



Asset Accumulation Strategies in 3 New Settlement Missouri Communities

MU Cambio Center
USDA NRI

Cambio de Colores
April 2, 2007

Kansas City, Missouri

www.cambio.missouri.edu



Outline

Part I: Research Team Presentation of the Asset Accumulation Strategies C. Valdivia, S. Jeanetta, A. Dannerbeck, L. Flores, D. Martínez

- Introduction –Cambio Center and Cambio de Colores
- Concepts and processes - Strengths Based Approach
- Social Capital – the networks (focus groups)
- Community Climate Cultural and Social Capitals
 - Identity
 - Context of Reception – Photovoice
- Community Involvement
 - Communities of Interest
 - Community Forums

Part II Panel of Community Stakeholders

Cheri Heeren, Valentina Mensa and James Wirth

- Sedalia – Pettis County Community Partnership
- Milan – Centro Latino of Milan
- Branson – UM Extension



Introduction - D. Martínez

Land Grant Model

- Land Grant: address state needs through research, teaching, and service (extension)
- Permanent two-way link between academia and society's needs
- Partnership between federal government, states, and LG institutions

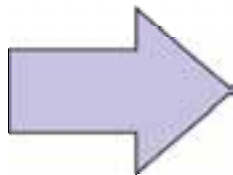


Cambio Center “Model”

- Problem oriented and proactive
- Multidimensional problems require multidisciplinary approaches
- Sustainability requires involvement of *all* stakeholders (newcomers & receiving)
- Integration vis-à-vis assimilation



Changes in the state

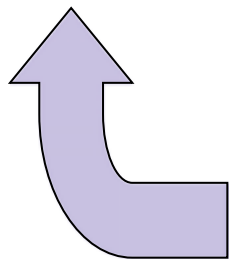
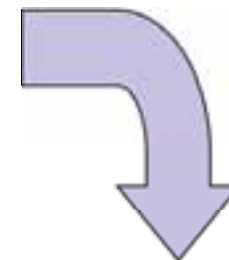


UNIVERSITY OF MISSOURI
Extension

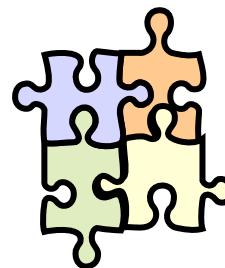
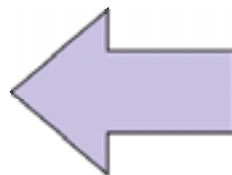
Alianzas
alliances



