2019 Cambio de Colores Conference
Abstracts

Wednesday, June 5, 2019
3:45PM – 5:00PM
Concurrent Breakout Session 1

**Breakout 1A: Panel**
*Salon A1*

**“Documenting the Immigrant Experience: An Artists Perspective”**
José Faus, *Latino Writers Collective*
Israel Alejandro García García, *Garcia Squared Contemporary Art Gallery*

Immigrant artists navigate borders in their work. Often these are limits imposed by art world gatekeepers. We are expected to have a cultural basis to the work, while at the same time it is devalued as not being high or fine art. On a personal basis, how do immigrant artists question or embrace the role of representing cultural roots? How do immigrant artists navigate these expectations and how does their practice stand outside of or exist as part of the broader art world?

**Breakout 1B: Fostering an Inclusive and Welcoming Community**
*Salon B1*

**“Selam Yerakbena Cadam’: Learning From the Discomfort of the Unknown”**
Edwin Bonney, *University of Missouri-Columbia*

Columbia, Missouri is home to many refugees, both newcomers and secondary migrants. Most of the refugees who resettle in Columbia do not speak or have never studied English prior to living in the US. According to the Missouri Department of Social Services, refugees receive support from the state for only 6 to 8 months after they are first resettled. Personal questions about extended support for refugee support led me to volunteer as an English Buddy for a refugee through the City of Refuge, a local refugee support organization in Columbia. In this presentation, I share lessons from my experience negotiating Tigrinya and English as I tutor a refugee over several months.

**“Community Leaders’ Perspectives on Welcoming Communities”**
Athena Ramos, *University of Nebraska Medical Center*
Sophia Quintero, *University of Nebraska Medical Center*
Sarah Liewer, *University of Nebraska Medical Center*

The demographics of the United States are changing, and there has been substantial growth in the number of immigrants living in rural areas of the country. Because of this, there is the need for these communities to adapt and focus on fostering an inclusive and welcoming environment. Creating a welcoming environment is not only a “nice” thing to do, but based on economic and health data, it is also essential for the growth and well-being of the community and its residents. Welcoming initiatives are one of the least studied areas in the scholarly literature, and little is known about the community psychology of welcoming and integration in the rural Midwest. The purpose of this study was to develop compelling narratives about immigrant integration and community welcoming initiatives from the viewpoint community leaders in Nebraska. Semi-structured key informant interviews based on the principles of appreciative inquiry were used to explore community leaders’ experiences and perceptions of sense of community,
welcoming and integration activities, and opportunities for future community development. A total of 30 interviews, 15 from each community will be completed. To date, interviews in Columbus have been completed (M age = 57, 60% male, 93% White); however, those in Schuyler are scheduled for March 2019. Six themes including acculturation strategies, assets of immigrants, collaboration, community development, personal experiences of migration, and sense of community as well as numerous subthemes have been found using an open coding scheme thus far. Dialogue with community leaders provides insights into how communities and their structures function as well as highlights opportunities for change. Based on this study, leaders are interested in welcoming, but need more guidance on how to implement strategic activities that will create the environment that they desire. Leaders understand that more must be done to engage newcomers into community life. By exploring concepts that build community, leaders may take the initiative in developing intentional welcoming practices that change the landscape of the rural Midwest.

“Transbordering and Integration in Informal Settlements in Bogotá”
Jaime Hernández-García, University of Missouri-Kansas City and Pontificia Universidad Javeriana Bogotá

Informal settlements in Bogotá, Colombia are populated with a mixture of people mostly coming from different rural areas in the country and for different reasons (among them, displaced and demobilized people due to the internal armed conflict). The older local residents themselves migrated from similar places due to similar circumstances a few or many years ago. Both types of residents—old timers and newcomers—have traversed and continue traversing borders (transbordering) looking for better economic and/or safety conditions or opportunities in the city. They have integrated to their settlements at different degrees of ease and extent. This presentation reports from an ongoing research project that studies transbordering experiences in Bogotá, particularly due the peace agreement signed with the FARC guerrilla in 2016 and its effects on newcomers to cities especially to informal settlements in Bogotá, but also on other migration issues. The research principally investigates the impacts of this migration in urban space, and the contributions of public space to integration and peacemaking.

Colombian cities have been affected in specific ways by the conflict. Displacement has acted as a motor for urbanization and urban growth in the country (Zetter and Deikun 2010), contributing to the expansion of informal urban settlements (Albuja and Ceballos 2010). Colombia has the second largest number of internally displaced people (IDPs) globally (IDMC, 2017), many of whom have settled in cities, and particularly in informal settlements. It is generally understood that high prices in the formal housing market, combined with IDP limited assets, absence of identification documents, and discrimination make them resort to informal housing practices in slum areas [informal settlements] where insecurity of tenure multiplies the risk of eviction and new displacement (Haysome, 2013: 6 in García 2016). Informal settlements, which are defined by the United Nations (UN-Habitat, 2003, 2015) as those that do not comply with planning and building regulations, and many lack basic services and infrastructures. But at the same time, there are places self-developed (including self-built) by the people, with struggle but also creativity and hope (Hernández-García, 2013), apart from being the most dynamics areas of cities as Bogotá to receive immigrants.

Using the concept of transbordering, defined by Irazábal (2014) as a multidisciplinary notion that makes the lives and practices of many individuals and communities often transcend the boundaries of particular cultures and localities within nation-states [cities, towns and rural areas], destabilizing previous geographic and power arrangements; this presentation explores integration initiatives, the same as incorporation challenges, of old and new comers to informal settlements, in the case of Bogotá. And how this can be materialized in the urban space and the contribution public spaces can make to integration and peacebuilding.
Finally, this presentation aims to share experiences of transbordering and integration in Bogota that might shed light on integration of immigrants in the US Midwest, and also, learn from experiences here that can be useful in Colombian informal areas.

Breakout 1C: Perceptions and Misconceptions of the Latinx Community
Lewis Room 2

“Mapping Change in Dixie: Latinx Placemaking in a Small Industrial Immigrant Town”
Aaron Arredondo, University of Missouri-Columbia
Soren Larsen, University of Missouri-Columbia

This study examines how public and quasi-public spaces are used by local individuals and community institutions to enact, dispute, and defy the racialization of Latinx in the small industrial immigrant town of Marshall, Missouri. We develop a conceptual model of race and space to theoretically frame how Latinx racialization is structured, experienced, and reproduced within and across various community spatial contexts. Drawing on ethnography, focus group data, and visual research, we find that community institutions governing public space access made no genuine effort to support diversity and inclusion practices. Instead, they promote a social context wherein local Latinx experience community space as whitespace. We argue that the production of whitespace in this newly emerging multicultural community aims to systematically, yet subtly restrict the movement of Latinx across public space. This has the effect of further constraining opportunities for meaningful encounters and public expressions of shared goals and activities. Nevertheless, local Latinx demonstrate their resilience in achieving representation and participation in community life by appropriating non-restricted segments of whitespace as tactics to resist the institutional and everyday practices that restrict their access to spaces of belonging and empowerment.

“Latinos and Immigrants in Nebraska Press. First Results of the OLLAS Observatory of Latinos in Nebraska”
Cristián Doña-Reveco, University of Nebraska at Omaha
Lizet Reyes-Nuñez, University of Nebraska at Omaha

The OLLAS Observatory of Latinos in Nebraska is a new research and extension unit at UNOÁ’s Office of Latino and Latin American Studies (OLLAS). Its main objective is gathering, producing, and analyzing real-time data with regards to population changes, inequalities, perceptions, and social participation and cohesion of Latinos in Nebraska. Since mid-2018, we have been working in the first specific objective of the OLLAS Observatory. This is, to serve as a repository of information, research, statistical information, everyday data (newspapers and other media), legislation, and public policies on topics relevant to the Observatory. In this context, we have collected newspapers +articles from the two main newspapers in the state, the Omaha World Herald and the Lincoln Star Journal, that include reference to Latinos and Immigrants. We have coded these articles in four main frames: Community, Legal, Political, and Social. I will present a preliminary content analysis of this data using a Multiple Correspondence analysis exploring the connection between frames, slant of the article and the headline, the themes of the articles, and the main sources used.

“Heterodox Economics and Urban Planning: Improving the Living Conditions of Latinx and Immigrant Urban Communities”
Jordan Ayala, University of Missouri-Kansas City
Ely Melchior Fair, University of Missouri-Kansas City
Clara Irazábal-Zurita, University of Missouri-Kansas City
Neoclassical economics has imperialized most of the social sciences, and urban planning has not been the exception. Neoclassical microeconomic concepts became the bedrock of most of urban planning studies. Profit/utility maximization, land values, rents, externalities have been incorporated largely uncritically to the urban planning discourse and practice. Yet, economics is a contested discipline with different alternative traditions. While a dominant neoclassical economics approach is at its core, heterodox economics—including Marxist, Post Keynesian, old institutionalist, ecological, and feminist economics—operate at the margins of the profession. Heterodox economics and urban planning have largely advanced in parallel in their quest for progressive politics. In this article, we lay out the definitions and basic underpinnings of these two disciplines to demonstrate that they share aims to critically deconstruct the capitalist developmental status quo, uncover naturalized developmental myths, and propose developmental alternatives. We explore and illustrate how heterodox economics and urban planning can synergistically reinforce their respective disciplinary aspirations for a more just and sustainable world.

Based on that critical analysis, this paper proposes some progressive urban housing development alternatives that could improve the living conditions of Latinx and immigrant urban communities. We focus on the Historic Northeast community in Kansas City, Missouri. First quantifying the housing deficit, and then evaluating current policies designed to address housing need. Historic Northeast neighborhoods have the largest concentration of immigrant populations in the Kansas City metropolitan area. In addition to immigrant groups from Africa and Asia, these neighborhoods have become the locus of a new concentration of the Latinx community over the past 25 years. We envision a new housing policy for these communities grounded in the heterodox conception of social provisioning.

**Breakout 1D: Panel**
**Salon C5**

“Kansas City’s Guadalupe Centers: A Century of Serving the Latino Community”
Theresa Torres, University of Missouri-Kansas City
Sandra Enríquez, University of Missouri-Kansas City
Valerie Mendoza, Humanities Kansas

2019 marks the 100th anniversary of the Guadalupe Centers, the longest continuously running Latino serving non-profit agency in the country. Guadalupe Centers is nationally recognized for their quality social, cultural, and educational programs, particularly their excellent charter school system. Their legacy of service to Kansas City Latinos extends across the metropolitan area. This panel notes the significant contributions of the Guadalupe Centers through a discussion over the process of documenting this history and the past and current legacy of community service and leadership on behalf of the Latino population. The research involves the gathering of a major historical collection of documents, photos, video and audio recordings of oral histories, and major exhibition at the Kansas City Public Library Central Branch. The panel will address the importance of the Guadalupe Centers as a leader, advocate, and voice of the Latino population and the challenges it faces both now and into the future.

**Breakout 1E: Workshop**
**Pines Room 3**

“How do We Create Safe and Affirming Campuses for Students of Color and Other Marginalized Population?”
Debra Bolton, Kansas State University
What are institutions of higher learning doing to address falling numbers of students who successfully graduate, especially those who come from historically, marginalized populations? Some colleges and universities honestly believe that in displaying campus programs based entirely around food, festival, or fun, they can check the “diversity” box. Some believe that assessments on ‘where you are on a continuum’ help to check the “diversity” box. However, when, so-called, diversity practitioners push the campus in becoming multi-culturally competent by addressing diversity outside the proverbial realm of ‘race’ answers like, “Traditionally, multicultural people do not seek higher education.” Or “They just don’t do as well, academically.” Or, “Why are they doing this?” arise; the struggle to sustain a comprehensive and meaningful campus diversity program is real for many change agents. In order for “diversity” advocates to have a seat at the table, the campus attitude and practice of “diversity need not apply” cannot continue to exist.

Some college and university campuses have begun to address educational inequalities and declines in recruitment, retention, and graduation. Institutions of higher education are socially obligated to provide a learning environment for students with varied backgrounds (Bridges et al., 2008). The key is that universities take a very close look at how they can contribute to the greater good by supporting and instilling a sense of worth in all students, regardless of ethnicity and other features of student identities. Williams and Swail (2005) say that, “attending college can be a liberating, developmentally powerful experience with the potential to increase individual productivity and, to some degree, the quality of life of the larger society” (p. 222). This can only occur if or when all aspects of diversity can apply and become an integral part of the college environment where all faculty, staff, and administration, truly, internalize the concept of “student successes applies to all.”

