Asset Accumulation Strategies in 3 New Settlement Communities

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Community Partners

Advisory Board Meeting June 2009
Asset Accumulation Strategies Project
Project Design and Progress to date
Year 3

Focus Groups
(6 groups)

Photovoice
(9 sessions)

Case Studies
(16)

Household Survey
(quant.)

• Recurring themes
  • Social and cultural capital

• Public Display
  • Community Forums

• Livelihood strategies
  • Life stories

Findings
Products
Information

Regression & Canonical Correlation
Analysis (Asset Accumulation Acculturation and Climate)

• Recurring themes
• Social and cultural capital

• Public Display
• Community Forums

• Livelihood strategies
• Life stories
Livelihood Strategies

Livelihood Outcomes
Building Assets: Economic and Social Wellbeing
Vulnerability: - Mobility

Context of Reception
(Integration)

- Economic Capital
  (Savings & Assets)
- Cultural Capital
  (Identity & Institutions)
- Human Capital
  (Education, Skill, Language Proficiency, Nutrition Health)
- Social Capital
  (Networks of Support Bridging and Bonding)

Marginalization

Framework: Strengths Based Model: Livelihoods, Capitals, and the Context of Reception
Focus Groups – 7 in three sites by Gender

Composition: 46 Latino newcomers; 25 female, 21 male, 63% married.

Age: Average 39.93 (SD = 12.11; range = 18-63)

Years in the US: Average 12.04 years (SD = 10; range = 1-44)

Children: Average # 2.79 (SD = 2.18; range = 0-8)
PHOTOVOICE & FORUMS

Community Climate

Photovoice Prompts
1. What makes it easy and hard to make a living here?
2. What makes it easy and hard to feel like I am a part of the place?

Forum Feedback Themes
1. Impressions
2. New information
3. Strategies
Case Studies

- Completed 14 cases
- Transcribed and translated
- Analysis of case studies of women, paper submitted by Valdivia and Dannerbeck on mobility
- A similar study to analyze mobility in men also needs to be developed
Household Survey: Steps completed

- Model testing
- Survey development
- Pilot testing
- IRB approval
- Best practices for survey administration
- Survey implementation
- 339 completed
Household Survey Phase timeline

- Developed the instrument in English, translated to Spanish, and back translated to English (Sept)
- Pilot Testing (October)
- IRB Sept - Oct approval ****10/30/08****
- Planning and information with partners in communities Nov; Feb; May
- Survey Sedalia (15 11/08 -2/09; Milan 3/09 – on going; Branson 6/1/09 – on going
Household Survey Phase

- Data collected to date:
  - 154 Central region
  - 118 North Missouri
  - 67 South Missouri

- Data processed:
  - 272 surveys; working on last 67

- Data collection: seeking balance
  - Continues in North and South to reach at least 150 adults
  - Additional in Central region – depends on resources
Context of Reception

Lisa Flores
Preliminary Focus Group Analyses: Acculturation

- **Individual Level**
  - Strong maintenance of ties to culture of origin
  - Change and adaptation to host culture

- **Community Level**
  - Little interaction between newcomers and receiving community
  - Perceived adjustments were occurring on both sides

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**Acculturation Bidimensional Model**

- **Integration**
- **Assimilation**
- **Separation**
- **Marginalization**

Latino (from Mexican) vs. American
Climate Themes & Categories

- Perceptions of Community
  - Appeal of host community
    - Good community
    - Raise family/children’s education
    - Cost of living
  - Community reception
    - Welcome reception
    - Others are willing to help
    - Unwelcome reception
    - Changing reactions: Cold to acceptance
Climate Themes & Categories

- Perceived Racism
  - Overt acts of discrimination
    - Target of stereotypes
    - Housing discrimination
    - Mistreatment at work
  - Microaggressions
    - Alien in own land
    - Color-blindedness
    - Criminality/assumption of criminal status
    - Second-class citizen
Research Questions

- What are participants’ perceptions of the community climate for newcomers to the area? (Focus group data)

- Predictors of (a) psychological well-being and (b) job satisfaction. (Household data)

Possible IV to explore:

- Acculturation & Enculturation
- Climate subscales: Social/environmental; Racism/discrimination stress; English competencies
- Acculturative stress
- Hours work per week
- Wages
Social Capital

Steve Jeanetta
Preliminary Focus Group Analyses: Social Capital

**Bridging**
- Participation in local community through work and church. Barriers include language skills, legal status, and access to resources.
- Neighborhood connections
- Family and Friends connections
- Work connections

**Bonding**
- Proactivity in a Social Context
- Feelings of Trust and Safety
- Family and Friends
- Work Connections
Developing Strategies through the Photovoice Forums

