Welcoming Immigrants & Newcomers in Turbulent Times: Knowledge, Connections & Action

Proceedings of the 18th Annual Conference
June 5-7, 2019
Stoney Creek Inn, Columbia, MO

Edited by Stephen Jeanetta and Corinne Valdivia
Cambio Center
University of Missouri-Columbia - 2020
**Stephen C. Jeanetta**, Extension Associate Professor in Applied Social Sciences, Community Development Education Director, University of Missouri; Cambio Center Director

Dr. Stephen Jeanetta’s extension work focuses on fostering the development of community organizations, the advancement and facilitation of community planning processes, and building inclusive communities. Dr. Jeanetta has also served as coordinator of the Community Development Academy since 1999. His research with the Latino community has focused on understanding the effects of community climate and social networks on the process of integration into rural communities. In addition, Dr. Jeanetta is currently engaged in research projects that seek to understand why Latino farmers in Missouri are not utilizing USDA programs. He is also exploring relationships between Latino newcomers and access to healthcare resources, and connecting Latino newcomers to healthcare resources in the community. He has been engaged in the leadership of Cambio de Colores since the first conference in 2002 and is a founding member of the Cambio Cente, serving as its Director.

**Corinne Valdivia**, Professor of Agricultural and Applied Economics and D. Howard Doane Professor of Agricultural Economics, Division of Applied Social Sciences, College of Food, Agriculture and Natural Resources, University of Missouri; Cambio Center Founding Fellow

Dr. Corinne Valdivia specializes in economic and rural development. Her research focus is on how individuals, families, and communities adapt to change and how information can support the process of building resilient livelihood strategies that improve well-being. She studies decision-making, risk management, and pathways for technological uptake and market integration that lead to sustainable livelihoods. Along with colleagues at MU, Corinne initiated Cambio de Colores in 2002. She is a founding member of MU’s Cambio Center and serves on its executive board. Her research with Latino families focuses on their livelihood strategies and experiences in the process of integrating to a new community. She has completed two research projects in collaboration with Cambio Center Fellows: the first on asset-building strategies of newcomers in three new settlement communities in Missouri and the second on community integration. She is studying entrepreneurship as a livelihood strategy in rural communities of Missouri and is working on a project on Latino agricultural entrepreneurship with colleagues at the Cambio Center, Michigan State, and Iowa. Internationally, her research and outreach takes place in the Andes of Peru and Bolivia and East Africa.

**About the Cambio Center:**

The Cambio Center leads research and outreach on Latinos and changing communities and is an interdisciplinary unit, established in 2004, at the University of Missouri-Columbia. The Cambio Center’s main goals are to:

- Provide education and enhance the welfare of all residents of Missouri in the context of the current demographic and cultural changes.
- Develop a premier source of knowledge, scholarship, outreach, and education to respond to the local effects of globalization.
- Support sustained research to understand the immigration process, particularly in Missouri and the Midwest in general.
- Provide knowledge and best practices to facilitate the integration of economically vulnerable newcomers to Missouri and the Midwest, and prepare all citizens for a diverse society.
- Understand the international nature of the immigration process, the culture and institutions of Latin America, as a major global partner of Missouri in the exchange of goods and the migration of people.
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# Introduction

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Introduction

The 2019 conference proved to be a good place for participants from nineteen states to explore collaboration and unity in contrast to the nation’s climate. The 18th Cambio de Colores Conference, titled “Welcoming Immigrants and Newcomers in Turbulent Times: Knowledge, Connections and Action,” was held at Stoney Creek Inn in Columbia. The title of the conference underlines the growing tension between the welcoming efforts of communities and local, state, and federal rhetoric and policies that further marginalize these populations.

The conference bore witness to the negative policy environment and its implications for how basic public services are provided and accessed. Academic researchers’ efforts are focused on understanding the implications on negative context. This negative environment is a concern for employers because it hinders participation in the labor force while unemployment levels are at historic lows. Educational institutions are also concerned because in this context Latinxs are even less likely to participate in programs. The negative policy environment impacts at multiple levels and a diversity of sectors, many of which were explored in the sessions at the conference.

There were four plenary sessions that in different ways addressed the conference theme. “Tenemos Muchos Héroes en Este Pueblo (We Have Many Heroes in This Town): Rural Responses to Immigration-Related Stress” featured Assistant Research Scientist Nicole Novak from the University of Iowa College of Public Health, who shared the impacts on health and stress on immigrant communities in Iowa caused by government raids at factories. Dr. Ann Rivera from the Office of Planning, Research and Evaluation of the Administration for Children and Families at the U.S. Department of Health and Human Services presented “What and How Research Informs Federal Programs Designed to Promote the Well-Being of Low-Income and Vulnerable Children and Families? A View from the Administration for Children and Families” providing details about federal programs available for children and families. Denzil Mohammed, Director of the Immigrant Learning Center’s Public Education Institute shared “Bridging the Divides in the Immigration Debate,” which focused on the contributions of immigrant communities in the United States. In the last plenary “Welcoming Our Modern Wave of Immigrants in a Multicultural America,” María Rocha shared her personal experience as an immigrant advocate and a bilingual educator.

Cambio de Colores continues to be the community of practice that seeks to contribute through our shared experiences, knowledge, and best practices to enable a context that facilitates the integration of Latinx and other immigrants while facilitating networks of collaboration. Cambio de Colores in 2019 included participants from 54 institutions in 19 states. Presenters from 19 states shared their knowledge and experiences in 38 presentations and seven workshops in 24 breakout sessions.

The 18th Conference Proceedings includes the abstracts of all the presentations and workshops covering the six theme tracks: Change & Integration, Economic Development, Civil Rights & Political Participation, Education, Health, and Youth Development. The proceedings also contain four invited papers: “Testimonials of Latinas in Higher Education,” “Latinx Communities in North Dakota”, “The Needs for Improved Programs for Hispanic/Latino/a Farmers in Pennsylvania,” and “The Potential Effects of the H-2A Program and Other Immigration Control Policies on Farm Labor Management.”

The Cambio de Colores conferences began with A Call to Action in 2002, recognizing from its inception that in order to support communities in their processes of change and integration, it had to become a place for sharing, learning, and support. For those of us working at universities, especially in the land grant system, our mission is to develop research, knowledge, and best practices that are relevant to improving the well-being of people, communities, and society. A community of practice is essential to a process of change. We have been blessed with participants, people, and their organizations that come together each year to create a rich learning environment committed to an inclusive community and society. The conference brings together practitioners that work in local and state organizations, and researchers studying the issues of integration in many disciplines. These groups work to facilitate change, and the Cambio de Colores Conference is a space for coming together to learn from each other. We hope these Proceedings are a resource on state-of-the-art research and best practices and helps readers connect with others as we work to address key issues facing our neighborhoods, communities, and regions. We hope you find the Proceedings a useful resource in your practice, research, and outreach.

Stephen C. Jeanetta  
Corinne Valvidia
“Impacts of the State 4-H Council Experience and the Path Forward to Expanding Opportunity”
Bradd Anderson, University of Missouri-Columbia

The Missouri State 4-H Council 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.

“Mapping Change in Dixie: Latinx Placemaking in a Small Industrial Immigrant Town”
Aarón Arredondo and 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 Latinxs experience community space as white space. We argue that the production of white space in this newly emerging multicultural community aims to systematically, yet subtly, restrict the movement of Latinxs across public space. This has the effect of further constraining opportunities for meaningful encounters and public expressions of shared goals and activities. Nevertheless, local Latinxs demonstrate their resilience in achieving representation and participation in community life by appropriating non-restricted segments of white space as tactics to resist the institutional and everyday practices that restrict their access to spaces of belonging and empowerment.

“Heterodox Economics and Urban Planning: Improving the Living Conditions of Latinx and Immigrant Urban Communities”
Jordan Ayala, Ely Melchior Fair, and 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. In fact, neoclassical microeconomic concepts became the bedrock of most urban planning studies. Profit/utility maximization, land values, rents, and externalities have been incorporated largely uncritically into the urban planning discourse and practice; however, economics is a contested discipline with different alternative traditions. While a dominant neoclassical economics approach is at the core of this discipline, 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 by first quantifying the housing deficit and then evaluating current policies designed to address the 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.

“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 and 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) and (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).