This paper explores university “diversity” goals and concepts. Implications for successes, and challenges along with the importance of building intercultural relationships with students, faculty, staff, and administration will be discussed in this interactive session.

**Thursday, June 6, 2019**
8:30AM – 9:45AM
Concurrent Breakout Session 2

**Breakout 2A: The Social and Cultural Context of Immigrant Youth in Urban and Rural America**
**Salon A4**

“Makin’ ‘It’ in the Heartland: Exploring Perceptions and Definitions of Success Among Second-Generation Immigrant Youth in St. Louis”
Florian Sichling, *University of Missouri-St. Louis*
Ajлина Karamehic-Muratovic, *Saint Louis University*

St. Louis is home to the largest Bosnian refugee community outside Bosnia and Herzegovina (Hume, 2015). While research has explored different aspects of physical and psychological health and overall well-being among the first-generation Bosnians, we know relatively little about the experience of their children growing up in America today. With the second-generation beginning to graduate from high school and starting college, this moment provides an ideal opportunity to explore the decisions that will shape the future trajectories of second-generation Bosnian youth, as well as the institutional, social and cultural contexts that shape these experiences.

In the life course literature, a (young) person’s goals and aspirations are important heuristic devices that guide processes of decision-making and as measures for individuals to assess their progress toward their attainments (Crockett, 2002). These processes are
central to ways in which immigrant and non-immigrant youth navigate an increasingly fluid and ambiguous process of growing up. Previous notions of the transition to adulthood as a linear progression along different demographic markers such as finishing school or entry into the labor market have been challenged by a vast body of empirical literature that documents a growing heterogeneity and circularity of this process for today’s youth (Settersten, 2012; Shannahan, 2000). But while aspirations and goals are important parts of how young people navigate their transition to adulthood, success has been a surprisingly under-theorized concept in this body of work. The purpose of this paper is to address the gap in our theoretical understanding of young people’s transition to adulthood.

The paper presents preliminary findings from the first wave of data collected via a qualitative, longitudinal study on Bosnian youth, ages 15-22 (n=60), in St. Louis. The data is part of a larger study that also explores parent perspectives, as well as those of various community stakeholders, policy makers, and service providers. Data for the study was collected via in-depth, semi-structured interviews. The interviews were conducted in English, audio-recorded, transcribed, and coded using Atlas.ti qualitative computer software. The analysis focuses on respondents’ future goals and aspirations as well as their perceptions of success. The analysis also explores the relative importance of educational and occupational attainment in combination with more ambiguous definitions of life satisfaction and fulfillment.

The Bosnian community in St. Louis has been credited with being a model success story of immigrant incorporation. Gaining a better understanding of how second-generation immigrant youth, such as Bosnians, view success may thus provide important implications for policy makers and service providers seeking to design effective programs that aid in the successful adaptation of immigrant (and non-immigrant) youth in Missouri.

“Food Insecurity and Farm Work Among Latino Emancipated Migrant Youth in the U.S.: A Mixed-Methods Approach”
Fiorella L. Carlos Chávez, University of Missouri-Columbia

Introduction: The United States Department of Agriculture (USDA) defines food insecurity as limited access to adequate food caused by a lack of money and limited resources (Coleman-Jensen, et al., 2017). Given the fundamental need of a healthy diet for optimal physical and emotional development, adolescents who cut back on consumption to stretch food supply would probably have insufficient nutrient intake to support an optimal development. Evidence suggests that children as young as 9 years old will take on the responsibility of preserving and proving food in the household (Fram et al., 2011). As such, it is possible that Latino EMY in agriculture may be reducing or changing their own food intake as a way of “save-food-for-later” or adopting an “austere” food resource management to save money in food resources.

We focus on Latino EMY in U.S. agriculture for three core reasons. First, these youth are a vulnerable population who come to the U.S. without parental supervision and work in farm work to financially provide for themselves and their parents through financial remittances (Carlos Chavez, 2018). As such, it is possible that they may not be eating well since they are now the sole provider and caretaker of their own well-being. Second, the phenomenon of food insecurity may be influenced by cultural expectations among Latino households. For example, familism, putting the family’s well-being first before one’s own (Guilamo-Ramos et al., 2007) may create an environment wherein the migrant youth feels the need to help the parents through frequent financial remittances even at the expense of her/his own detriment and food deprivation. Third, it is possible that EMY in farm work may be too tired to cook, eat, or even prepare their own meals after a long day working in the fields which may worsen their levels of psychosocial functioning (Townsend et al., 2001) while working in the fields.
Purpose: This research pursued an exploratory sequential mixed-methods design (QUAL → quan; Morse, 1991). Guided by a phenomenology framework (Van Manen, 1997), Study 1 provided a deeper understanding of the lived experiences of EMY. Specifically, Study 1 explored the experiences of food security (or the lack thereof) among Latino EMY. Study 1 sought to answer: What are the day-to-day food management strategies and meal preparation experiences among Latino EMY in U.S. agriculture? Findings from the qualitative component later informed the research questions and data collection of Study 2 (i.e., quantitative component).

Method for Study 1: A total of 20 in-depth semi-structured voice-recorded interviews with EMY were conducted in Georgia and Florida (50% from Mexico, 50% H2A visa; 50% from Guatemala, 50% undocumented; ages 15 to 20; 100% males). Interviews were conducted 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. Participants received a $10 incentive. A NIH Certificate of Confidentiality helped secure participants’ information.

Analysis for Study 1: In Study 1, interviews were transcribed verbatim in Spanish by the PI. The transcripts were then subjected to thematic analysis with a Phenomenological approach guiding the investigation and discussion of possible themes. NVivo 11 was used to analyze and quantify the data while simultaneously, memos and field notes were used to pull up themes and wording.

Trustworthiness: Two native Spanish-speaking research personnel separately reviewed each transcripts and engaged in initial coding. Those coders met to discuss the major themes identified in the transcripts “to provide an external check for the research process” (Creswell, 2013, p. 251).

Preliminary results for Study 1: Two core themes emerged from the data: (1) “It’s up to you: You are on your own” and (2) “We take turns.” Embedded in themes were five salient sub-themes: (a) Cook, share, or buy, (b) “I make sure I eat well,” (c) “Eat well so you can go to work,” (d) Team organization, responsibility, and dependability, (e) H2A farmworkers share group meal expenses.

Method for Study 2: Based on Study 1 results, our aim for Study 2 was: To determine the levels of food security (or the lack thereof) among Latino EMY. The focal research question was: What are the associations between food security (or the lack thereof), EMY’s educational attainment, age, and income?

Participants: Study 2 included male EMY aged 15-20 years working in Florida (n = 36; 78% from Guatemala; M_age =17.81; SD = 1.24). Participating EMY received a $20 incentive.

Procedure: Recruitment tactics included word of mouth, flea market visits, and bulletin boards at mini-markets. Snowball approaches were also used; EMY agreed to contact their co-workers and peers to encourage participation in study. Data were collected in Spanish through interviewer-administered questionnaires, which lasted 40-50 minutes.

Measurement: The Six-Item Short Form for U.S. Household Food Security (Blumberg et al., 1999) and 9-item scale from the Self-Administered Food Security Module for Youth (CFFSM; Connell et al., 2004).

Analysis for Study 1: Bivariate correlations (1 Tailed Test) and frequencies analysis were conducted in SPSS 20. Data was grouped based on food management (i.e., cooking for self, cooking with others) as well as age group (i.e., 15 to 17 years old, 18 to 20 years old).
Results for Study 2: None of the associations with the variables of interest were significant. Refer to Figure 1 for prevalence of food insecurity among EMY.

Integration Study 1 and Study 2: Latino EMY experience food insecurity when working and living in the U.S. Latino EMY, who cook on their own, may be more inclined to experience food insecurity than peers who cook in groups. Food management [self vs. group] may help us understand youth at risk for food insecurity. It is possible that higher educational attainment among EMY may be associated with lower levels of food insecurity. Age and income were not associated with food insecurity. However, frequency of financial remittances [weekly, monthly] may influence food insecurity.

Implications: It is not possible to generalize the experiences of food insecurity among EMY in other US regions because of this focus in the Southeast part of the country. Nationality, age, and documentation status were all conflated in this sample. Furthermore, only male EMY in farm work participated in study. Additionally, sample from Study 2 was limited (n = 36). Knowing that Latino EMY in farm work experience food insecurity, further research should track these youth for prolonged periods of time in a longitudinal study. In the future, it would also be beneficial to explore “adult-like” behaviors Latino EMY learned in their countries of origin.

Alyssa Cantú, *University of Missouri-Columbia*
Fiorella L. Carlos Chávez, *University of Missouri-Columbia*
Sophia G. Bell, *University of Missouri-Columbia*

Introduction. Farmworkers under the H2A agriculture visa are predominantly males from Mexico who migrate to the U.S. for work, with hopes to support their families financially. Due to the nature of their work, they experience an arduous and monotonous lifestyle with little time for leisure (Carlos Chavez, 2018). Besides the hardships of their work and demanding weather conditions (Peoples et al., 2010), Latino migrant farmworker – ages 18 to 20 – may experience helplessness, homesickness, and a sense of fictitious independence. Specifically, H2A farmworkers are under contract with a unique U.S. employer: who determines where and how long they work. Failure to fulfill such requirement can result in sacrificing their job while diminish chances of being hired again. Forcing these youth to spend prolonged periods away from their family. To date, there is limited information on the type of support Latino H2A migrant farmworker youth have access to while working and living in the U.S. The present research addresses that gap.

Purpose of study. The goal pursued through this research is to (1) explore the experiences of helplessness and homesickness migrant youth encounter when working in U.S. farm work, (2) to understand the fictitious independence embedded within migrant youth H2A agricultural workforce.

Method and results. In the present qualitative study used a phenomenological approach to gain a “deeper understanding of the nature or meaning of our everyday experiences” (Van Manen, 1997, p. 9). This research consisted of in-depth interviews with Latino migrant youth (n = 10; 100% male, 100% from Mexico, 100% H2A temporary visa holders, aged 18 to 20) living in rural South Georgia. All interviews were conducted in Spanish, and lasted 45 to 60 minutes on average. Participation was voluntary; they received a $10 incentive for partaking in qualitative interviews. A Certificate of Confidentiality from the National Institutes of Health was obtained. Preliminary findings showed that H2A Mexican study participants were similar in many ways; the great majority did not finish high school, and came to the U.S. to financially help their parents and themselves. Thematic analysis highlighted four core themes: (1) “As time goes by, you
get used to it” (2) “Work is a distraction so I don’t feel as sad,” (3) “I don’t feel free, it’s not my home,” (4) “I don’t know where am at, and I don’t know how to get there.”

Limitations and future recommendations. H2A Latino migrant farmworkers have limited housing options since their U.S. employer determines the farmworker camp location, along with transportation. This alone diminishes the accessibility of resources and support. The only support available to Latino migrant farmworkers is family phone conversations and friendships with coworkers. Future research could include female migrant farmworkers to delineate the resources and emotional support available to migrant farmworker youth based on gender. Furthermore, qualitative longitudinal studies could explore the evolution of EMY’s helplessness, homesickness and their sense of fictitious independence over time.

**Breakout 2B Panel**
**Salon B3**

“**Narratives of Latinas in Higher Education. ‘¿Jefa at a University?’ ¡Igualada!’**
Daisy Barrón Collins, *Missouri State University*
Jamille Palacios Rivera, *University of Missouri-Columbia*
Theresa Torres, *University of Missouri-Kansas City*
Sandra Enríquez, *University of Missouri-Kansas City*

The purpose of this paper presentation is twofold: (1) present the adequate resources Latinas and Hispanic women received in their journey to higher education institutions in the Midwest of the United States (Monzo & SooHoo, 2014; Motta, 2011; Rodriguez-Ingle, 2000), (2) discuss how organizational environments and practices hindered Hispanic women/Latinas’ pathways to administrative or senior leadership positions in higher education through the elements of a leadership model (Bell, 2004; Espino, 2015; Ortega-Liston & Rodriguez Soto, 2014).