Impacts:
Awareness
Education
Involvement
## Model Testing - Results

<table>
<thead>
<tr>
<th>Variables</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Natives</td>
</tr>
<tr>
<td>Work Experience</td>
<td>0.293</td>
</tr>
<tr>
<td>Acculturation-integration</td>
<td>0.280</td>
</tr>
<tr>
<td>Acculturation-assimilation</td>
<td>0.024#</td>
</tr>
<tr>
<td>Good English and Educ. cross effect</td>
<td>0.061</td>
</tr>
<tr>
<td>Able to speak another language</td>
<td>0.264#</td>
</tr>
<tr>
<td>Racial profiling</td>
<td>-0.046</td>
</tr>
<tr>
<td>Gender: Female</td>
<td>-0.174</td>
</tr>
<tr>
<td>Mobility</td>
<td>0.022</td>
</tr>
<tr>
<td>Age</td>
<td>0.031</td>
</tr>
<tr>
<td>Education</td>
<td>0.064</td>
</tr>
<tr>
<td>Social Capital index</td>
<td>0.174</td>
</tr>
</tbody>
</table>

- Only significant values presented
- # Not significant
Findings from Asset Accumulation Project

258 Households Surveys
Two regions (North and Central)
How important in your decision to leave your country

- Welcoming Community
- Work Availability Leave Community
- Being with Family
- Good Earnings
- Better Education for their Children
Probability of Staying in this Community & Quality of Life

Probability of Staying

- Will stay some time: 120
- Does not know: 80
- Wants to leave: 60
- Leave but stay in US: 40

Change in Quality

- Improved: 200
- Stayed the same: 60
- Worsened: 40
- Other: 20
<table>
<thead>
<tr>
<th>Question</th>
<th>Wellbeing Mean and Standard Error</th>
<th>Integration/ Assimilation</th>
<th>Marginalize/ Separation</th>
</tr>
</thead>
<tbody>
<tr>
<td>My life is close to my ideal</td>
<td>4.71 (0.1)</td>
<td>4.75 (.2)</td>
<td>4.69 (.1)</td>
</tr>
<tr>
<td>Conditions of my life are excellent</td>
<td>4.96 (.1)</td>
<td>5.04 (.2)</td>
<td>4.93 (.1)</td>
</tr>
<tr>
<td>Are satisfied with my life</td>
<td>5.59 (.1)</td>
<td>5.61 (.2)</td>
<td>5.58 (.1)</td>
</tr>
<tr>
<td>So far I have gotten the important things in my life **</td>
<td>4.97 (.1)</td>
<td>4.95 (.2)</td>
<td>5.03 (.1)</td>
</tr>
<tr>
<td>If I could live forever I would change almost nothing</td>
<td>4.26 (.1)</td>
<td>4.41 (.3)</td>
<td>4.24 (.2)</td>
</tr>
</tbody>
</table>

1 is strongly disagree
4 is neutral
7 is strongly agree
## Mobility Findings

<table>
<thead>
<tr>
<th>Categories</th>
<th>Total (mean)</th>
<th>Integration</th>
<th>Separation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>36</td>
<td>34</td>
<td>37</td>
</tr>
<tr>
<td>Education</td>
<td>8-9th grade</td>
<td>68% HS diploma +</td>
<td>10% HS diploma +</td>
</tr>
<tr>
<td>Years in Current Job</td>
<td>3.5</td>
<td>3.3</td>
<td>3.5</td>
</tr>
<tr>
<td>Years in this Community &amp; the previous one</td>
<td>6 / 4.8</td>
<td>6.7 / 4.9</td>
<td>5.7 / 4.7</td>
</tr>
<tr>
<td>No. Months Unemployed last 12 months</td>
<td>4.8</td>
<td>5.1</td>
<td>4.5</td>
</tr>
<tr>
<td>Currently Working %</td>
<td>64%</td>
<td>58%</td>
<td>66%</td>
</tr>
<tr>
<td>Mean Monthly Salary $</td>
<td>1,744</td>
<td>1,912</td>
<td>1,717</td>
</tr>
<tr>
<td>Last Year Earnings $</td>
<td>17,356</td>
<td>21,551</td>
<td>16,705</td>
</tr>
<tr>
<td>Remittances$ (yearly)</td>
<td>287</td>
<td>327</td>
<td>260</td>
</tr>
</tbody>
</table>
## Acculturation

<table>
<thead>
<tr>
<th>Categories</th>
<th>Total</th>
<th>Integration</th>
<th>Separation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Mean of 12</td>
<td>3.4</td>
<td>3.5</td>
<td>3.4</td>
</tr>
<tr>
<td>English Mean of 12</td>
<td>1.9</td>
<td>3.1</td>
<td>1.6</td>
</tr>
<tr>
<td>SCALE 1 - 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Acculturation Groups

**LATINO**

- **Integration**
  - English (mean) > 2.5
  - Spanish (mean) > 2.5
  - N = 53; 21%

- **Assimilation**
  - English (mean) > 2.5
  - Spanish (mean) < 2.5
  - N = 3; 1%