“¿Qué dijeron?-What Did They Say?”
Daisy Barrón Collins and Sarah Nixon, Missouri State University
Lisa Dorner, University of Missouri-Columbia

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 in their journeys and in their 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.

“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, whereas others 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 toward 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). It is pertinent 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 success 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, are discussed in this interactive session.

“’Selam Yerabkena 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 ever studied English prior to living in the U.S. According to the Missouri Department of Social Services,
refugees receive support from the state for only 6 to 8 months after they have 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.

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

This workshop explores the application of a leadership training toolkit that recognizes race, culture, gender, and immigrant experience as key components of deliberation and capacity building. Based on the case 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 southeast MN, upholding the needs of Latino families in educational issues. Established in 2016 through a University of Minnesota 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 UMN, 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, 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” introduces a cultural practice that provides 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.

“Helplessness, Homesickness, and Fictitious Independence Among Latino Migrant Youth: A Phenomenological Inquiry Into the Lives of H2A Farmworkers in the U.S.”
Alyssa Cantú, Fiorella L. Carlos Chávez, and 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 of supporting their families financially. Due to the nature of their work, they experience an arduous and monotonous lifestyle with little time for leisure (Carlos Chávez,
2018). Besides the hardships of their work and demanding weather conditions (Peoples et al., 2010), Latino migrant farmworkers – 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, forcing these youths to spend prolonged periods of time away from their family. Failure to fulfill such requirements can result in sacrificing their job while diminishing their chances of being hired again. To date, there is limited information on the type of support Latino H2A youth migrant farmworkers have access to while working and living in the U.S. The present research addresses that gap.

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

Method and results: 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 I 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.

“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 optimal development. Evidence suggests that children as young as 9 years old will take on the responsibility of preserving and providing food in the household (Fram et al., 2011). As such, it is possible that Latino Emancipated Migrant Youth (EMY) in agriculture may be reducing or changing their own food intake as a way to “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 youths 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 Chávez, 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, familialism, putting the family’s well-being first before one’s own (Guilamo-Ramos et al., 2007). This 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 well-being which can lead to 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...
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 transcript 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; Mage = 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 U.S. 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.

“Paz en el Barrio: Building Equitable Neighborhoods”
Michael Carmona and 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 to Kansas City’s Downtown, was the settling point for many Mexican immigrants in the early 1900’s. Today it 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 are facing the negative impact of a rapidly-developing Kansas City today. 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 what the work of HEDC and its partners have 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”, while developing and offering asset-wealth building programs and services related to entrepreneurship, digital literacy, and financial education.

“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. However, 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.

“(In)Visible: Recognizing Student and Families of Diverse Legal Status in a Rural Community”
Emily Crawford-Rossi and 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 (Honkenh, 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.

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, as 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.

“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.

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

The OLLAS Observatory of Latinos in Nebraska is a new research and extension unit at UNO’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, social participation, and cohesion of Latinos in Nebraska. Since mid-2018, we have been working on the first specific objective of the OLLAS Observatory; 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 and articles that include reference to Latinos and immigrants from the two main newspapers in the state, the Omaha World Herald and the Lincoln Star Journal. We have coded these articles into 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.
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?

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

At a historically turbulent juncture, the aims of this presentation are twofold. On one hand, by addressing South Dakota, it directs attention to an absent geography, forgotten histories, and 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. 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.

**“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 has also 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 suffers 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 three 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.

“Building Institutional Support for Undocumented Students in Michigan Public Colleges and Universities”
Melissa Hernández, University of Michigan-Ann Arbor
Joselin Cisneros, National Forum and 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 & DACAmmented students. This project is focused on reviewing and benchmarking admissions and financial aid policies that impact undocumented and DACAmmented students. Through this work we hope to: 1) publish a comprehensive guide to institutional practices, 2) encapsulate data in a shareable report for use by professionals and policy makers, 3) provide easily accessible training to professionals who seek to support undocumented & DACAmmented students, and 4) make available, in one place, a list of scholarships provided by Michigan foundations, corporations, individuals, churches, civic groups and other organizations for which undocumented & DACAmmented 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: that they are committed to promoting educational opportunities for all students in Michigan regardless of their status.

“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 have migrated from similar places themselves due to similar circumstances either recently or several 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 into their settlements at different degrees of ease and extent. This presentation reports on an ongoing research project that studies transbordering experiences in Bogotá, particularly due to the peace agreement signed with the FARC guerrilla in 2016 and its effects on newcomers to cities, especially to informal settlements in Bogotá, as well as 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, as cited in in García, 2016). Informal settlements, which are defined by the United Nations as those that do not comply with planning and building regulations (UN-Habitat, 2003, 2015), lack basic services and infrastructures. At the same time, there are places that have been self-developed (including self-built) by the people through struggle but also creativity and hope (Hernández-García, 2013), being the most dynamic areas of cities, such 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, as well as incorporation challenges, of old and newcomers to informal settlements, more specifically in Bogotá. Furthermore, it explores 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 Bogotá that might shed light on integration of immigrants in the Midwestern United States, and also, learn from experiences here that can be useful in Colombian informal areas.

“Advancing Penn State Extension Hispanic/Latinx Outreach Efforts in PA”

Ilse Huerta-Arredondo, Tara Baugher, Carolee Bull, María Gorgo-Gourovitch, Melanie Miller-Foster, Emma Rosenthal, Elsa Sánchez, Kathleen Sexsmith and Lee Stivers, 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 skill set 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 said agricultural community. In addition, the team is actively searching for 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.

“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, Hispanic 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 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.

Hispanic/Latinx Farmers in Pennsylvania: Characteristics, Farming Challenges, and Engagement Barriers with Non-Formal Educators
Ilse A. Huerta Arredondo Pennsylvania State University

According to the USDA Census of Agriculture, Hispanic 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 percent increase since 2007. The purpose of Cooperative Extension is to provide useful and available training and information to all people around the state. Through faculty, Extension educators, and graduate students, Cooperative Extension is 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. A study is underway to: 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 semi-structured 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. In addition, interviews were conducted with Extension professionals to learn about their interactions, perceptions and experiences with this farming population. Findings will be used to improve non-formal educational programming and resources for Hispanic/Latinx farmers, aspiring farmers and operators in Pennsylvania.
grams should promote their successful engagement in agricultural activities within the Commonwealth.

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

Jordynn Hundley, Fiorella L. Carlos Chávez, Elizabeth Mason, Alyssa Cantú, Sophia Bell, and 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 was conducted with SPSS Version 20.0. For aim 1, we ran bivariate correla-

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.

“Between Bienestar/Buen Vivir and Development: A Community Capitals Assessment of Latinx Kansas City, Kansas”

Clara Irazábal-Zurita and 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 Latinx 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 young-
er 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 Latinx and Afro-Americans (29.2% and 25.1% respectively) (US Census Bureau, 2017). As the adverse impact of poverty and unemployment is disproportionately 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 CCF 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.

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

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 into 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. Additionally, 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 (about 55 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.

“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 institutions in the U.S. 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.

“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 embarked 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 Latino himself 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.

“Assessing Stress and Familism as Predictors of Depressive Symptoms Among Latino Emancipated Migrant Farmworker Youth in U.S. Agriculture”
Elizabeth Mason, Fiorella L. Carlos Chávez, Jordynn Hundley, Sarah E. Killoren, and 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 Chávez, 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.
“Revisiting Education in the New Latinx Diaspora ‘In the Trump Era’”
Jessica Mitchell-McCollough, Edmund Hamann, Tricia Gray, and Amanda Morales, University of Nebraska-Lincoln

In 2015, Hamann, Wortham, and Murillo published an edited compilation, “Revisiting Education in the New Latino Diaspora,” that responded to their own earlier also edited volume from 2002 titled, “Education in the New Latino Diaspora: Policy and the Politics of Identity.” Both edited volumes included chapters from the Midwest and Great Plains as well as the U.S. South and Northeast focusing on areas that, until recently, had not hosted significant Latinx populations. The 2002 volume noted that much interethnic interaction seemed improvisational and posited that absent a history of entrenched racism, it was possible to imagine that school responsiveness and school outcomes 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 has hardened 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.

“Immigration Detention in Iowa: Implications for Community Health and Mitigating Potential of a Community-Driven Bond Intervention”
Nicole Novak, Juan Gudiño, and Naomi Marroquín, University of Iowa College of Public Health
Elizabeth Bernal and 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 of 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.
“Beyond the ‘Blurb’: What Does ‘Equal Opportunity Institution’ Mean for Extension Programs”
Elver Pardo, Laura Valencia, Jessica Sprain, Nancy Moores, and 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 proportion 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.