**Breakout 2C: Workshop on Changing Demographics in the US: Accessing Data to Understand the Impact of Immigrants and Latinos**
**Salon C1**

“**Immigrant and Latino Demographic Transitions in the U.S.: Examining the Present to Understand the Future**”
Ness Sandoval, *Saint Louis University*

This workshop explores the demographic transitions happening in Latino majority towns across the U.S. over time. The research compares, Latino: Pan-ethnic diversity, sex age cohorts, education attainment, income, poverty, language, homeownership, mobility, and foreign-born status. In particular, the paper will look at towns that were once white majority and that are now Latino majority. The workshop will focus on a few case studies to show the demographic changes that happening within the towns using census tract data. The goal of the study is show the differences Latino pueblos that located in urban and rural America.

**Breakout 2D: Mental and Emotional Effects of Latinx Communities and Access to Care**
**Lewis Room 6**

“**Immigration-Related Fear & Psychological Well-Being: Findings from the Health and Safety Risks Among Immigrant Cattle Feedyard Workers Project**”
Athena Ramos, *University of Nebraska Medical Center*
Workers in the agricultural industry are at-risk for health and injury-related problems. Although a substantial percentage of agricultural workers are Latino/as, research on these workers is sparse, in part due to unfamiliarity with the research process, distrust, discrimination, language and cultural barriers, and immigration legal status. The current social-political climate in the United States may exacerbate undocumented immigrants’ fear of participating in research studies, which may contribute to lack of information about their risks for work-related injuries and could result in added vulnerability to stress and other health problems. Limited studies have addressed perceptions of immigration-related fear, its relationship to mental health, and how research initiatives are mitigating the negative impact of such fear. The present study was designed to examine Latino/a cattle feedyard workers’ perceptions of immigration-related fear and its impact on their psychological well-being. This presentation will draw on data from the “Health and Safety Risks among Immigrant Cattle Feedyard Workers” project focused on Nebraska and Kansas (n =123, 87.8% male, M age = 37.5 years) and our field team’s experience in working with immigrant research participants. Results indicated that more than 40% of workers reported knowing someone who had been threatened with deportation, and 26.8% reported that Immigration and Customs Enforcement (ICE) agents had visited family, friends, or neighbors. Many also reported that ICE had conducted raised at businesses where family and friends work. Nearly one third of workers reported that laws and policies that were hostile or harmful to Latinos had been passed in their local community. There was a significant positive association between knowing someone who had been deported or threatened with deportation and reporting anxiety. There was also a significant positive association between having laws or ordinances passed in the community that are hostile or harmful to Latinos and reporting anxiety and depression. Immigration enforcement activities have created a climate of fear among agricultural workers. These findings have implications for health and safety research and intervention, such as for engaging with immigrant research participants, developing appropriate community partnerships, and conducting education and outreach activities.

“Church Outreach in Missouri to Latino/as and Addressing Their Mental Health Issues”
Chad Christensen, University of Missouri-Columbia

Latino immigrants have steadily moved into new rural areas of the Midwestern United States. This involves adapting to a new community context, new cultures and different local traditions, new races of people, and the mental and emotional effects of dealing with this newness and their potentially adverse effects. Research shows that while Latino immigrants have had fewer issues with psychological problems in their country of origin, once in the U.S. they begin to have higher rates of onset of psychological disorders. A significant amount of findings state that Latinos are less apt to acquire mental health counseling than other parts of the U.S. population, and this decreased likelihood is more pronounced when they are less acculturated or are new immigrants. Latino/as negative views toward mental illness and psychological services inhibits their desire to seek help. For poorer Latinos who do receive mental health care, there is higher probability that they will end treatment too soon. Depression has been viewed as a personal problem not related to health. Yet, among elderly Latino/as, the demand for mental health care has existed, especially for those dealing with depression.

The local church congregation can play a key role in reaching out to Latino immigrant families, serving as a primary contact and advocate for immigrants dealing with mental illness. The church likely has connections through its members for addressing local human needs. Yet, churches have often struggled with such capital-building resources for reaching out to new ethnic newcomers in their communities.

The theoretical framework informing outreach to new immigrants in this study is the social network and embeddedness theory developed by Portes and Sensenbrenner (1993).
This qualitative, case study examines 40 clergy and laity responses on current barriers to outreach in eight congregations in two Missouri communities and why these barriers exist.

Ben Zeno, Casa de Salud

Casa de Salud’s Mental Health Coordinator will share best practices for facilitating access to care and fostering collaboration among diverse partners to treat vulnerable populations, particularly as it relates to mental health. Casa de Salud, founded in 2010, is a St. Louis non-profit whose mission is to facilitate and deliver high quality clinical and mental health services for uninsured and underinsured patients, focusing on new immigrants and refugees who encounter barriers to accessing other sources of care. Casa was originally founded as a medical clinic and later, a case management program was added. Over the years, Casa received high demand for mental health services. In 2016 alone, Casa’s physical health clinic providers identified 252 patients as needing mental healthcare, but wait times stretched up to almost three years for referrals to external mental health services. Of the patients that Casa’s case management program attempted to refer for mental health services, only 26% were able to obtain even one appointment (compared to an 86% success rate for all other specialty services). In response to this need and the issues that clients encountered accessing mental health services in the broader community, Casa de Salud opened the Mental Health Collaborative (MHC) in February 2018.

At the MHC, Casa created a space where a partnership of agencies can work together, using a variety of modalities and evidence-based interventions. The MHC also incubates new therapists and provides additional office space to established therapists in exchange for serving Casa clients. In addition, on a monthly basis Casa convenes partner therapists for case conferences and a guest lecture so that best practices may evolve and/or be influenced by the learning that takes place at the MHC. While partner agencies and therapists work to provide the best possible care to clients, Casa helps provide support services and facilitates the process of triage and referral with a focus on easy access for clients. In its first year, more than 25 therapists from 15 partners treated roughly 300 unique clients for a total of more than 1500 therapy sessions. Wait time for mental health care was reduced from over two years to two weeks. Casa de Salud hopes to start an important conversation around access through collaboration by sharing the MHC’s challenges and successes.

Breakout 2E Workshop
Pines Room 5

“Latinos en Acción: Developing a Latino-Centric Leadership Kit”
Fernando Burga, Humphrey School of Public Affairs
Silvia Alvarez de Dávila, University of Minnesota Extension
Gabriela Burk, University of Minnesota Extension

This workshop explores the application of a leadership training toolkit that recognizes race, culture, and gender and immigrant experience as key components of deliberation and capacity building. Based on the case of of Latinos en Acción (LEA), a Latina mother-led organization located in Dodge Center, MN, we demonstrate tools that are applied to inform a nascent curriculum aimed at improving the organizational capacities and the long-term sustainability of Latino-led organizations. By sharing the aspects of developing a Latino-centric leadership training kit, we consider the challenges and obstacles of empowering Latino immigrants in the rural Midwest.
LEA has emerged as an important community organization in South-East MN, upholding the needs of Latino families in educational issues. Established in 2016 through an UMN Extension Issue Area Grant, LEA has accomplished several thresholds of development over the past two years, including the formation of a mission statement, the election of a leadership committee, and planning of local events and festivities in SE MN. In collaboration with Latino staff and faculty from the University of Minnesota, LEA members have also participated in academic presentations at the University of Minnesota, business expos in Dodge County, MN, staff-wide presentations for the Triton school district staff, and end of the year celebrations in Dodge Center, MN. While LEA’s exposure has grown through the past two years, however, there is growing recognition that the group requires further leadership training and organizational structure.

In this workshop, we will share the two tools that Latino staff and faculty at the University of Minnesota have applied to provide a safe space of deliberation and a critical pedagogy approach in order to foster leadership with LEA members.

The first activity is the application of Design Thinking techniques that foster a deliberative space where LEA members can share their thoughts and ideas about collective decisions. Through this case, we consider the challenges and opportunities of translating Design Thinking methods into a context where its normativity is altered through the creativity of its users. We consider how Design Thinking techniques are recalibrated through the adoption of “Los Papelitos” as a common practice that enables members of LEA to deliberate rather than compete, and assert each other’s opinions. “Los Papelitos” introduce a cultural practice that provide innovation from the experience of the users.

The second tool we demonstrate is the application of a personal timeline. This is a graphic exercise in which LEA members are asked to consider their personal histories by drawing a timeline that represents their lives as well as key life thresholds, including immigration, family events, high points and low points. We use this timeline to consider the role that history plays as an important source of self-knowledge, identity recognition, trauma, and resilience. By developing and sharing the timeline among participants, we consider how to build a collective experience based on affect and empathy.

Both exercises also show how Latino staff and faculty at the University of Minnesota have worked with LEA members to focus on their particular experiences as Latina immigrant women. We show the challenges and obstacles of deploying these tools to provide lessons and strategies modeled in this context that may assist other communities of color. We also consider the challenge of working as a Latino-centric organization within a majority white institution such as the UMN and the challenges of evaluating outcomes of culturally relevant leadership training.

11:15 AM –12:30PM
Concurrent Breakout Session 3

Breakout 3A Workshop
Salon A4

“Establishing a Latino 4-H Club with Non-Latino Staff: A Firsthand Experience”
Tammy Lorch, University of Minnesota Extension

With strong motivation, passion, and a sincere desire to address the disparity of access to 4-H by Latino families, this proposal’s author has attended the Cambio de Colores conference for the past three years. Attending the conference provided a deeper understanding of Latino culture and values. Building on the wisdom of others, this Anglo
emerged on a mission to connect with Latino families to share the benefits of 4-H participation.

The counties in southeast Minnesota have the highest population of Latino youth in the state, yet only two percent of the 4-H membership in these counties is Latino. To address this issue, this presenter collaborated with an Extension colleague who is himself Latino to make connections with Latino families.

This presentation highlights the development of the first 4-H Club to engage Latino families in a mid-size community where the estimated Latino population is twelve percent. Presentation attendees will learn about this Anglo’s firsthand journey in developing a 4-H club with Latino families: the rewards, celebrations, challenges, and impacts.

**Breakout 3B: Defining Policies and Economic Structures for Diverse Populations**

**Salon B2**

“Beyond the ‘Blurb’: What Does ‘Equal Opportunity Institution’ Mean for Extension Programs”

Elver Pardo, *University of Florida IFAS Extension*
Laura Valencia, *University of Florida IFAS Extension*
Jessica Sprain, *University of Florida IFAS Extension*
Nancy Moores, *University of Florida IFAS Extension*
Nicole Walker, *University of Florida IFAS Extension*
Kate Fogarty, *University of Florida-Gainesville*

You might have noticed the blurb stating “an equal opportunity institution” on Extension-related printed materials or websites and wondered, “What does that mean for Extension programs?” This need becomes evident as racial/ethnic minorities and populations with special needs increase both in number and proportional to the U.S. population. How do we ensure having diverse representation of Extension clientele from the communities we serve? We present: a definition/overview of equal opportunity; ways to promote equity and access for differently abled youth and volunteers with respect to education and physical location; experiential methods that work with underserved audiences who may otherwise struggle with formal education; and encouraging program growth by including diverse audiences to provide equal opportunity and access to resources.

The authors are part of the Florida 4-H Diversity/Growth/Quality action team. Our team members have demonstrated success in outreach and programming with diverse youth and adult populations, including clientele from low resource, special needs, sexual minority (LGBTQ+) and racial/ethnic minorities. Here we have tools to assess accessibility, from self-evaluation to Extension program evaluation. This introductory-level poster is designed for 4-H agents and volunteers who desire to make their workplace more accessible to growing diverse populations in order to serve them in mutually rewarding ways.

“Immigration and Migration Policy Proposal’s Impact Beyond Farm Labor Markets Across the United States”

Skyler Sinnitt, *University of Florida*
Gülcan Önel, *University of Florida*
Jamille Palacios Rivera, *University of Missouri-Columbia*

Most agricultural workers in the United States are from Latin America. According to the 2015-2016 FY National Agricultural Workers Survey results, 69% of respondents are hired farm workers born in Mexico. When asked, more than half of these same farm workers indicated they do not have legal work authorization. The received wisdom suggests that they are overrepresented in the agricultural workforce because they are
more willing to accept the pay and work conditions associated with farm work, than are their legally authorized peers. Recent trends in the agricultural labor market, however, seem to suggest that the share of unauthorized hired farm workers may be decreasing. This trend is implicit in the rapid growth of the H-2A guest workers program, a federal program that allows agricultural employers to bring in foreign workers on a seasonal basis (See Figure 1). Although in recent years the H-2A program has garnered considerable interest from policy makers, agricultural employers, and researchers, few quantitative studies examine how immigration policies impact farm labor markets across the U.S. Our quantitative model includes the following immigration related policy proposals: raising of the AEWR (the adverse effect wage rate paid to H2-A workers); restructuration or discontinuation of the H-2A guest workers program; amnesty for currently unauthorized workers; and disruption of immigration and migration flows from increased immigration control and/or security along the U.S.-Mexico border. This paper reveals preliminary results of our quantitative model to inform rural community leaders, agribusiness stakeholders, as well as public policy makers regarding the potential effects on farm labor management, the administration of the H-2A guest workers program, and immigration control policies and other related sectors.

