size between 1990 and 2000. Latino immigrants are drawn to Missouri for work opportunities in meat and poultry processing plants, and they indicate that once they arrive, they are able to locate employment easily (Flores et al., 2008). These Latino immigrants are facing a number of challenges as they adjust to the Midwest lifestyle and living in small rural communities. For years, the rural settlement communities were relatively homogenous communities with little to no racial diversity among residents. These communities are also encountering challenges they have never experienced before as they adjust to the increasing levels of diversity. To better understand how Latino immigrants in the Midwest acquire the necessary resources and skills to adapt to their new environment and to successfully integrate into these communities, it is critical to develop a good understanding of the context in which these adjustments occur. In addition to objective descriptions of the communities, an assessment of newcomers' perceptions of the community and the manner in which the community received them can provide useful information on the ease or difficulty these newcomers might face. Using qualitative methodology, the purpose of this presentation is to understand immigrants' perceptions of the community climate.

Results

The results of our focus groups suggested two general themes by which Latino newcomers' described their experiences within the community: perceptions of the community and perceptions of racism. Categories for the respective themes will be described, and representative quotes from the focus groups interviews that illustrate the category are presented below.

With regard to the first theme, perceptions of the community, two categories emerged from the data: appeal of the host community and community reception.

Appeal of the host community

Participants indicated a variety of reasons that drew them to the area, including that the community was good and safe with low crime rates and a slow place of living. Participants discussed leaving valuables unsecured and not having to worry about anyone breaking into their home or cars to take their things. The peacefulness and serenity in the rural communities was also appealing to participants, particularly those who moved from larger, urban areas. Participants felt that the community afforded a good education to their children and believed that the way of life in the Midwest provided a good environment in which to raise children. The low cost of living in these communities was a strong appeal to the Latino immigrants who felt that their earnings went further for basic living expenses.

> *"I've always lived in big cities. When I came here, I didn't like it. I missed the city, the noise, I don't know. I was scared by the quietness. But after a year, I saw the change in my life, in my home, with my husband, with my kids, and I learned to like it here, and now I don't want to leave here for the same reasons of work, education, family circle and all of that."*

Community reception

Some participants indicated they felt welcomed into the community and encountered others who were willing to help them when they were in need. These participants perceived the community was friendly and receptive to their arrival. One participant indicated that, without fail, a resident would "lend a hand" if she or he struggled for the right word to say. Others described a cold and unwelcoming climate and thought some residents did not want them to stay simply because they looked, acted or spoke differently. Still, others indicated their perceptions of the community reception changed from a cold, chilly climate to one that accepted newcomers. One example included an elderly neighbor who posted signs on her property for her new neighbors to stay off her property and to not litter. The newcomer described gaining her trust over a period of time by extending help to her and delivering food.

> *"At the beginning, the Americans were not very accustomed to seeing another type of people. But when we began to coexist, and they saw that the people came solely for the reason of work and all that, they began to see us in a better way and there was a big difference. In the beginning, we could never involve ourselves in the community."*

For the second theme, perceived racism, the following two categories were identified: overt acts of discrimination and microaggressions, or modern racism.

Overt acts of discrimination

Participants encountered direct acts of discrimination based on their race, nationality and immigrant status. Examples of overt discrimination they experienced included being the target of housing discrimination and stereotypes, for example that they didn't pay taxes or were on welfare. Newcomers encountered landlords who would not rent lodging to their families because, they believed, their family was too big. Another talked about a realtor who avoided certain neighborhoods because he or she wanted to keep the neighborhoods segregated. Finally, participants felt they were mistreated at work because of their status.

> *"They know very well that you are working like this [without documents] and this is the reason they treat you like putting you down a little. They give you the hardest jobs."*

Microaggressions

Unlike direct acts of discrimination, microaggressions are indignities and insults targeted toward persons of color on a daily basis (Sue et al., 2007). These racist acts are considered modern forms of racism because they are often covert and more difficult to identify; these forms of racism are more commonplace and acceptable today instead of the traditional overt racism. Participants indicated

being the target of four different types of racial microaggressions: alien in own land, color-blindedness, assumption of criminal status and second-class citizen. Participants described being treated as foreigners and receiving strange looks from the community residents. Some participants were asked what they were doing in the community and were told to return to their own country. Community residents also exhibited color-blind attitudes toward the newcomers when they expected the newcomers to conform to their way of life and pressured them to look, act and speak as they did. Newcomers commonly addressed language issues as barriers to integration by the newcomers, and some indicated they were told by residents to speak English or were discouraged or admonished for speaking Spanish. Some participants felt they were feared by the residents and residents did not trust them because they assumed they were all criminals. Finally, participants discussed feeling residents treated them poorly. For example, one participant indicated that a store employee attended to everyone else in the store before asking her if she needed help, and when doing so, addressed her in an annoyed tone.

Conclusions

Several efforts can be made to improve the climate of reception for Latino newcomers in rural communities in the Midwest. Because these communities have traditionally been homogenous, the infusion of racial diversity in the community might fuel tensions between newcomers and residents that stem from lack of knowledge, misinformation or faulty assumptions on both sides. Newcomers might benefit from having a safe space in which to meet with other newcomers to talk about their transition into the community and any challenges and successes they have encountered. These discussion groups could serve as a source of social support for the newcomers and help them to connect with others outside of the household. Psycho-educational workshops could be designed for both newcomers and residents. Workshops or presentations that educate them about forms of racism could help these newcomers make meaning of these encounters. Workshops that help newcomers develop the skills to effectively cope with racism could help to counteract the additive negative toll that recipients of racism bear.

On the flip side, workshops that educate the resident community about the challenges and barriers that newcomers experience could help build empathy and understanding for their neighbors. An example of the opportunity for receiving community members in all three communities was provided through the community forums, an event open to the public at which residents were able to learn about the perceptions of newcomers. Through the presentation, participants mentioned that many of the perceptions expressed by newcomers were also felt by residents, such as having similar experiences with government agency employees.

Finally, the development of the community depends not only on both groups coexisting within the same community but also developing a united front to address community issues and working together to build on the strengths each individual could offer. Creating opportunities for dialogue and relationship building between newcomers and members of the host community are critical to healthy progress. After reading and discussing the feelings of isolation and the barriers newcomers felt due to the lack of English, women in Community C suggested the possibility of holding social events, such as going shopping once a month with newcomer women, through which to interact and learn.