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

The City of Refuge is a non-profit organization that was established to provide support to refugees and immigrants 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.

“¡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 and 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.

“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 races 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.

“Prevalence of Cigarette Smoking Use Behaviors Among Asian Americans and Hispanics: Results from a National Health Survey”
Hari Poudel, University of Missouri-Columbia

Prior national surveys focus on smoking behavior of the aggregated Asian population, possibly masking subgroup variation. This cross-sectional study examines the prevalence of cigarette smoking behavior among Chinese, Filipino, Asian Indian, and other Asian populations compared to Hispanics in the United States. This study uses data from the 2011-2015 National Health Interview Survey on 137,656 noninstitutionalized U.S. adults to obtain age-adjusted estimates of smoking prevalence. Results showed that all Asian ethnic groups were significantly less likely than Hispanics to have cigarette smoking behavior except Filipino. Compared with Hispanics, 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.

“Community Leaders’ Perspectives on Welcoming Communities”
Athena Ramos, Sophia Quintero, and 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 scholarly literature, and little is known about the community psychology of welcoming and integration of immigrants in the rural Midwest. The purpose of this study was to develop compelling narratives about immigrant integration and community welcoming initiatives from the viewpoint of 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 provide 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.
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, due in part 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 raids 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.

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.

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

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 the 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, with over 90% of meatpacking workers reporting 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 do 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.

"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.
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 are now Latino majority. The workshop will focus on a few case studies to show the demographic changes that are happening within the towns using census tract data. The goal of the study is to show the differences between Latino pueblos that are located in urban and rural America.

"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
Ajlina 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 attainment (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, policymakers, 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.

"The Funding Constraints Latinos Face to Start-Up a Business"

Marcelo Siles and Rubén Martínez, Michigan State University

This study analyzes the reasons that Latinos express their desire 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 why LOBs do not access the formal financial markets in search of credit for their operations. Later, we consider the internal and external reasons why communi-
ty 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 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.

"Immigration and Migration Policy Proposal’s Impact Beyond Farm Labor Markets Across the United States"
Skyler Simnitt and 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 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). While 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), restruaction 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.

"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 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
“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 and 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.

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

Kim Song and Yuwen Deng, University of Missouri-St. Louis
Lisa Dorner, Lyndsie Schultz, and 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 “Cross-cultural 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 SEE-TEL 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 found that teachers have learned more about the families’ wants and needs through face-to-face communication. This has led to 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.

“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 participating students. 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.

“Finding Common Ground: Building a Multicultural Coalition in a Diverse Community”
Jennifer Tello Buntin and 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.
“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 U.S. census data reports that 60.4 million or 20.7% of the U.S. population speaks a language other than English at home, a figure that has more than doubled in the last 20 years (U.S. Census Bureau, 2013). English learners (ELs) are 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.

“Kansas City’s Guadalupe Centers: A Century of Serving the Latino Community”  
Theresa Torres and 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.

“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 refugees, 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, 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.

“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 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? Is it then 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 victims of such negative messaging? Skin color and society’s interactions are demonstrated and discussed in the poster.

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.
Posters
POSTERS IN POSTER SESSION:

“Assessing Stress and Familism as Predictors of Depressive Symptoms Among Latino Emancipated Migrant Farmworker Youth in U.S. Agriculture”
Elizabeth Mason, Fiorella L. Carlos Chávez, Jordynn Hundley, Sarah E. Killoren, and Gustavo Carlo, University of Missouri-Columbia

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

“Helplessness, Homesickness, and Fictitious Independence Among Latino Migrant Youth: A Phenomenological Inquiry Into the Lives of H2A Farmworkers in the U.S.”
Alyssa Cantú, Fiorella L. Carlos Chávez, and Sophia Bell, University of Missouri-Columbia

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

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

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

“Loneliness and Acculturative Stress Among Latino Emancipated Migrant Farmworker Youth in the U.S.: Examining Differences Based on Age Group”
Jordynn Hundley, Fiorella L. Carlos Chávez, Elizabeth Mason, Alyssa Cantú, Sophia Bell, and Kara Beemer, University of Missouri-Columbia

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

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

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

“Women Refugee Perspectives on Constraints to Outcome Attainment in Community Based Skills Training Programs”
Angela Uriyo, West Virginia University
Narratives of Latinas in the Midwest Higher Education in the Midwest Education

Daisy I. Barrón Collins, Missouri State University
Jamille Palacios Rivera, University of Missouri-Columbia
Sandra I. Enríquez and Theresa Torres, University of Missouri-Kansas City

Abstract: The Pew Research Center (2017) noted there are 30.1 million Hispanic adults in the United States and 14.4 million of them—or 48%—are women. According to recent U.S. Census Bureau estimates among immigrant Hispanic women, 57% have arrived since 1990, and from those, six-in-ten Hispanic women immigrants were born in Mexico. This paper presents narratives from four professors who currently hold adjunct and tenured positions in higher education institutions in the Midwest of the United States and who shared their experiences during the Cambio de Colores conference.
Dr. Daisy I. Barrón Collins’ Narrative:
It seems as if I was called to be the primera/first during my life’s journey. I was the first child of a medical pastor and a nurse who were expecting a son and no name was picked for me when I was born in Guadalajara, Jalisco, México. My maternal grandmother and her psychologist’s daughter picked my first and middle name. I was the first one in the educational system to start elementary school at five years old. I was taller than all my classmates in Pre-K. My mother’s enthusiasm for me to learn all the skills I needed to start my educational journey helped me be two years ahead of my classmates. I was also setting an example for my only hermano/brother. I am the oldest hija/daughter, dark skinned, a bilingual woman, learning systematic educational processes and living in two countries, raising bilingual children, and now, going through a divorce.

In Mexico, I earned a bachelor’s in Information Technology. After marrying, I moved to the United States and completed a bachelor degree in Mass Communications and Spanish from Evangel University in Springfield, Missouri, a Master’s degree in arts of teaching and Spanish from Missouri State University, and an Educational Leadership doctoral degree from the University of Missouri, Columbia. Despite this, a glass ceiling or sticky floor is keeping me in the same place. I continue to seek opportunities to learn skills to help our Latinos’ subcultures. I completed a TESOL certificate from Cambridge University while overseeing the Spanish Department at Southwest Baptist University, teaching Spanish at all levels and supervising dual credit high school Spanish teachers, being an interpreter and translator in public schools in the surrounding counties, and taking part of the bilingual programs with the Greene County libraries in Springfield, MO. In addition, I have been actively advocating for the Hispanic community and other minority groups in southwest Missouri for more than 18 years through different non-profit organizations. My areas of research include Hispanic women/Latinas in higher education and leadership, bilingualism, adaptation, organizational frameworks, health and minorities, educational foundations, and multicultural education. I have earned several scholarships from childhood to doctoral level for being the primera, making me the first in my family to be part of the 3% of Latinas with doctorate degrees in the United States (Census Bureau, 2018).

I conclude my narrative with a call to action for higher education organizations to genuinely continue the process of recruiting, retaining, and promoting Latinos. I am one of many whose effort and dedication has not been acknowledged. It seems as being the only female bilingual Latina, as well as social and systematic perceptions, have affected my attainment of a tenure track position. There is lack of mentoring and guidance for scholarship projects. To improve conditions, I propose to establish a center for Latin/Hispanic Women in Higher Education to genuinely focus on recruitment, retention, and promotion.

Dr. Jamille Palacios Rivera’s Narrative:
I am sharing my journey for the sake of this year’s Cambio Conference theme of knowledge, connections, and actions. I hope readers get to know me, connect with my story, and get motivated to act for the success of Hispanic women, and all other underrepresented individuals in academia. I was born in Caguas, Puerto Rico. My father was a Christian pastor, son of a U.S. World War I veteran. My grandmother, with just a high school diploma, became a widow and took care of 11 kids under financial struggles. My mother was also daughter of a U.S. World War I veteran and a Cagüeña who only got to 8th grade. Both of my parents completed graduate degrees when my siblings and I were kids, implanting value to education. My mother became a first-generation college graduate, completing a terminal degree in clinical psychology; my father finished an ABD in theology. Education and hard work allowed my parents to move from poverty thresholds to middle class. I attended the University of Puerto Rico, and while per-credit cost was relatively low, it was still a financial stretch for me. I received financial aid and worked part-time at Sears where I met my husband. After marrying, I began graduate coursework and resigned to accept a
Financial and Economic Analyst position at the Puerto Rico Department of Treasury. In 2002, my husband and I moved to Gainesville, Florida. We circled back to work at Sears, although this time while pursuing higher academic goals; mine being a PhD in Food and Resource Economics at the University of Florida. After completing the core courses, I had a baby, presented my research proposal, and passed the specialization test. Financial needs forced me to search for a full-time job. My first academic job was a result of that search. That position was at a higher education institution with little diversity, but it brought about my regard for teaching.

