



Cambio de Colores

Change of Colors

Seventeenth Annual Conference

Latinx in the Heartland:

*Fostering Resilience and Cross-Cultural
Connections*

CONFERENCE ABSTRACTS

(DRAFT)

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Abstracts are listed by the first author's last name.

“Local Variation in the Impact of State Omnibus Immigration Laws on Public Benefits Enrollment”

Chenoa Allen, *University of Wisconsin Madison*

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

“Refugees and Immigrants in a Changing World: The Experience of Jewish Vocational Service”

Catherine Anderson, *Jewish Vocational Service*

Jewish Vocational Service (JVS), based in Kansas City, MO, is Kansas City's largest refugee resettlement organization. In FY2016, JVS resettled 589 refugees representing people from eleven different countries of origin. Worldwide, the number of refugees is at a staggering high of 21.3 million (FY 2017), mostly women and children. In FY 2018, the projection of new refugees the United States will accept is 45,000,

much lower than projections of earlier years of 70,000 - 80,000. In addition to reducing the U.S.'s commitment to the number of refugees accepted, the President's Executive Order put in place a travel ban excluding individuals from six major refugee countries. In 2018, JVS is projecting that it will resettle 400 new refugees to Kansas City in a challenging environment requiring the organization's redoubled commitment to helping newcomers find jobs, learn English and become civic participants in American culture. Our city has proven to be a welcoming port, in general, but obstacles to newcomers' economic and social mobility are challenges in the coming future. JVS, like many organizations involved in direct services and advocacy for refugees and immigrants is committed to a sustained effort not only in service provision but in hope and energy. JVS has always believed that newcomers settling in our region provide a vibrant dynamism adding to our growth as a community. For this Workshop, JVS invites program participants to tour our organization, listen to our history and perspective on integrating newcomers into the fabric of our greater community, and join us in hearing from newly resettled refugees about their ideas of how to make our city, state, and region more welcoming to people from all countries. We will serve a box lunch for participants (total of 30) who confirm. If there is a lot of interest, we will run two workshop days, accommodating fifteen people in each session. The full workshop will run for 60 minutes. We will make a presentation including a Power Point and feature JVS staff and affiliates who work with us either as case managers, interpreters or volunteers. Questions will be posed to the group about what they think creates a welcoming environment for newcomers. We look forward to engaging the participants in their views and experiences in addressing the challenges we all face in 2018.

“Los Verde Clovers: Engagement and Retention of New Youth and Families in 4-H”

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

Understanding the impact and resourcefulness of community connections and an 'outside-the-box' type of thinking is conducive to a successful culturally inclusive program. With the support of Kansas 4-H, as well as agents and volunteers represented in Riley County 4-H, the first multilingual/multicultural 4-H Club in the state was founded and chartered in Manhattan, Kansas. The Verde Clovers ('Green Clovers') provide a unique 4-H youth development experience: meetings focus on educational activities, the pledge is recited in two languages (English and Spanish), the entire family attends, and a meal is provided every time. Attracting primarily Latina/o/x families and youth in the community, the Verde Clovers have adopted English and Spanish as their primary languages; although, other languages are represented as well, such as Mandarin, Russian, and French. The Verde Clovers consists of first-generation children ages 5-15, their parents, siblings, and in some cases, even cousins. The core volunteer group is comprised of parents, college students, professional staff, and community friends. The success of the Verde Clovers stems from overcoming a great number of cultural obstacles early in the Club's formation. The Club experienced language barriers and cultural differences, disconnect between 4-H and individuals outside of 'traditional' audiences, and transportation challenges. These obstacles were embraced with cultural sensitivity, even though many of these issues continue to be a part of the ongoing Club narrative. One of the focuses of the Club in recent months has been college and career readiness opportunities. Using STEM activities as a vehicle, youth are engaged in potential career fields including robotics, computer code, chemistry, and more. Youth engage in local and statewide 4-H events while at the same time adopting new ways of running their Club and tailoring it to their specific needs. Parents form a support network thanks to safe meeting places like the local Catholic Hispanic

Ministry. Older youth in the program are experiencing the benefits of having a college student mentor who is first-generation as well; they begin to see college as an accessible goal, no longer a distant dream. With community and university partnerships, the Verde Clovers have attended civic learning events, career readiness programs, and summer educational experience camps at Kansas State University. In this workshop, you will be engaged in empowering dialogue on diversity, community engagement, and inclusivity. Discuss recruitment strategies for volunteers from all walks of life, their retention, and passion for giving back. Explore how to approach further training for extension professionals on intercultural competence and effective outreach to new youth and adult audiences. Discover how you can find those community connections and resources unique to your own programming location, and how to engage your cultural advocates: your ultimate guides and bridge-builders into culturally sensitive programming and outreach.

“Shop Healthy Iowa: A Cross-Cultural Collaboration to Improve Healthy Retail Practices in Tiendas”

Rebecca Bucklin, *University of Iowa College of Public Health*

Jennifer Coyler, *Iowa Department of Public Health*

Adriana Maldonado, *University of Iowa College of Public Health*

Jon Wolseth, *Iowa State University Extension & Outreach*

Barbara Baquero, *University of Iowa College of Public Health*

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

Methods: Shop Healthy Iowa (SHI) began as a pilot project -- funded by the CDC and Iowa Department of Public Health - to promote healthy foods in tiendas to prevent chronic diseases among Latinx people. A reiterative adaptation of evidence-based structural (i.e. purchasing of baskets for produce and moving produce to more visible locations) and marketing strategies (i.e. price tags and signage) were implemented in the stores based on manager feedback and input. Researchers at the University of Iowa and Iowa State University joined the project to provide technical assistance and to ensure the pilot employed evidence-based practices. Two communities with relatively large Latinx populations were initially chosen. A Local Project Coordinator (LPC) who had already established relationships with tienda managers was contracted to assist with program implementation. Throughout the program, all of the members of this cross-cultural partnership have been continually invited to give insights on program adaptations for future implementation. Fruit and vegetable purchasing data, customer feedback, manager interviews, and program implementation data have been collected to monitor the progress of the program.

Results: Since the program began three years ago, the SHI partnership has collaborated with 13 tiendas in 6 communities. Twelve of these stores were retained for the 6-month intervention and follow-up period. As a result, in engaging in a strong cross-cultural partnership, we have been able to collect purchasing data at 31 time intervals, 177 customer surveys, and 21 manager interviews. Based on partner feedback and input through these evaluative methods, cultural humility and economic

development training modules were included in the LPC training to better meet the needs and goals of Latinx store managers. In the current iteration of the program, Iowa State Extension Economic Development Specialists function as LPCs to provide expertise aligned with store managers' perceived interests.

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

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

Luzkarime Calle Diaz, *Fulbright / Universidad del Norte / University of Missouri - St. Louis*

For more than fifty years, Colombia has endured a civil conflict that has resulted in more than 220,000 killed, 25,000 disappeared, 25,000 kidnapped, and more than 5.7 million displaced people. After an intense peace process (2012-2016) between the government and the Revolutionary Armed Forces of Colombia (FARC), the most powerful guerrilla group in the country, a Peace Treaty was signed, halting violence and decreasing the number of victims associated with the sociopolitical conflict by more than 80% (1162 deaths in 2010 versus 210 in 2016).

The country's current situation demands that different social sectors work together to face the challenges of building a post-conflict nation. One of those challenges consists of opening spaces for conversations about other types of violence (structural and symbolic), which have been long overlooked due to the persistent direct violence around the country. Issues of gender, race, voice, and social structure may constitute constant forms of aggression, hindering the possibility of consolidating a peaceful society. Educational stakeholders are at the core of this endeavor, given the key role that school plays in the development of skills, knowledge, attitudes, and values that contribute to the integral education of peaceful global citizens. Education, as a key social process, is influenced by a pedagogic discourse (Bernstein, 1990) that often perpetuates the status quo and reproduces ideas of class, gender, and race, as well as patterns of interaction and discourse practices that may foster inequalities and disempowerment. In this presentation, the researcher shares an analysis from a critical ethnographic study that examines how peace is constructed through classroom discourse in an elementary school on the Colombian Caribbean coast. The data set includes ethnographic field notes and transcriptions of twenty classroom encounters over a 3 month time period. The methods of analysis include critical and multimodal discourse analysis (Cazden, 2001; Fairclough, 1995, 2003; Gee, 2011; Halliday, 1994; Kress, 2004; Martin, 1997; Norris, 2004; Rogers, 2004; Van Leeuwen, 2008;). Initial findings illustrate that, although peace building is somewhat part of the formal public school discourse (bulletin boards, institutional projects, official documents), most forms of classroom interaction and language use hinders the co-construction of a peaceful classroom community.

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

“Workplace Climate, Protective Factors, and Mental Health in Latino Immigrant Cattle Feedlot Workers”

Gustavo Carlo, *University of Missouri*

Meredith McGinley, *University of Wisconsin-Parkside*

Athena Ramos and Rodrigo Gamboa, *University of Nebraska Medical Center for Reducing Health Disparities*

Axel Fuentes, *Rural Community Workers Alliance*

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

Methods: Adult Latino immigrants employed on a cattle feedlot in the Central States region were interviewed for an ongoing study (“Health and Safety Risks among Immigrant Feedlot Workers in Nebraska and Kansas”). Individuals received a \$25 gift card for study participation.

Demographics, Total work demands, decision latitude (Decision Latitude and Job Demands; Job Content Questionnaire), work safety climate (Perceived Safety Climate Scale), employer provision of personal protective equipment (PPE checklist), depression (CES-D), anxiety (GAD-7), culture-related stress (Brief Hispanic Stress Inventory-Immigrant), stressful life events (Checklist Measure of Stressful Life Events), family conflict (Self-Report Family Instrument), familism, prosocial behaviors (Prosocial Tendencies Measure-Revised; emotional, dire, & compliant subscales), and acculturation (Brief Acculturation Scale for Hispanics – BASH) were assessed during the interview.

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

A one-tailed Pearson Correlation ($\alpha = .05$) was used to test correlations among study variables. Depression was negatively related to employer’s provision of personal protective equipment ($r(31) = -.32, p = .04$) and marginally negatively related to workplace safety ($r(31) = -.25, p = .08$). Emotional

prosocial behaviors were positively related to these two outcomes (PPE: $r(31) = .40$, $p = .01$; workplace safety: $r(31) = .33$, $p = .03$). Familism was also positively related to perceived workplace safety ($r(31) = .39$, $p = .01$). Increased job demands were positively related to acculturation ($r(31) = .44$, $p < .01$), culture-related stress ($r(31) = .32$, $p = .04$), and stressful life events ($r(31) = .34$, $p = .03$).

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

“Migration and Work among Latino Emancipated Migrant Youth: A Phenomenological Approach”

Fiorella L. Carlos Chavez, *Florida State University*

Introduction: Labeled “Emancipated Migrant Youth” (EMY) because they are minors living an adult’s life without direct parental supervision, are part of a larger vulnerable community of migrant and seasonal farmworkers. The majority of EMY are male (89%), lack of work authorization (70%), and are at great risk for negative health outcomes (Cooper et al., 2005). Studies on EMY have focused mainly on work characteristics, work-related injuries, and occupational behaviors. Yet little is known how these EMY make the decision to migrate to the U.S. and engage in farmwork.

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

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

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

Implications: Migrating to the U.S. allowed Latino farmworkers to generate an income for themselves and send remittances to their families as well as home communities (Ward, 2010). This is in line with previous research on Latino males who leave parents and family behind for months and even years to

work in the U.S. (Grzywacz et al., 2006). These findings contribute to the research on Latino EMY who come to the U.S. to work in agriculture (Peoples et al., 2010) suggesting that EMY may be carrying the financial burden to provide for themselves and their family members from a young age.