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▶Developing Social Capitals: Latino Immigrants in Three Rural Missouri Communities

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The process of integrating into a new community has many social elements. Integration includes learning the norms of the place you are moving to, identifying places to work, finding a school for the children and accessing health care services. It also includes finding space in which the immigrant can preserve the traditions they bring with them and learn how to participate in the community in ways that help them contribute to shaping what the community will become. Social networks have been characterized as a form of capital and are studied in rural development as assets that contribute to the livelihoods of rural people (Flora 2001, de Haan 2001). Networks often facilitate the movement of people by providing the information and resources needed to settle at the destination (Roberts 1995). The study of social networks within the context of newcomer integration into rural places is focused on how newcomers create and use networks to settle in communities, access resources and make contributions to the development of places in which they settle.

Social Capital

Social capital is the use of networks to gain access to information, financial capital and other resources difficult for many individuals to access on their own (de Haan 2001). Portes (1995, p. 8) defines social networks as "sets of recurrent associations between groups of people linked by occupational, familial, cultural, or affective ties." In the context of community integration, social networks might provide access to information such as doctors who speak Spanish or employers who hire Latinos. Financial resources accessed through social networks might include funds needed during an emergency or loans for a car.

Social capital consists of both bonding and bridging social capital (Gittell and Vidal 1998). Bonding social capital includes the connections individuals form within a group, often as a means of mutual support. Networks and relationships that immigrants or newcomers form among themselves are important forms of bonding social capital because through these close networks with other immigrants, they are able to provide mutual support to each other to meet their needs. Bridging social capital is focused on the relationship among different groups. In the context of integration, bridging social capital is focused on how newcomers connect to other groups within and outside the community that can help them grow and develop. These relationships can be powerful because they might provide access to information, resources and opportunities not accessible to them within their own group (Narayan, 1999).

Social capital is explored in this paper using a typology developed Bullen and Onyx (2005) that identified eight aspects of social capital shared across five rural communities; four relate to the structure of social relationships, and four relate to their quality.

Figure 1. Aspects of social capital

Structure of social relationships	Quality of social relationships
1. Participation in local community	1. Proactivity in a social context
2. Neighborhood connections	2. Feelings of trust and safety
3. Family and friends connections	3. Family and friends connections
4. Work connections	4. Work connections

A qualitative analysis of focus group data was used to identify factors within the structure and quality of social networks and their relationship to bonding and bridging social capital as they relate to community integration.

Quality of Social Relationships

The quality of social relationships among newcomers is shaped by their ability to be proactive socially, feelings of trust and safety, relationships with family and friends connections and work connections (Bullen & Onyx, 2005). The qualitative aspects of family and friends connections and work connections will be discussed with the structure of social relationships.

Proactivity in a social context

There is little evidence of social proactivity except within the context of the family. Women participants rarely socialized beyond the family except at church. Even when they work, women do not have much of an opportunity to socialize. The isolation of women was a theme that repeated itself over and over. Men tended to socialize more often. Parks, church and home were mentioned as important places for social interaction. There was little evidence of participation in the broader community except through work, church and school. Education is a strong motivation for social interaction. Education for children was mentioned many times as a primary reason, after work, for moving to these communities.

Feelings of trust and safety

Relationships with health care institutions and law enforcement were most often mentioned as affecting newcomer perceptions of trust and safety. If the law enforcement and health care institutions had good relationships with the newcomers, they positively affected their feelings about the place. Some expressed fear of getting sick because they did not trust that they would be able to get effective care, thus affecting perceptions of well-being. Several people moved to the rural communities from more urban parts of the U.S. and mentioned safety as a reason for moving to the rural areas. Some simply felt welcome.

> *"Wherever I go, I am happy. And I do not know how to speak English. I don't know anything, but when I go to a store to buy something, and I do not know how to say something, it never fails that someone will arrive and if they see me struggling, they lend a hand."*

Structure of Social Relationships

Newcomer participation in the community, neighborhood connections, friends and family and work connections all shape the structure of social relationships (Bullen & Onyx, 2005).

Participation in local community

Newcomers described limited contact with key community institutions that could help them sustain and develop their family, such as banks, educational institutions and health care programs. One community has a community center that provides resources for newcomers and plays a key bridging role. Participants in the other two communities mentioned churches as primary community connectors. They also provide basic resources such as English classes and job referral networks and act as safe places to interface with the host community. Church is a place of support but also a place to connect to each other and serve the broader community. Barriers to community engagement included language skills, legal status and access to resources. Perceptions of community life affect participation.

> *"This place is theirs. Don't cause trouble because these people will get angry, so this is their place and we won't have problems, because here it's not like Mexico. Here you are free, here you make the right choices and if you behave, the world is yours, if you behave badly, bad things will happen to you..."*

Neighborhood connections

There were few instances of newcomers creating linkages in their neighborhoods that might serve as bridges to the broader community. Language, cultural differences and perceptions existing residents held about the newcomers as well as perceptions newcomers held of the host community tended to discourage the formation of these relationships. However, they did occasionally happen.

> *"I also know an American lady that helps us a lot. She loves my children, and she says she's the second mother of my. When she can, she buys shirts for them, sweater. It has been 2 weeks since she talked to me going to her house because she had clothes for my children. I went and she gave me 2 pants, 2 sweatshirts. She says, 'They are new.' She speaks a little Spanish."*

Family and friends

Relationships among family and friends are important in terms of establishing sources of bonding capital that provide access to resources and support. These networks are the key form of social capital newcomers use to adjust to the new place and serve as the primary source of information about the community.

> *"...help with the children comes from friends, I have my daughters, my mother takes care of my daughters when I am working with my wife."*

Family and friends relationships shape both positive and negative perceptions of the community. Family and friends tend to be the primary sources of information about the community. Perceptions about law enforcement, health care, education, places to shop, insurance and other resources are often based on the limited experiences of the people in family and friend networks. Sometimes the quality of the information is poor and could negatively affect newcomer perceptions of community resources, effectively making it more difficult for newcomers to trust important community resources. Thirty-seven themes have been identified so far about newcomer perceptions about the community.

Resources in the community are accessed through connections with family and friends. Often, a relationship with a family member or someone at the church is how a person gets their first job in the community.

> *"The truth is, when I arrived here I didn't count on a job, but thanks to some relatives and [a volunteer from a local church] that she was able to contact a company, where I started to work making 6 dollars an hour."*

Work connections

The men make their social connections outside of the family through associations at work. They have a greater tendency to socialize with colleagues after work. The women do not socialize through work the same way men do. The reason given was that when they were not working, the women had to get home to their "second job" of taking care of the family. This adds to feelings of isolation many of the women expressed.

Some employers also link newcomers to resources for housing, health care and education. Sometimes, the employer is even a key provider of resources such as insurance, loans and educational resources.