After completing my PhD degree, I was sure about wanting a teaching-focused job. My current Assistant Teaching Professor position is result of that search. It is non-tenure track (NTT) with a few cons. NTT contracts are short-term (in my case annual), more vulnerable to budget cuts and enrollment drops than tenure track positions, are heavy on teaching and service loads, and in many cases, do not support research and scholarly work. I constantly strive to advance my research agenda; not doing so can hinder opportunities for promotion and tenure positions in case of job displacement.

I am a minority, one among few Hispanic female faculty. Challenges faced by underrepresented groups in academia are widely documented. They include a difficulty building strong networks, finding mentors, and getting support. An additional challenge faced by faculty of color is tokenism. A research article by Flores Niemann and Dovidio (1998) explains that small representation of faculty of color results in “tokenism,” isolation, and distinctiveness, which have statistically significant negative relationship with job satisfaction (Flores Niemann & Dovidio, 1998). In their article is the following quote from Washington and Harvey (1989): “Where there are a very small number of African-American or Hispanic faculty members …, the burdens of institutional and individual racism weigh heavily. Psychological safety … is not available to persons who work in these.” Like this reference, there are more that are accessible to institutions and individuals seeking guidance for addressing tokenism, isolation, and distinctiveness, improving retention, and other related issues. The format of this narrative and page limit only allow me to list one more reading recommendation: Retention of Underrepresented Minority Faculty: Strategic Initiatives for Institutional Value Proposition Based on Perspectives from a Range of Academic Institutions by Whittaker, Montgomery, & Martinez Acosta (2015). It identifies barriers faced by academic institutions while promoting and addressing diversity and related issues. It also provides strategies to ameliorate them.

In my view, obvious strategies to deal with tokenism, isolation and distinctiveness include the following: 1) recruit – increase the number of faculty of color; 2) retain – improving job satisfaction by fostering diversity and inclusion competencies and counseling; and 3) develop – provide mentorship, networking opportunities, scholarship support, and training. To minorities in academia, I recommend to find encouragement in your own journey, set goals, device a plan with strategies to achieve them, and periodically evaluate and accordingly adjust.

Dr. Sandra I. Enríquez’ Narrative:
My testimonio will describe my life as an Assistant Professor, juggling a number of responsibilities including being on TT, directing a program, mentoring dozens of students, and being a community-engaged scholar. I am a proud fronteriza—border person: a Mexican woman who as a teenager immigrated 16.6 miles from her childhood home in Ciudad Juárez to a new life in El Paso, Texas. I call myself a semi-1st generation college student because my father completed an engineering degree in México; yet I was the first in my family to attend a university in the United States. I am one of three Master Degree holding cousins on both sides of the family, and the only one with a PhD. I earned my PhD in History from the University of Houston in 2016. That same year, I accepted a TT position in the History Department at the University of Missouri—Kansas City.
According to the National Center for Education Statistics, in fall 2016, the same year I arrived at UMKC, Latinas comprised 3% of assistant professors. Since 2016, Latinx professors at UMKC comprise 3% of assistant professors, and 3% of the total full-time tenured or TT-faculty. In my academic journey, I have faced discrimination, numerous microaggressions, and dealt with outside perceptions of my “presumed incompetence.” These are some of the visible obstacles Latinas and women of color face in academia. But what about the invisible obstacles? The barriers that are disguised and quickly dismissed as part of the TT journey? Are all TT’s journeys equal? Or, does more burden fall into the backs of Latina and other women of color faculty? To earn tenure, I should focus my efforts as follows: 40% research, 40% teaching, and 20% service. Junior faculty is told to abstain from doing too much service—because it is one of the biggest “death traps” for women of color. However, in summer of 2017, I inherited the directorship for the Public History emphasis. In this role, I supervise internships, advise students, and sit on the committees of all Public History MA students, and meet with community stakeholders to discuss potential collaborative projects. This service does not include my active role in supporting Latinx students.

Although these are the responsibilities of my title as a director, most of this work falls under service, the 20% of my workload. I am also responsible for teaching courses for our Public History emphasis, which are high-impact, project based, and active in making bridges between UMKC and the greater Kansas City community. These courses are very demanding because they are training future professionals in the field. Students are not only learning methods, theories and practices of public history, but also researching and writing projects to build their portfolios. In order for my students to succeed, I have to make sure their work is professional and that they are truly connecting and engaging with diverse communities in Kansas City. Despite these responsibilities, I still maintain an active traditional research agenda.

I am working on my book, I am active in my department’s career diversity initiatives, and in our public and digital humanities projects. These invisible obstacles—whether imposed by others,
by my inability to say “no,” or my determination to prove myself as “worthy” of being in academia can clearly affect both my mental and physical health, as well as my performance towards promotion and tenure. My department has been supportive in adopting my discipline’s new standards for promotion and tenure when it comes to publicly engaged historians. I can safely say that my community engagement, public history work, and development of project-based and community engagement coursework, has been included as part of my tenure requirements. In closing, I recommend reading articles on faculty burnout, especially as it relates to faculty of color, and the Presumed Incompetent book. Do not be afraid to see a therapist, and be your best advocate.

Dr. Theresa Torres’ Narrative:
As a third-generation Mexican American growing up in a small town in the Midwest, I often experienced being the only or one of a few people of color (POC) in academic settings. My Iowa public school education was excellent with teachers who knew our backgrounds. My classmates and other students were aware that I am Mexican American from a low-income, single-parent home. These were strikes against me, and while in elementary school, I had only a few friends. By middle school, several mean girls decided to exclude me. At this year’s class reunion, they expressed that are impressed by my accomplishments, but little do they know that even as an academic, I encounter challenges. I am proud of my heritage as a Latina, Mexican American, and Chicana. My grandmother told me many stories of growing up in Mexico and why I should be proud of who I am. As immigrants and as a family, we have gone through many struggles. My extended family, however, is “successful” by U.S. standards. Growing up surrounded by my extended family who kept the family tradition of Sunday dinners at my grandmother’s home taught me the value of la familia. This central Mexican value remains important to me. Valuing my heritage and understanding immigrants’ struggles, I have chosen to study and work with immigrants and Latinx.

While in college I encountered discrimination, but I also experienced support from my professors and friends. I learned there were only a handful of Latinas in my freshman class of five hundred. We were virtually non-existent in higher education. Post-college years, I taught high school for eleven years, earned my master’s degree and then spent five years working with inner Latinx youth in Kansas City. I witnessed unequal resources, poverty, and inadequate educational systems. In response, started a Latinx family support non-profit organization affiliated with the Avance model in San Antonio for parents of children from 0-3 years. I then prepared to pursue a PhD to be a leader, role model, and advocate for Latinx youth. Earning my doctorate was, at the time, the hardest experience of my life. After my first semester, one professor recommended I quit the PhD program. By graduation, I not only proved myself; I excelled and created a support system among my colleagues. I let them know they were not alone, since half of the first-year students were encouraged to quit the program.