“Rising Culture: Emprendedores in America”

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

While recent reports show Latino and immigrant entrepreneurship --and Latino, immigrant entrepreneurship -- growing at a pace faster than that of White, native-born entrepreneurs, the former still face many obstacles: lack of assets, higher failure rates, and more likely to be in low-income situations. With this being so, many organizations throughout the United States that serve these 'emprededores' (entrepreneurs) are creating innovative strategies towards leading this underserved group to successful start-up, growth, and overall sustainability. Established in 1993, the Hispanic Economic Development Corporation (HEDC) has dedicated itself to improving the lives of Latinos through economic and community development wealth initiatives; offering asset-wealth-building programs and services. This presentation, presented by Michael Carmona of HEDC, will share on the organization's history of serving Kansas City's growing Latino, small business community. This presentation will cover promising practices, experiences in asset-wealth-building programming, and the future of Latino entrepreneurship. Since tracking data (2006) more than 2,450 individuals have participated in more than 23,400 hours of combined training related to planning, start-up, and growth of small businesses. During this time, HEDC has helped facilitate the start-up and growth of more than 550 local, small businesses -- a majority of which are owned and operated by Latino immigrants. Today, HEDC takes a holistic approach to serving the needs of the Greater Kansas City area's emprendedores -- implementing technology training, financial literacy, and more. This approach leads to the sustainability of the three economic pillars for which HEDC serves: business, family, and community. This presentation will also discuss some of the matters arising from this growing group: transfer of wealth and knowledge, family dynamics, and the shift of Latina entrepreneurs and machismo culture.

“Predicting HPV vaccination of Children Among Mothers of Mexican Origin in the Midwest”

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

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

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

Methods: A cross-sectional study was conducted between May and July of 2017 with 100 mothers of Mexican origin living in Nebraska and neighboring states. Based on questionnaires used in previous studies, a bilingual 76-item survey was developed for this study. General descriptive statistics, contingency tables using Pearson Chi-squared test, and a logistic regression model were utilized. Results. Only 36% of participants indicated that their oldest adolescent in the desired age range had at least one dose of the HPV vaccine series. We found low levels of knowledge about HPV and HPV vaccination. These results concur with previous studies of Hispanic/Latino women in other regions. The regression model indicated that the HPV and HPV vaccination level of knowledge among the participants was a strong predictor of mothers giving the HPV vaccine to their adolescents.

This study was made possible by the partnership of the University of Nebraska Medical Center with OneWorld Community Health Centers and the Mexican Consulate in Omaha. Funding was provided by a grant from the National Cancer Institute R25 CA112383-06 Cancer Epidemiology Education in Special Populations, University of Nebraska Medical Center.

“Enhanced Instruction and Learning for English Learners Through Differentiated Technology”

Debra Cole, *Missouri Migrant and English Language Learning*

Classroom teachers are often told to: Differentiate your instruction and assessment for your ELs! But what, exactly, does that mean? This session will demonstrate how to accurately assess student needs to effectively differentiate content, process, product, and environment, using a variety of technology tools to build on student strengths.

Participants will accurately assess student needs to apply a variety of researched-based ways to differentiate content, process, product, and affect, including classroom environment and parent engagement using a variety of technology tools to build on student strengths. Participants will follow three steps to foster EL success: 1. Know your students, 2. Know your language-learning target, 3. Know your tools - Mix and match technology tools to build on student strengths. Participants will leave with a tech-infused, differentiated lesson plan tailor made for their English Learners in a content area classroom.

SLA Research has shown that input needs to be comprehensible, and that students need different ways to access content using all four language skills (SWRL). Technology tools have now evolved to the point to engage students at their CAN DO level. Common Underlying Proficiency (CUP) theory supports the incorporating of native language in strategic ways. Learning theory application: Vgotsky's Zone of Proximal Development states that learners grow with strategic help from a more capable other - which in our day and age - can be technology which allows for personalized interactive learning not possible in the past.

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

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

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

Completing secondary school is a complex endeavor for undocumented students, but legally, they have protection for equal access to K-12 education (Plyler v. Doe, 1982). Legal protection stands, but it is uncertain if educators know that law protects students' educational rights. Research points to K-12 educators' confusion about policy or lack of policy knowledge across all government and schooling levels (Crawford 2012, 2015). Some research explores how K-12 school leaders perceive their legal and ethical obligations toward undocumented students (Crawford, 2017); other studies examine teacher and student perspectives of how legal status shapes students' K-12 educational experiences, from issues of stigma to incidents of Immigration and Customs Enforcement (ICE) apprehending students (Dabach, 2015; Urrieta, Jr., Kolano, & Jo, 2015). Scholars like Hamann, Wortham, and Murillo, Jr. (2015) explore how demographic change has fostered the growth of the New Latino Diaspora in the Midwest. Still, little research in a Midwestern context has investigated how school leaders' policy knowledge and perspectives on undocumented immigration influence their understanding of undocumented students' needs and their desire to meet those needs.

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

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“Spanish Special Education Series Through Social Media”

Karina Crouch, *Missouri Parents Act*

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

“Developing Cross-Cultural Competence Through Culturally and Linguistically Relevant Literature”

Rocio Delgado, *Trinity University*

As our schools and communities continue to become increasingly diverse, it is important that students, families, and educators alike learn from one another and what assets they each have that can contribute to the betterment of our society in general. One way to start the conversation among different stakeholders in children's education is the incorporation of culturally and linguistically relevant literature into the classroom. It is important for students from diverse backgrounds to see themselves represented in the curriculum. For Latinx English learners who may be instructed in both English and Spanish for example, it may be helpful to include bilingual books to help develop their biliteracy skills; likewise, texts that represent their lived experiences allow these students to connect what they are reading to their lives and increase their comprehension of the written word and of the world around them (Freire & Macedo, 1987). Research has shown that students' reading achievement is higher when presented with culturally and linguistically relevant literature (Freeman & Freeman, 2007). As more of these texts are being published, we must use their existence as an opportunity to develop awareness about people who are different from us. Rather than assuming a universal experience, individuals should delve into texts that portray a reality different from the one that the majority may be familiar with and grow in the understanding of diversity.

This poster will describe a course in a primarily White institution where students engaged in a children or young adult's author study to learn more about Mexican American literature. Authors with whom

students were not familiarized were explored, as well as ways in which they could use their books to develop cross-cultural competence in the classroom.

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“Latino PYD, a Year in Review”

Ricardo Diaz, *Xpenn Consulting*

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

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

Claudia P. Diaz Carrasco, Maria G. Fabregas Janeiro, Barrett Stephanie, and Yolva Gil, *University of California, Agriculture Natural Resources*

One approach to cultivating positive ethnic identity is to foster pride in cultural heritage through helping youth learn about their ethnic groups' histories and providing opportunities to participate in cultural forms such as music, theater, dance, and other artistic expression (Erbstein & Fabionar, 2014). During summer 2017, 4-H staff and academics partnered with the Mexican Consulate in San Bernardino, CA and designed and delivered a 4-week day camp targeting youth ages 5 to 11. The objective of the camp was to provide a space for the youths to explore Mexican history from the pre-Hispanic times through the Independence, as well as some customs and traditions of modern Mexico. All the activities were designed following the hands-on 4-H model, where the youth had the opportunity to learn-reflect-apply. The program included a variety of activities to keep the youth interested and active, as art, games, crafts, movies and even science activities framed around weekly cultural themes. The program was conducted in English and Spanish by community volunteers with the support of 4-H staff. The program was evaluated and its success was determined by a) community participation/response; b) partners satisfactions and 3) ability to replicate the program in coming years. During this presentation, the presenters will provide an overview of the program design and implementation practices, as well as lesson learned. The goal is that the audience consider to replicate the program in other locations across the United States as a way to foster resilience and Cross-Cultural Connections among Mexican youths living in the United States. Participants of this session will leave the presentation with a list of resources and best practices to replicate the program in their own communities.

“Engaging Latinos in the Outdoors: A Collaborative Model for Programmatic Success”

Claudia Patricia Diaz Carrasco, Maria G. Fabregas Janeiro, John Borba, Russell Hill, and Lynn Schmitt-McQuitty, *University of California, Agriculture and Natural Resources*

Latinos are among the most underrepresented groups in conservation, outdoor recreation, and environmental education organizations (Latino Outdoors, 2017). As 4-H national mandates include Science, Healthy Living and Citizenship, environmental education programs provide a perfect opportunity to integrate the three (NIFA, 2011). Nonetheless, UC ANR 4-H staff in California lacked environmental education expertise to design a program to motivate youth to explore the outdoors. Similarly, UC Berkeley's California Outdoor Engagement Coalition (UCB-OEC), a cross sector partnership expanding transformational experiences in the outdoors for youth, was looking for cultural competence expertise to better serve Latinos in California. This poster showcases the steps that UC ANR Latino Initiative staff and UCB-OEC took to establish a successful partnership to design and deliver a 6-session environmental education program through 4-H special interest clubs. The program aligned the organization's mission and was supported by a variety of funding sources and initiatives such as Every Kid in a Park and the California Environmental Education Coalition. This experience will lead audience members to consider reaching out to non-traditional partners and new partners to unite resources to better serve youth in their communities.

"Hear Our Voice: Latinos in Extension"

Maria Guadalupe Fabregas Janeiro, *University of California Division of Agriculture and Natural Resources*

Amanda Zamudio, *Arizona 4-H*

Guadalupe Landeros, *AgriLife Texas A&M*

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

In 2017, LAC changed its structure and name to 4-H Latino Advisory Committee, and is now a part of the Equity and Engagement Committee under the 4-H Program Leaders Working Group and ECOP-APLU (Extension Committee on Organization and Policy- Association of Public and Land-Grant Universities) 4-H Leadership Committee. The purpose of the 4-H LAC is to inform and advance the Cooperative Extension Service 4-H Program strategy to engage and sustain more Latinos in the 4-H Youth Development Program. The 4-H LAC members can serve as 1) Committee Chair and Vice-Chair, 2) Active Member, serving in one of more of the three committees (Resources, Communication, and Marketing; Capacity Building, and Educational Development), 3) Project Leader, or 4) Resource Leader.

While 4-H LAC is a leadership team composed of people with experience working with Latino youth in 4-H, Epsilon Sigma Phi (ESP), is a Cooperative Extension organization which includes professionals working in the fields of: 4-H, Family and Consumer Sciences, Agriculture and Economic Development and other extension professions. ESP is dedicated to fostering standards of excellence in the extension system and developing the extension profession by providing and facilitating professional

development. In 2017, ESP accepted to host the first ESP Latino Affinity Group supporting the vision that Cooperative Extension shall reflect the demographics, cultures, and aspirations of our country's diverse youth, families, and communities, to further develop Cooperative Extension professionals' intercultural competence and capacity to address the needs of Latino youth and families; and that youth, families and communities will be full participants and contributors in Cooperative Extension. The ESP Latino Affinity Group is the first group dedicated to reach and engage Latinos youth and families in Cooperative Extension in the United States and it is open to all professionals working with Latinos but also to all professionals who are interested in learning effective ways to engage and serve the Latino community. During the presentation you will learn the differences and similarities between both groups and how you can be part of these important organizations.

“Intercultural Development Learning Circles”

Maria Guadalupe (Lupita) Fabregas Janeiro and Fe Moncloa, *University of California Division of Agriculture and Natural Resources*

In fall 2013, the University of California Division of Agriculture and Natural Resources (UC ANR) 4-H program recognized that intercultural competence was critical to meeting the needs or reaching and engaging California's diverse youth and families. Upon selecting the theoretical frameworks and securing financial support from UC ANR, the Intercultural Development project started. The first step was to certify a team of academics and staff as Intercultural Development Inventory Qualified Administrators (IDI QA). The goal of this project was to identify the most effective intercultural professional development intervention to significantly increase staff's intercultural competence. To achieve this goal, the IDI QA team invested time and expertise to in the following activities: 1) assessing intercultural competence using the intercultural development Inventory (IDI), 2) providing group and personal feedback to academic and staff members, 3) supporting the design of individual developmental plans, 4) organizing two statewide Intercultural Development Conferences, 5) Leading Communities of Practice & Learning Circles, and 6) Leading the summative and formative evaluations of the project. One hundred academic and staff participants have benefitted from this initiative.

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

“What Will it Take to Engage Latino Youth & Families?”