> *"When I came by contract here in this job, I asked for information about everything and they gave it to me. Things like where I had to take my kids to school and such. I asked them about everything."*

Conclusions

One pattern that has emerged from the focus groups is the newcomers have formed insular networks among fellow Latino newcomers. The positive effects of these insular networks help provide some safety and stability as newcomers make their way in a new place. They facilitate the immigration of

other friends and family to the community and help people connect to work. The challenge is that these networks are not broad and might isolate the newcomers from the rest of the community, which limits their opportunities for growth and development. Programs that help the networks of newcomers better understand the communities to which they are moving and connect them to others in the community who can facilitate access to key resources would help the integration process. Language, cultural differences and misconceptions about community norms are barriers to building relationships across the community and complicate forming those relationships. In addition, the local community climate could either foster an environment in which these relationships could be more easily formed, or it could present barriers to the integration process.

The isolation of women was one theme that cut across the communities. The women described few opportunities for social interaction outside the home and expressed a desire for more social interaction. Efforts to link women to create social networks of women might facilitate their development options locally and aid in the overall integration of newcomer families.

There were few bridging resources that were identified by any of the newcomers. One community had a Latino community center. In this community, the center plays a linking role between people and resources, often by serving as an intermediary between the newcomers and resources. Work and church are the primary places newcomers connect to community resources. However, although the churches do serve as community contacts, the newcomers are segregated many times at the churches because of language differences. Other than through their relationships with Pastors and lay members, there might not be a lot of community contact through the churches.

The relationship between the bonding and bridging social capital suggests that since there are few bridges to the broader community, newcomers rely heavily on family and friends as information sources about the community. One challenge to this system that appears in the data is that newcomers have limited access to and understanding of the community and its resources and are forming perceptions about the place, institutions and resources based on incomplete information. These perceptions could seriously impair their ability to trust the social structures in the communities in which newcomers are moving and slow the integration process.

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▶Networks and Context of Reception in Accumulation Strategies of Latinos in Rural Communities of the Midwest - A Quantitative Analysis

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Our goal is to contribute to the understanding of the processes of integration and the economic and social contributions of Latino newcomers to the Midwest. Through an approach combining the sustainable livelihoods strategies model (Valdivia et al 2007) and our multiple fields of knowledge, this research focuses on the roles of identity or cultural capital, acculturation, social capital and context of reception on the economic and well-being outcomes of Latino livelihood. Findings from this specific research will inform the analysis of a large-scale household survey of Latino newcomers that examines settlement patterns and asset accumulation strategies.

We used 2000 Census data in testing this model. Findings from our qualitative research (See Jeanetta et al, and Flores et al in these proceedings) established the variables to explore the impact on income generation of acculturation, social capital and an aspect of context of reception, community climate.

Theoretical Framework

SLSM (Valdivia et al. 2007; Valdivia, 2004) frames the study of how capitals, human, social, financial and cultural, and human agency affect the strategies newcomers develop to make a living, reduce vulnerability and improve well-being. The resources and assets are deemed capitals when used in development of the economic activities of the livelihood strategies. In the particular case of immigration, the settlement community and the immigrant, or newcomer's, perception of self and the community interact to shape what we define here as the context of reception. This, and the acculturation process (Berry 2003), might affect differently the adjustment strategies and income-earning ability of native- and foreign-born Latinos. A detailed exploration of the capitals is developed in Valdivia et al 2008.

A model of assets and accumulation

As formulated in Valdivia et al 2008, a semi-log OLS model measures the effect of human, cultural and social capitals along with identity, acculturation and climate on income earnings of Latino newcomers, a proxy for economic accumulation, the dependent variable. Separate regressions were estimated for native-born (N) and foreign-born (F) (Dozi and Valdivia 2008).

The equation (1) reflects income earnings captured by the logarithm of wages of individual i and group j. This is regressed on a vector of observable and proxy capitals of individuals $\mathbf{X}_{ij}$ and a vector of community characteristics $\mathbf{Z}_t$ in three regions. The inverse Mill's ratio λ accounts for selection bias.

(1) $L(\text{Wage})_i = \mathbf{X}_{ij}\beta_j + \mathbf{Z}_t\delta + \sigma_{ij}\lambda_i + \eta_{ij}$; $i = 1,2,\ldots,n_j$ $j = N, F$ $t = 1,2,3$.

β and δ are vectors of parameters common across N and F; η is the error term. Individual characteristics (**X**) include:

- Human capital — potential work experience, employment, educational attainment, the cross effect of education and English ability and mobility
- Cultural capital — ability to speak a language other than English
- Three acculturation measures — Integration, Assimilation and Separation
- Cultural identity
- Race, gender and age

Community characteristics (**Z**) include networks, a social capital index of the community. A

community climate proxy is the disparity index, a measure of racial profiling reported by the Attorney General of Missouri. These variables are found in Table 1.

The community social capital index *SK* (equation 2) is hypothesized to have a positive effect on earnings (Rupasingha, Goetz, and Freshwater 2006).

(2) $SK = \Sigma_i K_i$

K_i denotes the share of each individual weighted component.

The disparity index for Hispanics is hypothesized to be negative. Census data for three regions of Missouri, from Public Use Microdata Sample 5 (PUMS 5 percent)[4], were used in this analysis.

Results

Results on which capitals, identity and climate affect income earnings for N and F are presented in Table 2 (only those variables that are significant are included). Both models are significant, and all significant coefficients had expected signs. The variables that capture race and ethnicity were not significant. Both are elements of cultural capital. On the other hand, how the newcomer interacts at work and at home, his or her process of acculturation did yield significant results. Four paths were analyzed, three were included directly in the estimation. Marginalization – outside of mainstream – was omitted to avoid singularity. Separation was not significant when compared to marginalization, but the other two paths were significant in terms of contributing to earnings. Of special interest is integration, which is significant for both N and F. Those who followed this acculturation path were able to speak English well, speak a second language and have single or multiple ancestry. The assimilation path of only speaking English and not speaking another language was only significant for foreign-born Latinos (F), and the coefficient was smaller. Integration, one of the acculturation paths, had a positive effect on earnings for both models. This was the only acculturation strategy that had an impact on income earnings of N. Integration has a stronger impact than assimilation on income for F, while segregation was not significant in either model. These results indicate that Berry's (2003) approach captures the positive effect on income earnings of integration for foreign-born as a cultural capital or asset (Valdivia et al 2008, p. 1324). This might ease relations of parents and first-generation native children and contribute to well-being.