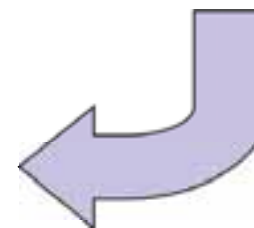
University of Missouri
System



Knowledge,
Data,
and Outreach



Research





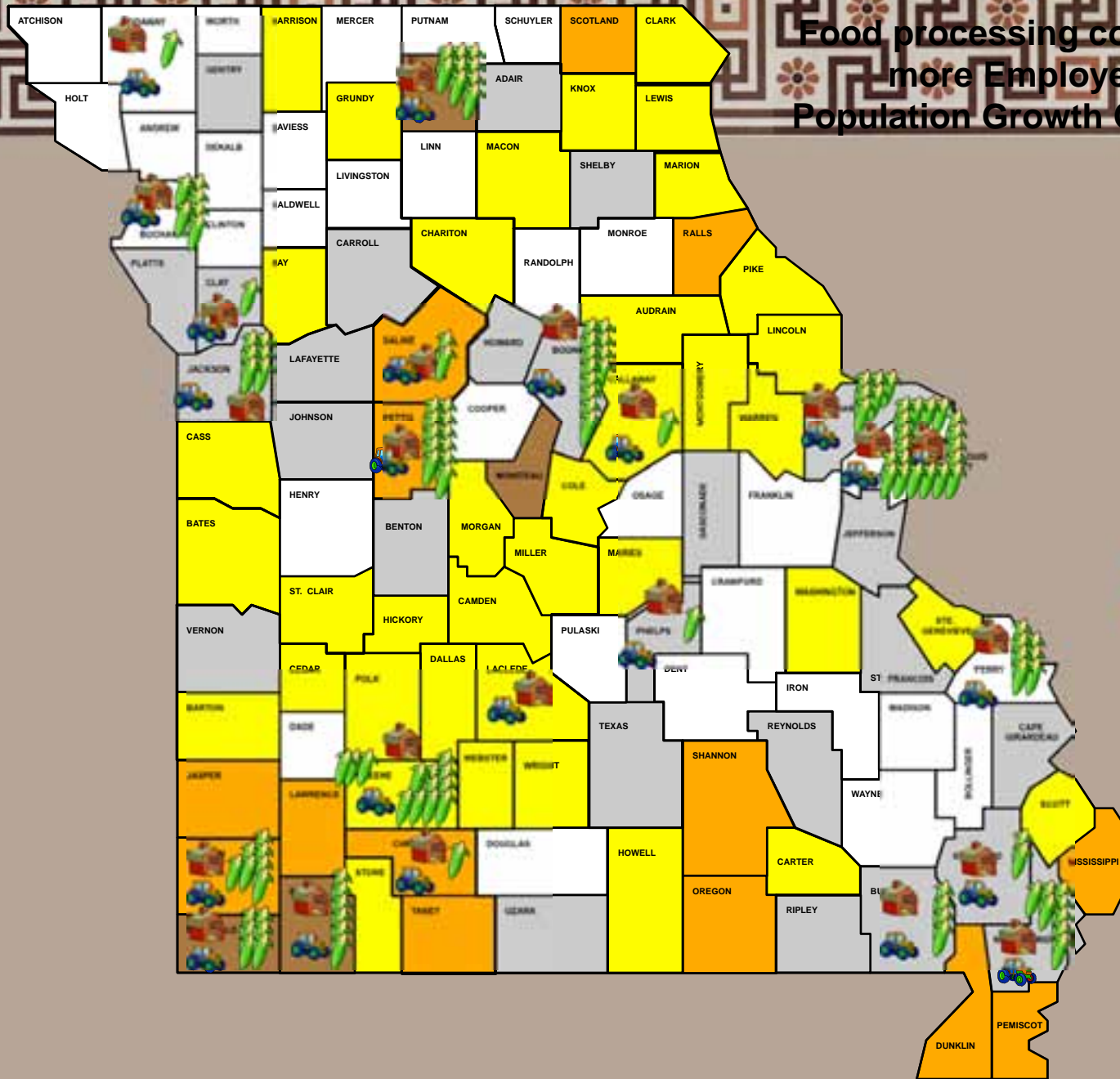
Premise

“Recent developments in the cultural identity literature can help us to move beyond a deficits approach to viewing culture not an obstacle but as a resource from which individuals draw to create strategies to function in various domains in society (Berry 2003).

This new orientation shifts us away from a deficit model for thinking about how individuals of different cultures gain and lose in the process of integration to recognizing the multiple ways that individuals can adapt in new and ever changing environments without suffering loss of identity in the process. This approach shifts our attention to looking at what the newcomers offer and leads us to ponder how we can engage them in the future development and prosperity of the new settlement communities.” (Asset Accumulation Strategies, 2006)

Vision - Newcomers and their families integrated to their new settlement communities; Thriving communities; Pluralism

Food processing companies with 500 or more Employees and Latina/o Population Growth Change: 1990 to 2000