Maria Guadalupe Fabregas Janeiro and Marianne Bird, *University of California Division of Agriculture and Natural Resources*

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

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

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

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

Eleazar U. Gonzalez, *Community Development MU Extension*

The United States Department of Agriculture's (USDA) goal of reaching out to new and beginning Latino farmers and ranchers to help them facilitate financial loans through the Farm Service Agency (FSA) might be challenged not only by the producers' lack of financial literacy and knowledge of FSA programs, but also by socio-cultural factors. New and beginning Latino farmers and ranchers have a need to access FSA programs to sustain and grow the profitability of their farming and ranching activities and become integrated into the United States agricultural production system. This project will analyze the FSA representatives' perceptions of and challenges to gain knowledge and understanding of the Latino farming and ranching community. Qualitative data from a sample (9.2%) of Latino producers in Missouri is analyzed to assess those factors keeping them from seeking out two of the FSA programs; the farm ownership and farm operating programs. Data will be collected from personal interviews and focus groups from both FSA representatives and Latino producers. Data is being organized and analyzed by coding among different categories related to the FSA representatives' experiences with and knowledge

of their Latino farmer clients. This study is also assessing data related to the Latino producers' experiences with these FSA programs, and their financial and technical literacy for understanding these programs, as well as cultural issues and their overall ability to access these programs. Discussions of the findings will help to document the challenges influencing the growing relationships among both Latino producers and USDA-FSA agents. The results should also help other agencies such as Natural Resources and Conservation Service (NRCS) and Rural Development (RD) to find new approaches to outreaching to this emerging community of farm and livestock producers.

“Substance Abuse Amongst Immigrants Working in Cattle Feedlots”

Kathleen M. Grant, *University of Nebraska Medical Center*

Meredith McGinley, *University of Wisconsin-Parkside*

Gustavo Carlo, *University of Missouri*

Background: Latino immigrant alcohol, tobacco, and other drug use is lower at time of entry into the US than that of US-born individuals. Studies of subsets of Latino immigrants have identified family cohesion, social support, roommate drinking, machismo, and acculturation as factors in drinking and drug use after entry into the US. However, no studies have been done among immigrant cattle feedyard workers where unique stressors and social support may vary from those who live in urban or other non-metropolitan areas.

Methods: Data are part of the ongoing study “Health and Safety among Immigrant Cattle Feedyard Workers in the Central States Region.” Study eligibility criteria include being a Latino immigrant who is employed on a cattle feedyard in Nebraska or Kansas and being at least the age of majority in state of enrollment (18 in Kansas or 19 in Nebraska). Thirty-three participants completed a one-hour interview. They received a \$25 gift card for study participation.

The mean age of participants was 36.3 years. The majority of study participants were male (87.9%), from Mexico (66.7%) or Central America (21.2%), and 57.6% had less than a high school education. Most reported they were either married (57.6%) or a member of an unmarried couple (18.2%). The Alcohol Use Disorders Identification Test (AUDIT-C), Drug Abuse Screening Test (DAST), standard tobacco screening questions, and the Brief Acculturation Scale for Hispanics (BASH) were used to assess alcohol, tobacco, other drug use, and acculturation of study participants. English proficiency was also used as a proxy for acculturation of study participants. We report preliminary findings on participants' substance use. Pearson Correlation (one-tailed test, $\alpha = .05$) was used to test correlations among study variables.

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

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

Discussion: Preliminary data from this unique population indicates that Latino immigrant cattle feedyard workers may be at increased risk for hazardous drinking. While English language proficiency was correlated with increased alcohol use, it was associated with smoking fewer cigarettes. This study provides practical and worksite-based recommendations to reduce hazardous drinking and tobacco use among this vulnerable worker population.

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

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

Between 1993 and 2013, the number of Latinx students enrolling in colleges and universities in the United States has increased 201 percent (Krogstad, 2016). However, these students' graduation rates are consistently below that of their White peers (Santiago, Gudino, Baweja, & Nadeem, 2014). In 2014, only 15% of Latinx college students earned a bachelor's degree, compared to 41% of their White counterparts (Krogstad, 2016). Further, as of 2016, an estimated 50% of Latinx students attending a two- or four-year college or university were classified as 'first-generation' college students, defined as first in their families to attend college (Nunez, & Sansone, 2016). First-generation Latinx college students often lack access to college information and the 'know how' needed to be successful in college (Gloria & Castellanos, 2012). Many have limited finances for college and work full-time while attending college part-time (Gloria & Castellanos, 2012). In addition to the above challenges, many Latinx students attend four-year colleges and universities that are Predominantly White Institutions (PWI) in which the population of White students is 50% or more (Cerezo & Chang, 2013). The climate of the PWI campus caters to the prevailing norms, culture and practices of White students (Cerezo & Chang, 2013). Regardless of racial or ethnic background, first-generation students report experiencing stressors while attending PWIs that make college persistence difficult (Cerezo & Chang, 2013; Nunez, 2009). More specifically, stressors reported by first-generation Latinx college students attending PWIs include feelings of isolation and discrimination, and feeling less understood and less affirmed than their White peers (Cerezo & Chang, 2013; Gloria et al., 2017). Acculturative stress may contribute to Latinx student attrition from PWIs (Martinez, 2010). Acculturative stress can occur when problems arise in adapting to a new culture, or acculturation (Crocket, Iturbide, Torres Stone, McGinley, Raffaelli & Carlo, 2007). Experiencing acculturative stress often triggers a coping response (Kuo, 2014), defined as a cognitive and behavioral effort to positively manage a stressful situations (Lazarus & Folkman, 1984). Currently, however, research into how first-generation Latinx college students attending four-year PWIs experience and successfully cope with acculturative stress is remarkably sparse. In response, using Berry's (2006) theoretical framework of acculturation, stress, and coping as guidance, this study explores the acculturative stressors first-generation Latinx college students experience while attending four-year PWIs, and identifies common coping responses students use to address these stressors. Attention is directed to coping responses perceived by students to be most helpful in addressing acculturative stressors. In spring of 2018, approximately 20 first-generation Latinx students attending one of two PWIs, a large public rural-serving institution, or a small private urban-serving institution, will be interviewed about acculturative stressors experienced and coping responses used to address them.

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

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“Panel: Latinas in Kansas City: Intersectionalities between Gender and Development”

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

Kansas City Latinas frequently support friends and family not only financially but also by taking care of children and the elderly. However, their contributions to social reproduction (both locally and globally) have been largely ignored. This paper studies Latinas' participation in 'global chains in care' throughout the social structures of accumulation that facilitated Kansas City's growth and development since the nineteenth century. Using the data from the American Time Use Survey and the Current Population Survey from 2003 to 2015, we will estimate the value of Kansas City Latinas' unpaid work and establish how their labor subsidized paid jobs. We will compare our findings with the unpaid/paid job ratios for White-Anglo Americans, African Americans, and other racial, ethnic, and immigrant groups. Making Latina's 'invisible' contributions to social reproduction and accumulation visible and measurable will help us assess whether and to what extent they would be entitled to claim (symbolic and material) reparations for building Kansas City as an economic hub in the heartland.

“Immigrant Empowerment = Economic Empowerment in Times of Budget Deficits”

Pedro Guerrero, *Missouri House of Representatives*

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

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

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

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

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

Mplus8 (Muthén & Muthén, 1998-2017) to identify profiles. We identified four profiles (see Table 2 for fit indices and statistics) based on maternal and paternal warmth and control, sibling support and sibling negativity. Univariate ANOVAs were also conducted in SPSS to explore mean level differences in each group (see Table 3). Results revealed significant differences in sibling support, maternal warmth, maternal control, and paternal warmth. Further analyses examined how each profile differed based on the level of prosocial behaviors. Emotional, direct, and compliant prosocial behaviors were different between groups. The discussion will focus on the role of supportive and non-supportive family atmosphere in prosocial behavior among Latino youth in the US.

“Panel: Navigating the Latinx Experience in KC”

Joseph Hartman, Sandra Enriquez, Stephen Christ, and Theresa Torres, *University of Missouri-Kansas City*

This panel will feature presentations related to Latinx experience in Kansas City, which also project forward toward larger debates on immigration, Neoliberalism, and our current political climate in the United States. Panelists will discuss topics ranging from oral history, to art, to education, to cooking. In examining these varied topics, the panelists contend, we also might gain insight into multiple means of advocacy and visibility for the Latinx Community in Kansas City and Beyond. Panelists and their topics are as follows, Sandra Enriquez - Latinx KC Oral History Project: Recovering and Preserving Histories of Latinx in the Kansas City Metropolitan Area Stephen R. Christ - Cooking While Brown: Institutional Bias in Ethnic Restaurants Joseph R. Hartman - Latinx Art in KC and Beyond: Mainstream, Resistance, and Self-Making Theresa Torres - Guadalupe Centers Vision of Education: An Educational System that Works for Latinxs in Kansas City

“Panel: Community Development Under Neoliberalism and Trumpism IV: Demographic and Educational Trends”

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

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

This study presents results from data collected from first generation, intergenerational, regional Latino leaders in both public and private sectors, all with earned advanced degrees with at least five years of demonstrated sustained and successful leadership experiences. These Latino leaders represent first generation college attendees from both native and immigrant born populations. The authors conducted an epistemological qualitative study of critically reflective experiences related to high school postsecondary preparation and experiences, community and/or family supports, collegiate campus and networking experiences, employment influences, mentorship, and critical reflective advice for institutions of PK-20 education as it relates to Latino leadership success (Rodriguez, Martinez, & Valle, 2015).

Theoretical framework: The authors used Latino Critical Race Theory, Institutional Culture, and Community Cultural Wealth as frameworks to inform the direction of the study and provide the theoretical lens for the discovery of themes that the qualitative analysis provided.

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

Research Questions:

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

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

“Positive Messaging in Turbulent Times: Welcoming New Americans in Receiving Communities”

Molly Hilligoss, *Welcoming America*

Social anxieties and polarization are arguably at record highs in our communities, and it's more challenging than ever to communicate a positive message that resonates with audiences across a diverse political spectrum. Yet we know that for our communities to be truly welcoming, it's important that we continue to reach out and engage longer-term, receiving community members. This communications workshop from Welcoming America will review positive communications strategies that work. Interactive exercises will provide participants with an opportunity to practice communications in tough situations and will allow for audience sharing and problem-solving.

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

Welcoming America is a national non-profit supporting a network of local governments and nonprofits in building communities that are more inclusive for immigrants and more prosperous for all. The presenter will share examples from Welcoming America's network, drawing upon a growing body of promising efforts to build meaningful connections between immigrants and longer-term residents through 1) contact, 2) improved communication, and 3) leadership in order to foster stronger and more

unified communities. The presenter will guide participants through exercises and facilitated conversation to explore applications of these strategies in their own work. The workshop will provide practitioners with concrete examples, practical advice, and new ideas to prompt ongoing reflection and spur action on these three strategies as well as opportunities to further engage with the Welcoming Standard.

“Latinx ELLs in a Low-Incidence District”

Cori Jakubiak and Parker Van Nostrand, *Grinnell College*

This poster reports on the findings of a study that examined English as a second language (ESL) programming in a single, rural, low-incidence school district in central Iowa. Among five schools (three elementary, one middle, and one high), there were only 9 ELLs at the time of the study (2014-2015); ESOL services were provided by one part-time, itinerant ESOL teacher. Through interviews with general education teachers, administrators, and other members of the school community across the five schools, we investigated how school employees across the K-12 spectrum participated in and framed their understandings of ELL education in the district- a district in which ELLs are predominantly Latinx newcomers. Specific research questions included: What kinds of support services are provided to ELLs in each school? How do individual teachers and staff members understand the needs of their newcomer ELLs? How does the district administration support integrated content and language instruction in various school sites? Findings from the study suggest that, despite certain positive strategies used by individual teachers, pervasive assimilationist attitudes and a lack of understanding of emergent bilinguals' educational, social, and linguistic needs prevent this district from optimally serving its ELLs. While these findings cohere with related research suggesting that low-incidence districts rely on 'improvisation' rather than policy to address ELLs students' various learning needs (e.g., Bruening, 2015), they also shed light on the ideological freedoms afforded itinerant ESOL teachers. In this focal district, for example, few school administrators or other school staff members knew much about ESOL or its aims. Consequently, the itinerant ESOL teacher- a Latino bilingual- was able to engage in more culturally responsive pedagogies than those that are mandated by the district in general education content areas. Low-incident ELL districts, then, may afford newcomer Latinx students in areas like central Iowa more personalized access to and attention from ESOL school personnel than they might receive in other, more policy-oriented, larger and better-funded school districts.