Human capital variables, work experience, the cross effect of education and good English proficiency and educational attainment, had positive effects on income earnings for both N and F. The ability to speak another language also had a positive effect on the income earnings of F, and N, though in the latter the significance level was 10 percent. Being a woman has, in both cases, a negative impact on income earnings, which indicates they earn less than their male counterparts in the labor force. Age in this population has a positive effect on earnings.

Mobility is not significant for N and has a negative effect on income for F. Although studies in the U.S. find mobility to have a positive effect in earnings, this is not the case here, where it actually had a negative impact on earnings for foreign-born.

The *SK* index had a positive effect on both N and F, but larger for native-born. On the other hand, the community climate, in this case the disparity index, had a negative impact on earnings. This had a stronger effect on F.

Implications and Recommendations

There are significant lessons from this analysis, even though there are multiple constraints because the data was drawn from the Census and not developed with questions specifically aimed at understanding

4 Data, available at: http://mcdc.missouri.edu/pub/data/pums2000/Datasets.html, includes 17 counties in three regions, southwest, central and northern Missouri. Details available in Valdivia et al 2008. The disparity index, racial profiling data reported by the Missouri Attorney General's Office, is available at: http://ago.mo.gov/racialprofiling/2005/racialprofiling2005.htm.

the paths to settlement. On the one hand, social networks have a positive effect, which indicates these are important in obtaining information as well as support. Noted is the fact that N networks have a greater impact, which might be due to the types of social capital and might go beyond bonding. This is currently studied with the large sample of Latinos interviewed for the ongoing research project. Some insights are provided in the Dozi and Valdivia paper in these proceedings, as well as in the Jeanetta et al paper, from the qualitative research.

An asset that shows in two ways in this analysis is having more than one language. It appears to be positive in income earnings for both groups, directly as a human capital asset in earnings and in the integration path because it allows a Latino to straddle various cultures and thrive in all.

Integration had a consistent positive effect on both groups. This suggests that policies that value the multiple languages of newcomers and foster bilingualism have a contribution to earnings and, therefore, to the economy. Environments that sanction the use of other languages, rather than promote bilingualism, create an environment that might lack this asset. Our results show that assimilation also has a positive effect, but only for F. The arguments for bilgualism might also lie in the well-being of the family and the strength of intergenerational relations, which often are stressed because a path of assimilation might imply the negation of the culture and values of parents in a household.

Mobility has an opposite effect than expected in the labor force for F. This is of concern because it points to the vulnerability conditions of moving for work. Although all other human capital characteristics behave as mainstream, in this group mobility did not.

In terms of human capital, results point to the importance of English and education. Together, the impact on earnings is positive and significant. This highlights the importance of working with school programs from an early age, with parents and students, on the economic value of an education. It also should inform policy in the sense that policies that preclude children from going beyond high school due to immigration status also hurt the communities as a whole because the human capital of society decreases. The economic long-term impacts of limiting the development of human capital in our society through policies that limit access to higher education needs further study.

Mobility has a negative impact on earnings, and therefore on expenditures. It appears that it is a source of vulnerability for foreign-born Latinos. Understanding this is critical to formulating policies that can reverse this. The household survey focuses extensively on migration patterns and push forces and will be able to link consumption and investment patterns in receiving communities to the effect of mobility. Results are consistent with Dust, Orazem, and Wohlgemuth (2008), who find that immigrants move to the Midwest mostly to seek employment.

Finally, community climate, approximated by the disparity index, was significant and had a negative effect on earnings of both F and N. Further research on how newcomers see themselves in the community and how they see the communities in which they settle will allow us to explore in which ways this result, a proxy for the welcoming mat, is consistent. Racial profiling is one indicator of community climate, but there are many others, and it may be that other organizations and institutions in receiving communities are more significant to newcomers than enforcement. The survey focuses on a more complex set of organizations and perceptions to develop the context of reception. Profiling has a negative effect on earnings, which translates in losses not only to the individual but also to the new settlement community in less expenditures, lower quality of life and outmigration. On the other hand, Latino newcomers who perceive communities as being open and welcoming to their presence and accepting of their culture will likely have a different adjustment process (Valdivia,et al. 2008).

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Table 1. *Definitions of variables in regression model and social capital index*

Variable	Definition
Employed	Identified according to U.S. Census responses
Experience	Work potential calculated = age - years of education - 6 (Dozi 2004)
Disparity Index	Context of Reception proxy measures racial profiling in each region. See Footnote 1. 2000 Index.
Race1-3	Effect on earnings: Black, American Indian, Other Races included; White omitted.
Acculturation *Integration*	Measured by speaking English well, speaking a second language and multiple or single ancestry
Acculturation *Assimilation*	Measured by speaking English well, not speaking a second language, and multiple or single ancestry
Acculturation *Separation*	Measured by not speaking English well, speaking another language, and multiple or single ancestry
Marginalization	Does not speak English nor other well, and multiple or single ancestry. Omitted for singularity reasons.
Identity 1-4	Mexican, Puerto Rican, Cuban, and Other Hispanic or Latino (includes Spaniards). Omitted Mexican.
*Education*Language*	Interaction effect (Dozi 2004): a) Ed*Good English; b) Ed*BadEnglish; c) Ed*NoEnglish (omitted)
Education Attained	Number of years
Able to Speak Other Lang.	If can speak another language yes =1; no =0.
Gender	Female = 1; Male = 0
Movement	Moved in the last five years = 1; did not move = 0
Age	Number of years
Social capital index region j SK	$SK_j = Ed_j + Cat_j + PW_j + PM_j + A_j + CP_j + PN_j + PE_j + PU_j - Ineq_j - EH_j$
Ethnic heterogeneity or fractionalization $EH = 1 - \sum(ShRace_i)^2$ Where: $ShRace_i = Race_i/Tot\ Pop$ i = (White, Black, Asian and Pacific Islander, American Indian, Other), negative effect on SK (weight 30%)	
Income inequality Ineq is ratio of Average HH income/median HH income in PUMA, has a negative effect on *SK* (weight 25%)	

Notes: i ε= {Ed, Cat, PW, PM, A, CP, PE, PU, Ineq, EH} and EH <0, where : Ed is average education; Cat is community attachment; PW percent women in labor force; PM percent of married people; A average age; CP percent people carpooling; PU percent people living with unrelated people; PN percent people living with nuclear family; and PE percent people living with extended family (all have equal weight of 3.75 percent).

Source: Valdivia et al (2008, P. 1321).