“Confronting the Wall: The Impact of an Experiential Learning Trip to the U.S.-Mexico Border”
Jennifer Tello Buntin, Lewis University

For the past four years, Lewis University, a Catholic and Lasallian university in the Chicago metropolitan region has taken a group of undergraduate students on a week-long experiential learning trip to the U.S.-Mexico border in Arizona. The trip introduces students of diverse background to border and immigration issues, including visits with immigrants, immigrant-serving organizations, border patrol and customs, the court system and its participants.

This presentation will examine the impact that this experience has on the students participating. In what ways does the experience of seeing the border itself and talking directly with those involved in Arizona impact students’ understanding of border and immigration issues? Is there a difference in the ways that Latinx and non-Latinx students experience the trip? After the students complete the trip, does the experience play a role in motivating social or political action with regard to these issues? The data presented is drawn from open-ended surveys given to the students before the 2017 and 2018 trips (pre-test) and after the trips (post-test) to assess the immediate impact of the experience. This data is supplemented with open-ended surveys and in-person interviews with students who participated in the two previous trips (2015 and 2016). Additional insight is drawn from the observations of the faculty and staff members accompanying the students.

Breakout 3C Panel
Salon C5

“Paz en el Barrio: Building Equitable Neighborhoods”
Michael Carmona Hispanic Economic Development Corporation of Greater Kansas City (HEDC)
Gabriel Fumero, Hispanic Economic Development Corporation of Greater Kansas City (HEDC)

In October 2018, The Hispanic Economic Development Corporation of Greater Kansas City (HEDC) began the “2018 Westside Equitable Neighborhood Development Initiative”, an 18-month-long planning project — funded by the National Association for Latino Community Asset Builders (NALCAB) and JP Morgan Chase & Co. This project seeks to develop resources focused on housing services and programs, community engagement, and policy development and advocacy; supporting the retention and growth of residents
and business owners in Kansas City’s Westside neighborhood, one of the area’s most historically-rich, underserved neighborhoods.

The Westside neighborhood, an urban community adjacent Kansas City’s Downtown, was the settling point for many Mexican immigrants in the early 1900’s; and today is home to many 1st-3rd-generation Mexican-Americans – among members of other Hispanic ethnicities. Key demographic information of the neighborhood is: 58% Hispanic; Population of 2,656 within 1.1 square miles (2,437 people per square mile); 38.4 median age; 55% female; $18,758 per capita income (about two-thirds of amount in Kansas City: $28,511); 1,445 housing units (82% occupied, 51% renter occupied, 70% single unit); 15.9% foreign-born (more than double the rate in Kansas City: 7.3%).

For decades, residents and small businesses in the Westside neighborhood were plagued by disinvestment; and today are facing the negative impact of a rapidly-developing Kansas City. The term “gentrification” has become a highly-contested word. Rising rates in property assessment and local sales tax from City- and County-wide projects expect to have a continued role in displacing long-time residents and creating a competitive barrier for small businesses already operating in low-margin industries (i.e., restaurants, commodity goods).

This presentation will cover the work HEDC – and its partners – has done so far to drive equity and sustainability for residents and businesses in the Westside neighborhood, seeking to develop policies to allow people to “stay in place”, meanwhile developing and offering asset-wealth building programs and services related to entrepreneurship, digital literacy, and financial education.

**Breakout 3D Workshop**  
**Lewis Room 3**

**“The EL Data Story”**  
Ryan Rumpf, Missouri Department of Elementary and Secondary Education

This presentation will discuss the demographic and achievement-related data and the implications for Missouri educators and administrators. Based on the data, four highly effective schools were studied to determine what they do in their buildings that results in achievement that has placed them in the top 5% of school buildings in the state for two consecutive years using Missouri’s EL Indicator formula, the accountability measure established under the Every Student Succeeds Act.

**Breakout 3E Panel**  
**Pines Room 4**

**“The State of the Field, Latino PYD in 2019, the National Scene”**  
Ricardo Díaz, XPenn Consultants & University of Illinois at Urbana-Champaign

In this session, I will summarize the initiatives of the Latino Advisory Committee, the group that serves at the national level to coordinate efforts in youth development for Latino families. It is now a champion group of the Access, Equity and Belonging Committee, which coordinates with the 4-H program leaders and with Extension in general. Through the gathering best and better programming and creating collaboration among Latino professionals, http://latinosinextension.org will continue this work.
“Immigration Detention in Iowa: Implications for Community Health, and Mitigating Potential of a Community-Driven Bond Intervention”
Nicole Novak, University of Iowa College of Public Health
Juan Gudiño, University of Iowa College of Public Health
Naomi Marroquín, University of Iowa College of Public Health
Elizabeth Bernal, Eastern Iowa Community Bond Project
Elizabeth Rook Panicucci, Eastern Iowa Community Bond Project

Background: A substantial body of literature documents the harms of incarceration on individuals from socially disadvantaged groups, as well as members of their families and social networks (Comfort 2009). Community-based organizations throughout the United States are developing strategies to mitigate the harms of incarceration, including immigration incarceration (Abernathy 2017). One particular challenge of immigration incarceration is the high cost of bond (bail), which is set at a minimum of $1500 and must be paid in full (Ryo 2016). This study evaluates the health implications of one particular community-based strategy to support immigrant communities: raising funds to pay bond for immigrants detained by Immigration and Customs Enforcement (ICE).

Methods: We developed a community-engaged study in partnership with the Eastern Iowa Community Bond Project (EICBP), a community-based organization that provides bail funds to immigrants detained by ICE. To document the impact of the intervention, we conducted in-depth qualitative interviews with three groups of people: individuals who had received immigration bond assistance, members of their family, and other members their social networks (n=30). We conduct in-depth semi-structured interviews over the phone to assess experiences during the person’s detention and after their release on bond. Data are analyzed using an inductive coding process. We evaluate whether and how bond assistance provided by EICBP mitigated harms to health.

Results: Data collection is ongoing. Emerging themes indicate that: 1) an immigration bond intervention improves access to legal counsel, because immigration detention facilities are often remote from major urban centers where immigration attorneys work; 2) posting immigration bond promotes family reunification, which provides substantial mental health benefits not only to the detained immigrant but also to members of their family, and 3) immigrants released on bond still face many challenges, including being barred from working until they are granted a work permit.

Discussion: Thus far, our findings highlight a promising impact of community-based immigration bond interventions for immigrants who receive bond assistance, their family members, and other members of their social networks. Immigration bond interventions do not completely ameliorate the stresses of immigration detention and risk of deportation. More research and community support is needed to further address these stressors.

Prior national surveys focus smoking behavior of the aggregated Asian population, possibly masking subgroup variation. This cross-sectional study examines the prevalence of cigarette smoking among Asian Americans and Hispanics.
of cigarette smoking behavior among Chinese, Filipino, Asian Indian, and other Asian population compared to Hispanic in the United States. This study uses data from the 2011-2015 National Health Interview Survey on 137,656 noninstitutionalized US adults to obtain age-adjusted estimates of smoking prevalence. Results showed that all Asian ethnic groups were significantly less likely than Hispanic to have cigarette smoking behavior except Filipino. Compared with Hispanic, Filipinos were more likely to have cigarette smoking behavior (OR=0.55, 95% CI=0.48-0.63) and Asian Indians were less likely to have cigarette smoking behavior (OR=0.17, 95% CI=0.14-0.20). Although the Asian race was generally associated with lower health risk behaviors, subgroup variation is very important. The findings stress the needs for specific subgroups prevention and cessation efforts to reduce health risk behavior in each Asian and Hispanic subpopulation.

“Building Institutional Support for Undocumented Students in Michigan Public Colleges and Universities”
Melissa Hernández, University of Michigan-Ann Arbor
Joselin Cisneros, National Forum & University of Michigan-Ann Arbor

The goal of this Kresge Foundation funded grant is a policy analysis project to assist institutions in Michigan to better serve and to graduate immigrant students from all backgrounds, especially undocumented & DACAmented students. This project is focused on reviewing and benchmarking admissions and financial aid policies that impact undocumented and DACAmented students. Through this work we hope to: 1) publish a comprehensive guide to institutional practices, 2) encapsulate data in a sharable report for use by professionals and policy makers; 3) provide easily accessible training to professionals who seek to support undocumented & DACAmented students, and 4) making available, in one place, a list of scholarships provided by Michigan foundations, corporations, individuals, churches, civic groups and other organizations for which undocumented & DACAmented students qualify.

Data for this project was gathered from publicly available information from the institutional websites. Currently there are 111 institutions classified as a two or four-year college or university in the state of Michigan. There are 27 public 2-year institutions (e.g. community colleges) and 18 public 4-year institutions and data will be gathered from these 45 institutions. They were selected because of their status as public institutions. As public institutions, part of their mission is to advocate for higher education as a public good and to promote its collective value in serving the public interest and the State of Michigan. This project begins with the philosophy adopted by many of these public institutions, that they are committed to promoting educational opportunities for all students in Michigan regardless of their status.

Breakout 4B: The Growth of Latinx Farmers and Business Owners in the US Salon B5

“Strengthening the Relationship Between Hispanic/Latinx Farmers in Pennsylvania and Cooperative Extension: A Needs Assessment Study”
Ilse Huerta-Arredondo, Pennsylvania State University

According to the USDA Census of Agriculture, Hispanics farmers in the United States increased 21 percent from 2007-2012. This trend not only represents a growth in the involvement of this population in farming, but it also reveals a demographic shift in the agricultural economic activity. In Pennsylvania, the growing trend is similar with 652 Hispanic-operated farms in 2012, representing a 24% increase since 2007.

The purpose of Cooperative Extension is to provide useful and available training and information to all people around the state. Penn State Extension, through faculty, Extension educators, and graduate students are assisting Spanish-speaking workers and
farmers in Pennsylvania, by making resources available in Spanish. However, research-based information regarding the non-formal agricultural educational needs of Hispanic/Latinx farmers, aspiring farmers and operators in Pennsylvania and its relationship with Extension did not exist. Thus, the objectives of this study are: 1) identify agricultural-educational needs of Hispanic/Latinx farmers, operators and aspiring farmers in Pennsylvania; 2) identify challenges that Penn State Extension educators face when reaching Hispanic/Latinx farmers, operators and aspiring farmers; and 3) recommend strategies to improve Extension programming for Hispanic/Latinx farmers, operators and aspiring farmers in Pennsylvania.

Through personal interviews with Hispanic/Latinx farmers, aspiring farmers and operators in selected areas of the state, the researcher has learned about their characteristics and experiences in farming or attempting to farm in Pennsylvania. Descriptive and qualitative data is currently being analyzed. In addition, interviews are being conducted with Extension professionals to learn about their interactions, perceptions and experiences with this farming population.

It is expected that findings will be used to improve non-formal educational programming and resources for Hispanic/Latinx farmers, aspiring farmers and operators in Pennsylvania. In turn, these programs should promote their successful engagement in agricultural activities within the Commonwealth.

“The Funding Constraints Latinos Face to Start-Up a Business”
Marcelo Siles, Michigan State University
Rubén Martínez, Michigan State University

This study analyzes the reasons that Latinos express to become entrepreneurs, the role that immigrants coming from Spanish speaking countries play in the creation of new businesses, and the constraints that Latino-owned businesses (LOBs) face at the startup and development stages of their businesses operations. One of the big constraints for LOBs is the lack of access to the formal financial markets. The main purpose of this paper is to describe both the demand and supply sides of financial markets related to LOBs. We assess the internal and external reasons for why LOBs do not access to the formal financial markets in search of credit for their operations, later, we consider the internal and external reasons for why community and large banks have problems working with LOBs and are reluctant to evaluate their credit applications. The empirical analysis to support this study is based on secondary data published by the U.S. Census Bureau.