- **Separation**
  - English (mean) < 2.5
  - Spanish (mean) > 2.5
  - N = 192; 74%

- **Marginalization**
  - English (mean) < 2.5
  - Spanish (mean) < 2.5
  - N = 6; 2%
Community Climate & the Context of Reception

Three groups of items measure context of reception:

- Social Cultural Environmental 12 items
- Racism & Discrimination Stresses 8 items
- Language 5 Items
Climate & Context of Reception: Social Cultural Environment

<table>
<thead>
<tr>
<th>QUESTIONS (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This community feels like a cold and uncaring place to me</td>
</tr>
<tr>
<td>I feel uncomfortable living in this community</td>
</tr>
<tr>
<td>I feel that I have to change to fit into this community P&lt;.10</td>
</tr>
<tr>
<td>This community is an unfriendly place</td>
</tr>
</tbody>
</table>

Scores > 4 Negative Context of Reception

Scale from 1 to 7
1 is strongly disagree
4 is neutral
7 strongly agree
### Climate & Context of Reception: Racism & Discrimination

<table>
<thead>
<tr>
<th>QUESTIONS (8)</th>
<th>3.6</th>
<th>Int</th>
<th>Sep</th>
</tr>
</thead>
<tbody>
<tr>
<td>My appearance makes it hard to fit in the community</td>
<td>3.6</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>People in this community have stereotypes about my culture $P &lt; .1$</td>
<td>4.4</td>
<td>3.9</td>
<td>4.6</td>
</tr>
<tr>
<td>I have been treated rudely or unfairly because I am a newcomer</td>
<td>3.0</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>I have been discriminated against because I am a newcomer</td>
<td>3.0</td>
<td>NS</td>
<td></td>
</tr>
<tr>
<td>People expect me to behave in a certain way because of my race and ethnicity</td>
<td>3.7</td>
<td>NS</td>
<td></td>
</tr>
</tbody>
</table>

Scores $> 4$ Negative Context of Reception

Scale from 1 to 7
1 is strongly disagree
4 is neutral
7 strongly agree
## Climate & Context of Reception: Language

<table>
<thead>
<tr>
<th>QUESTIONS (7)</th>
<th>4.4</th>
<th>Int</th>
<th>Sep</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel pressured to learn English</td>
<td>5.4</td>
<td>4.5</td>
<td>5.6</td>
</tr>
<tr>
<td>My language makes it hard to fit into this community</td>
<td>4.5</td>
<td>2.7</td>
<td>5.7</td>
</tr>
<tr>
<td>Since I don’t speak English well people have treated me rudely or unfairly</td>
<td>3.3</td>
<td>2.8</td>
<td>5.0</td>
</tr>
<tr>
<td>I have been discriminated against because I have difficulty speaking English (P&lt;.1)</td>
<td>3.4</td>
<td>2.9</td>
<td>3.5</td>
</tr>
<tr>
<td>I bothers me that I speak English with an accent (P&lt;.1)</td>
<td>3.6</td>
<td>2.9</td>
<td>3.8</td>
</tr>
<tr>
<td>I feel comfortable being around people who only speak English</td>
<td>3.8</td>
<td>NS</td>
<td></td>
</tr>
</tbody>
</table>

Scores > than 4 = Negative Context of Reception
Context and objective
- There are changing patterns of Latino immigration
- In light of all these pattern shifts, what is the importance of social networks on wellbeing?

Two hypotheses guided the study:
- (a) There is a single dominant indicator of SWB and SK
- (b) SKs have a significant and positive impact on SWB.

Analytical approach:
- SLMS provided the framework for the study
- Structural equation modeling used for empirical analysis

Data and variables
- Recently collected primary data was used from:
  - Region A: a diversified employment community; and
  - Region B: a one main employer community
- Variables: Subjective Well Being (SWB); Human (HK), Social (SK), Financial (EK), Cultural capitals (CK); and Context of Reception
Assessment and implications

Results:
- Bonding SK; and bridging SK have the largest effect on SWB in these regions.
- Both SWB and SK are better assessed using multiple latent indicators.
- Only EK and SK are significant in both regions but the effect of SK on SWB is larger than in region B.

Possible patterns explaining disparities observed:
- Region B: mostly male, young, single, uncertain of their future, less educated, and most likely to move.
- Region A: has older individuals; more married people; and many have expressed a desire to stay in the community longer.

Thus region A people would tend to see themselves as
- Active members of their town and willing to participate in its development.
- Become part of the “creative class”

Concluding:
- The study suggests that the smaller the region the higher the impact of SK.
Next Steps

- Analysis of the effect of Mobility, Acculturation and Context of Reception on Income and Life Satisfaction
- Complete surveys in a third region in Missouri
- Return findings to the participating communities and stakeholders
- Publishing - Strategies?
THANK YOU!

Cambio Center
http://cambio.missouri.edu
Project Site
http://www.cambio.missouri.edu/Assets/