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“Addressing EL teacher shortages: A multi-dimensional approach”

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

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

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

“Conducting Organizational Assessments Utilizing the National CLAS Standards”

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

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

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

Through a workshop format, the presenter intends to reintroduce the National CLAS Standards in an interactive and practical format, discuss the importance of conducting organizational assessments “cultural audits”, share practical tools, and engage in an honest discussion regarding culture and health. The presenter will also engage participants in an activity around the Cultural Competency Continuum, developed by Georgetown University National Center for Cultural Competence, to assist in individual

and organizational reflection. This activity supports the idea that there is not a one-size fits all approach to cultural competency.

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

“Culturally Relevant and Responsive Education for ELL Students with and without Disabilities”

Jessica Kamuru, *University of Missouri- Columbia*

The number of English Language Learners are increasing at steady rate in the United States. Additionally, the number of English Language Learners with Learning Disabilities is also increasing. Many teachers may not have the information to deliver high quality meaningful instruction to these students. This poster will outline culturally responsive best practices identified in research for students who identify as ELL and as having a Learning Disability.

“Panel: Transportation Mobility of the Latinxs in the Kansas City Metropolitan Region: Issues and Challenges”

Sungyop Kim, *University of Missouri-Kansas City*

The Kansas City metropolitan region has experienced a significant increase in Latinx population in recent decades. The increase has been observed in different parts of the region including suburban and exurban communities where transportation alternatives to driving are limited. A number of studies on transportation mobility report substantive variations in transportation mobility among people by racial and ethnic backgrounds. Latinxs have distinctive travel behavior. For example, they tend to rely more on social networks to meet their travel needs. They, like other minority population groups, also tend to have a lower level of trip activities compared to white population. New immigrants among Latinxs, in particular, often face a lack of transportation mobility options and challenges in using transportation alternatives including transit. This study will investigate mobility issues and challenges for the Kansas City metropolitan region's growing Latinxs based on the 2009 National Household Travel Survey (NHTS). Latinx samples in metropolitan regions in the Midwest will be analyzed for this study due to a limited number of samples from the Kansas City metropolitan region. The NHTS survey is one of the most comprehensive travel survey data available in the US and contains detailed daily travel activities of nationally representative individuals along with their personal, household, and socio-economic characteristics. The factors associated with Latinx population's mobility levels will be analyzed in this study. Various personal and household characteristics including age, gender, household type, employment status, immigration status, number of years living in the US, and residential environments will be examined to identify the factors and to explore measures to address mobility challenges of the population. Thus, this study may identify those who are most transportation disadvantaged among the Latinxs. Lastly, future research areas to better understand transportation issues of the Kansas City region's growing Latinx population will be discussed, including a comprehensive travel survey for the region.

“Relations among Acculturative Stress, Psychological Maladjustment, and Prosocial Behaviors in Latino/a College Students”

Sahitya Maiya, Gustavo Carlo, Alexandra Nicole Davis, and Cara Streit, *University of Missouri-Columbia*

Latino/as are the largest minority group in the U.S., accounting for 16% of the total U.S. population (Ennis et al. 2011). Given their ethnic minority status, U.S. Latino/as are highly likely to experience culture-specific stressors such as acculturative stress (i.e. difficulties encountered in the process of adapting to the majority culture; Berry, 1998). Acculturative stress has been positively associated with psychological maladjustment (i.e., depression and anxiety) in Latino/a adolescents (Felix-Ortiz, 1999). Furthermore, both acculturative stress and psychological maladjustment have been linked to prosocial behavior (i.e. voluntary actions intended to benefit others; Carlo, 2014). Two specific forms of prosocial behaviors, altruistic and public, are of particular interest because they reflect selfless and selfishly motivated prosocial behaviors respectively. For example, McGinley and colleagues (2010) found that higher levels of acculturative stress are related to lower levels of altruistic prosocial behavior. Davis and colleagues (2015) showed that discrimination was related to prosocial behaviors via depressive symptoms. Taken together, the primary goal is to examine the associations among acculturative stress, psychological maladjustment, and prosocial behaviors in U.S. Latino/a college students. Participants were 1410 (74.9% girls; $M_{age} = 19.71$ years) U.S. Latino/a college students (77.5% U.S. born) from 30 universities across the U.S. Participants reported on their acculturative stress (Rodriguez et al., 2002; $\alpha = .92$), psychological maladjustment (depression, anxiety; Beck & Steer, 1993; Radloff, 1977; composite $\alpha = .96$), and public ($\alpha = .83$) and altruistic ($\alpha = .69$) prosocial behaviors (Carlo et al., 2003). We tested two models using Mplus: acculturative stress as the exogenous variable, psychological distress as the mediator, and public and altruistic prosocial behaviors as the outcomes (Model 1), and acculturative stress as the exogenous variable, public and altruistic prosocial behaviors as mediators, and psychological distress as the outcome (Model 2). Both models demonstrated good fit (see Figures 1 and 2). For Model 1, acculturative stress was positively associated with psychological maladjustment. Acculturative stress was positively associated with public prosocial behavior but negatively associated with altruistic prosocial behavior. Psychological maladjustment was also positively associated with public prosocial behavior but unrelated to altruistic prosocial behavior. There was a significant indirect effect from acculturative stress to public prosocial behavior via psychological distress. We also found support for Model 2. Further analyses will be conducted to examine whether the models differ across men and women. Discussion will focus on the interplay of acculturative stress, psychological maladjustment, and prosocial behaviors in U.S. Latino/a college students.

“Avanzando: Culturally Sustaining Latinx Mentorship in Midwestern Higher Education”

Dea Marx, Viviana Grieco, and Uzziel Pecina, *University of Missouri-Kansas City*

Latinx students are enrolling in four year higher education institutions at a rapidly increasing rate; yet an alarmingly low number of Latinx students complete their degrees. Institutional barriers such as racism, language discrimination, cultural conflict, and lack of role models negatively impact Latinx degree completion. This limits Latinx students' access to graduate education, high wage careers, and career advancement-- but of chief concern within this presentation, it perpetuates social and historical barriers Latinx communities face when accessing power within society. Mentorship has been identified as an

effective means of retaining students and supporting their persistence through graduation. However, many mentorship programs are enacted using generic best practices that do not account for the unique cultural and linguistic diversity Latinx students bring to college campuses. Such programs are not proven effective at building students' ability to contend with internalized and realized oppression and cultural dissonance at predominantly white institutions (PWIs). This workshop investigates the program organization and administration of a highly effective Latinx mentorship program at one Midwestern University through the voices of mentors, mentees, and the program coordinator. The audience will be briefly introduced to the challenges facing Latinx students in the region and the context's historical and political foundations. Then, audience members will rotate through three interactive discussions of their choice. One small group will be facilitated by mentees as they share their experiences within the program, their perceptions of the program, and personal insights on the mentorship experience. Additionally, they will discuss personal challenges that their linguistic, racial, and ethnic identities faced at a PWI. Another small group will be facilitated by two mentors. Both will share their experiences within the program, their perceptions of mentorship, and personal advice for mentorship. Additionally, they can respond to audience questions about recruitment and training they experienced while in the program. A third option will be a discussion with the program coordinator regarding the program's organization, administration, and its evolution over time as she adapted the curriculum and opportunities to better meet students' needs. This includes samples of curriculum and materials used throughout the training and her advice for leaders who want to create mentorship opportunities in their own contexts. The final option is the lead presenter, a three year mentor within the program and researcher whose yearlong qualitative study of the program determined how the mentorship practices within the program aligned with Culturally Sustaining Pedagogies. Within this discussion, she will explain the central tenets of the framework and how they were utilized in practical, actionable ways to support Latinx students' cultural and linguistic identities. This provides the most potential for program design that can adapt to diverse locations and regions. Finally, the presentation will end with a whole group conversation to resolve unanswered questions and propose next steps for supporting Latinx student persistence and college graduation through culturally sustaining mentorship.

“Family-Community Factors and the Job Satisfaction of Latino/a Immigrants”

Gloria McGillen, David Diaz, and Lisa Y. Flores, *University of Missouri*

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

Suárez, & Aretakis, 2014; Hagelskamp, Suárez- Orozco, & Hughes, 2010; Valdez, Lewis Valentine, & Padilla, 2013), while negative perceptions of community (Valdivia & Flores, 2012) will have a negative effect. Building upon Valdivia and Flores's (2012) earlier model, we will use hierarchical multiple regression analyses to examine these relations, as well as explore the contribution of parental status and the moderating effects of gender (Schmalzbauer, 2011; Wang & Jing, 2017) and documentation status (Menjávar, 2015). The poster will report the statistical results of the analyses. Data were collected from 253 documented and undocumented Latino/a immigrant workers living in rural communities in the Midwest. The measures used in the study have demonstrated strong psychometric properties, and these will also be detailed in the poster. The implications of the findings for career and family counseling practice will be discussed, and directions for future research on the relationship of Latino/a immigrants' family lives to their career development will be presented.

“Relations between Stress, Forms of Coping, Prosocial Behavior, and Aggression in Mexican American College Students”

Madison K. Memmott-Elison, Mansoo Yu, Sahitya Maiya, J. Logan Dicus, and Gustavo Carlo, *University of Missouri-Columbia*

Stress has often been shown to have lasting negative effects on individuals' health and well-being. U.S. Mexican college students, in particular, are susceptible to culture-related stress (Crockett et al., 2007). In reaction to experienced stress, individuals have opportunities to engage in active or avoidant coping tactics, which tend to be differentially related to behavioral outcomes. For instance, research highlights active coping, or strategies used to deal effectively with stressors, as a positive phenomenon that relates to positive developmental outcomes, such as prosocial behavior (McGinley et al., 2010). On the other hand, research suggests avoidant coping, or behaviors enacted in order to elude dealing directly with stressors, is related to maladaptive development, such as substance use (Wills et al., 2001). It is important to understand how stress is related to coping strategies and behavioral outcomes in order to better understand U.S. Mexican college students' adjustment. Participants included 148 Mexican-American college students, $M_{age} = 23$ years, 67% female, 84% born in the United States. Stress that was measured tapped into academic, social, and financial stressors ($\alpha = .93$, Solberg et al., 1993). A modified version of the COPE inventory (Carver et al., 1989) was used to assess active ($\alpha = .87$) and avoidant coping ($\alpha = .78$). Altruistic prosocial behavior was measured using a subscale of the prosocial tendencies measure ($\alpha = .76$, Carlo & Randall, 2002). Drinking was measured using a scale comprised of various alcohol use related items (e.g. number of drinks in the past 30 days) ($\alpha = .85$). In the first set of analyses, Mplus software was used to create two interaction terms between stress, active and avoidant coping, respectively. These were tested as moderators between stress and behavioral outcomes using path analysis. Moderation analyses revealed the interaction between stress and active coping was significantly associated with (less) alcohol use ($\beta = .53, p < .001$). Path analysis was also used to test coping strategies as mediators between stress and behavioral outcomes. Results of this model revealed stress was positively associated with avoidant coping ($\beta = .45, p < .001$) and negatively associated with active coping ($\beta = -.19, p = .029$). In addition, avoidant ($\beta = -.42, p < .001$) and active coping ($\beta = -.19, p = .019$) were negatively related to altruistic prosocial behavior, and active coping was negatively related to alcohol use ($\beta = -.22, p = .015$). Finally, avoidant coping mediated the association between stress and altruistic prosocial behavior ($\beta = -.17, p < .001$). Results suggest that in order to understand how stress

affects behavioral outcomes in Mexican American young adults, researchers should consider various coping strategies. Specific implications for future research, practice, and policy will be discussed.