In the last few years, the United States and Michigan have experienced an economic recovery thanks to the implementation of new policies aimed to support the private business activities through the creation of new businesses and the expansion of the existing ones. During this time, the Latino population has steadily been growing at the national and state levels. One of the outcomes of the Latino population growth is its correlation with the number of LOBs and its important role within the federal and state economies.

“Emerging Trends Among Latinx Farmers: A Comparative Analysis Among the States of Iowa, Michigan and Missouri”
Stephen Jeanetta, University of Missouri-Columbia
María Rodríguez-Alcalá, University of Missouri-Extension
Rubén Martínez, Michigan State University
Jan Flora, Iowa State University
Corinne Valdivia, University of Missouri-Columbia

Note: This project is part of a larger multi-state project titled Latino Agriculture Entrepreneurship Strategies, Networks of Support, and Sustainable Rural Development funded by the USDA National Institute of Food and Agriculture. The project was divided
in three phases. This presentation is based on preliminary findings following the conclusion of the second phase that involved a survey study conducted among Latino farmers in Iowa, Michigan and Missouri.

The first phase of this project involved a qualitative study for which we conducted several focus groups with agricultural service providers and, separately, with Latino farmers in the states of Michigan and Missouri and, Latino farmworkers in Iowa. In addition, some individual in-depth interviews were done with Latino farmers and farmworkers to complement the focus groups. The focus groups and individual interviews were recorded, transcribed, and the ones in Spanish translated into English. Transcriptions were coded by the team of researchers in each state using four levels of coding. The coded transcriptions were then used to help us prepare a survey questionnaire. The qualitative portion of the broader project was completed in 2017. In 2018, we conducted a survey in the three states through personal interviews with an expected total 160 Latinx farmers (80 in each state). Preliminary findings offering a comparative analysis of emerging trends in each of the three participant states will be presented as well as how the findings will be used to form the basis of a Latino Agriculture Entrepreneurship Readiness Scale. In Michigan, the focus is primarily on established farmers, in Missouri on small and beginning farmers, and in Iowa on farmworkers interested in becoming farmers. The aim of this project is to understand the specific needs of these farmers in order for agricultural service providers to better serve them in the future, as we continue to observe an increase in the number of Hispanic farmers across the Midwest.

**Breakout 4C Panel**

**Salon C3**

“**Mixed-Methods Study of Immigrant Family Engagement Program Development: Families at the Center of Program’s Planning, Implementing and Assessing**”

Kim Song, *University of Missouri-St. Louis*
Lisa Dorner, *University of Missouri-Columbia*
Yuwen Deng, *University of Missouri-St. Louis*
Lyndsie Schultz, *University of Missouri-Columbia*
Edwin Bonney, *University of Missouri-Columbia*

The goal of this mixed-methods study is to share a journey about how Strengthening Equity and Effectiveness for Teachers of English Learners (SEE-TEL) teachers planned, implemented, and assessed the family engagement programs at the four partner districts; Bayless (50% ELs, Bosnian, Vietnamese, Arabic), Kansas City (30%, Spanish, Swahili, Somali), Columbia (7%, 61 languages), and Carthage (25%, Spanish, Micronesian). The SEE-TEL project is a National Professional Development (NPD) Grant project that UMSL received in 2017. Immigrant family engagement is one of the priorities the NPD grant requires of the awardees. SEE-TEL team has integrated some immigrant family engagement activities into a “Principles of Second Language Acquisition” course and “Crosscultural Communications in Classroom” course, so the teachers read, reflect, recruit and prepare more immigrant family-engaged ‘small’ gatherings. This pilot family engagement project was conducted in Fall 2018 with 5 coaches and 24 SEE-TEL teachers. A research question in this study is: “How have SEETEL teachers been transformed to become more culturally and linguistically inclusive when they plan, implement, and assess immigrant family engagement programs?”

Hurtig and Dyrness’ (2011) study analyzes teachers’ collaborative work with immigrant parents in the participatory action research, and demonstrates that parents’ engagement in writing and research activities within schools transforms their leadership roles and identities in relation to school leadership. Harvard (2014) confirms that students with engaged families are more likely to earn higher grades and test scores, adapt better to school, have better social skills and behaviors, and go on to post-secondary opportunities.
However, compared to non-immigrant families, immigrant families are less engaged, attended, and involved in school family engagement activities.

Research data were collected mainly through the TESOL courses, district visits and observations, e.g., invitation letters, family questionnaires, surveys, individual reflections on readings and family engagement activities. In addition, researchers’ field notes during school visits and observations, and the teachers’ monthly meeting minutes at the sites were also data sources of this study.

This symposium includes three panels: Through a qualitative study, the first panel of this study found that how the teachers have learned more about the families’ wants and needs through face-to-face communication and their willingness to share their ideas and talents with the school and community along with the common barriers of transportation, scheduling the gatherings due to their long hours of work, and child care. The second panel analyzed the 74 questionnaires teachers sent home in many languages to understand families’ opinions and perception on family-school events. Families reported being surprised and thankful that the teachers asked for their opinions. Preliminary findings of the Spanish-speaking responses suggest that there is not a one size-fit-all answer. Almost all parents agreed that a family event was essential for them to be engaged in their children’s education. The third panel analyzed teacher-school climate survey and found that there were discrepancies between teacher perceptions of school outreach to immigrant families and immigrant parent participation levels. The discussion and implication will be shared with VoiceThread presentations and peer feedback about teachers’ transformation.

*Breakout 4D Workshop*

*Pines Room 1*

**“Responding to Change: Promoting Immigrant Integration Through Language Access”**

Monica Harris, *City of Dayton Human Relations Council*

The City of Dayton’s foreign-born population has more than doubled since the mid-2000s. Within Dayton Public Schools, 35 languages are spoken; in a neighboring school district, more than 30 languages are spoken. As other small, Midwestern communities face similar demographic changes, providing equitable access to services becomes more complex even as it becomes more critical. While Dayton has experienced both social and economic vibrancy from our newest residents, it also has recognized the challenges in meeting one of the most pressing needs of this population: ensuring that residents with limited English proficiency (LEP) have access to services in their native languages. According to 2017 American Community Survey estimates, of the nearly 6% that speak a language other than English in Montgomery County (of which Dayton is the county seat), 41% indicate that they speak English less than ‘very well’. Not only is lack of language access a barrier to receiving services to which one is entitled, it also can have severe public health and economic consequences, such as the following:

1) Health and public safety suffer when residents are unable to comply with City regulations that they cannot understand.

2) Emergency preparedness suffers when communities miss hearing the precautions they must take to stay safe.

3) Tax revenue suffer when residents miss key messages about payment, filing taxes, using individual taxpayer identification numbers, or following certain regulations as property or small business owners.

Under Title VI of the federal Civil Rights Act, all agencies receiving federal funding or federal assistance are required to provide meaningful access to language services to limited English proficient individuals. In light of these demographic changes and federal
law, the City of Dayton adopted an official Language Access Policy in 2015. The language access policy is designed to promote fair, equitable, and meaningful access to City services for individuals with limited English proficiency or who are hearing or visually impaired.

In this workshop, participants will learn about the critical role that creating an official language access policy and program plays in successful immigrant integration. They will also hear about the process that Dayton went through to create the policy, what the policy looks like in practice, strategies for ensuring that language services provide meaningful and equitable access to services, and what Dayton has learned in the 3 years that the policy has been in place. Finally, participants will have time to consider what a successful language access policy and program would look like in their contexts.

**Friday, June 7, 2019**  
10:15AM –11:30AM  
Concurrent Breakout Session 5

**Breakout 5A: Latinx Community Development Through Meaningful Community Relationships**  
**Salon A5**

**“Hispanic Serving and Emerging Hispanic Serving Institutions: Resources for Latino Community Development”**  
Stephen Jeanetta, *University of Missouri-Columbia*  
Rene Rosenbaum, *Michigan State University*

Nationally, over half of all Latino undergraduate students in higher education (64%) in 2015-16 enrolled in the 472 of institutions in the US identified as Hispanic Serving Institutions (HSIs), designated as such because at least 25 percent of undergraduate FTE enrollment at these institutions is Hispanic enrollment. Another 323 institutions qualified as Emerging HSIs because their FTE Hispanic student enrollment rate was between 15 and 24 percent of total undergraduate enrollment. Many of these institutions are embedded in the communities where they are located but vary greatly in terms of the extent to which the institutions serve as community development to the Latino communities represented by a growing number of their students. This presentation will share the results of a study on HSIs and Emerging HSIs in the Midwest and explore their capacity for serving as facilitators of community development in the communities in which they are embedded. The study used mixed methods (a survey and campus case study visits) to examine the characteristics of these institutions and the roles they and their faculty and administrators play in the development of Latino students and their communities.

**“Between Bienestar/Buen Vivir and Development: A Community Capitals Assessment of Latinx Kansas City, Kansas”**  
Clara Irazábal-Zurita, *University of Missouri-Kansas City*  
Theresa Torres, *University of Missouri-Kansas City*

This article analyzes the nexus between community assets and community development in Kansas City, Wyandotte County, Kansas, particularly for Latinxs and immigrants of Latin American descent. We use the Community Capitals Framework (CCF)—which considers natural, cultural, human, social, political, financial, and built capitals—to study the dynamics of accumulation and loss of assets and the impacts on urban community development. The qualitative study addresses the following objectives: 1) identification of the different community capitals in the study area, their quality and interactions; 2) analysis of the relationships among community capitals and their contribution to community development; 3) identification and analysis of the processes of spiraling up.
and spiraling down of community capitals; and 4) recommendations for a more sustainable and equitable community.

Wyandotte, our case study, is the fourth most populous county of the state of Kansas, with 163,369 residents in 2015, showing one of the fastest percent population changes in the state of Kansas, 3.7% for the 2010-2015 period (USDA, 2016). It is also one of the poorest counties in Kansas, affecting the younger population more so than adults. Wyandotte’s rate of unemployment is among the highest in the state. The percentage of its total population with a college degree is less than a third of its neighboring Johnson County, and a little over a fifth of its population does not have a high school degree (USDA, 2017). Over 54% of Wyandotte’s population is composed of Latinxs and Afro-Americans (29.2% and 25.1% respectively) (US Census Bureau, 2017). As the adverse impact of poverty and unemployment is disproportionally greater among minorities and immigrants, especially among children of color (U.S. Department of Health and Human Services, 2003; De Jong & Madamba, 2001), fostering sustainable community development becomes imperative in Wyandotte County.

Our findings support a revamping of the CCF in manners that overcome criticism directed at the framework for its oversight of structural analysis. We show that the seven capitals in the CCCF are not equivalent and that ranges that vary between structural and agentic, exogenous and endogenous, and capitalist and noncapitalist can characterize them. We also point out that different types of capitals tend to preferentially support bienestar/buen vivir (wellbeing/living well) or development. We discuss the implications of these distinctions for planning and policy-making, and offer a normative example related to affordable housing (in which all capitals have a role to play) in Wyandotte that purposefully aims to strike a better balance between structural and agentic, exogenous and endogenous and capitalist and noncapitalist assets to support sustainable and holistic community development.

“Finding Common Ground: Building a Multicultural Coalition in a Diverse Community”

Jennifer Tello Buntin, Lewis University
Stephanie Casales, Lewis University

This project is based on participant observation of a newly developing coalition in Will County, Illinois. The coalition seeks to bring together people working in the non-profit sector of this growing and increasingly diverse county. According to the U.S. Census 2017 population estimates, Will County has a total population of 692,661 and is 5.9% Asian, 12% African-American, 17.5% Latino and 63.6% Non-Hispanic White. Immigrants make up 11.7% of the County population and 19.6% of residents speak a language other than English at home. The poverty rate is 7.2%. Within this demographic context, the Spanish Community Center of Joliet, with grant support provided by The Community Foundation of Will County, organized a multicultural coalition of non-profit actors beginning in November 2018. Following the development of this coalition from its inception provides valuable insight into the process by which meaningful community relationships can be developed between organizations across social boundaries, such as race, ethnicity, class, and immigrant status.