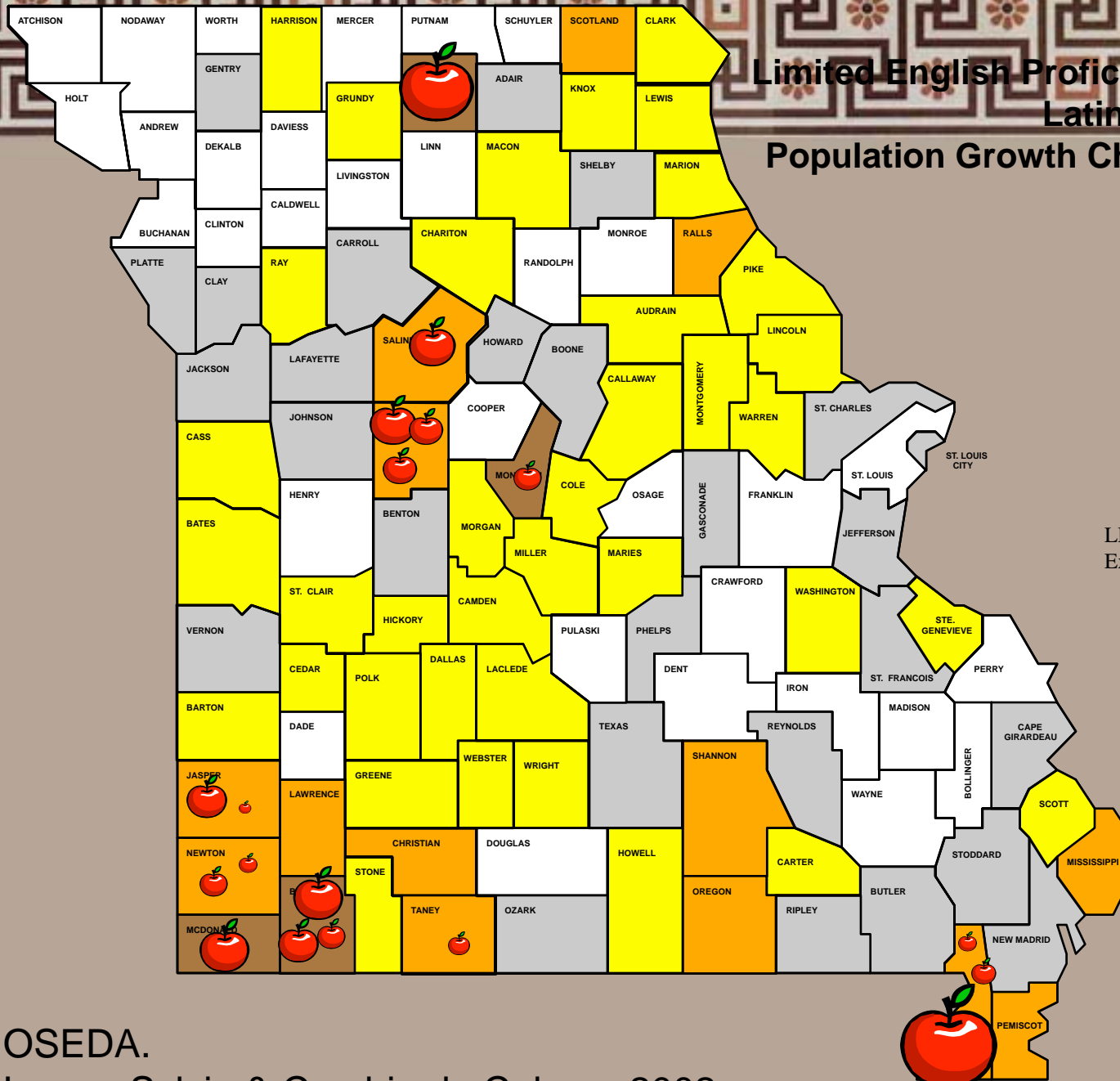





- Less Than National Average
- Higher Than National Average
- More Than 2x Growth
- More Than 4x Growth
- More Than 8x Growth

Food Processing Companies with 500 or more employees


Limited English Proficient Enrollments and Latina/o


Population Growth Change: 1990 to 2000



-  Less Than National Average
-  Higher Than National Average
-  More Than 2x Growth
-  More Than 4x Growth
-  More Than 8x Growth

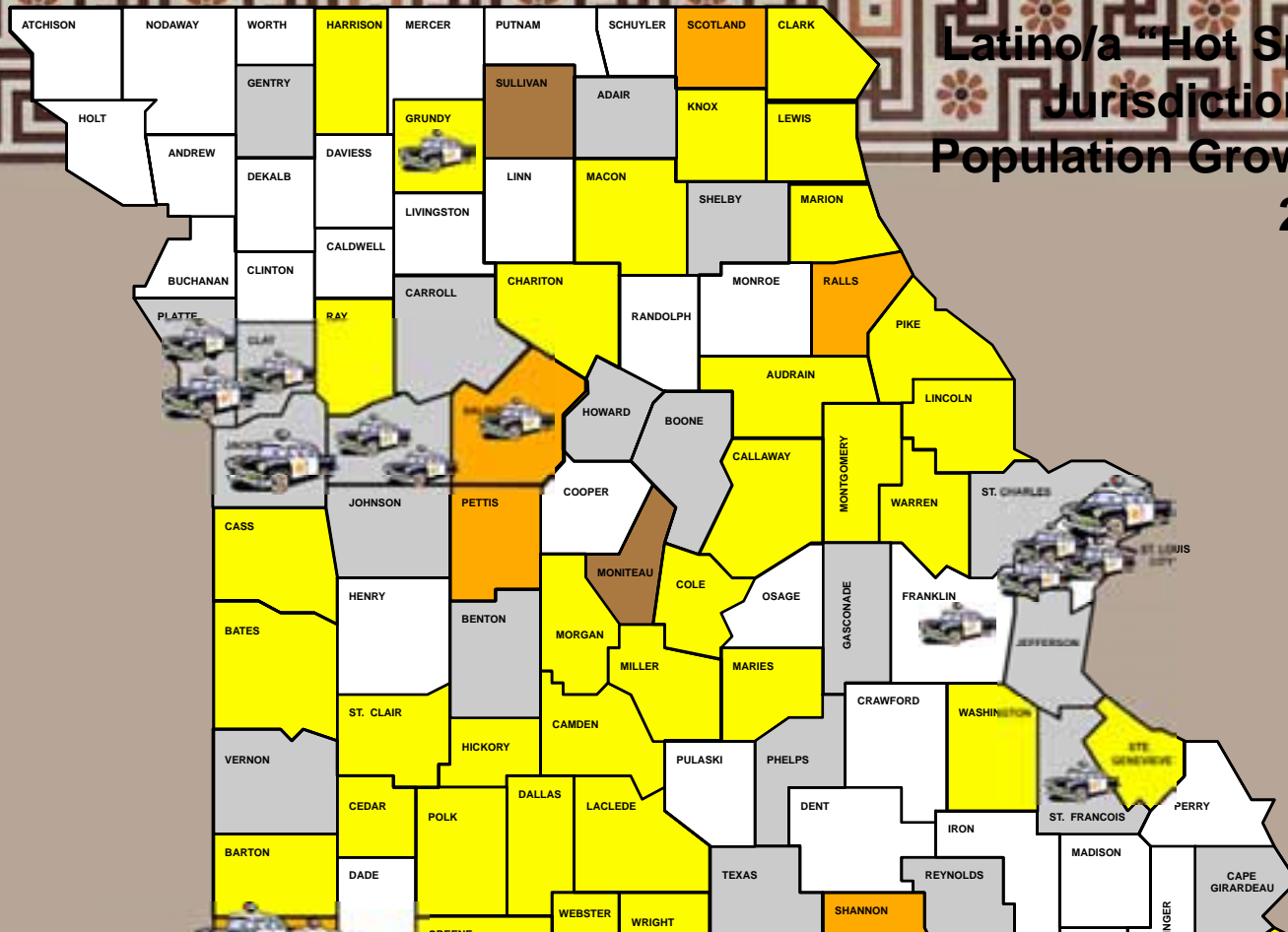
LEP Enrollment ranges from 0.6% to 29.2%
Examples:

0.6% 

29.2% 

OSEDA.
Lazos, Sylvia & Cambio de Colores 2002.

Latino/a "Hot Spot" racial profiling Jurisdictions and Latino/a Population Growth Change: 1990 to 2000



- Less Than National Average
- Higher Than National Average
- More Than 2x Growth
- More Than 4x Growth
- More Than 8x Growth

Disparity Index ranges from 1.12 to 20.45
Examples:

1.12



20.45



**Note counties with high rates and low disparity index .
Decker, 2005:
Hispanic Search Rates are typically the highest of any race/
ethnicity group; Contraband Hit Rates for Hispanics are
typically the lowest of any race/ethnicity group**



The purpose of this research is to examine the strategies newcomers employ to accumulate assets, minimize their vulnerability to risk exposure and become part of their new communities.

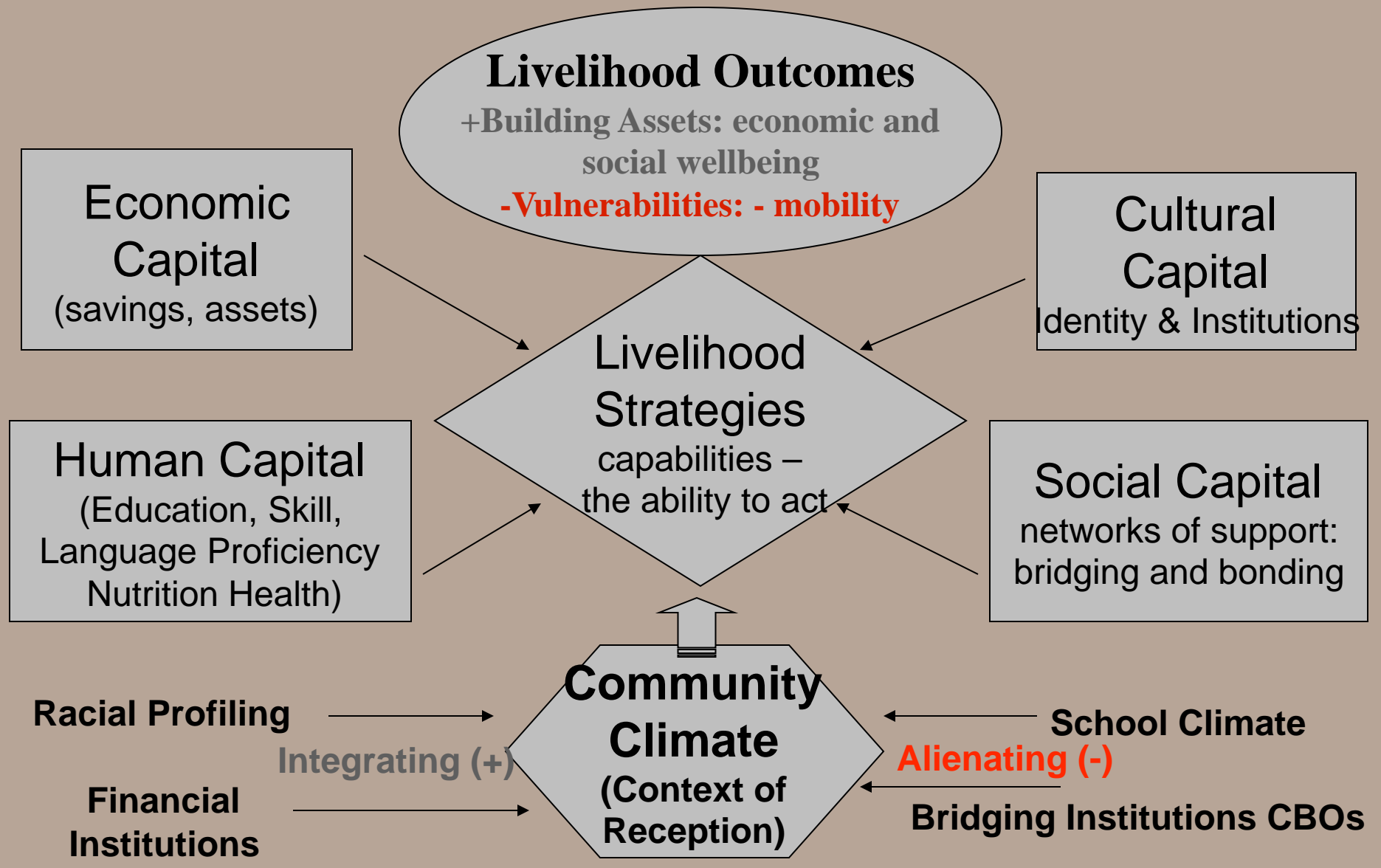
“Getting by and getting ahead”