“It's LIT (Latinos in Tech) - A Collaborative Story”

Maria Mendoza and Gabriel Fumero, *Hispanic Economic Development Corporation*

During 2010, the Hispanic Economic Development corporation (HEDC) received its first round of funding allowing the organization to serve a growing need of the Greater Kansas City Latino community: digital literacy. One key barrier to economic opportunity for Hispanics from low-income backgrounds- both individuals and small businesses- is the lack of digital skills and internet use. In 2015, wide gaps in internet use existed by demographic group among Hispanics, just as there are among all Americans. But in recent years, some of the largest gains in internet use have been among immigrant Hispanics and those who are Spanish dominant (Pew Research Center, Hispanic Trends - Internet Use Among Hispanics). One of the sharpest divides in internet access among Hispanics is by age; internet use is over 90% among Hispanics younger than 50, 67% among those ages 50 to 64, and only 42% among those ages 65 and older. The divide is just as significant when referencing foreign-born and Spanish-dominant individuals (which make up 91% and 87% of HEDC's clients, respectively). While internet use is 91% among U.S.-born Hispanics, it is 78% among foreign-born individuals. And only 74% of Spanish-dominant Hispanics reported using the internet (compared to 94% of English-dominant Hispanics). Having provided digital literacy programming since 2009, HEDC plans to continue training small business owners and individuals seeking to improve on internet practices and technology skills to greater economic well-being. To date, more than 1,000 individuals have participated in HEDC's Digital Literacy Program. A program that began out of HEDC's main office (2130 Jefferson Street) is now offered at various locations around the Greater Kansas City area: Donnelly College and El Centro, Inc. in Kansas City, KS, Olathe Parents as Teachers in Olathe, KS, and the Center for Urban Enterprise in the Historic Northeast (KCMO) - among others. Through these partnerships- and funding from Google Fiber that allowed for our mobile lab- Latinos in the Greater Kansas City area are gaining the skills and resources towards economic opportunity. Courses have included training in Microsoft Office (Word, PowerPoint, Excel), QuickBooks for small businesses, and internet safety- to name a few. Recently, HEDC has developed a 16-week digital literacy course for those seeking new workforce opportunities: Fundamentals of Office Administration (a partnership with the Full Employment Council and the University of Central Missouri). This workshop, presented by HEDC and our partners, will share best practices in building wealth in Latino communities through technology-focused training and services.

“Making the Economic Argument for Immigration: Strategies that Work”

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

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

educate fellow Americans about immigrants and make the case that immigrants are assets? This session equips attendees with research-based messaging and framing strategies and replicable examples to make the successful economic case for immigration in Midwestern communities. Based on the findings of a national webinar Making Facts Matter: Immigrants, the Economy and Words that Work hosted by The Immigrant Learning Center Public Education Institute in February 2018 that convened experts from the Fiscal Policy Institute, FrameWorks Institute, New American Economy and Illinois Business Immigration Coalition, the session will demonstrate how service-providers, educators and policymakers can reframe the immigration narrative at the local level as allies and advocates for their immigrant and refugee residents by encouraging more fact-based discourse, welcoming communities, and sensible policies that benefit all Americans. Attendees will first identify the obstacles to effective communication about the foreign-born in their locales and then focus on the economic myths about immigrants and refugees. A blueprint for the most effective research-based framing and messaging strategies will then be detailed, which includes charting the dominant models of Americans' reasoning about immigrants and the immigration system; filling gaps in understanding about immigrants and refugees and their economic/social impact; reframing the conversation through values-based messaging themes; communication methods that improve public support to build the national will to expand opportunity for our New Americans; and avoiding traps in public thinking to cement a successful messaging strategy. The presenter will explain how to frame the economic data on immigrants in ways that emphasize shared values with U.S.-born Americans, shared prosperity for community well-being and the moral imperative for being welcoming. Armed with localized fact sheets on immigrant contributions as workers, entrepreneurs, tax contributors and supporters of social safety nets provided by the Institute for Immigration Research, a joint venture between George Mason University and The Immigrant Learning Center, attendees in small groups will analyze the strategies they learned and adapt them to their settings in the form of a messaging plan that addresses a particular immigration issue or particular foreign-born population. In this way, the theories, best practices and examples they learned are applied to real-life situations so attendees leave with a concrete plan of action that they can implement and share.

“From the Ground Up: What Works Guiding Principles and Example Practices for Reaching and Engaging Latino Youth”

Fe Moncloa and Claudia Diaz-Carrasco, *University of California*

In a comprehensive Latinx youth development literature review, Erbstein and Fabionar (2014) assert that successful Latinx youth serving organizations exhibit five themes: integrate extended understanding of youth development, supportive positive ethnic identity development, contend with physiological and social effects of discrimination, respond to economic poverty and act upon the diversity of local and regional Latinx youth experience. This study aims to strengthen the Latinx youth development literature by exploring the best practices in community based organizations from the perspectives of adult staff and youth participants. For this study we selected three counties that reflected different community types and California regions: 1) an urban, northern California county; 2) a predominantly rural agricultural county; and 3) a southern California inland Empire county with a small city, suburban and outlying rural areas. We selected 13 Latino youth serving organizations to participate in this study using the themes from the literature as criteria combined with reputational sampling. In this workshop we will

report on the interviews with 18 Latinx staff and 13 focus groups with 59 diverse youth. While our findings are largely consistent with the current Latinx youth development literature, we found nuanced examples of promising practices and important points of distinction between youth and adult perspectives on the key conditions of successful Latino youth development program. In this workshop, participants will: develop an understanding of the five key elements of successful Latino youth development organizations; learn how other organizations have operationalized these guiding principles, and begin to develop strategies to operationalize these principles in their local youth programs. To achieve these learning outcomes this workshop will include: 1) a brief overview of the Latino youth development literature 2) presentation on key findings from the perspective of youth and adults, and 3) an interactive activity where small groups of participants will begin to develop strategies to implement in their programs. Participants will leave the workshop with a copy of the Latinx youth development literature review, examples of tools to engage Latinx populations, and a compilation of innovative approaches to leverage community expertise and act as facilitators who build and sustain the engagement of diverse youth in 4-H Youth Development Programs or other youth programs. Intended Learning Outcomes:

1. Develop an understanding of the five key elements of successful Latino youth development organizations
2. Learn how other organizations have operationalized these guiding principles.
3. Begin to develop strategies to operationalize these principles in their local youth programs.

“Social Support as a Predictor of Cortisol among Mexican Families during a Healthy Lifestyles Intervention”

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

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

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

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

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

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“4-H Builds Resilience Through Volunteers and Partnerships”

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

How volunteers and partnerships supports building resilience in ALL youth. What is resilience? In addition, how do we encourage it in youth? Two mind-sets: Grow-mind set vs Fixed-mind set, emotional intelligence; theory behind this. Volunteers/ leaders play an important role to encourage kids be more resilient Strong partnerships will make the difference on how successful you can be with programingHow 4-H is encouraging, volunteers and partnerships understand resilience through

research-based areas of priority (Iowa 4-H Equation) Share a successful story of partnerships between Extension areas and volunteer opportunities to underrepresented populations.

“Divided by the State Line: Comparing Undocumented Immigrant Student Experiences at Colleges in DREAM and Non-DREAM Act States.”

Steve Pankey, *Metropolitan Community College-Kansas City*
Michelle Maher, Ph.D., *University of Missouri-Kansas City,*

In the United States (U.S.), over 65,000 undocumented immigrant high school students graduate each year, and many stand ready to join their peers at the post-secondary level (Drachman, 2006; Perez, 2010). However, less than 13,000 are actually able to do so (Diaz-Strong, Gomez, Luna-Duarte, & Meiners, 2010). We posit that a major barrier between these students and the college degrees they desire is found in colleges' interpretation of state (DREAM) policies. Using a Critical Theory lens coupled with the concept of hidden curriculum, we explore the on-campus narratives of two distinct undocumented immigrant college student samples. One sample attends a community college located in a state that has passed DREAM Act legislation. The other attends a community college a few miles away in a state that has rejected DREAM Act legislation. Our preliminary findings indicate that undocumented students attending an institution in a DREAM Act state find increased access to post-secondary education, including institutional funds, support groups, and better-informed student services staff than students attending institutions in non-DREAM Act states. This qualitative research examines the narratives shared by undocumented immigrant college students at each institution through a Critical Theory lens, address the opportunities and challenges experienced due to individuals' undocumented status on a college campus the societal limitations placed on individuals as a result of their race and citizenship status. Specifically, the research seeks to answer the question: How are institutions' interpretation of federal (DACA) and state (DREAM) policies, as seen through a hidden curriculum lens, reflected in undocumented immigrant college students' descriptions of their lived experiences as they matriculated into and persisted Midwestern, two-year community colleges, and does that experience differ from DREAM Act states to non-DREAM Act states? Student experiences are gathered in this qualitative case study through the use of interviews, and crystalized against institutional documents related to undocumented student policies and business practices. References Diaz-Strong, D., Gomez, C., Luna-Duarte, M., Meiners, E. (2010). Dreams deferred and dreams denied. *Academe*, 96(3), 28-31. Drachman, E. (2006). Access to Higher Education for Undocumented Students. *Peace Review*, 18(1), 91-100. Perez, P. (2010). College choice process of latino undocumented students: implications for recruitment and retention. *The Journal of College Admissions*, 45(206), 21-25.

“Got Cafe? The Formation of the Coalition of American-Hispanic Florida Extension Educators to Target Minority Audiences”

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

The Census Bureau describes Hispanic or Latino ethnicity as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. According to Census of

2015, 54.5% is the percentage of the Hispanic population in the United States that lived in California, Florida and Texas as of July 1, 2015. Our communities are multicultural and diverse audiences who can benefit from organizations such as land grant Universities and Cooperative Extension programming areas. The need to address this gap on serving better clients from different background brought together a group of Extension agents and specialist with different field expertise such as Ag, Natural Resources, 4-H, FCS, Sea Grant, and community development but sharing one common goal: To close the gap on education to Hispanic minorities in Florida. The beginning of CAFÉ is in the works!

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

Dr. Uzziel Hernandez Pecina, *University of Missouri Kansas City, School of Education*
Dea Marx, *University of Missouri Kansas City*

Nationally, postsecondary college and university attendance has increased within the last decade, but college completion rates among Latinos still lag behind their Black and White collegiate peers (Fashola & Slavin, 2012; Loza, 2003; Calderon, Calderón, Slavin, Calderon, & Calderón, 2012). The Latino population (54 million) is 17% of the total US population. This is the largest ethnic or racial minority in the nation. The Kansas City, Missouri Metropolitan area has been in the midst of a constant and rapid growth among the Latino population. The Latino community, comprised mostly of Mexican immigrants, in the Kansas City area has a long history of immigration and migration since the turn of the last century. Within the last two decades, the Latino population has grown 50.17% in Kansas City, Missouri and 129% in its sister city, Kansas City, Kansas, demonstrating a significant growth (US Census Bureau, 2000, 2010). The U.S. Census Bureau (2015) projects Latino population growth in the Kansas City metropolitan area over the next 25 years to exceed 800% (Garcia, 2012). Fortunately, Latinos in the Kansas City metro area have demonstrated increased college attendance and completion over the past four decades, but not at a pace in comparison to Whites and Blacks (Gonzalez, 2015, U.S. Census, 2015), which points directly to the need for intentional and sustained Latino leadership development for the region. This study presents results from data collected from first generation, intergenerational, regional Latino leaders in both public and private sectors, all with earned advanced degrees with at least five years of demonstrated sustained and successful leadership experiences. These Latino leaders represent first generation college attendees from both native and immigrant born populations. The authors conducted an epistemological qualitative study of critically reflective experiences related to high school postsecondary preparation and experiences, community and/or family supports, collegiate campus and networking experiences, employment influences, mentorship, and critical reflective advice for institutions of PK-20 education as it relates to Latino leadership success (Rodriquez, Martinez, & Valle, 2015). The authors used Latino Critical Race Theory, Institutional Culture, and Community Cultural Wealth as frameworks to inform the direction of the study and provide the theoretical lens for the discovery of themes that the qualitative analysis provided. Methodology: Authors conducted a purposeful selection of metro area Latino leaders to survey using appropriate qualitative methods to gather, code, and report findings which may inform discussions and recommendations to Latino seeking postsecondary educational institutions. Research Questions: 1) How can higher education institutions attract, develop, and retain Latina/o leaders and scholars? 2) How can higher education institutions prepare, develop, and retain Latina/o college students to ensure their academic success? 3) What

experiences contribute to their leadership and success? Implications: Our study seeks to inform post secondary preparation and recruitment initiatives, admission and retention programs, ethnic and underrepresented college student leadership development programs, pk-12 high school officials and leadership, civic leadership, honors programs and undergraduate to faculty pipeline programs.