Breakout 5B: Services for the Advancement of Latinx and Refugees
Salon B1

“Advancing Penn State Extension Hispanic/Latinx Outreach Efforts in PA”
Ilse Huerta-Arrredondo, Pennsylvania State University
Tara Baugher, Pennsylvania State University
Carolee Bull, Pennsylvania State University
Maria Gorgo-Gourovitch, Pennsylvania State University
Melanie Miller-Foster, Pennsylvania State University
While traditional Hispanic regions in the U.S. have maintained or even decreased their Hispanic/Latinx population growth, the population in the Mid-Atlantic region continues to grow (Stepler & Lopez, 2016). In Pennsylvania this population increased from 5.7% in 2010 to 6.6% in 2016 (U.S. Census Bureau, 2011, ACS, 2016). Agriculture is an industry that relies heavily on Hispanic/Latinx labor in the Commonwealth of Pennsylvania. As a land-grant institution, Penn State provides important education, research, and extension services to the community, however, a framework within Extension and the College of Agricultural Sciences for serving the Hispanic/Latinx community has not been adopted. In response to these population trends and in accordance with the Extension mission, several Penn State Extension educators have worked in an ad hoc manner to offer educational programming in Spanish for at least ten years.

In Fall 2017, two graduate students within the College of Agricultural Sciences supported the creation of a faculty and Extension educators’ working team in order to coordinate and advance extension and research service efforts for Spanish-speaking audiences. The goal of the team is to create a network that will enhance the ability of Hispanic/Latinx immigrants to earn a sustainable livelihood and obtain a high quality of life in the Pennsylvania agriculture industry. Team members have engaged in research and extension oriented towards meeting the needs and aspirations of Hispanic/Latinx farm operators, farmworkers and their families to achieve high quality agricultural production, satisfaction in the workplace, and enjoy a high quality of life.

The team has made progress in analyzing service gaps and identifying PSU extension educators, staff, students, faculty and administrators who have an interest and the necessary skillset to build a coordinated and educated effort serving the Hispanic/Latinx agricultural community. Several members of the group have been meeting with and surveying the needs of the Hispanic/Latinx members of agricultural community. In addition, the team is actively searching funding opportunities to advance the project. To date, the team has secured an Extension impact grant for $25,000 that will allow to: 1) Establish an ad hoc advisory group consisting of Hispanic/Latinx community leaders; 2) Evaluate programming in other states as a benchmarking effort; 3) Conduct focus groups with extension educators to assess their needs with respect to serving the Hispanic/Latinx community, and their perceptions of the needs of this community with regards to extension; and 4) Bring together Penn State Extension educators with faculty, students, and administrators interested in serving the Hispanic/Latinx community for a strategic planning retreat and a follow up implementation meeting. A summary of these coordinated research, outreach and funding search efforts will be presented.

“The City of Refuge: Serving Refugees in Mid-Missouri”
Garrett Pearson, City of Refuge
Leah Glenn, City of Refuge

The City of Refuge is a non-profit organization that was established to provide support to refugees and immigrant in Mid-Missouri. Mid-Missouri is home to a large number of refugees from Congo, Myanmar, Eritrea, Somalia, Sudan, and many more nationalities. Our goal as an organization is to help the thousands of displaced families resettling in Mid-Missouri recover and regain control of their lives. We assist refugees through our programs such as Basic Need Services, Licensed PTSD Counseling, and Professional Development including English Buddy tutoring for refugees. In this presentation, we introduce our organization and the services we provide in Mid-Missouri. We also share our experiences working with refugees in Mid-Missouri, highlight stories of resilience.
among refugees, and offer suggestions moving forward for educators, researchers, and practitioners who work with refugees.

“Welcoming New Americans: A Perspective from South Dakota”
Christine Garst-Santos, South Dakota State University
Luz Angélica Kirschner, South Dakota State University

At a historically turbulent juncture, the aims of this presentation are twofold. On the one hand, by addressing South Dakota, it directs attention to an absent geography, forgotten histories, missing people in research on Latinos/as in the Midwest in particular and the United States in general. Seeking to humanize Latinos/as at a moment when political discourse often dehumanizes them, it points at rural and urban Latino/a communities in South Dakota, which remain largely overlooked by researchers despite the Pew Research Center (Sept. 8, 2016) identifying the state as having the fastest growing Latino/a population among the 50 states of the nation from 2000 to 2014.

On the other hand, this presentation advances practices in the humanities at South Dakota State University (SDSU) that support immigrant and newcomer populations to help them integrate and fully participate in their South Dakota communities. Through a series of innovative collaborations across campus and throughout the community, the Department of Modern Languages and Global Studies at SDSU has sought to reinsert the humanities in the land grant mission. Answering Lou Anna Simon’s call to action in “Embracing the World Grant Ideal” (2010), we argue that the traditional liberal arts disciplines must find ways to participate in the outreach efforts of the applied and professional fields. Furthermore, we must maintain the land grant’s founding commitment to fostering and celebrating inclusiveness and seek out opportunities to work with and learn from diverse peoples and organizations. And finally, we must make connections between local and global communities, because the global has already reached us right here in South Dakota. To put some very basic numbers behind this claim, there are currently 18+ languages spoken from 24 nations on the Tyson Fresh Meats floor in Dakota Dunes; Dakota Provisions in Huron was recruiting workers in Puerto Rico last year to add to its already diverse workforce; Bel Brands in Brookings is looking for ESL classes for its French-speaking employees from various countries in Africa; 23 families from Central America arrived in Flandreau in November to work in surrounding dairies; and there are currently 300 unaccompanied minors who have been resettled in SD by the Office of Refugee Resettlement. As such, if the university is to accomplish its land grant mission in the 21st century, it must serve new Americans; and its efforts must include the following five areas of critical engagement: English as a Second Language, Translation Services, Legal Support, Workforce Development, and Diversity and Intercultural Competence. This portion of the presentation illustrates how the Department of Modern Languages and Global Studies has focused our teaching, research, and service efforts in each of these critical areas.

Breakout 5C: Education for Latinx in the Midwest
Salon C3

“Aquí Aprendemos Todos!/ Here We Learn Together!: A Principal’s Mission to Include and Create Space for Immigrant Students in a Predominantly Latinx Charter School”
Uzziel H. Pecina, University of Missouri-Kansas City
Dea Marx, University of Missouri-Kansas City

The authors would like to present a case study highlighting culturally responsive practices of a locally born Latinx principal in a Midwestern, predominantly Latinx urban charter high school. As new immigrants from Cuba, Central America, and Mexico moved into the
neighborhood, one principal faced the challenge of adapting to changing student cultures, customs, and demographics. Blending the cultural and academic needs of both returning and new immigrant students within this historically ethnically tight community, steeped in second- and third-generation Mexican-American cultural values, presented multiple learning opportunities. The challenge was to create an inclusive, stable academic environment for newly relocated students with distinctly different needs. This principal implemented two culturally responsive initiatives to support the diverse needs of students and their families in his community: home visits and full wraparound services through collaborative community agencies. The presenters will briefly highlight the context, case narrative, themes, and essential learnings from this qualitative study.

“¿Qué dijeron?-What did they say?”
Daisy Barrón Collins, Missouri State University
Lisa Dorner, University of Missouri-Columbia
Sarah Nixon, Missouri State University

The purpose of this qualitative, research study was to examine bilingual Hispanic women/Latinas’ experiences and perceptions about their journey to leadership in higher education. The overarching research question was: How do Latinas/Hispanic women in higher education deal with language barriers while finding meaning of their journeys and quest to reach leadership positions?

Data collection included semi-structured, open-ended interviews, field notes, biographical questionnaires, and a researcher’s reflective journal. Data analysis followed a comparative approach influenced by grounded theory, to illuminate the similarities and differences among twenty-five women’s pathways.

“Exploring the Knowledge, Skill, and Self-Efficacy Levels of Pre-Service Teachers and Their Perceptions of English Learners While Enrolled in an Online TESOL Teacher Training Course”
Daisy Skelly, Wright City R-II School District/Lindenwood University
Robert Steffes, Lindenwood University

Demographics in the state of Missouri continue to change, and schools are experiencing growth in the number of English learners enrolled. In response to these changes and the educational responsibilities of districts as outlined in the Every Student Succeeds Act, the Missouri Department of Elementary and Secondary Education has added additional competencies for teaching English learners to the initial teacher certification process. Universities throughout the state have responded by creating new courses, adding the competencies to existing courses, or some combination of these. One private, Midwestern university has modified a graduate-level TESOL methods course for undergraduates preparing for certification in early childhood or elementary education; secondary education students also have the option to enroll in the course prior to student teaching.

Originally designed for graduate students seeking add-on certification in the area of ESOL, the text, articles, videos, and activities provide an introduction into the methods needed to teach English learners. The researchers investigated if there was a change in the knowledge, skill, and self-efficacy levels of pre-service teachers, as well as their perceptions of English learners. The researchers wanted to know if one 3-credit-hour course was enough to adequately prepare mainstream classroom teachers to work with English learners in their classrooms.

In addition to this course being an introduction about English learners for pre-service teachers, the course was also conducted in an online learning environment. For many of the upper-level undergraduate and graduate level students, this was the first course they had experienced completely online. To add to this, the course was also condensed into 8-
week sessions, instead of the traditional 16-week semester. Thus, the faster pace of course was challenging for some students. Three principles of andragogy, the art and science of teaching adults, were applied to the course design and studied by the researchers. These included: (a) self-concept of the learner and the learner’s ability to be self-directed; (b) prior experiences of the learner; and (c) readiness to learn.

At the time of this proposal, data collection is continuing. Initial findings and results will be available during the conference, so conference attendees will be among the first to learn if one course in TESOL methods is sufficient to change the knowledge, skill, and self-efficacy levels of pre-service teachers and their perceptions of English learners.

“Coaching for Teachers of English Learners (ELs)”
Dawn Thieman, University of Missouri-St. Louis

The United States is experiencing an unprecedented increase in linguistic and cultural diversity. The most recent US census data reports that 60.4 million or 20.7% of the US population speaks a language other than English at home, a figure that has more than doubled in the last 20 years (US Census Bureau, 2013). English learners (ELs) is the most rapidly growing subgroup of public school students across the United States—the number of ELs grew by roughly 60 percent over the past decade. ELs currently account for nearly 10 percent of all students nationwide comprising the largest growing subgroup in public schools. This growing sector of children living in non-English-speaking households creates an increasing demand for teachers prepared to serve English learners (Quintero and Hansen, 2017). The achievement gap between EL and non-EL students—about 40 percentage points in both fourth-grade reading and eighth-grade math—has been essentially unchanged from 2000 to 2013 (Murphey, 2014). This mixed methods study examines coaching for teachers of ELs using a Guided (online) model in linguistically and culturally diverse PK-12 school settings within the context of a linguistically and culturally responsive content teaching (LCRCT) framework. The participants in the study are two coaches and eight teachers from one rural and one suburban school district. Using a basic inquiry methods design, the study examines the coaching impact on the teachers’ effectiveness of teaching ELs. The methods are observation, semi-structured interviews, and reflections from the teachers and coaches. The two research questions guiding the study are: 1) is there any significant change in teaching following three cycles of coaching; 2) is there any significant change between coaches and teachers ratings using the same observation tools. The findings for the qualitative measures will be open axial coding for the interviews, observations and reflection data. The quantitative findings will be generated from the ANOVA and means from the data. The details of the research study will be provided.
potentially improved compared to California, Arizona, Texas, Chicago, etc. that had long-hosted Latinx populations. The 2015 volume was less optimistic, noting that continued improvisation after 20 years of interaction was proof of neglect, a failure to plan, or welcome and additionally noted lagging graduation rates across the New Latinx Diaspora. Now in 2019, though fewer years have passed than those separating 2002 and 2015, it feels like the divide between 2015 and 2019 might be more wide-ranging than that of the earlier period. The election of Donald Trump and related revival of triumphant nativism have harshened the popular discourse around the welcome and place of Latinxs across the country. Consistent with the conference’s larger emphasis on examining the “integrating [of] immigrant and new populations when rhetoric and policy are antagonistic to those aims”, this session brings together education researchers and practitioners to consider how education systems in this era are attending to Latinx enrollments and, in turn, how Latinx students and families are negotiating Midwestern schools.

**Breakout 5E: Workshop**

*Pines Room 4*

**“Impacts of the State 4-H Council Experience and the Path Forward to Expanding Opportunity”**

Bradd Anderson, *University of Missouri-Columbia*

The State 4-H Council of Missouri 4-H provides an experiential leadership opportunity that engages youth as valued, contributing partners and ambassadors of the 4-H organization. While several state programs have a state 4-H council, there is relatively little research regarding these councils or the impacts of state 4-H council service. This study employed a hermeneutic phenomenological approach to explore the experience of State 4-H Council service among alumni within a framework of positive youth development theory.