Table 2. *Income earnings capitals and climate or native- and foreign-born hispanics in three nonmetro regions of Missouri, 2000.*

<table>
<tr><td>Model</td><td colspan="3">Native Born</td><td colspan="3">Foreign Born</td></tr>
<tr><td>Variables</td><td>Coef.</td><td>t-value</td><td>Pr>|t|</td><td>Coef.</td><td>t-value</td><td>Pr>|t|</td></tr>
<tr><td>Intercept</td><td>8.067</td><td>17.15</td><td><.0001</td><td>7.199</td><td>7.91</td><td><.0001</td></tr>
<tr><td>Potential work experience</td><td>0.293</td><td>25.32</td><td><.0001</td><td>0.202</td><td>2.99</td><td>0.0031</td></tr>
<tr><td>Employed</td><td>0.433</td><td>4.62</td><td><.0001</td><td>0.023</td><td>2.02</td><td>0.0540</td></tr>
<tr><td>Acculturation – Integration</td><td>0.280</td><td>2.57</td><td>0.0437</td><td>0.137</td><td>2.09</td><td>0.0487</td></tr>
<tr><td>Acculturation – Assimilation</td><td>0.024</td><td>0.30</td><td>0.7654</td><td>0.042</td><td>2.67</td><td>0.0325</td></tr>
<tr><td>Cross education and good English</td><td>0.061</td><td>2.32</td><td>0.0131</td><td>0.064</td><td>3.77</td><td>0.0032</td></tr>
<tr><td>Able to speak other language</td><td>0.264</td><td>1.76</td><td>0.0783</td><td>0.461</td><td>2.28</td><td>0.0233</td></tr>
<tr><td>Disparity Index</td><td>-0.046</td><td>-3.19</td><td>0.0014</td><td>-0.081</td><td>-3.24</td><td>0.0009</td></tr>
<tr><td>Gender - female</td><td>-0.174</td><td>-3.70</td><td><.0001</td><td>-0.512</td><td>-5.09</td><td><.0001</td></tr>
<tr><td>Movement</td><td>0.022</td><td>0.88</td><td>0.3773</td><td>-0.018</td><td>-3.08</td><td><.0001</td></tr>
<tr><td>Age</td><td>0.031</td><td>2.70</td><td>0.0301</td><td>0.219</td><td>3.26</td><td>0.0013</td></tr>
<tr><td>Social Capital Index</td><td>0.174</td><td>7.09</td><td>0.0012</td><td>0.074</td><td>5.51</td><td>0.0042</td></tr>
<tr><td>Educational attainment</td><td>0.064</td><td>3.07</td><td><.0001</td><td>0.052</td><td>3.11</td><td><.0001</td></tr>
<tr><td>Inverse Mill's ratio</td><td>0.384</td><td>4.12</td><td>0.0014</td><td>0.403</td><td>2.07</td><td>0.499</td></tr>
<tr><td rowspan="3"></td><td colspan="3">N = 7,466</td><td colspan="3">N = 3,289</td></tr>
<tr><td colspan="3">Adj.R^2 = 0.19</td><td colspan="3">Adj.R^2 = 0.23</td></tr>
<tr><td colspan="3">F = 93.87 P>F <.0001</td><td colspan="3">F= 44.29 P>F <.0001</td></tr>
</table>

Source: Valdivia et al (2008, p.1322) Only selected, significant variables reported.

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▶The importance of social networks on Latino Immigrants' Well-being in Rural Missouri

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Context

The topic of changing patterns of Latino immigration, for example settling in rural versus urban areas, has been dominating the agendas of many social scientists as of late. Naturally, concerns have been expressed on the consequences of this shift in settlement patterns, especially how local communities benefit from this immigration and, on the other side, how immigrants sustain their livelihoods or well-being in these areas. This piece deals with the latter question.

Research has shown that besides contributing positively to the income generation in these communities, immigrants tend to contribute positively toward the socio-economic survival of local communities (Florida, 2002). Alternatively, immigrants have been accused of changing small towns where they live, straining local resources and altering the quality of life. However, the claim that Latino immigrants overwhelm social welfare services to sustain their well-being seems a little bit confusing since current law does not provide for it. The literature mentions that Latinos use their social networks for survival in these communities (Portes, 1998). That is, besides assessing the benefits to be derived from the move and the costs associated with it, the ability to obtain help from social networks in the community to sustain their livelihood also plays a key role in their selection of a suitable place to move (Massey and España, 1987). This study adopts the stance that social networks are important to newcomer well-being and develops an approach to assess these.

Analytical approach

The sustainable livelihood strategies model (Valdivia et al., 2007) provides a framework for the study of well-being based on access and control of assets, or capitals, as these contribute to economic activities that lead to outcomes. These capitals are social, cultural, economic/financial and human. The model goes beyond its uses in development by incorporating community context variables appropriate to processes by which groups differ in culture, race and country of origin (Valdivia et al., 2008). This model introduces the context of reception, where these endowments and capitals interplay to sustain well-being.

The proposed model takes a different approach in measuring well-being. The variable of interest is still latent but now is self-defined by the individual. This is contrary to the common objective measure, which is assessed through income and is ubiquitous in economics. This self-defined well-being measure (SWB) is used as the dependent variable (Diener et al., 2003). For the independent variables, besides demographic variables (**Z**), social capital (SK) is used as a proxy for social networks. Additionally, human (HK), cultural (CK) and financial/economic (EK) capitals are also used to estimate the impact of assets and networks on SWB. This paper used context of reception (CR) variables defined by the Latino newcomers; these were used to approximate the enabling environment the Latino immigrants perceived. Conceptually, the objective function is the following: $SWB = f(SK, HK, EK, CR, CK, \mathbf{Z})$

Empirical Method

The study uses structural equation methods to assess the impact of social network use on Latinos' well-being. It comparatively assesses the differential impact of social networks on well-being by stratifying the study by the areas in which they live. There were two communities assessed: community A, which is a diversified employment community, and community B, which has a single large employer. To operationalize the broad question addressed here, specific hypotheses were: Is there a single dominant form of SWB and SK? Are there multiple indicators of both? Confirmatory Factor Analysis was used to

identify the most relevant indicators of both factors. These indicators were then used to assess the impact of SK on SWB, using path analysis, a form of SEM analysis. This type of analysis is recommended in the estimation of factors that are latent and have multiple indicators, such as both SK and SWB.

A set of four manifest questions were used to create the dependent latent variable, SWB (Diener, 1998). The ones used in this study are presented in Table 1. Specific questions were also used to create the independent latent variables. The manifest indicators used to create the context of reception and cultural capital/identity variables were extracted from a standard set of questions commonly used in the psychological/behavioral economics literature. The construct validity of these indicators has been independently assessed. The instrument used to measure CR is called Bidimensional Acculturation Scale for Hispanics (Marin & Gamba, 1996). The SK variable was developed from purposefully built indicators aimed at measuring bonding, bridging and linking capitals. The manifest indicators used to assess SK are presented in Table 2. Human capital was assessed by a standard measure commonly used in economics, a latent indicator that used language ability and educational attainment as manifest variables.