- The following questions guide the study:
 - What are the strategies Latino immigrants use to integrate into communities and lead sustainable, high quality lives?
 - What factors facilitate or impede their economic integration?



Concepts and Processes

Strengths Based Model: Livelihoods, Capitals, and the Context of Reception





Livelihood Strategies

- How these take shape: case studies and a household survey 2007-2008
- Economic Integration
- Social Integration
- Community Wellbeing

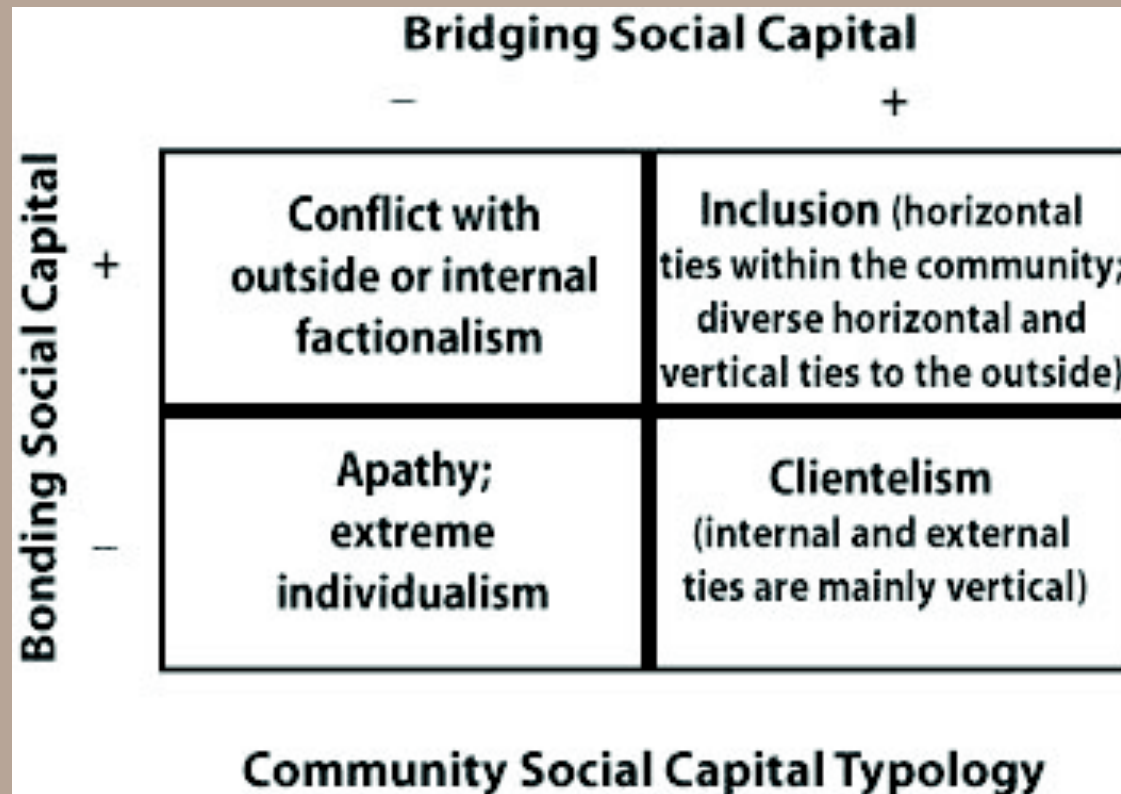


Social Capital

Steve Jeanetta

- What is Social Capital?
 - A form of capital that places value on the quality and quantity of relationships that exist within a community.
 - Social Capital can assist people as they strive to meet their basic needs and as well as contribute to a person's growth and development.
- Types of Social Capital
 - Bonding Social Capital
 - Bridging Social Capital