Council membership was found to have influenced individual actions, impacted member’s views of themselves, and impacted member’s abilities to chart their own course as they pursue their greatest dreams and interests. However, paths to inclusion that are perceived as fair and equal for opportunities like this can actually create barriers to diversity and multiculturalism. It is essential that leadership councils represent the populations they are serving. Organizational analysis reveals structural, symbolic, political, and human resource dimensions that impact the path of bodies like a state 4-H council as they make the critical journey towards diversity, inclusion, and equity.
“Assessing Stress and Familism as Predictors of Depressive Symptoms Among Latino Emancipated Migrant Farmworker Youth in U.S. Agriculture”
Elizabeth Mason, *University of Missouri-Columbia*
Fiorella L. Carlos Chávez, *University of Missouri-Columbia*
Jordynn Hundley, *University of Missouri-Columbia*
Sara E. Killoren, *University of Missouri-Columbia*
Gustavo Carlo, *University of Missouri-Columbia*

**Introduction.** The U.S. agriculture workforce mainly consists of Latino males (78%) from Mexico (68%) (Hernandez et al., 2016). Nevertheless, Emancipated Migrant Youth (EMY), also known as unaccompanied youth, are part of a unique sub-group of farmworkers at risk of exploitation and poor health (Peoples et al., 2010). Latino EMY, are primarily boys aged 14-21, who lack work authorization, and financially provide for themselves and their parents (Carlos Chavez, 2018). However, little is known about Latino EMY – in terms of the acculturative and health stressors they face in the U.S. while working and living in the U.S.

**Purpose of study.** The present research on Latino EMYs had two core aims: (1) to examine the relations between acculturative stress (i.e., Environmental, Attitudinal, Social, and Family), perceived stress, and familism and depressive symptoms and (2) to determine what types of stress would most predict depressive symptoms.

**Method and results.** The study consisted of Latino EMY (n = 35; 78% from Guatemala; Mage =17.81; SD = 1.24). Recruitment took place in South Florida through established community contacts who helped identify study-eligible participants. Participants received a $20 cash incentive and data were collected in Spanish through interviewer-administered survey questionnaires. The university’s IRB approved all study procedures. A Certificate of Confidentiality from the National Institutes of Health was obtained to secure participants’ personal information. Interviews lasted 40 to 50 minutes. To address aim 1, we ran bivariate correlations among the variables of interest. All acculturative stress subscales; environmental (r = .55, p < .01), attitudinal (r = .37, p < .05), social (r = .49, p < .01), and family (r = .38, p < .05) stress, were correlated with EMY’s depressive symptoms. None of the familism subscales were associated with depressive symptoms. Furthermore, although perceived stress was not correlated with depressive symptoms (r = .29, p = .08), it showed a definite trend of significance. To answer aim 2, we ran a linear regression and controlled for age. We found that only environmental stress had a considerable trend toward significance (b = .31, p = .066).

**Conclusions, limitations and future recommendations.** In general, the findings show that migrant farmworker youth are a vulnerable population at risk for poor mental health outcomes that might result from exposure to several forms of stress. However, the sample size was relatively small, which may limit the power to detect significant effects and to generalize our findings to a broader sample of EMYs. Future research can examine the coping mechanisms that could mitigate negative outcomes in migrant youth faced with stress.

“Examining Differences in Mental Health Status Among Adult Asian Immigrants”
Hari Poudel, *University of Missouri-Columbia*

The Asian ethnic subgroups are exceptionally heterogeneous on economic, social, migration and cultural backgrounds and these characteristics have direct or indirect effects on their health outcomes. Despite increasing heterogeneity, the knowledge of racial and ethnic variations in psychological distress among Asian immigrants is limited.
This study examined the association between race and ethnicity and psychological distress among 9,759 adult Asians in the 2011-2015 National Health Interview Survey (NHIS). The present study examined potential predictors of the non-specific psychological distress using the Kessler-6 (K6) scale. K6 scale was categorized into a serious mental illness (SMI) as defined by a K6 score of 13 or greater and prevalence of any mental illness (AMI) as defined by a K6 score of 6 or greater. Results from binary logistic regression analyses demonstrated that socioeconomic factors were strong predictors of psychological distress across all race and ethnicities. Decreasing levels of income and education independently predicted higher odds of psychological distress. However, the findings reveal subgroup differences in odds of distress, whereby the Hispanic and Filipino subgroup consistently showed higher odds of psychological distress, followed by other Asian subgroup categories. This study shows a robust association between socioeconomic factors and non-specific psychological distress, even after adjusting for potentially confounding effects such as duration of stay in the U.S. and nativity. Socioeconomic factors are key predictors of psychological distress and should be included in mental health treatment models with immigrants.

Alyssa Cantu, University of Missouri-Columbia
Fiorella L. Carlos Chávez, University of Missouri-Columbia
Sophia Bell, University of Missouri-Columbia

Introduction. Farmworkers under the H2A agriculture visa are predominantly males from Mexico who migrate to the U.S. for work, with hopes to support their families financially. Due to the nature of their work, they experience an arduous and monotonous lifestyle with little time for leisure (Carlos Chavez, 2018). Besides the hardships of their work and demanding weather conditions (Peoples et al., 2010), Latino migrant farmworker – ages 18 to 20 – may experience helplessness, homesickness, and a sense of fictitious independence. Specifically, H2A farmworkers are under contract with a unique U.S. employer: who determines where and how long they work. Failure to fulfill such requirement can result in sacrificing their job while diminish chances of being hired again. Forcing these youth to spend prolonged periods away from their family. To date, there is limited information on the type of support Latino H2A migrant farmworker youth have access to while working and living in the U.S. The present research addresses that gap.

Purpose of study. The goal pursued through this research is to (1) explore the experiences of helplessness and homesickness migrant youth encounter when working in U.S. farm work, (2) to understand the fictitious independence embedded within migrant youth H2A agricultural workforce.

Method and results. In the present qualitative study used a phenomenological approach to gain a “deeper understanding of the nature or meaning of our everyday experiences” (Van Manen, 1997, p. 9). This research consisted of in-depth interviews with Latino migrant youth (n = 10; 100% male, 100% from Mexico, 100% H2A temporary visa holders, aged 18 to 20) living in rural South Georgia. All interviews were conducted in Spanish, and lasted 45 to 60 minutes on average. Participation was voluntary; they received a $10 incentive for partaking in qualitative interviews. A Certificate of Confidentiality from the National Institutes of Health was obtained. Preliminary findings showed that H2A Mexican study participants were similar in many ways; the great majority did not finish high school, and came to the U.S. to financially help their parents and themselves. Thematic analysis highlighted four core themes: (1) “As time goes by, you get used to it” (2) “Work is a distraction so I don’t feel as sad,” (3) “I don’t feel free, it’s not my home,” (4) “I don’t know where am at, and I don’t know how to get there.”
Limitations and future recommendations. H2A Latino migrant farmworkers have limited housing options since their U.S. employer determines the farmworker camp location, along with transportation. This alone diminishes the accessibility of resources and support. The only support available to Latino migrant farmworkers is family phone conversations and friendships with coworkers. Future research could include female migrant farmworkers to delineate the resources and emotional support available to migrant farmworker youth based on gender. Furthermore, qualitative longitudinal studies could explore the evolution of EMY’s helplessness, homesickness and their sense of fictitious independence over time.

“Increased Enrollment in Migrant Clinicians Health Network to Improve Continuity of Care Among Migrant Farmworkers”
Emily Sinnwell, University of Iowa

Estimates indicate that there are over 3 million migrant and seasonal farmworkers in the U.S.1 Migrant farmworkers have a higher incidence of depression, type 2 diabetes, heart disease, hypertension, obesity, cervical cancer, and HIV/AIDS than the majority Caucasian population.2 Migrant farmworkers are a medically underserved population, resulting in significant health disparities and vulnerabilities.3 There are several barriers which make addressing the needs of this population challenging. In particular, the mobile lifestyle of the migrant farmworker makes managing chronic conditions especially difficult.

The Migrant Clinicians Network (MCN) supports farmworker health. MCN’s Health Network program is a virtual case management and continuity of care program for migrant workers and other mobile patients. This program addresses a unique challenge faced by practitioners and other health care staff caring for migrant farmworkers: continuity of care when treating chronic conditions. Health Network bridges communication between providers in different locations across the United States and Mexico, ensuring that patients can identify a source for ongoing health care as they move from one location to another.4 Health Network also provides patient navigation, medical record transfer, resource identification and evaluation, referral, and education for mobile patients requiring care for chronic disease. The program is currently underutilized.

The purpose of this project was to improve continuity of care among migrant farmworkers with chronic conditions through increased utilization of MCN. Objectives included (1) education of practitioners and ancillary staff on the MCN Health Network and enrollment process, (2) an increase in enrollments of migrant farmworkers in the MCN Health Network, and (3) process evaluation of educating practitioners and ancillary staff. The project is a quality improvement project, which took place within the Proteus Migrant Health Program of Iowa.

“(In)Visible: Recognizing Student and Families of Diverse Legal Status in a Rural Community”
Emily Crawford-Rossi, University of Missouri-Columbia
Sarah L. Hairston, University of Missouri-Columbia

Pk-12 schools, leaders and other educators must choose whether to discuss with students, colleagues, parents, and other educational stakeholders how the current immigration policy climate may be affecting students and families with uncertain legal status. The project on which this paper is based began with an inquiry into the extent of policy knowledge that Pk-12 educators, from central office personnel to teachers, one district in rural Midwestern community have regarding undocumented students’ educational rights. In the course of conducting interviews, researchers heard legal status being conflated with terms ‘Hispanic’, ‘ELL’, and ‘immigrant’ and ‘poverty’ categories where there is potential intersection but which can also be distinct and unique. The research team then
stepped back to ponder the ways undocumented students and families are rendered visible and invisible in schools. In other words, how and in what ways are they recognized, misrecognized, or not recognized? The question that emerged became, "How does the presence of immigrants in the school district make visible the recognition, misrecognition, and non-recognition of students of varying legal status via the excesses of race/ethnicity, socioeconomic status, and cultural and/or linguistic heritage?"

We draw on concepts from recognition theory (Honneth, 1992; Cox, 2012; Owen, 2012), which derives from critical social and political philosophy, to guide our examination of the individual and institutional processes that may alternatively encourage or hinder Pk-12 rural educators from recognizing undocumented students’ unique sociopolitical and legal contexts. We integrate the three possibilities for recognition with a “Thinking with Theory” (Jackson & Mazzei, 2012) approach that enables scholars to concurrently think philosophically and methodologically, ‘conversing’ with data and theory in an iterative manner (p. x).

We examine how one elementary school principal, Joy, expressed individual processes and those institutionalized in the district (e.g., via policies and programs) that promoted the (mis)recognition and non-recognition of undocumented students or students in mixed legal status families. We selected to focus on Joy, a K-4 school leader. We found her views and descriptions to be largely archetypical for how other leaders and personnel in the rural school district described and talked about the diverse school community members.

“Job-Related Perceptions Among Latino Immigrant Swine CAFO Workers in Missouri”
Athena Ramos, University of Nebraska Medical Center
Marcela Carvajal, University of Nebraska Medical Center

Background: Agriculture is consistently one of the most hazardous occupations in the U.S. It relies heavily on an immigrant workforce, typically from Mexico or Central America, and about half of the labor force is believed to be unauthorized to work in the U.S. (Arcury, Estrada, & Quandt, 2010; Martin & Jackson-Smith, 2013). Concentrated animal feeding operations (CAFOs) are not an exception. CAFO facilities throughout the U.S. are increasing (Cole, Todd, & Wing, 2000); however, there are inherent risks associated with the increased number of animal units per worker (Mitloehner & Calvo, 2008), such as an increased health and safety risk for workers.