“Destination States, Higher Education, and Policy Discourse”

Rebecca Perdomo, *University of Georgia*

With undocumented immigration at the forefront of the current political conversation, policymakers are actively responding. As immigrants who came with their parents as children approach college-age, educational access has become a primary concern for these individuals, their families, and communities. With the majority of higher education decisions in the hands of the states comes a wide variety in policies affecting undocumented and DACAmented postsecondary student access. The following assesses undocumented/DACAmented policies in public higher education. Four policy categories emerge: financial aid provided, in state tuition- no aid, out of state tuition, denial of admission. I then place these policies against the backdrop of destination state type and use a critical discourse analysis to compare state contexts. Traditional destination states are those who attracted over 60 percent of U.S. immigrants between the 1960s and 1990s including California, New York, Florida, Texas, New Jersey, Illinois, and Massachusetts. New destination states include South Carolina, Alabama, Tennessee, Delaware, Arkansas, South Dakota, Nevada, Georgia, Kentucky, North Carolina, Wyoming, Idaho, Indiana, and Mississippi (Terrazas, 2011). These states have seen a growth of at least 49% of their foreign born population between 2000 and 2009 (Terrazas, 2011). Overall, there is an evident lean in favor of accommodating their undocumented population in traditional destination state policies. New Destination states, vary but, generally, have seen significantly less progress in regards to state higher education policies. The decisions state legislators and boards make, however, stand to be particularly influential in new destination states as the immigrant population in these states are less likely to have legal status than in traditional destination states. While recognizing apparent policy differences, I question the implications of the language used to address citizenship status. The research questions are as follows: 1. What types of policies exist in public higher education that address undocumented/DACAmented student admission and aid in new and traditional destination states? 2. How do the discourses of higher education undocumented/DACAmented student policies compare between new and traditional destination states?

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

“One and the Same? Hispanic Student Support, College Enrollment and Immigrant Generational Status”

Rebecca Perdomo, *University of Georgia*

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

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

Stephanie Potochnick, *University of Missouri*

Matthew Hall, *Cornell University*

Longstanding debates have centered on how well immigrants and their descendants integrate into the U.S. labor force. Immigrants make up 13% of the U.S. population but 16% of the civilian workforce age population, and the children of these immigrants make up almost a quarter of the U.S.'s potential future labor force. As a consequence, the U.S. workforce is reliant on immigrants and their children to staff current and future jobs at a time when U.S. job opportunities are more limited. Due to declines in manufacturing and rising inequality, today's employment options are largely between low-skilled service/labor occupations and high-skilled professional/technical positions. The ability of children of immigrants to successfully integrate into this bifurcated employment system are critical for the nation's economic, social, and political fortunes. Existing studies on immigrant intergenerational mobility, however, are limited because they do not capture the 'true' occupational origins of the first generation. Instead, studies have largely focused on cross-cohort comparisons and/or trajectory gains made after immigrants arrive to the U.S. Though valuable, both of these approaches fail to capture gains/losses from the perspective of immigrants' experiences in their home country. The same immigrant janitor in the U.S., for instance, could have been a physician in his/her home country but unable to practice in the U.S. due to licensing, language, and discrimination barriers. Or, this janitor could have been a coffee bean picker in his/her home country but once in the U.S. finally has the chance to move-up the economic ladder. Consequently, studies that examine intergenerational occupational mobility based on the occupation immigrants parents start out with in the U.S. miss the diverse origins of immigrant parents and fail to fully capture intergenerational occupational mobility.

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

intergenerational mobility patterns to that of children of natives and examine variation by race/ethnicity and gender.

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

“Experiences of Mental Health Disorders Among Asian Immigrants in the United States”

Hari Poudel and Stephanie Potochnick, *University of Missouri- Columbia*

Asian immigrants are changing the face of America. The U.S. Asian population growth rate reached to 72% between 2000 and 2015 (from 11.9 million to 20.4 million), which was the fastest growth rate of any major racial or ethnic group. Asians have origins from more than 20 national origins from the Far East to Southeast Asia to the Indian subcontinent such as China, India, the Philippine Islands, Japan, Korea, Vietnam, Malaysia, Pakistan, Thailand, and Cambodia. These different Asian immigrants have diverse socio-economic backgrounds and immigration histories. Consequently, these Asian sub-groups face differing assimilation and acculturation challenges due to their socioeconomic status (SES) particularly affecting mental health. Other key predictors explaining variations in mental health outcome are gender, duration of stay in the United States, and nativity. Previous research has extensively focused on the study of mental health across Hispanics, but there is more limited evidence on Asian populations in particular. Published studies have extensively focused on the Hispanic population but these studies have not applied segmented assimilation theory to elucidate why Asian subgroups have different mental health outcomes. A growing body of literature have explored Asians' mental health aggregating all Asians subgroups together. The aggregate analysis may mask important ethnic-specific patterns. Therefore, the mental health disparities across Asian subgroups have yet to be explained. Overall, we expect that heterogeneity on SES across Asian subgroups will have differential implications for mental health outcomes. Segmented assimilation theory asserts that because they arrive with different socio-economic resources, Chinese, Asian Indians, Filipino, and Southeast Asians are likely to assimilate into different societal strata, which might lead to different mental health outcomes. Therefore, we expect lower levels of the mental health disorders among the Asian sub-groups who arrive with high-levels of socio-economic status- Asian Indians, Chinese, and Filipinos. And, we expect higher levels of the mental health disorders among the Asian sub-groups who arrive with low-levels of socio-economic status- Southeast Asians. Because Southeast Asians have low economic and human capital they often experience higher stressful life events during the course of migration. Therefore, various assimilation trajectories may be associated with variations in quality of life accounting for varying degree of mental health outcomes. In this study, we use the National Health Interview Survey to assess how income and education affect mental health outcomes across major Asian subgroups. We utilize regression analysis to examine how these SES factors influence their mental health in relation to two comparison groups, including the Hispanics and the non-Hispanic whites. This study contributes to the limited literature on Asians' mental health by demonstrating the necessity of considering varying human and social capital levels that immigrants bring from their home countries to the U.S. and these resources determine their

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

“Panel: Latinxs in Kansas City under Neoliberalism I: Community Development, 1980s-2010s”

Ignacio Ramirez-Cisneros, *University of Missouri- Kansas City*

Theresa Torres and Clara Irazábal-Zurita, *Latinx and Latin American Studies Program at University of Missouri-Kansas City*

Toya Like and Janet Garcia-Hallet, *Criminal Justice & Criminology at University of Missouri Kansas City*

Urban Community Development: A Community Capitals Framework Assessment in Kansas City, KS. Our research examines Latinx community development in Wyandotte County, Kansas City, Kansas. Using the Community Capitals Framework (CCF) centered on the accumulation of assets (natural, cultural, human, social, political, financial, and built capitals), we identify the main spiraling up and spiraling down dynamics in the community. The research project pursued the following objectives: (1) Produce an inventory of the different community capitals in the study area, their quality and quantity; (2) Identify and analyze what impacts and is impacted by the different community capitals and the synergic interaction between them and account for their contribution to community development; and 3) identify the type of assets and dynamics that are more likely to empower Latinxs within their urban setting and make recommendations to promote them. To gather data about community capitals in the Wyandotte County, we partnered with El Centro, a community non-profit organization, and used critical analysis of secondary data, semi-structured interviews with community leaders representing the different types of capitals, and interactive workshops with Latinx residents. We gave particular importance to the use of the CCF in an urban environment, given its predominantly rural focus and application so far. We found how this urban community worked with other assets to counter the difficulties posed by its deficient access to financial capital. This is a common challenge in societies predominantly driven by monetary relationships (i.e., monetary production economies), yet we point to some opportunities to overcoming it. Likewise, we found that some Latinxs have been able to prosper in environments such as Downtown Wyandotte (KCK) because of their strong cultural and social capital networks. The effects of these strong ties can be seen in how the downtown area today show signs of residential and commercial revitalization in spite of challenging social and economic conditions. Based on our findings, we make urban planning and development recommendations for the creation of new and the strengthening of existing spiraling up dynamics in the community, as well as the ameliorations of spiraling down ones. Gendered Latinx Leadership in Kansas City, KS Kansas City, Kansas (KCK) is located in the poorest county of Kansas, Wyandotte County, in an agricultural state in the heartland of the U.S. While KCK is not seen as a significant player within the economic region of greater metropolitan Kansas City, this racially and ethnically diverse city has resources and strengths. This research presentation addresses the gendered nature of Latinx leadership based on qualitative research and focuses on the leadership of Latinas from El Centro, a Latinx serving non-profit organization. I focus on a few Latina leaders, examining their community leadership within a political and community environment whose leadership is largely white or African American male, and where few leaders are Latinos and even fewer are Latinas. Given the rather hidden nature of Latina leadership and agency, some of the questions this presentation will address are: What leadership roles do Latinas play within the KCK area and what are

their strengths and contributions? What other roles could they play? Where do they practice their leadership and how could they expand their agency and enhance community strengths from within their city and region? Recognizing the gendered nature of leaders who empower the community of KCK, the presentation will address the assets of such leadership and the need for continued leadership development. The analysis of the Latina leaders will be studied within the framework of Transformational Resistant Leadership. *Latinxs and Crime: Criminalization and (In)Security of Ethnic Enclaves in Kansas City* Research indicates that historical changes in the Kansas City metropolitan area have exacerbated social and economic inequities between racial-ethnic groups. We explore the implications of these inequities for the Latinx population in Kansas City, including recent immigrants from Latin America. Indeed, there has been an expansion of ethnic enclaves over time, seemingly, as a protective factor against social-structural hardship. The Latinx population, however, is uniquely positioned within the criminal justice system despite criminological literature demonstrating lower violent crime rates in predominantly Latino and high immigrant communities. We argue that the Latinx involvement in the criminal justice system is likely shaped by unfounded criminalization and the hyper-surveillance of their ethnic enclaves, which has serious implications in the current Trump era.

“Life Satisfaction, Neighboring, and Health: Findings from Hispanic immigrants in Northeast Nebraska”
Athena Ramos and Marcela Carvajal-Suarez, *University of Nebraska Medical Center for Reducing Health Disparities*

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

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

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

through the standard question, 'Would you say that in general your health is: excellent (5), very good (4), good (3), fair (2), or poor (1)?' Findings: Life satisfaction was generally high among study participants. Almost 60% were satisfied or extremely satisfied with their lives. Life satisfaction was significantly positively correlated with self-rated health ($r = .26, p < .01$), feeling welcome ($r = .29, p < .01$), feeling that their family was safe ($r = .42, p < .01$), feeling that neighbors watch out for each other ($r = .27, p < .01$), and significantly negatively correlated with ever experiencing discrimination ($r = -.20, p < .01$). There are strong associations between life satisfaction, neighboring, and health. Therefore, creating communities that support and welcome immigrants can have long-lasting positive effects on immigrants and their families. Culturally, linguistically, and logistically appropriate community-level interventions and services may be a powerful tool to change the context of people's lives.

“Rural Narratives on Welcoming Communities”

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

“Impacts of Real-Time Captioning in an Elementary Language Classroom”

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

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

“HSIs and EHSIs in the North Central Region and the Meaning of 'Hispanic-Serving': Examining their Institutional Diversity and Initiatives and Potentia”

Rene Rosenbaum, *Michigan State University*

Stephen Jeannetta, *University of Missouri*

Alondra Alviza, *Michigan State University*

The phenomenal growth in the Latino population in the United States raises concerns about the needs of this population and about the quality of our workforce, which is an essential component for this nation's economic competitiveness in the global economy. In recognition of the Latino population as key to improve the quality of life of all Americans, the federal government began in the 1990s to invest in institutions of higher education where Hispanic student enrollment was at least 25 percent. Known as 'Hispanic Serving Institutions' (HSIs), these colleges and universities have doubled in number the last 20 years and today enroll 60 percent of the Latino students in the nation. However, the majority of HSIs began as white institutions located in regions that have experienced significant growth in the Latino

population. Only a few of these institutions began with the expressed purpose of responding to the educational needs of Hispanic/Latino students or to advancing the study or development of their communities. Because the 'Hispanic-serving' designation is tied to the enrollment of Hispanic/Latino students, there has been less attention paid to the research and outreach diversity and potential that exists in HSIs to serve the needs of their communities. This session will present the findings of an ongoing research project that aims to identify and document Latino community development initiatives unique to these institutions, as evidence of ongoing change, and of the differences that these institutions are making in their communities. More specifically, the research presented at the session examines the institutional diversity of the 27 HSIs in the North Central Region states, and the 25 Emerging Hispanic Service Institutions (EHSIs) with Latino enrollment between 12 and 24 percent, currently in the North Central Region. The aim is to answer three research questions: (1) How can we characterize the institutional diversity among HSIs and EHSIs and the differences between the two? (2) How truly 'Hispanic Serving' are they, and (3) What is the potential of HSIs/EHSIs in advancing the study and development of their Latino communities? The data for the analysis came from several sources. We first identified and reviewed electronic documents with information on each of the HSIs and EHSIs in the region. We then worked with participating HSIs and EHSIs to collect information on the students and on the college/university outreach and engagement initiatives (programs, projects, and personnel) targeting Latino community development. We also administered an online survey of faculty at participating institutions. The research generates a typology of HSIs and EHSIs based on a database of the characteristics of these institutions, particularly their outreach and engagement activities. The research also produces an inventory of assets at HSIs and EHSIs potentially deployable in Latino community development projects. In addition, we assessed the challenges these institutions face in broadening what they mean by 'Hispanic-Serving'.