As a teaching assistant and later a teacher at a primarily white Midwestern university, I experienced the myth of incompetency, a belief held among some faculty and students about faculty of color. Multiple articles challenge reliance on student evaluations since they lack understanding of good pedagogy and have bias. Few faculty have studied pedagogy and have their own bias when evaluating peers of color. Receiving tenure was the hardest thing I have accomplished. I sustained myself through support systems. I recommend making alliances with other POC and be a part of the local community of color. They can sustain and remind you of the importance of your leadership and advocacy role. Do not let the detractors get into your psyche by having a personal support system. Create a semester, monthly, weekly, and daily writing goals that you must accomplish. Do collaborative projects, if possible, since they help you keep to your goals. Be your own best friend and supporter.
References


Welcoming New Americans: A Perspective from South Dakota

Christine Garst-Santos, South Dakota State University
Luz Angélica Kirschner, South Dakota State University

Abstract: At a historically turbulent juncture, this presentation has two aims. Firstly, it directs attention to the lack of representation of Latinx people in research. It points at rural and urban Latinx communities in South Dakota, which remain overlooked despite the Pew Research Center (Sept. 8, 2016) identifying it as having the fastest growing Latino/a population among all states from 2000 to 2014. Secondly, this presentation advances practices in the humanities at South Dakota State University (SDSU) that support newcomer populations to help them integrate into their communities. Through community partnerships, the Department of Modern Languages and Global Studies has sought to reininsert 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 liberal arts disciplines must find ways to participate in the outreach of the applied and professional fields. We must maintain the land grant’s commitment to fostering inclusiveness and finding opportunities to work with diverse peoples. Finally, we must make connections between local and global communities, because the global has already reached us. To put some very basic numbers behind this claim, there are currently 18+ languages and 24 nationalities on the Tyson Fresh Meats floor in Dakota Dunes alone, and there are many more examples around us of a more multicultural and multilingual society. As such, if the university is to accomplish its land grant mission, it must serve new Americans; and 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 efforts in each of these critical areas.
Turning first to the question of Latinx immigrants and newcomers to South Dakota, it is important to remember that recent research on Latinx in the Midwest routinely reveal two constants, namely, the idea that Latinx are not newcomers to the region (Valerio-Jiménez et al., 2017), and that the study of this increasingly important group is not a new phenomenon. In fact, in the introduction to the volume *Latinos in the Midwest*, Rubén O. Martínez traces the systematic study of this community in the region to the late 1920s (p. 3). However, when it comes to investigation about Latinxs in South Dakota, in the best of cases, regional studies merely acknowledge the state as part the Midwest region (Acosta, 2017; Gouveia & Saenz, 2000; Saenz, 2011). In most cases, South Dakota is not mentioned at all, with studies focusing on the Midwestern states with the largest populations, such as Illinois, Michigan, Indiana, Iowa, Nebraska, or Wisconsin. The only studies that we were able to find that engage the South Dakota Latinx population in some depth were two projects out of the Rural Sociology Department at South Dakota State University (SDSU). One is a Ph.D. dissertation titled, “Community Embeddedness and Residential Plans of Latino Dairy Farm Workers in Rural South Dakota Counties,” which was defended by Joel Javier Vargas in 2010. The second was an article in a 2007 Rural Life Census Data Center Newsletter titled, “Hispanics in South Dakota” by T. Brooks, M. McCurry, and D. Hess, who confirmed Latinx immigration to South Dakota between 2000 and 2007. Unfortunately, this research has not resulted in further scholarly publications.

The paucity of research on Latinx in South Dakota requires our attention considering that the Pew Research Center (2016) identifies the state as having the fastest growing Latinx population among the 50 states and the District of Columbia from 2000 to 2014. The Pew study informs us that “South Dakota’s Latino population has nearly tripled, reaching 29,000 in 2014 – up from 10,000 in 2000” (Stepler, 2016; Krogstad, 2016). In the context of the Cambio de Colores 2019 Conference, the plenary keynote titled “Bridging the Divides in the Immigration Debate,” Denzil Mohammed similarly called out the Dakotas as two of the states with the fastest growing Latinx populations in the country, asking only half-jokingly, “What do they know about Latinx immigrants in South Dakota?” Sadly, if we look at the extant research, the answer appears to be not much – locally and nationwide.

In spite of historical missteps and failures, institutions of higher education are essential to raising awareness about the presence and contributions of marginalized communities. Therefore, here we take a moment to point to some potential South Dakota places and activists that merit further research. For instance, Hill City in western South Dakota boasts a vibrant Latinx community and a decades-long history of Mexican immigrants who work mostly in the logging industry (Carri-gan, 2011). A scholarly record of the history of this community could help complicate narratives that can be used to justify their exclusion and marginalization by positing Latinx as recent (read: illegal) migrants or interlopers who lack deep roots in the historical narratives of the region. To paraphrase Ramón Rivera-Servera, Hill City offers a great opportunity to do the important work of recognizing, documenting, and celebrating (Valerio-Jiménez et al., 2017) Latinx populations, their contributions to the state, and their histories in South Dakota. This new scholarship, in turn, would further integrate the Midwest in general and South Dakota in particular “into the broader Latina/o studies field imaginary” (Valerio-Jiménez et al., 2017, p. 17).

Although the Latinx presence is quickly increasing in cities across the state such as Huron, Box Elder, Belle Fourche, and Rapid City, the most populous city in the state, Sioux Falls, merits our attention because of the diversity of its minority populations. The fast-growing global city of 265,000 people is home to 145 different languages. According to Juan Bonilla, president and founder of Global Voice Inc. and chair of the Sioux Falls Diversity Council, “English, Spanish, Swahili, Russian, and Arabic” are the most widely spoken (Zwemke, 2013). The Latinx population of the city includes diverse U.S. citizens coming
to South Dakota from other states to work in agriculture, banking, real estate, higher education institutions, finance or restaurants (Santella, 2018), but as Bonilla points out, it also includes diverse groups arriving from Guatemala, El Salvador, Honduras, and Mexico (Young, 2012). For the purposes of this essay, we need to know that Puerto Rican Bonilla has been the host of La Voz, a 3-hour bilingual radio show that has aired every Sunday out of the University of Sioux Falls (USF) for more than ten years (Someone You Should Know, 2017). There is much to learn about Bonilla and his radio program that has inspired and eased the adaptation of the Latinx community to the Sioux Empire, with a following of 100,000 listeners (The “Sioux Empire” refers to the area in and around Sioux Falls, SD, including adjacent cities in the southwest corner of Minnesota, the northeast corner of Nebraska, and the northwest corner of Iowa). Supporters recognize La Voz as an empowering educational source for the community; the weekly show teaches established and new Latinx people about their heritage, comforts and helps them understand their history as well as remember where they come from (Someone You Should Know, 2017). Another important cultural resource for Latinx in eastern South Dakota is Nitza Rubenstein. An immigrant from Honduras, the restaurant owner Rubenstein has been the driving force in the creation of an ad hoc multicultural center in Flandreau, SD. In conjunction with South Dakota State University (SDSU) and local community organizations, the “center” teaches weekly ESL classes to a group of salvadoreños, hondureños, nicaragüenses, guatemaltecos, and mexicanos. This unique “town and gown” collaboration also provides much-needed services, such as translators, interpreters, and legal support. In this way, this brief signposting for future research opportunities also reveals how universities can become critical community engagement partners. Bonilla’s radio program La Voz and Rubenstein’s venture coexist with the financial support and content expertise provided by USF and SDSU. These collaborations demonstrate how meaningful alliances between the community and higher education institutions can be sources of survival for both longstanding and recent communities, help consolidate community ties, and create a sense of belonging.

In fact, as the state’s land grant institution and the largest university in the regental system, SDSU has had a considerable Latinx extension and outreach presence for at least a decade. However, until recently, much of this important work was taking place in disciplinary silos. For instance, the Dairy Science department began teaching a 1-credit “Dairy Spanish” course in the mid-2010s to help Anglo students better communicate with Latinx workers at the many dairy farms of the region (Pates, 2016). During this same period, the Department of Modern Languages and Global Studies (MLGS) developed a service-learning course that placed Spanish-speaking students at local dairy farms to teach ESL courses to employees and also offer translation and interpretation services for needs such as housing and banking. After seeing a departmental flyer of MLGS in 2014, Dr. Maristela Rovai, a dairy extension specialist at SDSU, contacted Dr. Christine Garst-Santos, a Spanish professor in MLGS, and thus was born a friendship and professional collaboration that has changed the way we communicate across campus and the way faculty think about the role of the humanities in the land grant mission.

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 (2009), 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 (especially given that these institutions have not always lived up to this ideal) and seek out opportunities to work with and learn from diverse peoples and organizations. 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 recruited workers in Puerto Rico last year to add to its already diverse workforce (of note, 23% of the inhabitants of this town of 13,000 speak a language other than English); Bel Brands in Brookings is looking for ESL classes for its French-speaking employees from various countries in Africa; Twin City Fan is looking to relocate 52 refugee families from Myanmar to Brookings; 23 families from Central America arrived in Flandreau in November 2018 to work in surrounding dairies and processing plants; there are 22 dairies in Brookings County with an estimated 650 Latinx employees, 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 twenty-first century, we argue that it must serve existing and new Americans; and its efforts must include the following five areas of critical engagement: English as a Second Language, Translation/Interpretation Services, Legal Support, Workforce Development, and Diversity/Intercultural Competence Training.