Results and Discussion

A latent variable analysis using preliminary survey data as stratified by regions, A and B, was performed, and the estimation results are presented below. The first part presents CFA results then proceeds to present the path analysis results. Results from the CFA model suggest there is not a single dominant indicator for SWB. Because all results are significant at the 5 percent level, they were all kept for the path analysis. This suggests that in relation to the hypothesis stated above, these results confirm the literature's postulate of the existence of multiple indicators for SWB.

Table 1: Regression Weights for the CFA model identifying the indicators of SWB

Latent dependent variable	Indicators	Std. Estimate	Unstd. Estimate	S.E.	p-value
Subjective Well-being	Will not change anything in life	.605	.428	.177	***
	Achieved important things	.615	.825	.122	***
	Satisfied with life	.728	.749	.100	***
	Life conditions are excellent	.773	.907	.118	***
	Life is close to ideal	.656	.782	.112	***

*** Significant at 1 percent level

Data Source: Household Survey Asset Accumulation Project.

A similar situation is observed in the case of SK. That is, there is no single dominant form of SK. This conclusion suggests that a multi-faceted indicator does a better job of portraying Latino relationships in the community. Results show that with the exception of the linking capital, represented by community brokers, all other indicators have a positive effect on SK and are significant.

Table 2: Regression Weights for the CFA model identifying the SK indicators

Dependent Latent Variable	Indicators	Std. Estimate	Unstd. Estimate	S.E.	p-value
Social capital	Social group participation	.497	.729	.232	.002*
	Informal group participation	.565	.411	.278	.012*
	Family member present	.500	.882	.281	.002*
	Community brokers	-.054	-.273	.491	.578

* Significant at the 5 percent level

Data Source: Household Survey Asset Accumulation Project.

In relation to the second question, a full path model was fitted to assess impact of SK on SWB. The results are presented below. The SK variable exerts the greatest influence on well-being with a standardized estimate of .410 in A. This means that as the SK variable increases by one standardized unit, certeris paribus, the SWB of Latinos in A increases by .410 standardized units. It could also be seen that only social and financial capital variables are significant at the 5 percent level or higher. These results were expected given the characteristics and dynamics of these communities. The standardized units are important because they help us compare two different factors' impacts on the dependent variable, given that they eliminate the unit of measurement. Thus, these results suggest that as a Latino's social network increases in size, its influence on well-being also increases. The impact of individual elements that make up SK could be seen in Table 2. For instance, having a family in the area and participating, or being a regular, in informal groups has a large impact on well-being of Latinos in this region.

Table 3a: Estimates for the impact of individual assets and context on SWB for region A.

Dependent Latent Variable	Exogenous Latent variables	Std. Estimates	Unstd. Estimate	S.E.	p-value
Subjective Well-being	Human capital	.134	2.041	2.737	.346
	Context of reception	.345	1.732	1.034	.094
	Cultural capital	-.394	-1.433	1.211	.093
	Social capital	.410	.053	.133	.007*
	Financial capital	.397	1.675	1.455	***

*** Significant at 1percent level; * Significant at 5 percent level

Data Source: Household Survey Asset Accumulation Project.

Comparatively, results indicate the impact of social networks is much more important to well-being in region B as compared to A. On the other hand, cultural and human capitals as well as the context of reception are not significant. A possible explanation to this phenomenon could be found in the Latinos' demographic composition in these areas and their objectives in migrating, both before and after. These issues are discussed below.

Table 3b: Estimates for the impact of individual assets and context on SWB for region B.

Dependent Latent Variable	Exogenous Latent variables	Std. Estimates	Unstd. Estimate	S.E.	p-value
Subjective Well-being	Human capital	.667	1.881	4.118	.173
	Context of reception	.042	1.354	3.533	.272
	Cultural capital	-.713	-3.738	3.985	.380
	Social capital	.793	2.330	4.267	.005*
	Financial capital	.395	1.805	3.872	.005*

* Significant at 5 percent level

Data Source: Household Survey Asset Accumulation Project.

Demographic composition, social network and subjective well-being

The sample data collected so far, for both regions, has more females than males. However, the Latinos males living in region B tend to be disproportionately young, single, uncertain of their future, less educated and most likely to move on to some other place. Moreover, a substantial part of these males have been in places whereby the context of reception has been deemed unfavorable to Latinos; this situation has made them skeptical of any outside help. Under these circumstances, survival instincts are immediately triggered, and any individual who is not from their inner milieu is not trusted. Social networking tends to strive in this kind of environment while community institutions tend to take second place or are even overlooked unless there is an emergency.

This preliminary analysis shows that SK has a positive impact on SWB. However, given that SK is affected by the CK, care should be taken in the interpretation of this impact. For instance, CK impact is negative. Under these circumstances, SK's effect on SWB borders on ambiguous. That is, it does not exactly exert a totally positive influence given that individuals are locked in the same circles, especially because the significant elements in defining SK in this study were of a bonding nature. Empirical research shows that Latinos tend to obtain most of their information about jobs from networks; however, most of this information is of menial jobs, which makes Latinos earn substantially less as compared to their Anglo-American peers (Ioannides & Loury, 2004). Thus, implicitly, the dependence on networks in these areas restricts the type of information Latinos can access, which makes it difficult to economically advance. Moreover, it can be seen that community (influence) brokers – linking social capital – is not even significant.

The situation is different in region A. Comparatively, in the data collected so far, the gender balance is not as disproportionally skewed. Although there are still more females in the sample, median age is slightly higher. There is also a higher proportion of married individuals, and many have expressed a desire to stay in the community longer. These people tend to see themselves as active members of their town and are eager to participate in its development. It could be seen that CR variable is actually significant in region A, and SK variable has a greater impact in region B. SK still exerts large influence on SWB but much less than in region B.

All of these are signs that people living in these towns have fundamentally two different approaches on how to carry out their livelihood. These differences could be partly explained by the sizes and dynamics of these towns, which pull individuals with different characteristics and livelihood strategies. Additionally, region A's population is nearly 10 times larger than region B's. This allows for the establishment of institutions that are more attuned to the needs of people such as these Latino immigrants, which in turn might attract more people. There is also a higher possibility of finding individuals who are willing to help immigrants for the benefit of the whole town—the creative class in Florida's terms. Although Latinos in

region B might see it as a place to come work, earn income and move on, people in A tend to have longer term horizon for their plans.