“Limited Access to Education, Overreach of State Authority and Violation of Human Rights”

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

Melinda Lewis, *The University of Kansas*

Missouri is home to thousands of 'Deferred Action Students,' who have been granted deferral of deportation under a U.S. immigration policy that also allows certain undocumented immigrants who entered the country before their 16th birthday and before June 2007 to receive a renewable two-year work permit. Under the policy, in effect since June 2012, many young people have been granted work authorization and permission to remain in the United States under the Deferred Action for Childhood Arrivals (DACA) initiative, enacted by executive authority and implemented by the United States Department of Homeland Security. DACA is a federal policy, as the Constitution grants only the federal government the authority to extend immigration status and the benefits it confers. However, state policy can circumscribe immigrants' access to certain privileges and opportunities, even in ways that may counteract federal action. Specifically in regard to young people with deferred action, the Missouri legislature passed a higher education appropriations bill in 2015 that included language blocking deferred action students from paying in-state tuition rates at public institutions of higher education, even though individuals with permission to remain in the United States would normally be considered for in-state tuition eligibility under similar criteria as those applied to U.S. citizens and Lawful Permanent Residents. Concerned about the implications of this state policy for these young immigrants, local

activists and advocates focused on convincing Missouri colleges and universities not to enforce the language in the bill. This included actions directed at university administrators themselves as well as those aimed at getting Governor Nixon to push the colleges not to enforce the language. However, Missouri's colleges and universities enforced this provision, effectively barring students from attending college, given the prohibitive nature of out-of-state tuition prices. In turn, this left these students without options for continuing their educations, since they cannot meet the in-state tuition criteria in states other than Missouri, due to their residence in the state. Throughout this debate, Governor Nixon has been absent in the fight. Missouri's status in regard to immigrant students' access to postsecondary educational opportunities raises many questions. Some are found at the individual level, including the effects on students' educational aspirations and self-identities of coming of age in such a contentious context. Others are more policy-relevant, such as the apparent struggle between the federal and state governments, which bears investigation, since it seems that Missouri is exerting its power- within constitutional constraints- to mitigate the potency of federal policy. To date, this tension has not yet been explored in the existing scholarly literature or policy analysis, even though it can be observed in other arenas, including related to issuance of state occupational licenses (see recent action in Nebraska) and issuance of state driver's licenses (the subject of political battles in several states). This research proposes, then, to examine the interface between federal and state policies in regards to DACA, specifically in Missouri, as well as the effects of this unfolding dynamic on those caught in the crossfire: DACA-eligible students and young adults.

“A Profile of the STEM Immigrant Workforce in the St. Louis Metropolitan Region”

Onésimo Sandoval and Pedro Ruiz, *Saint Louis University*

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

“Latinx Majority Communities in the Midwest”

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

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

Neighborhood Level. The presentation will consist of maps and tables, to show how patterns within select towns have been impacted by the growing Latino population.

“The Effects of Cultural Capital and Community Experience on Latino/a's Livelihood”

Sandra Bertram Grant, Nancy J. Muro-Rodriguez, Leticia D. Martinez, and Dr. Lisa Flores, *University of Missouri*

As the Latino/a immigrant population continues to grow, research has sought to examine the psychosocial processes by which immigrants adapt to new environments. The sustainable livelihood strategies model provides a framework to explain how immigrants develop livelihood strategies to adapt and function in a new society (Valdivia, 2007). The model hypothesizes that immigrants' agency and utilization of various capitals contribute to their well-being. For example, cultural capital such as acculturation and ethnic identity are positively associated with livelihood outcomes (Valdivia, 2008). This framework is particularly beneficial for assessing newcomer livelihood strategies as it accounts for the context of reception, or the presence or absence of a welcoming host community, on livelihood outcomes. The present study will use the sustainable livelihood strategies model as a guiding framework to test the hypothesis that cultural capital and context of reception are associated with well-being in a sample of Latino/a immigrants living in new settlement midwestern communities. Specifically, we will examine the influence that acculturation, ethnic identity, and negative community experiences have on immigrant well-being. The sample was derived from a study that sought to examine the strategies newcomers use to accumulate assets, minimize vulnerabilities, and integrate into their communities. Participants were 438 (50% male) immigrants from Latin American countries (67% Mexico) residing in rural midwestern communities. Participants were administered an assessment battery that included the Bidirectional Acculturation Scale (Marin & Gamba, 1996), Multigroup Ethnic Identity Measure (Phinney & Ong, 2007), Negative Immigrant Community Experiences (Flores et. al., under review), and Personal Wellbeing Index (Cummins, 2013). Data will be analyzed using multiple regression to determine the influence that acculturation, ethnic identity, and negative immigrant community experiences have on well-being. Findings from this study may have important implications for psychological practice, informing the resources that immigrants may utilize to adapt to new environments while maintaining cultural values.

“Geography of the Midwestern English Learner: An Inquiry into Opportunity to Learn English in St. Louis”

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

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

immigrants and their English learning children is unclear. This article provides a local examination of the educational opportunity structure in place for ELs in St. Louis, Missouri. St. Louis was chosen because it is reflective of the changing demography of immigrant destinations and the opportunities in place for their children (Massey, 2008). Furthermore, St. Louis has a well-documented history of being segregated by vital components of opportunity structure such as race, SES, and school quality (Gordon, 2008; Schultz, 2014; Tate et al., 2014). Using data from the American Community Survey (ACS), this article first explores the geographic location and potential clustering of all ELs, as well as particular subgroups of ELs within the St. Louis metropolitan area via Moran's I. The article then tests the hypothesis that specific subgroups of ELs are related differentially to particular components of the St. Louis metropolitan opportunity structure by utilizing Geographic Weighted Regression (GWR). This analysis suggests that current groups of ELs in St. Louis are reproducing previous patterns of European immigrant assimilation by establishing themselves in communities where there is the potential to build their capital due to the resources available to them through their local school district. Implications for the implementation and development of state and local language policies are discussed.

“Latinxs in Kansas City: Spatial Justice, Uneven Development, and Intergenerational Inequality”

Jordan Shipley, *University of Missouri Kansas City*

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

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

Kim Song, *University of Missouri - St. Louis*

Lisa Dorner, *University of Missouri - Columbia*

Sujin Kim, *University of Missouri - St. Louis*

Edwin Bonney, *University of Missouri - Columbia*

Yang Ai, *University of Missouri - St. Louis*

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

university researchers collaborated with five families and seven children to create family story books. This symposium shares the journey on how the family story creating happened in English, Mandarin, and Spanish with illustrations done by children. Analyses will present the process and challenges of integrating biracial, multilingual and African American families into 1) community literacy events; 2) parent-child collaboration and shared literacy; and 3) translanguaging environment in the development of children's books. As the number of diverse students increases exponentially, schools are in dire need of teacher training on how to connect with racially and linguistically diverse families. However, research notes that there is a mismatch between teachers' and parents' expectations of one another's roles in children's education (Rodríguez-Brown, 2010). Many multiracial and multilingual parents and children experience feelings of confusion and alienation within educational systems that do not understand their language use and cultural experiences (Arias & Morillo-Campbell, 2008). Moreover, school personnel often have a deficit view toward multiracial and multilingual families (Arias & Morillo-Campbell, 2008; Little, 2012; Rennallis, 2006; Valencia, 2010); they frequently experience inequitable opportunity and linguicism (Austin, 2009; García et al., 2013), 'discrimination against different language use'. The proposed symposium analyzed a family literacy project that attempted to address the lack of support for urban multiracial and multilingual families as experienced at one Spanish Immersion Elementary School (SIES, a pseudonym). At SIES, the K-5 students receive instruction in Spanish in the core curriculum. At the time of the project, SIES enrolled approximately 60% African-American, 30% White, and 15% Hispanic students (State, 2016). University researchers and SIES educators developed a literacy project that aimed to enroll a mix of families from different backgrounds beyond the simplistic denotations of race as described by state data. The project started with a school-wide, multilingual storytelling event and workshop that include 12 families, 5 university partners, and 2 SIES educators. Three papers explore the process, challenges, and outcomes of the family literacy project, with each paper diving deeper into the project's results. Paper 1 begins the session with an overview of the project design and critically analyzes the project and challenges with involving and integrating biracial, multilingual, immigrant, and African American families. Paper 2 then examines parent-child collaboration as demonstrated through a discourse analysis of voice and identity in the five storybooks. Paper 3 presents two contrasting cases of community 'translanguaging' that occurs in the development of storybooks. Engagement in family literacies support families and educators when educators understand and support students' right of language choice and development of bi-literacy practices (Cushman, Barbier, Mazak, & Petrone, 2006). This project may interests other educators in developing the elements necessary for successful and effective multiracial, multicultural, and multilingual family engagement.

“Linguistic and Racial Equity in Teaching Immigrant and Refugee Learners”

Kim Song, *University of Missouri - St. Louis*

Sujin Kim, *University of Missouri - St. Louis*

Yuyang Zhao, *University of Missouri - St. Louis*

Many teachers are not prepared to teach an increasingly diverse student population (Hollins & Guzman, 2005). Besides addressing the preparedness of teachers for the linguistically and racially diverse (LRD) learners, teachers also need to grow critical consciousness to combat systemic and institutionalized discrimination towards them (Hollins & Guzman, 2005; Howard & Aleman, 2008). Despite growing efforts to combat 'colorblind racial attitudes', (Bonilla-Silva, 2003), institutionalized racism still persist in

society and schools towards LRD children (Gitlin, Buendía, Crosland, & Doumbia, 2003; Marx, 2009). This mixed methods study aims to explore intersection between racism and linguicism the teachers may have. One research question guided this study: How did the pre and in-service teachers in a one-year professional development project perceive and relate (or not) 'racism' and 'linguicism'? The quantitative study proposed one null hypothesis: There will be no significant differences between the pre- and post-CoBRAS. The quantitative data was collected from the 35 pre and inservice teachers of the 2016 National Professional Development grant program by measuring the pre and post tests using the three-factor, 20-item Color-blind Racial Attitudes Scales (CoBRAS), developed and validated by Neville, et al. (2000). The qualitative interview data was collected by the randomly selected nine pre and inservice teachers. The ground theory (Chamez, 2014) was used to analyze the interview data through collaborative open and axial coding. An independent t-test used for the quantitative data analysis found two items that showed the statistical significance: one item on 'awareness of racial privilege', and one on 'awareness of institutional discrimination'. Most of post-mean scores, however, were greater than pre-means. The qualitative analysis resulted in three emerged themes; 1) Exclusion of immigrant and refugee experiences in teachers' perception, 2) Seeing the world in the dichotomy of Black and White, and 3) Discrimination toward immigrants/refugees. Overall results showed that the participants in our study understood race and language as a dichotomy of Black versus White, and Standard American English (SAE) versus African American English (AAE), while leaving the other identities and languages outside this binary as 'foreign.' The unique St. Louis context as well as teachers' personal upbringing in the dichotomous Black and White environment might have shaped our participants' perceptions and experiences with race and racism. Congruent across CoBRAS and interviews, both White and Black teachers associated racism as mainly Black and White issue. Due to such limited experiences of racial diversity, most participants revealed either narrow or stereotypical understanding towards immigrants and refugees, which was also transferred in their understanding of linguistic diversity. First, the limited experience of bilingualism/ multilingualism in their personal and professional environments led them to define English accents as 'cool' or 'exotic,' but not necessarily as positive resources. This reductionist view or 'othering' view of these teachers may further alienate them from proper educational opportunities as seen in the participants' schools. The data tables, instruments (CoBRAS and Interview Protocol) and actual narrative samples will be presented at the symposium.