Farmworkers in the United States are a vulnerable population. Often, immigrant workers are not provided with job-specific training or any safety and health information relating to the risks associated with the job (Ramos, Fuentes, & Trinidad, 2016). Because many agricultural workers are undocumented, they are more vulnerable to being exploited by an employer or supervisor (Arcury et al., 2016). Few studies have explored job-related perceptions of Latino immigrant CAFO workers, particularly those in the Midwest (Ramos, Fuentes, & Carvajal-Suarez, 2018). This is an important topic because the need for hired labor in CAFOs continues to grow as well as the Latino population in new destination states such as Missouri (Ramos et al., 2013).

Purpose: The purpose of this qualitative study was to examine job-related perceptions among Latino immigrant CAFO farmworkers in Missouri.

Methods: Seven focus groups were conducted between March and July 2016 of Latino immigrant CAFO workers in Missouri (n = 29).

Results: Most participants were male (75.9%), from Mexico (65.5%), and spoke Spanish (82.8%), with an average age of 36 years old (SD = 10.2). Most had worked about 4 years in U.S. agriculture. Participants chose to work in a CAFO because it was considered a
‘good’ job, one that offered benefits and good pay (higher than in other places). These jobs were also easy to obtain so that even a person who was undocumented or had no experience would be able to provide for their family. Unfortunately, they expressed concern about not being compensated for overtime hours. Participants identified that work was potentially hazardous, but they did not understand the extent of their exposures. Furthermore, participants noted that they had little training and limited access to appropriate fitting personal protective equipment.

Discussion: Because the number of CAFOs and the demand for cheap, hired labor is increasing throughout the Midwest, understanding perceptions of the work environment is critical. Although agriculture is dangerous, low paid, grueling work, many immigrants see these types of jobs as way to provide a decent quality of life for their families. Workers may be unaware of the unique intricacies of the laws relating to agriculture such as overtime compensation. Workers may not understand the risks from occupational exposures such as those related to the density of animals, chemicals, or dust. Implications from this study include the need for culturally and linguistically appropriate occupational health and safety training, modifications to the design of personal protective equipment, and regular health assessments of workers.

“Loneliness and Acculturative Stress Among Latino Emancipated Migrant Farmworker Youth in the U.S.: Examining Differences Based on Age Group”

Jordynn Hundley, University of Missouri-Columbia
Fiorella L. Carlos Chávez, University of Missouri-Columbia
Elizabeth Mason, University of Missouri-Columbia
Alyssa Cantú, University of Missouri-Columbia
Sophia Bell, University of Missouri-Columbia
Kara Beemer, University of Missouri-Columbia

Introduction. The U.S. agriculture workforce mainly consists of Latino males (78%) from Mexico (68%); however, youth ages 14–21 account for 10% of the U.S. farmworker population (Hernandez et al., 2016). Emancipated Migrant Youth (EMY), also known as unaccompanied youth, are a unique sub-group of Latino youth who come to the U.S. without their parents for work (Peoples et al., 2010). Previous research has shown that Latino EMY financially support their families (e.g., parents and siblings) through financial remittances from their agricultural work in the U.S. However, these youth spend months or years at a time away from their families and familiar communities, which may worsen their stress levels and experiences with loneliness. To date, little is known about Latino EMY – in terms of loneliness and acculturative stress they face while working and living in the U.S. Moreover, we do not know whether loneliness and acculturative stress would change among EMY based on age group (e.g., minors vs. young adults). The present study addresses that gap.

Purpose of study. The present research had two main goals: (1) to examine the relationship between loneliness and acculturative stress (i.e., Environmental, Attitudinal, Social, and Family) among Latino EMY. And (2) to determine whether loneliness and acculturative stress among Latino EMY would vary based on age group (15 to 17 years old vs. 18 to 20 years old).

Method and results. The study consisted of Latino EMY in South Florida (n = 36; 78% from Guatemala; Mage =17.81; SD = 1.24). Established community contacts helped identify study-eligible participants and encouraged participation in the study. Participants received a $20 cash incentive. Data was collected in Spanish through interviewer-administered survey questionnaires. Interviews lasted 40 to 50 minutes. The university’s IRB approved all study procedures. A Certificate of Confidentiality from the National Institutes of Health was obtained to secure participants’ personal information. Analysis were conducted with SPSS Version 20.0. For aim 1, we ran bivariate correlations between loneliness (Russell, 1996) and environmental, attitudinal, social, and family
stress (Mena et al., 1987). We found that social stress (r = .42, p < 05) and family stress (r = .42, p < 05) were correlated with loneliness among Latino EMY. For aim 2, we ran a one-way ANOVA if there would be mean differences based on EMY’s age (i.e., 15 to 17, and 18 to 20) for EMY’s loneliness and acculturative stress. One-way ANOVA only showed mean differences among EMY in terms of attitudinal stress [F(1, 34) = 4.97, p = .032] and family stress [F(1, 34) = 4.78, p = .036] based on age group (0 = 15 to 17 years old, 1 = 18 to 20 years old).

Limitations, and future recommendations. Findings show that loneliness and stress are prevalent among EMY. The relatively small sample size, lack of female youth representation, and limited regional exploration limit the ability to generalize our findings to a broader sample of EMYs. Future research can examine the trajectory of acculturative stress and loneliness based on age group and gender.

“Musculoskeletal Pain and Cardiovascular Risk Among Hispanic/Latino Meatpacking Laborers”
Athena Ramos, University of Nebraska Medical Center
Sheri Rowland, University of Nebraska Medical Center, College of Nursing-Lincoln
Natalia Trinidad, University of Nebraska Medical Center
Marcela Carvajal, University of Nebraska Medical Center

Background:
Meatpacking is a dangerous industry. Workers perform repetitive, fast-paced work in cold and wet conditions using sharp, electric tools. Although there have been advances in mechanization of the work, much still relies on the use of pace-set production lines. Illness and injury rates among meatpacking workers are still twice that of any other industry. Over 90% of meatpacking workers report musculoskeletal pain, primarily in the upper back, arms, and wrists. Nearly 76,000 people in the U.S. work in animal slaughtering and processing, and over half of the meatpacking plants in the U.S. are located in the Midwest. Hispanic/Latino workers comprise 36% of the meatpacking workforce; half are estimated to be undocumented immigrants. Language barriers and immigration-related fear may hinder workers from addressing occupation-related health and safety issues. Low-wage work and lack of health insurance coverage add to this population’s vulnerability by limiting resources needed to self-manage symptoms commonly found among this population including musculoskeletal pain, fatigue, and cardiovascular disease.

This is a pilot study to describe the prevalence, type, and impact of multi-morbid chronic cardiovascular conditions among low fit Hispanic meatpackers who have occupation-related musculoskeletal pain in Nebraska.

Methodology: To be eligible to participate in the study, individuals had to be a Hispanic/Latino laborer in the meatpacking industry, be between 19 and 65 years of age, have muscle pain, and not get enough physical activity outside of work. Approximately, 40 workers will be recruited to participate in this mixed methods study, which consists of three activities: (1) a personal interview with a member of the research team related to their health history, health behaviors, and muscle pain symptoms; (2) biometric assessment including height, weight, waist measurement, blood pressure, heart rate, cholesterol, glucose, hemoglobin A1C, and a 3-minute stepping test as well as a consultation with a nurse practitioner about their results; and (3) a focus group about the nature of their work.

Results: Results are not available at this time because participant recruitment and data collection is currently ongoing. Recruitment should be completed by April 2019.

Discussion: Our findings will be used to explore the feasibility of developing a workplace-
based musculoskeletal fitness intervention to manage chronic pain and fatigue among meatpacking workers.

“Strengthening the Relationship Between Hispanic/Latinx Farmers in Pennsylvania and Cooperative Extension: A Needs Assessment Study”
Ilse Huerta-Arredondo, Pennsylvania State University

According to the USDA Census of Agriculture, Hispanics farmers in the United States increased 21 percent from 2007-2012. This trend not only represents a growth in the involvement of this population in farming, but it also reveals a demographic shift in the agricultural economic activity. In Pennsylvania, the growing trend is similar with 652 Hispanic-operated farms in 2012, representing a 24% increase since 2007.

The purpose of Cooperative Extension is to provide useful and available training and information to all people around the state. Penn State Extension, through faculty, Extension educators, and graduate students are assisting Spanish-speaking workers and farmers in Pennsylvania, by making resources available in Spanish. However, research-based information regarding the non-formal agricultural educational needs of Hispanic/Latinx farmers, aspiring farmers and operators in Pennsylvania and its relationship with Extension did not exist. Thus, the objectives of this study are: 1) identify agricultural-educational needs of Hispanic/Latinx farmers, operators and aspiring farmers in Pennsylvania; 2) identify challenges that Penn State Extension educators face when reaching Hispanic/Latinx farmers, operators and aspiring farmers; and 3) recommend strategies to improve Extension programming for Hispanic/Latinx farmers, operators and aspiring farmers in Pennsylvania.

Through personal interviews with Hispanic/Latinx farmers, aspiring farmers and operators in selected areas of the state, the researcher has learned about their characteristics and experiences in farming or attempting to farm in Pennsylvania. Descriptive and qualitative data is currently being analyzed. In addition, interviews are being conducted with Extension professionals to learn about their interactions, perceptions and experiences with this farming population.

It is expected that findings will be used to improve non-formal educational programming and resources for Hispanic/Latinx farmers, aspiring farmers and operators in Pennsylvania. In turn, these programs should promote their successful engagement in agricultural activities within the Commonwealth.

“Why Does Skin Color Matter? Can We Look at People for Who They Are?”
Samantha Warner, Summit Intermediate Center

This poster explores the messages, aimed at children, through the media, in school, and in social circles, in which a person’s complexion determines academic, employability, social standing, and academic abilities.

Are children of color put at a disadvantage in the classroom, based on teachers’ expectations that they will fail or “not do as well” as children from the dominant population? How does that translate onto the playground? Does the preference of lighter skin begin at home first? Then is it reinforced in the school setting? Through the eyes of an 11-year-old female, who identifies as a descendent of a Native American (Indigenous) grandmother, and has experienced teasing by peers and questioning by teachers, this poster explores her experiences and those of friends from other marginalized populations.

What are the implications for youth who receive negative messages from the narrative of skin color and gradations of skin tone? How can we build confidence in children who are
victim of such negative messaging? Skin color and society’s interactions are demonstrated and discussed in the poster.

“Women Refugee Perspectives on Constraints to Outcome Attainment in Community Based Skills Training Programs”
Angela Uriyo, West Virginia University

In U.S. cities with significant refugee populations like Seattle, state-wide resettlement agencies and nonprofit organizations are collaborating to provide community-based programs to close the skills gap in refuges so they can meet local labor market needs. Attrition levels are high among women refugee trainees and yet few studies have sought to understand the constraints this group of trainees face accessing these programs, especially among sub-Saharan women refugees. This study seeks to understand constraints women refugees face when participating in community based skills training programs.

Theoretical framework: Time geography explains spatial and time-based processes and events that affects people’s life paths (Hägerstrand, 1970). It links space and time into a framework and is suitable for detailed comparison of access levels of different populations. A person’s past and present constraints affects their life path. Constraints include capability, coupling constraints and authority constraints (Miller, 2008). Capability constraints limit an individual’s participation in events in space and time. Coupling constraints are limitations that define where, when, and for how long, an individual joins other individuals, tools, and materials in order to produce, consume, and transact. Authority constraints are legal, economic, and social barriers that restrict an individual’s ability to be in a location at certain times.

Methods: Semi-structured interviews were used to gather trainee (14 women refugees) and trainer (10 trainers) insights into constraints encountered while participating in five skills training programs in Seattle Washington.

Results and Implications:
Capability constraints-Trainees had limited English language skills, and so failed to comprehend materials and communicate with trainers during skills training. Trainees reported high absenteeism because of difficulties navigating public transportation especially during inclement weather, inability to secure safe and affordable childcare, physical ailments due to advanced age and inability to comprehend concepts being presented.

Coupling constraints-Factors impacting trainees’ performance included spousal support with childcare, and ready access to machinery and teachers so learning progressed at a consistent pace. While trainees enjoyed the freedom to set goals and work self-directed projects, they expected programs to be structured and teach key industry standards that trainees needed for success in the market place.

Authority constraints- A prerequisite for enrollment into skills based programs is residency in Seattle public housing; a prerequisite that sometimes takes years to fulfill for women refugees. Residents in public housing are predominantly from one sub-Saharan ethnic group. While this creates community, it fosters disintegration. Also, to maintain State welfare benefits, trainees are required to enroll in skills training programs but not to attain program outcomes nor complete programs, which promotes attrition.