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Appendices

Program

Day 1 – Monday, May 18, 2009

8:00 - 11:00 a.m. Exhibitors and Table Displays Set up

10:00 a.m. - 1:00 p.m. Registration Open

View Tabletop Exhibit Displays

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

Welcoming Words: Domingo Martínez, Conference Chair; Director, Cambio Center, University of Missouri - Columbia

Remarks: Gary Forsee, President, University of Missouri System

Remarks: Thomas F. George, Chancellor, University of Missouri - St. Louis

About the Latinos in the Heartland Conference: Jan L.Flora, Conference co-Chair, Iowa State University, for the "Latinos and Immigrants in Midwestern Communities Multistate" Research Project, North Central Region Center for Rural Development (NCRCRD)

2:00 - 3:00 p.m. Plenary Session 1: Change and Integration Research Panel

Understanding the Context of Reception: From Regional Pull Factors to Local Communities

- "Is It a Jungle Out There? Meat Packing, Immigrants and Rural Communities"
  Georgeanne Artz, University of Missouri - Columbia
- "Latino Mobility, Acculturation and Community Climate Impacts on Economic Well-being"
  Corinne Valdivia, University of Missouri - Columbia
- "Today's Local Latino Perceptions of Community Climate"
  Stephen Jeanetta, University of Missouri - Columbia, and University of Missouri-Extension

3:15 - 4:15 p.m. Plenary Session 2: Civil Rights

- "The Immigration System: Why Don't They Just Get in Line?"
  Lori T. Chesser; Davis, Brown, Koehn, Shors & Roberts, P.C., Des Moines, Iowa

4:15 - 4:45 p.m. Break/Encuentros (Extended break time for networking)

4:45 - 6:00 p.m. BREAKOUT SESSIONS I (Concurrent)

Breakout 1: Civil Rights - Discussion of the Plenary 2:

"The Immigration System: Why Don't They Just Get in Line?"

Presenter:

- Lori T. Chesser; Davis, Brown, Koehn, Shors & Roberts, P.C., Des Moines, Iowa

Breakout 2: Health Workshop -

A Community Based Participatory Approach to Tobacco Cessation Research with Rural Minnesota Latino Communities

Presenter:

- Alyssa Banks, Hispanic Advocacy and Community Empowerment through Research (HACER), Minneapolis

Breakout 3: Change and Integration Panel - Networks, Integration and Public Discourse

Presentations:

- "Networks and Context of Reception in Accumulation Strategies of Latinos in Rural

Communities of the Midwest - A Quantitative Analysis"
Corinne Valdivia, University of Missouri - Columbia

- "Integration of Immigrants in Small Midwestern communities"
Maria Galarza-Heras, University of Illinois at Urbana-Champaign
- "Enriching Public Discourse on Latino Immigration: Report on a Collaborative Extension Services Initiative at Purdue University"
Carmen E. DeRusha, Purdue University, Indiana

Breakout 4: Youth, Families, and Communities Workshop -
Latinos of Tomorrow (LOT): Reaching Out Latino Youth in KC Urban Core

Presenter:

- Mario Eraso and LOT members, Kansas City Hispanic Collaborative and Hispanic Chamber of Commerce of Greater Kansas City

Breakout 5: Education Workshop -
Seeds of Change in a Small Town

Presenter:

- Debra Cole, Beardstown Dual Language Enrichment Program, Beardstown School District, Illinois

Breakout 6: Education Research and Best Practices Panel: Improving Education and Integration of Children

Presentations:

- "Embracing el Cambio de colores: A Teacher Movement for Interethnic Integration"
Carla Paciotto, Western Illinois University
- "Reading, Writing, and Technology: Preliminary Results from a Bilingual Reading and Computer Literacy Program in Lincoln, NE"
Nicholas J. Woodward, El Centro de las Américas, Lincoln, Nebraska
- "Improving Latino School Readiness with Summer English Instruction"
Mónica Marcos-Llinàs, University of Missouri - Columbia

Breakout 7: Health Workshop - Sexual Health in Latino Adolescents

Presenters:

- Kim Allen, Center on Adolescent Sexuality, Pregnancy and Parenting, University of Missouri-Extension

7:00 - 8:00 p.m. Dinner

Day 2 – Tuesday, May 19, 2009

8:30-9:45 a.m. Plenary Session 3: Health Panel

Understanding Data on Health Disparities at the State and Community Levels

Presenations:

- "The Half Empty Glass: Exploring the Value of State Level Data on Hispanic Health Disparities"
Ryan Barker, Missouri Foundation for Health, St. Louis
- "Building Capacity in Rural Latino Communities to Address Health Disparities"
Benjamin Mueller, University of Illinois National Center for Rural Health Professions at Rockford, Illinois

9:45-10:00 a.m. Break/Encuentros (Extended break time for networking)
10:00 - 11:30 a.m. BREAKOUT SESSIONS II (Concurrent)

Breakout 1: Health - Discussion of the Plenary 3:
"Understanding Data on Health Disparities at the State and Community Levels"

Presenters:

Ryan Barker, Missouri Foundation for Health, St. Louis
Benjamin Mueller, University of Illinois - Rockhurst

Breakout 2: Civil Rights Research Panel - Representation and Experiences from Within and Without
Presentations:

- "Representation of Immigrants and Other Social Actors in a Missouri Newspaper: A Linguistic Analysis"
  Kathleen Tacelosky, William Jewell College, Liberty, MO
- "U.S. Race Politics: Learning from the African American Experience"
  Kenneth M. Burke, Washington University, St. Louis
- "Patria Grande: The Case for an Open-Door Homeland in Argentina" (preliminary title)
  Domingo Martínez, University of Missouri - Columbia

Breakout 3: Change and Integration Panel - Social Capital and Empowerment
Presentations:

- "Developing Social Capitals: Latino Immigrants in Three Rural Communities in the Midwest"

Stephen Jeanetta, University of Missouri - Columbia

- "Empowerment of Latino Immigrants through Farming: A Community Capitals Approach"
  Diego Thompson, Iowa State University

Breakout 4: Youth, Families, and Communities Workshop - Mexican Consulate: Programs and Initiatives for Youth, Families, and Communities

Presenter:

Jacob Prado, Mexican Consulate, Kansas City

Breakout 5: Education 3 Workshop - SIM, The Game of Education. How to Reduce K-12 Dropouts on Underserved - At Risk Students in Urban Areas

Presenter:

Alejandro Cabero, Kansas City, MO, School District

Breakout 6: Education Panel: Demographic Change and Higher Education
Presentations:

- "Recent Education Demographics of Hispanics in Higher Education Institutions"
  Tom R. Marrero, University of Missouri - Columbia
- "At the State's and the Nation's Service: the Land Grant University in the Twenty-First Century Challenges and Possibilities"
  Adriela Fernández, Purdue University, Indiana

Breakout 7: Youth, Families, and Communities Research Panel: Culture as Challenge and as Asset
Presentations:

- "Coping Across Cultural Context"
  Hung Chiao, University of Missouri - Columbia
- "The Role of Culture in Raising Children"
  Carol Mertensmeyer, University of Missouri - Columbia

12:00 - 1:30 p.m. Lunch

Remarks & Greetings from Special Guests

1:30 - 3:00p.m. Plenary Session 4: Youth, Families, and Communities

Stop the Cycle of Domestic Violence - Workshop

Presenter:

Elena Morales, Mujeres Unidas Saliendo Adelante (MUSA), El Centro Inc., Kansas City, KS

3:00 - 3:30 p.m. Break/Encuentros (Extended break time for networking)

3:30 - 5:00 p.m. BREAKOUT SESSIONS III (Concurrent)

Breakout 1: Youth, Families, and Communities - Discussion of the Plenary 4: *"Stop the Cycle of Domestic Violence"*

Presenter:

Elena Morales, Mujeres Unidas Saliendo Adelante (MUSA), El Centro Inc., Kansas City, Kansas

Breakout 2: Change and Integration Workshop - Welcoming Initiatives: Changing the Atmosphere for Immigrants

Presenter:

Jennifer Rafanan, Missouri Immigrant & Refugee Advocates (MIRA)

Breakout 3: Health Panel - Improving Health Access for Newcomers

Presentations:

- "La Clínica: Tu hogar médico"
  Mary Ann Cook, La Clínica, St. Louis
- "Missouri Telehealth Interpretation Project (MOTIP)"
  Nikki Lopresti, Language Access Metro Project (LAMP), St. Louis
- "Promotoras de Salud: A Community-base Approach to Health Literacy in Boone County, MO"
  Sandra Zapata, Gabriela Rentería, and Eduardo Crespi, Centro Latino, Columbia
  Stephen Jeanetta, University of Missouri - Columbia

Breakout 4: Civil Rights Workshop - Putting ICE on Ice: Immigration and Customs Enforcement Raids in Marshalltown and Postville, Iowa — Impacts and "Disaster" Preparedness

Presenter:

Jan L. Flora, Cornelia B. Flora, and Claudia Prado-Meza, Iowa State University
A representative from the Raids Preparedness Committee, Marshalltown, IA.

Breakout 5: Education Best Practices Panel: Innovative Methods for Educators and Students

Presentations:

- "EPSILEN WEB 2.0 Platform. The Experience of the Kansas City Latino Communities Group"
  Mario Eraso, Ewing Marion Kauffman Foundation, Kansas City, Missouri
- "Innovations: Tools for the Classroom"
  Yolanda Díaz, Harris-Stowe State University, St. Louis

Breakout 6: Change and Integration Panel - Survival Skills, Social Networks , and Acculturation

Presentations:

- "The Importance of Social Networks on Latino Immigrants' Well-being in Rural Missouri"
  Pedro V. Dozi, University of Missouri - Columbia
- "Using Technology to Build Survival Skills Among Latino Migrants"
  Rubén Martínez, Julian Samora Research Institute, Michigan State University
- "Pride and Prejudice on the Prairie: The Role of Community Pride in the Acculturation Strategies of Recent Immigrants and Long-term Residents of a Rural Nebraska Community"

Amy E. Boren, University of Nebraska - Lincoln

Day 3 – Wednesday, May 20, 2009

8:30-9:30 a.m. Plenary Session 5: Education

Oregon 4-H Latino Outreach Successful Programs and Practices

Presenter:

Mario A. Magaña, Oregon State University

Commentator:

Lisa Flores, University of Missouri - Columbia

9:30 - 9:45 a.m. Break/Encuentros (Extended break time for networking)

9:45 - 11:00 a.m. BREAKOUT SESSIONS IV (Concurrent)

Breakout 1: Education - Discussion of the Plenary "Oregon 4-H Latino Outreach Successful Programs and Practices"

Presenter:

Mario A. Magaña, Oregon State University

Breakout 2: Civil Rights Workshops - Human Rights and New State Laws

Presentations:

- "HB1549 - Missouri's New Immigration Law"
  Jennifer Rafanan, Missouri Immigrant & Refugee Advocates (MIRA)
- "National Origin Discrimination Prevention"
  Alisa Warren, Adolfo Castillo, Commission on Human Rights, State of Missouri

Breakout 3: Health Workshop - Ozark Regional Alliance Informational Video Series Pilot Project

Presenter:

Wayne Dietrich & Jinny Hopp, University of Missouri Extension

Breakout 4: Change an Integration Workshop - A Workshop on the 2010 Census

Presenter:

William "Memo" Lona, US Census Bureau Regional Office, Kansas City

Breakout 5: Youth, Families, and Communities Research Panel - Family and Community

Presentations:

- "Latino Immigrant Preferences for Child Care in Central Illinois"
  Diana Rodríguez, University of Illinois at Urbana-Champaign
- "Familias En Accion: Violence Prevention Project"
  Maithe Enriquez, University of Missouri - Kansas City
- "Perceptions of Community Climate among Latino Immigrants in Three Rural Communities in the Midwest"
  Lisa Flores, University of Missouri - Columbia

Breakout 6: Education Promising Practices Panel - Interpreting and Immersion

Presentations:

- "Multilingual Interpreting Services: A Leadership Program at Kansas City, Missouri, School District"
  Alejandro Cabero Kansas City, MO, School District
- "Re-examining Citizenship: Best Practices of St. Louis Spanish Immersion Language Schools"
  Emily Hager, University of Missouri - St. Louis

Breakout 7 - Youth, Families, and Communities Research Panel - Healthy Marriages. Healthy Families

Presentations:

- "Connecting for Families: Healthy Relationship Programming for Low-Resource Latino Families"
  Kim Allen, University of Missouri - Extension
- "Finding and Supporting Waldo. Report on a Demonstrative Project"
  Alejandra Gudiño, University of Missouri- Extension

11:15 AM -12:30 p.m. Closing Plenary Session Panel

Presenters:

Hon. Maria Chapelle-Nadal, District 72, Missouri House of Representatives
Gilbert Bailón, Editor of the Editorial Page, St. Louis Post-Dispatch
Linda M. Martínez, Director, Department of Economic Development of the State of Missouri

Adjourn

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