We end this paper with a discussion of how the Department of Modern Languages and Global Studies (now part of the School of American and Global Studies) at South Dakota State University has refocused our teaching, research, and service efforts in each of these areas in recent years. Working with an array of interdisciplinary collaborators both on and off campus, we are teaching our students that the humanitarian and workforce needs “unfolding in one’s own backyard link directly to challenges occurring throughout the nation and the world” – and we are opening up new curricular and outreach possibilities to exercise active citizenship to address these challenges (Simon, 2009, p. 5).

Before we briefly explore the work being done in the five areas identified above, we are happy to report that the department is in the process of launching a Center for New Americans and American Culture. This center will be a public humanities and applied social sciences service center, tentatively offering services in the five need areas. These services and the center itself have developed organically as the department increasingly is called upon by the community to provide this expertise. That is, just as there has been a historical demand for extension economists or dairy scientists, in the globalized twenty-first century, we also are seeing a demand for extension humanists, if you will.

The first two service areas, teaching English as a Second Language and providing translation and interpretation services, connect our students and faculty with their newcomer neighbors and acknowledge our role as stakeholders in South Dakota’s global future. Through both formal service-learning courses and informal volunteerism, our students teach ESL at a variety of locations, including a community center in Elkton, a restaurant in Flandreau, local dairy farms, and processing plants. Through our translation and interpretation services, we connect newcomers with industry partners and local businesses and schools. Although many of these services are offered pro bono for public schools and non-profits, industry partners are frequently willing and able to pay for these services, with modest revenue flowing back to support other projects at the Center.

The third service area, Legal Support, came about thanks to a serendipitous collaboration between the SD Bar Association Immigration Committee and MLGS. About four years ago, one of the Committee’s co-chairs invited us to accompany her and a group of law students to one of the family detention centers in Dilley, Texas in order to serve as interpreters and legal volunteers. The weeklong trip was life changing for both students and faculty, putting us in touch with several local, state, and national legal advocacy non-profits. These collaborations provide our students with valuable career and law school preparation and connect newcomers with pro bono lawyers and advocacy groups who can assist them along com-
complicated legal paths.

The fourth and fifth service areas, Workforce Development and Diversity/Intercultural Competence Training, are two sides to the same coin. The former connects newcomers to job training through traditional extension venues. The innovation here is to connect the liberal arts disciplines to the applied sciences, ensuring, for example, that the dairy science extension specialist is sharing information on legal screening workshops hosted by the humanists with dairy employees. The latter, however, equips existing Americans with the tools needed to facilitate the integration of their new neighbors and colleagues. Several faculty are now trained to lead diversity workshops for industry partners and to serve as consultants for businesses wanting to hire and/or develop existing newcomer populations. We have also created new courses and academic credentials designed to equip both traditional and non-traditional students with socio-linguistic and cultural awareness, a grasp of global issues and trends, and the ability to shift cultural perspectives, adapt behaviors, and communicate across differences. In sum, we are educating a new generation of interculturally competent global citizens in South Dakota.

Despite the challenging current political environment but inspired by Francisco A. Villarruel’s call in the foreword to the volume Latinos in the Midwest, the authors of this paper invite scholars from diverse disciplines such as sociologists, anthropologists, historians, political scientists, artists, and literary scholars to join our efforts to advance a more complete knowledge of Latinx in the Midwest and – moreover – to take our academic research from theory to praxis. In this sense, we look forward to the time when South Dakota and its Latinx communities will become more than just a footnote or a polite acknowledgment in texts that engage the multifarious experiences of Latinx in the United States of America.

Authors’ Note: Due to limited space, we are not able to detail the many collaborators who have made these innovations possible. If readers are interested in learning how these services have developed and the various academic units, community organizations, and people with whom we have worked in each area, please reach out to us via email at christine.garst-santos@sdstate.edu.

References


Abstract: The number of Hispanic/Latino/a farmers is on the rise in the United States, and Pennsylvania is not an exemption. However, research about the characteristics and needs of Latino/a farmers in Pennsylvania has not been explored. Similarly, there are no previous research studies about the challenges and opportunities that Cooperative Extension personnel experience when attempting to connect with Latino/a farmers and respond to their agricultural needs. Through semi-structured personal interviews with both groups, this study gathered qualitative data to assess the needs to achieve improved programming for Latino/a farmers in Pennsylvania.

Keywords: Hispanic/Latino/a farmers, Pennsylvania, Cooperative Extension, semi-structured interviews
Introduction
According to the USDA Census of Agriculture, Hispanic farmers in the United States increased 21 percent from 2007-2012 (USDA-NASS, 2014). This makes them the underrepresented group with the largest number of farm operators in the U.S. (USDA-NASS, 2014, 2019). In Pennsylvania, the growing trend is similar with a 24 percent increase from 2007 (526 operators) to 2012 (652 operators) (USDA-NASS, 2007, 2012). Currently, Pennsylvania reports 759 Hispanic producers, from which 590 are principal producers (USDA-NASS, 2017a, 2017b).

The purpose of Cooperative Extension is to provide useful and available training and information to all people around the state. Cooperative Extension in Pennsylvania is assisting Spanish-speaking workers and farmers, by making resources available in Spanish. However, research-based information regarding the non-formal agricultural educational needs of Latino/a farmers and operators in Pennsylvania and its relationship with Extension did not exist.

Selected Research Questions
This paper is part of a larger dissertation study with Latino/a farmers in Pennsylvania and with educators within Cooperative Extension and government institutions. The following three research question were selected to present at the 2019 Cambio de Colores Conference:

1. What are some characteristics of Latino/a farmers and operators in Pennsylvania?
2. What are the main challenges that Latino/a farmers and operators face in managing their farms?
3. What are the engagement barriers and opportunities between educators and Latino/a farmers in PA?

Methodology
Population and Sampling Method
This study worked with two different population groups. One group corresponded to the Hispanic or Latino/a farmers, aspiring farmers and/or operators (FAFO). This group is described as people that have their origins in Spanish-speaking countries or Latin America and that are currently farming in Pennsylvania or have an active desire to do so. Operators are those that have main management responsibilities of the daily farm operation, even if they don’t own it. The second group is formed by non-formal educators. They are defined as professionals that work at land-grant universities as Extension educators/agents or in government institutions that provide agricultural education at some capacity, and that have been involved in programming or service for the Latino agricultural community.

A snowball or referral sampling method was utilized to recruit participants. Seventeen Latino/a FAFO in Pennsylvania and twelve educators participated in the study. Educators were located in one of two participating states, and belonged to either Cooperative Extension or an agricultural government institution.

Data type and analysis
Qualitative data was collected through semi-structured interviews with Latino/a FAFO and educators during Summer/Fall 2018 and Spring 2019. Interviews lasted between 30 to 60 minutes, and were conducted in either English or Spanish based on the preference of the participants. Latino/a farmers, also completed a paper questionnaire to learn more about their background and farming characteristics. Interviews were transcribed in the original language. Qualitative data were gathered, organized and analyzed using MAXQDA 2018 (VERBI Software, 2017). The questionnaire was treated as quantitative data, and was organized and analyzed using descriptive statistics with SPSS (IBM Corp, 2017).

Findings
Characteristics of Hispanic/Latino/a farmers and operators in Pennsylvania
Demographic Characteristics: Gender, Age, Country and Education. From the seventeen Latino/a individuals, 88% were men (n = 15) and 12% women (n = 2). Ages ranged between 27
and 65 years-old, with an average of 43.2 years old. The variable “country” indicates the Latin American or Hispanic country of origin of either participants or their families. Educational level was divided into four categories. A summary of these findings is presented in Table 1.