Social Capital





Social Capital

- Measuring Social Capital in the Immigrant community
 - Bonding Social Capital--social capital as connections within the immigrant community
 - Bridging Social Capital--strong links to other groups and institutions in the community



Focus Group Process

- Purpose of the Focus Group Project
 - Develop a picture of how immigrants are integrating economically and socially
 - Develop a sense of immigrant perceptions on community climate and identity
 - Develop an understanding of their perspectives on culture, identity and how the immigration process has affected those perceptions.
 - Develop a framework for further analysis of social relationships and their effect on economic and social integration and community climate.



Focus Group Process

- Observations on the process so far...
 - Connecting to community partners
 - Diversity of the participants
 - Relationship between the facilitators and the participants
 - Differences between the men and women's groups
 - Women's Isolation
 - Perspectives on differences in culture and discrimination
 - Attitudes towards sharing in a group
 - Time and Place are important

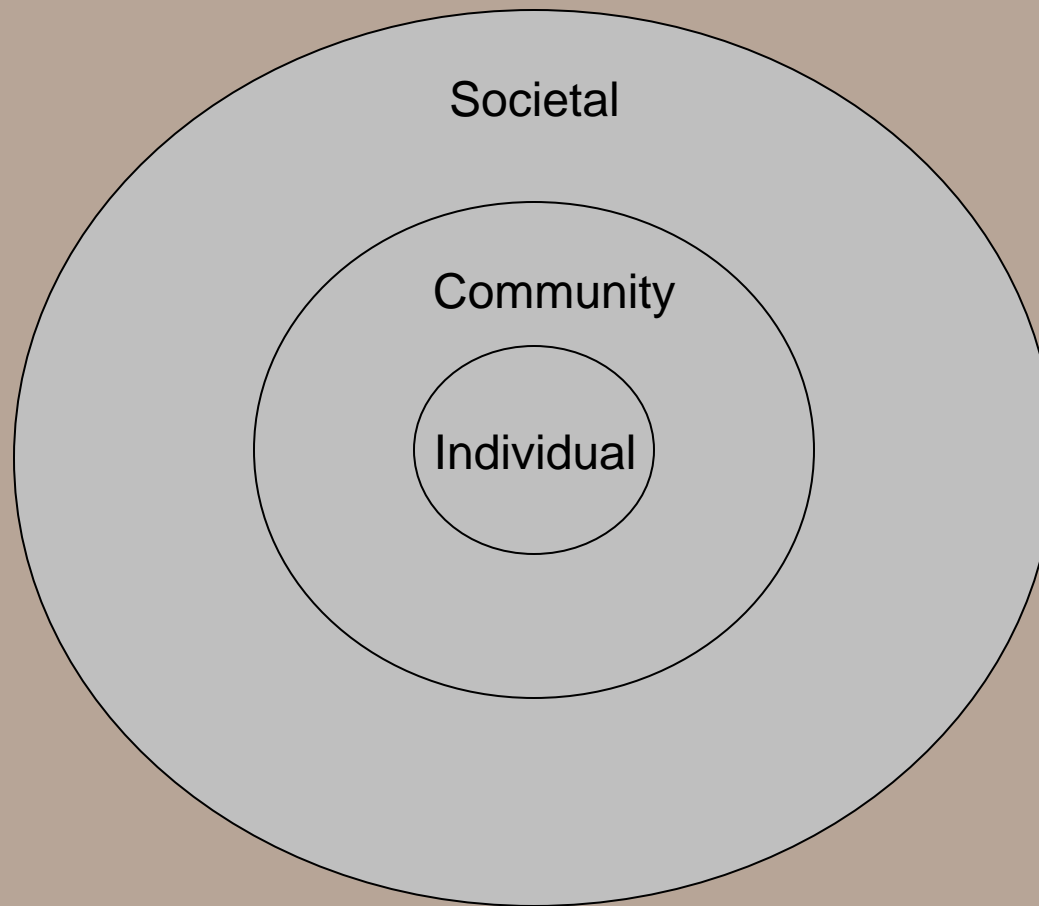


Community Climate

Lisa Flores

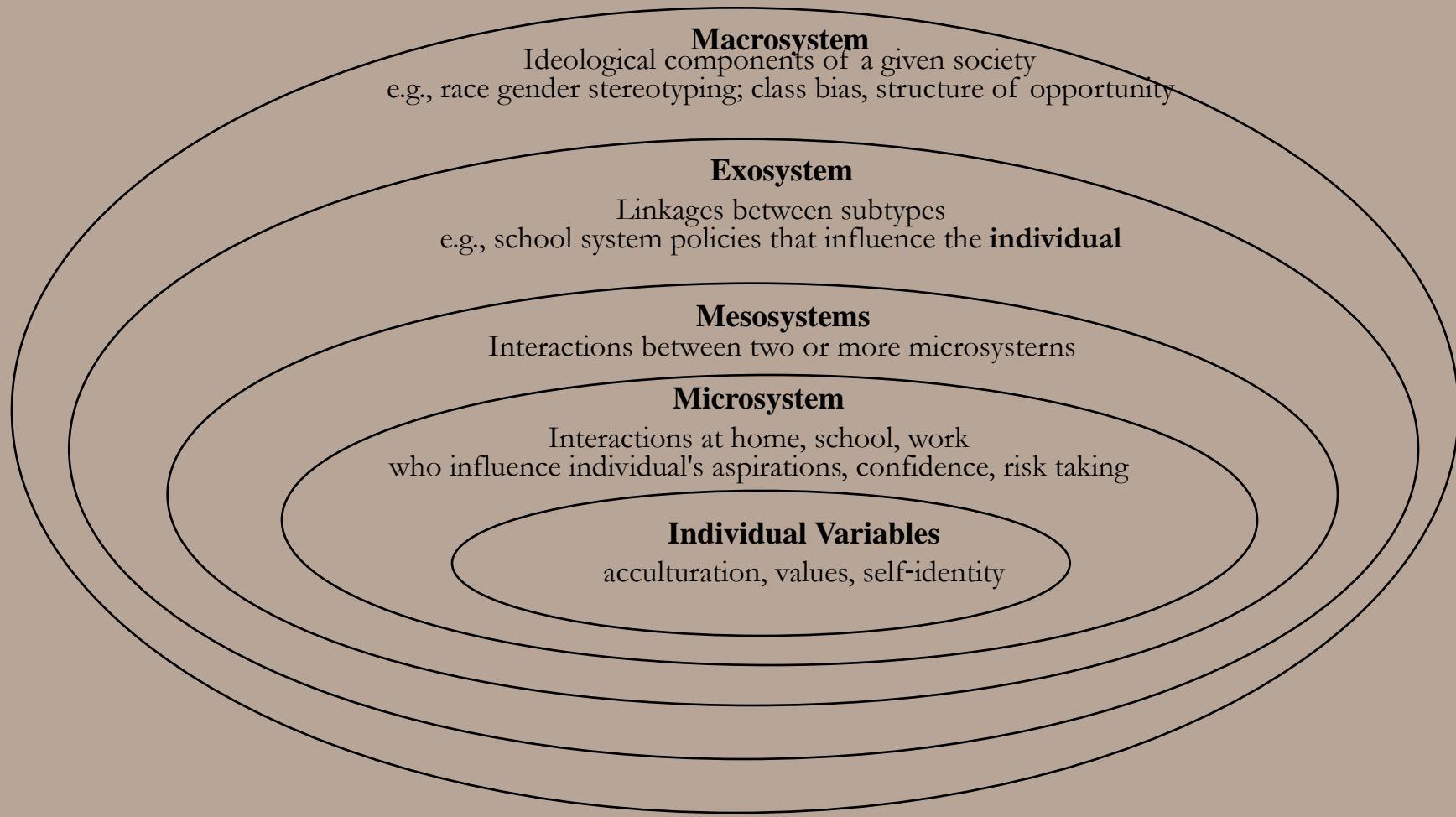
Anne Dannerbeck

Context is Important!





Bronfenbrenner's (1979) Ecological Model





Acculturation

- Generational Status
- Primary language spoken to communicate with others
- Degree of affiliation with majority culture (e.g., composition of peer network, Anglicization of name)
- Role conflicts with regard to familial expectations
- Value systems, customs, and orientations (religion, political affiliation, etc.)
- Level of involvement in cultural traditions or activities
- Educational level of client, family members, relatives
- Skin color
- Location raised, currently living
- Religious identity, affiliation