“Latino Bi-Cultural Entrepreneurs' Business Integration in Iowa Communities”

Hui Siang Tan, *Iowa State University*

Linda S. Niehm, PhD

Background and Introduction: Latinos reflect the largest immigrant population in the United States and have lived here since the 1500s (Jensen, 2006). Historically, Latino immigrants came to the United States seeking jobs and better opportunities (Albert, 1998). Immigrants have relocated to Iowa over the last several decades to work primarily in meatpacking, manufacturing, and other heavy labor industries (Iowa Public Television, 2015). Latino immigrants who leverage their cultural skills and knowledge to create and distribute products and services, are defined in this study as bi-cultural entrepreneurs. Bi-cultural entrepreneurs (BCEs) are immigrant entrepreneurs who benefit from opportunities related to their heritage and draw on their cultural background to generate products and experiences of interest to consumers (Aageson, 2008). Their distinctive products and services are typically found in cultural-

creative industry (CCI) sectors such as Mexican foods, music, handcrafts, Quinceañera stores, flea market and event planning, and festival organization. These CCIs generate tangible and intangible artistic and distinctive products or services that contain social and cultural meaning (Loy, 2009). Problem Definition and Purpose: During the last two decades, Latino populations in the United States have increased tremendously, to over 56.5 million in 2015, with similar increases noted in Iowa (Flores, 2017). Latino immigrants have revitalized communities in Iowa and other mid-western states in many ways, such as the infusion of different cultural perspectives and economic development. The purpose of this study was to: 1) explore the degree to which Latino BCEs are being integrated into the social and economic structure of Iowa communities, and 2) assess the potential impact of bi-cultural entrepreneurship on community economic development in Iowa from the perspectives of both Latino BCEs and community leaders.

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

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

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

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“4-H Maize Retreat: Culturally-Based Youth Leadership Accelerators”

Cayla Taylor, *Iowa 4-H Youth Development*

The Iowa 4-H Youth Development Program's Culturally-based Youth Leadership Accelerator, known as the Maize Retreat, serves as a launching pads for underrepresented and underserved youth into local 4-H learning communities. The model was designed so that youth of color are not isolated, but instead, help transform their local 4-H Programs with increased cultural relevance and diversity. Often it is not about teaching youth something new, but about connecting youth to something ancient in their roots. In 2015, Iowa 4-H created the first Culturally-based Youth Leadership Accelerator (CYLA). These accelerators use cultural strengths and culturally-based narratives to introduce and strengthen the relationship between youth of color and local programs; introduce volunteers, staff, and faculty to culturally based leadership development work; and connect underrepresented youth to post-secondary education and 4-H programs in Healthy Living, STEM, Leadership and Civic Engagement, and Communication and the Arts. Maize brings together approximately 150 Latino and Native American youth in grades 8-12 from across the state each year. Maize has grown to serve a total of 400 youth from across Iowa 99 counties. Youth participants are provided with an accelerated learning experience in 4-H Program and Iowa State University, while bringing together Native American, Latino and Iowa traditions and cultures. The name Maize, known in English as corn, is the staple food of most of the indigenous peoples of pre-Columbian North America, Mesoamerica, South America and the Caribbean. Many Mesoamerican and North American Indian legends share that humans were created from maize. The youth retreat in April uses the symbolism of corn/maize to represent the coming together of Native American, Latino and other Iowa traditions, aspirations and cultures. Maize provides a great introduction to the 4-H program and gets youth excited to return to their communities and engage in leadership and citizenship opportunities. Youth who have participated in the Maize retreat since its inception are now serving in leadership roles to plan the upcoming retreats. One of the youth participants shared, 'Maize brings people together; I met new people I never would have met otherwise. It was fun getting to learn new things in a hands-on way, and we get to try things from our own perspective. Participants are encouraged to select workshops on a wide variety of topics. 'I like getting to learn about things I didn't know about before. It gives me a better view of what's going on in our world and how things work,' said Garcia. Thanks to the investment of time and talents by more than 100 volunteers at each retreat, this program encourages young people to participate in local 4-H learning communities, and introduces them to post-secondary educational learning opportunities. Based on our success with Maize, Iowa 4-H created a second retreat in the spring of 2016, called Ujima, which brought together 90 African-American and African immigrant youth. Ujima is the third principle of Kwanzaa and represents collective work and responsibility. In the fall of 2017, a third accelerator serving Asian-American and Pacific Islander youth was added to the CYLA retreat offerings.

“Sharing Best Practices & Research Findings Through Digital Humanities and Social Science”

Katherine Tegtmeyer Pak, *St. Olaf College*

What possibilities might the digital turn in humanities and social science scholarship open up for fostering cross-cultural connections? This paper seeks to foster dialogue among conference attendees by (1) surveying how digital scholarship projects frame immigration-related topics in the United States, and (2) introducing a specific project now in proof-of-concept phase, the Rural Immigration Network (<https://ruralimmigration.net>). The Rural Immigration Network (RIN) aims to share good ideas and practical information aimed at building community among immigrants and longer-term residents in rural America. RIN intends to allow community builders to learn from others like themselves, creating an online network that stretches across geographic distances and highlights efforts to empower and support immigrant newcomers in rural areas. RIN also aims to provide undergraduate students an opportunity to create publicly meaningful research and writing. Cambio de Colores conference attendees will be invited to evaluate RIN's usefulness, limitations, and future development plans.

“Familia Adelante “Aj goneq Wan Ko Masanil, K'amoqab Maktxel Chi Kankan Yintaqil, (PopolWuj): A cultural translation and pilot for Q'anjob'al Maya family”

Natalia Trinidad, *University of Nebraska Medical Center, Center for Reducing Health Disparities*

Luis Marcos, *Comunidad Maya Pixan Ixim*

Athena Ramos, *University of Nebraska Medical Center, College of Public Health*

Background: Immigrants from Latin America differ by historical, cultural, linguistic, political, economic, social, and legal factors.¹ Although many think of immigrants from Latin America as being 'Latinos', there are also many people of indigenous backgrounds that come to the United States. For example, many immigrants from Guatemala are of Mayan origin. Mayans have a unique culture, language, value system, and health and social needs. ² Based on a recent health needs assessment of Mayan families in Nebraska, there were high levels of tension and stress. Many families were coping with the products of historical trauma from the civil war (1960 to 1996) when the State of Guatemala committed acts of genocide against the Maya People. Symptoms of such historical trauma include substance abuse and domestic violence. ³ The University of Nebraska Medical Center, Center for Reducing Health Disparities (CRHD) partnered with Comunidad Maya Pixan Ixim (CMPI) to implement the Familia Adelante program, which is a multi-risk reduction intervention for Latino youth and families that addresses acculturative stress. The partners believed that the program could help families to manage stress, domestic violence, and substance use in a way that addresses some of the root causes of these symptoms. The program consists of 12 weekly sessions with concurrent groups of parents and youth. Topics addressed include feelings, stress, acculturation stress, school-related stress, family communication, and substance use. The skills and strategies shared with both youth and adult caregivers may improve the overall family functioning. This poster will highlight lessons learned from culturally and linguistically adapting the Familia Adelante program for Q'anjob'al Maya families as well as discuss implementation strategies effective for this population.

Methodology: The academic partner and the Executive Director of CMPI submitted a successful proposal to the National Network to Eliminate Disparities in Behavioral Health to be able to participate in the Familia Adelante program facilitators training in New Mexico. Two academic partners and three

community partners (including two youth) attended the on-site facilitator training in March of 2017 and completed the four months of additional coaching from April to August. During this time, the team met regularly to culturally adapt the program, thinking about issues such as program name, implementation language, recruitment materials, and location of the program sessions.

Implementation: The program was implemented with local Mayan families from September 2017 through January 2018. A total of nine Mayan youth and seven Mayan parents completed the program. The adult sessions were conducted in Q'anjob'al while the youth sessions were conducted in English. Upon completion of the program, both the youth and parents expressed satisfaction with the program. The parents increased their knowledge about the root cause of the manifestations of historical trauma including substance use, appropriate ways to discipline children, and cultural strengths and pride. Parents also noticed a positive difference in their children's behavior. The youth expressed increased knowledge in substance use and confidence in themselves. The Familia Adelante program and its use with Mayan families is promising. The team plans to conduct another session of the program during 2018.

“Developmental Disabilities in the Latino community: Findings and Recommendations”

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

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

“Panel: Housing and Community Development in Kansas City: Implications for Latinxs”

Jake Wagner, *University of Missouri-Kansas City*

What can we learn from the experience of Latinx community development and housing organizations in Kansas City? This paper begins with an analysis of the history of planning and community development in Kansas City MO with attention to the implications for Latinx residents. Building on existing literature as well as an analysis of the community development system in Kansas City, the research explores the importance of neighborhoods, community organizations, and local government. The paper explores the demographic and geographic changes impacting the Latinx community within the region. While the Latinx population in Kansas City is projected to experience significant growth over the next 20 years, the majority institutions are largely under-prepared for this emerging demographic shift. Community and neighborhood organizations can play an important role in addressing the opportunities brought by Latinx population growth and immigration. How can regional equity planning be sustained in a time of increased political opposition and decreased financial support? The paper makes the case for the

importance of building trust and capacity for community-based leadership in the context of forces that would otherwise undermine community development efforts in the region. This research highlights several recent initiatives that hold some promise for improving the housing and community development conditions in the region through greater equity planning. In particular the paper analyzes recent work by a coalition of community and government stakeholders in regional equity planning efforts.

“Evaluating Youth Latino Programs? Here are some ideas”

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

The University of California's Division of Agriculture and Natural Resources (UC ANR) is investing funds over three years to design, implement, and evaluate an outreach and expansion effort to engage underserved Latino youth and families. Seven counties, in rural, suburban, and urban regions, are participating in an intensive pilot, UC 4-H Latino Initiative, to develop, deliver and evaluate research-based culturally responsive programs to attract and retain Latino youth, families and volunteers in 4-H. During the first and second year, these seven counties implemented a variety of community clubs, afterschool clubs, special interest (SPIN) clubs, special interest programs, short-term programs, and day camps. To evaluate these efforts, a joint team of Cooperative Extension Advisors developed a comprehensive three-year evaluation plan. The evaluation plan was developed using UC 4-H Latino Initiative goals to expand youth involvement of under-represented Latino youth and other minority youth groups to result in enrollment proportional to the minority youth populations in their respective geographic areas. The evaluation plan outlines seven key objectives, each with several metrics, and assessment strategies; these are: (a) 4-H program reflect California's communities, (b) 4-H establishes relationships with Latino communities, (c) 4-H programs utilize best practices in program planning and implementation to reach Latino youth, (d) 4-H programs are effectiveness in meeting program goals and outcomes as specified in the 4-H Framework, (e) 4-H programs are sustainable, and (f) 4-H program impacts the UC 4-H organization and local communities. Our work to outline an evaluation plan consisting of several metrics, methods, and analysis strategies may help other organizations to: (a) demonstrate the value their investment and commitment to reach all youth and comply with affirmative action requirements, (b) provide information useful in replicating successful programs and best practices to reach Latino communities, and c) advance the research-base on culturally-responsive youth development. The rationale for this effort is supported by strong research. Research shows that Latino youth development is limited. Erbstein and Fabionar (2014) argued, 'the emergent state of the research and the complexity of the U.S. Latin@ populations present challenges to assembling a cohesive, fully assessed set of practices in relationship to outcomes' (p. 23). There has been some empirical work to identify promising practices from efforts in Cooperative Extension, but the evaluation process have been partial and in many cases disconnected from the reality that Latino Youths are facing in the United States. During this presentation the researchers will address, step by step, the challenges and opportunities of designing a successful evaluation process that could be implemented in other states.