### Demographic Characteristics

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>Percentage (%)</th>
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<tbody>
<tr>
<td>Women</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Men</td>
<td>15</td>
<td>88%</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Age range (years)</th>
<th>Range (years)</th>
<th>Average</th>
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<tbody>
<tr>
<td></td>
<td>27-65</td>
<td>43.18</td>
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<thead>
<tr>
<th>Country</th>
<th>n</th>
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</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>11</td>
<td>65%</td>
</tr>
<tr>
<td>Colombia</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Brazil</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Honduras</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Spain/Italy/USA</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Argentina/USA</td>
<td>1</td>
<td>6%</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Educational level</th>
<th>n</th>
<th>Percentage (%)</th>
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</thead>
<tbody>
<tr>
<td>Less than high school</td>
<td>6</td>
<td>35%</td>
</tr>
<tr>
<td>High school</td>
<td>4</td>
<td>24%</td>
</tr>
<tr>
<td>Some College</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Completed 4-year degree</td>
<td>5</td>
<td>29%</td>
</tr>
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</table>

### Profile Characteristics: Farmer, Aspiring Farmer, Operator

The seventeen participants that belong to the Latino/a group were categorized according to the characteristics of their roles and interests into one or a combination of the following profiles: farmers, aspiring farmers, or operators (Figure 1).

#### Main Profiles

Six participants (35%) were characterized as farmers because that was their main occupation; three (18%) were aspiring farmers because their main occupation was different from farmer or operator. None of the participants were only an operator, since operators shared roles with at least one of the other profiles, as shown in Figure 1.

#### Combined Profiles

One participant (6%) was an aspiring farmer and a farmer because he is a farmworker that also maintains a large garden and a few animals at his home. Another participant (6%) was characterized as a farmer and operator because he manages a large operation that he doesn’t own, but at the same time he grows and sells different crops from his properties (here and in his home-country). Four participants (24%) were classified as aspiring farmers and operators, because they manage farms in Pennsylvania but they have an active desire to have their own farming operation. Finally, two participants (12%) belonged to the three different profiles because they were the main managers of agricultural operations, but also had a side agricultural business and they wish to expand to become a full-time farmer.

#### Farming Interests

Participants were mostly involved or interested in growing horticultural crops \((n = 14)\). Participants’ interests and involvement also included: dairy farming \((n = 1)\), livestock \((n = 1)\) and timber products \((n = 1)\).

#### Main Challenges of Hispanic/Latino/a Farmers, Aspiring Farmers and Operators

In order to learn about the main challenges that Latino/a participants face when managing their farms, they responded to a few different questions. One of them, was a multiple-choice question that inquired about the most important factors that keep them from meeting their goals as a farmer. The top three most commonly mentioned factors were: access to operational resources \((n = 12)\), financial aspects \((n = 10)\), and marketing \((n = 5)\). Access to operational resources and financial aspects were commonly mentioned in association. Other factors were: knowledge of programs/reliable information \((n = 2)\), government regulations \((n = 1)\), and time \((n = 1)\).

#### Engagement Barriers and Opportunities Between Educators and PA Hispanic/Latino/a Farmers
**Educators’ Characteristics.** Twelve non-formal educators participated in the study. Half of them were women (n = 6) and half were men (n = 6). Most of them worked in a land-grant institution (n = 10) and two were affiliated with a government institution (n = 2). Their areas of expertise were: business and entrepreneurship (n = 4), horticultural production practices (n = 4), dairy (n = 2) and conservation practices (n = 2).

**Educators’ Perceived Engagement Barriers.** Educators were asked which (if any) obstacles they face as professionals when trying to meet the needs of Latino/a farmers, aspiring farmers, and operators. Responses were analyzed and coded into eight theme groups: language (n = 4), finding farmers/outreach (n = 3), not having enough Spanish-speaking educators (n = 3), time constraints (n = 3), lack of institutional support or understanding (n = 2), physical appearance (n = 1), meeting unique needs (n = 1), and finding ways to distribute material and information (n = 1).

Language was commonly cited as a barrier for non-Spanish-speaking participants. One of them shared “Language. I mean, even though I do speak some Spanish I’m still not to the point where I can just easily have a conversation with somebody on a farm”. However, others indicated how language is not necessarily a barrier, for example another educator said that “It is a barrier, but you know what? I never have that problem when I visit the farms. They speak to me in English. They just told me in the beginning that they learned best in their native language and that’s why they wanted this programming. But you saw when — when I didn’t speak Spanish and we were talking about [topic], they knew exactly what I was saying in English”.

Finding farmers was a barrier mentioned by at least three participants. The context associated with this theme is that educators do not know Latino/a farmers, maybe due to their location, but also to the self-identification of the farmers as Hispanic or Latino/a.

Two final examples of common challenges were time and not having enough Spanish-speaking educators. At least three participants indicated that their major constraint was that all the programming for Latino/a audience was an addition to their main job responsibilities. Others mentioned how there are only a few people that could present or develop programs in Spanish, so they need to cover many topics. These two factors overlapped in some cases, since there are only a few educators working with programming for Latino/a clientele, and thus they feel they have a lot of work to do and not enough time to complete it all.

**Perceived Challenges by Group.** Both groups shared their thoughts about particular issues that Latino/as could face just because of their ethnicity. Results differed by group, as shown in Figure 2. While all educators (n = 12, 100%) agreed that Latino/as face particular issues in regards to farming due to their ethnicity; Latino/a farmers, aspiring farmers and operators (n = 16) had a more divided opinion, from yes (n = 5, 31.25%), to no (n = 6, 37.5%), and even a yes/no answer (n = 5, 31.25%), in which they either said yes or no, but as they were explaining their choice, they moved towards the other option.

When prompted to explain their answer choice, educators mentioned issues like language or communication, culture, land resources, access to services, discrimination and migration status. Latino/a FAFO that selected “yes” (n = 5), agreed that land resources, stereotypes and racism were issues that affected this group, plus financial issues. Latino/a participants that selected “no” (n = 6), indicated that any business has issues and they don’t see problems associated with their ethnicity. Some even see a window of opportunity for larger profit and talked about inclusion.
opportunities in Pennsylvania. The general rhetoric around “yes and no” responses was that there may be particular issues that Latino/a face (like initial fear, lack of unity, language, etc.) but the characteristics and skills of these individuals (like being hardworking, having initiative, identify opportunities, etc.) overcome those issues.

Conclusions
Seventeen Latino/a farmers, aspiring farmers and operators, and twelve educators participated in the study. The Latino/a group was represented by fifteen men and two women. Most of them had a Hispanic origin in Mexico (n = 11). The two perceived main challenges for farming in Pennsylvania were: access to operational resources and financial components (commonly mentioned in association). The challenges educators faced in engaging and meeting the goals of Latino/a farmers were grouped in eight themes. Not speaking Spanish was the most cited barrier. Time constraints due to other main responsibilities was commonly mentioned along with the need for hiring more Spanish-speaking educators. Latino/a FAFO and educators differed in their perception about particular issues for Latino/a farming in Pennsylvania. While all the educators agreed that Latino/a farmers faced particular challenges, the Latino/a FAFO varied in their responses as they identified areas of opportunity and strengths, not only challenges. Findings cannot be generalized beyond the sample groups.

References


Abstract: Most agricultural workers in the United States are from Latin America. The National Agricultural Workers Survey (FY 2015-16) suggests 69% of hired workers on U.S. farms are born in Mexico. More than half of these same farm workers indicated they do not have legal work authorization. Economists have long suggested immigrants who lack legal work authorization are overrepresented in agricultural employment because they are more willing to accept the pay and work conditions associated with farm work, than 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. Although in recent years the H-2A program has garnered considerable interest from policy makers, agricultural employers, and researchers, few quantitative studies examine how the program along with other immigration policies, impact farm labor markets across the U.S. This paper presents preliminary findings from a quantitative model estimating farm labor supply elasticities across the continental United States. The following immigration related policy proposals are controlled for within this model: raising of the AEWR (the adverse effect wage rate paid to H-2A workers); restructuring 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 model was developed to inform rural community leaders, agribusiness stakeholders, and public policy makers regarding the potential effects of the H-2A program and other immigration control policies on farm labor management.

Keywords: H-2A, guest workers, farm labor, border security, and immigration control, adverse effect wage rate
Introduction

This paper provides preliminary results of an empirical study of immigration and migration related policy, as well as other factors, impacting agricultural labor markets. Four policy issues are of primary interest in this study: agricultural guest worker programs (H-2 and H-2A), AEWR (the adverse effect wage rate paid to H2-A workers), and amnesty for unauthorized workers by the 1986 Immigration Reform and Control Act (IRCA); and disruption of immigration and migration flows due to changes in immigration control and/or security along the U.S.-Mexico border.