Unidimensional

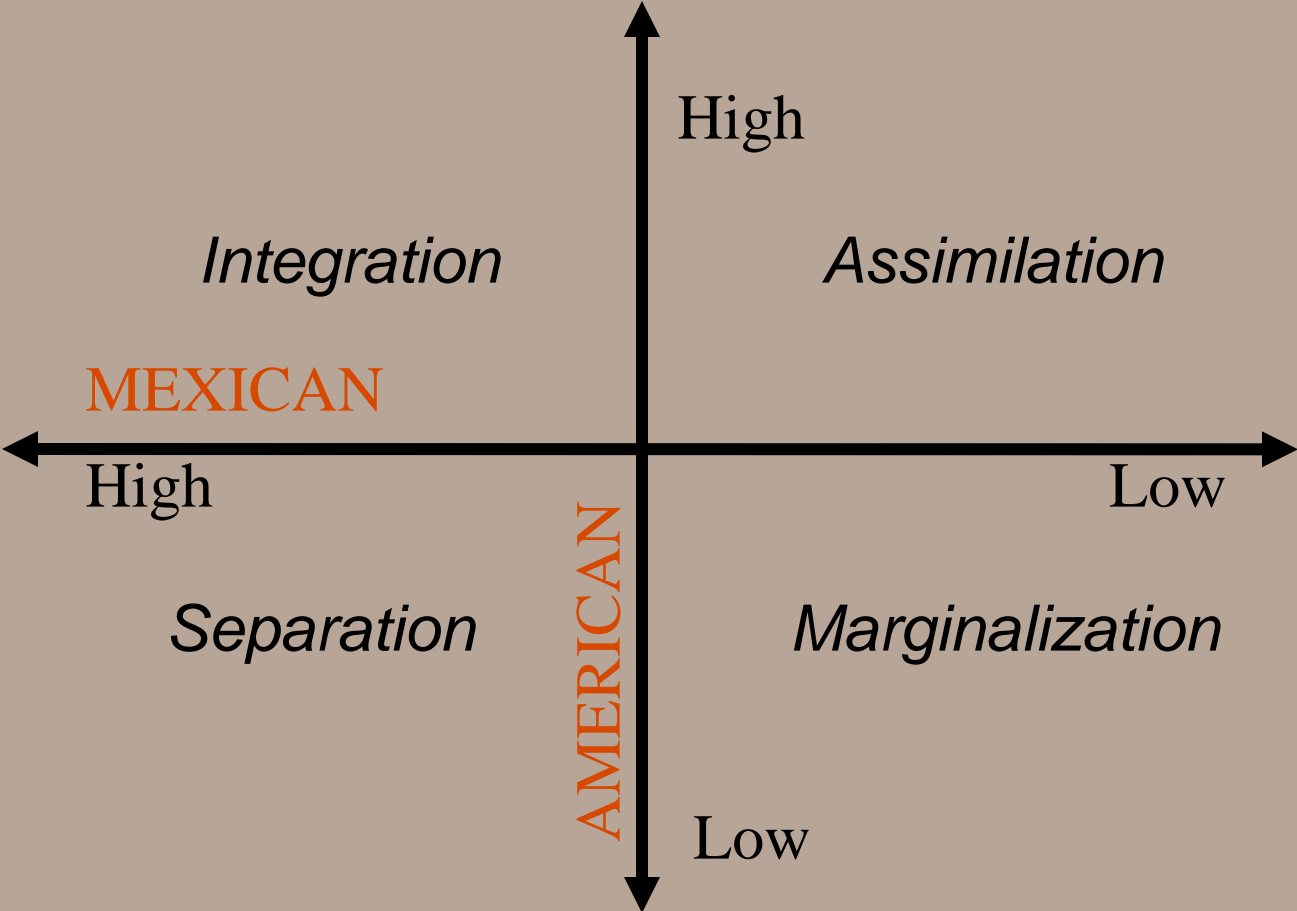


Traditional

Acculturated



Bidimensional





Photovoice



Community Involvement S. Jeanetta



Community Partners

- Local Facilitators
 - Contacts in the community
 - Serving as bridges between the Immigrant community and the broader community
 - Focal point for building networks into the community
 - Establish them as bridges to the University and our resources
 - Increased understanding of each others needs and capabilities
- Participants
 - Share their stories
 - Process of self reflection
 - Increased understanding of their own circumstances



Community Stakeholders

- Connecting through local partners
 - Facilitators
 - Extension Staff
 - Other networks
- Photovoice Community Forums
 - Share participant findings with the communities
 - Start a discussion about what the photos mean about their community
 - Engage in a dialogue about what kind of changes may begin to improve the integration process



Part II Community Stakeholder Panel

Cheri Heren Sedalia – Pettis County
Community Partnership

Valentina Mensa Milan – Centro Latino of
Milan

James Wirth Branson – UM Extension



Questions

1. Briefly describe your community in the context of this project.
2. How is it beneficial to you as a member of the community to be involved in this project?
3. What is your vision for your community five to ten years from now?
4. What kind of support would the community need to achieve this vision?



References

- Berry, J. (2003). Conceptual Approaches to acculturation, in K. Chun, P. Balls Organista, & G. Marín (Eds.), *Acculturation: Advances in Theory, Measurement, and Applied Research* (pp.17-38), Washington, D.C.: American Psychological Association.