Guest workers program

For a long time U.S. agricultural employers have relied on foreign born workers to alleviate labor supply shortages. These shortages are caused by various factors on the supply side. One of these factors is the relative lack of U.S. citizens willing to work in the agricultural sector at the wages offered, especially when there are competing and strong labor markets offering them alternative jobs.

In the first decades of the 20th century, industrialization and the growth of better employment opportunities in urban settings drew the citizens’ workforce away from agriculture. By the 1920s, a regular exodus of hired domestic (U.S.) farmworkers (many of them African American) was underway (Simmitt, 2019). These individuals left cropwork in the rural south to take up urban jobs with higher wages, often in northern states (Wilkerson, 2011). With the advent of World War I, many U.S. citizens were drafted into military service and emigration from Europe to the United States was suspended, both of these factors contributed to labor shortages in the U.S. agricultural sector.

As agricultural production was considered a matter of national security, the U.S. government entered into a bilateral agreement with Mexico to alleviate labor shortages. That program became known as the “bracero program”, under which Mexican nationals received temporary authorization to work for U.S. agricultural producers (Philip, 2003). Although it was relatively short-lived, the bracero program set a precedent for later established labor relation agreements between the U.S. and other countries.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Mexican</th>
<th>% of Total</th>
<th>Total BWI</th>
<th>% of Total</th>
<th>Total Canadian</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1942</td>
<td>4,203</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>1943</td>
<td>65,624</td>
<td>79%</td>
<td>13,526</td>
<td>21%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>1944</td>
<td>83,206</td>
<td>75%</td>
<td>19,622</td>
<td>24%</td>
<td>1,414</td>
<td>2%</td>
</tr>
<tr>
<td>1945</td>
<td>72,900</td>
<td>68%</td>
<td>19,391</td>
<td>27%</td>
<td>4,055</td>
<td>6%</td>
</tr>
<tr>
<td>1946</td>
<td>51,347</td>
<td>62%</td>
<td>13,771</td>
<td>27%</td>
<td>5,533</td>
<td>11%</td>
</tr>
<tr>
<td>1947</td>
<td>30,775</td>
<td>64%</td>
<td>3,722</td>
<td>12%</td>
<td>7,421</td>
<td>24%</td>
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<tr>
<td>1948</td>
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<td>79%</td>
<td>3,671</td>
<td>8%</td>
<td>5,900</td>
<td>13%</td>
</tr>
<tr>
<td>1949</td>
<td>112,785</td>
<td>95%</td>
<td>2,765</td>
<td>2%</td>
<td>3,000</td>
<td>3%</td>
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<tr>
<td>1950</td>
<td>69,625</td>
<td>67%</td>
<td>6,225</td>
<td>8%</td>
<td>2,000</td>
<td>3%</td>
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<td>203,640</td>
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<td>1%</td>
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<tr>
<td>1952</td>
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<td>7,910</td>
<td>4%</td>
<td>5,200</td>
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<tr>
<td>1953</td>
<td>215,321</td>
<td>94%</td>
<td>7,741</td>
<td>4%</td>
<td>6,200</td>
<td>3%</td>
</tr>
<tr>
<td>1954</td>
<td>320,737</td>
<td>93%</td>
<td>4,704</td>
<td>1%</td>
<td>7,000</td>
<td>2%</td>
</tr>
<tr>
<td>1955</td>
<td>411,966</td>
<td>97%</td>
<td>6,616</td>
<td>2%</td>
<td>6,700</td>
<td>2%</td>
</tr>
<tr>
<td>1956</td>
<td>459,460</td>
<td>97%</td>
<td>7,563</td>
<td>2%</td>
<td>6,700</td>
<td>1%</td>
</tr>
<tr>
<td>1957</td>
<td>451,520</td>
<td>97%</td>
<td>6,117</td>
<td>2%</td>
<td>7,300</td>
<td>2%</td>
</tr>
<tr>
<td>1958</td>
<td>447,198</td>
<td>97%</td>
<td>7,441</td>
<td>2%</td>
<td>6,900</td>
<td>2%</td>
</tr>
<tr>
<td>1959</td>
<td>455,015</td>
<td>97%</td>
<td>8,772</td>
<td>2%</td>
<td>8,600</td>
<td>2%</td>
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<tr>
<td>1960</td>
<td>333,866</td>
<td>95%</td>
<td>8,620</td>
<td>3%</td>
<td>8,200</td>
<td>2%</td>
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<tr>
<td>1961</td>
<td>310,335</td>
<td>94%</td>
<td>10,315</td>
<td>3%</td>
<td>8,600</td>
<td>3%</td>
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<tr>
<td>1962</td>
<td>216,606</td>
<td>90%</td>
<td>12,926</td>
<td>6%</td>
<td>8,700</td>
<td>4%</td>
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<tr>
<td>1963</td>
<td>208,295</td>
<td>89%</td>
<td>12,930</td>
<td>6%</td>
<td>8,500</td>
<td>4%</td>
</tr>
<tr>
<td>1964</td>
<td>199,997</td>
<td>89%</td>
<td>14,361</td>
<td>7%</td>
<td>7,900</td>
<td>4%</td>
</tr>
<tr>
<td>1965</td>
<td>35,871</td>
<td>29%</td>
<td>10,917</td>
<td>30%</td>
<td>4,670</td>
<td>13%</td>
</tr>
<tr>
<td>1966</td>
<td>23,521</td>
<td>37%</td>
<td>11,194</td>
<td>48%</td>
<td>3,683</td>
<td>16%</td>
</tr>
<tr>
<td>1967</td>
<td>23,603</td>
<td>26%</td>
<td>13,576</td>
<td>58%</td>
<td>3,900</td>
<td>17%</td>
</tr>
<tr>
<td>1968</td>
<td>13,323</td>
<td>0%</td>
<td>10,723</td>
<td>0%</td>
<td>2,600</td>
<td>20%</td>
</tr>
<tr>
<td>1969</td>
<td>15,830</td>
<td>0%</td>
<td>13,530</td>
<td>85%</td>
<td>2,300</td>
<td>15%</td>
</tr>
<tr>
<td>1970</td>
<td>17,474</td>
<td>0%</td>
<td>15,470</td>
<td>89%</td>
<td>2,004</td>
<td>11%</td>
</tr>
<tr>
<td>1971</td>
<td>13,684</td>
<td>0%</td>
<td>12,143</td>
<td>89%</td>
<td>1,541</td>
<td>11%</td>
</tr>
<tr>
<td>1972</td>
<td>12,526</td>
<td>0%</td>
<td>11,419</td>
<td>91%</td>
<td>1,651</td>
<td>11%</td>
</tr>
<tr>
<td>1973</td>
<td>12,837</td>
<td>100%</td>
<td>12,837</td>
<td>100%</td>
<td>2,559</td>
<td>20%</td>
</tr>
</tbody>
</table>

During World War II, the U.S. government dealt with farm labor shortages by reinstating the “bracero program” in 1943 and establishing additional temporary worker programs in 1944 to bring workers from other countries. The composition of the agricultural workforce diversified from 100% Mexican, as shown in Table 1, to include British West Indian (BWI) and Canadian workers. Although in smaller percentages, Japan and the Philippines became sources of foreign temporary workers between 1956 and 1964.

Mexican nationals already made up the majority of agricultural guest workers in the 1940s, however their share increased even further from 1952 until 1965. Two main program related events influenced the numbers for this period: the es-
establishment of the H-2 visa program by the Immigration and Nationality Act (INA) in 1952 for multiple countries; and the termination of the “bracero program” in 1965. Annual admissions under all these programs were substantial during the 1950s and early 1960s. In fact, these admissions reached two hundred thousand in 1951 and remained over 200 thousand until 1963.

The majority of these workers were braceros from Mexico working in Arkansas, Arizona, California, Colorado, Michigan, New Mexico, and Texas. The top two states hiring these workers were California and Texas with over 50% of the bracero workers (Table 2). Temporarily, this inflow of workers was a boon to the receiving states. The new workers met the needs of producers, were working along U.S. residents and citizens and residing as neighbors in local communities. In 1956 for instance, California hired over 150 thousand and Texas near 200 thousand foreign workers to cover seasonal labor shortages. Later on, the number of foreign agricultural guest worker certifications decreased to around 12 thousand in 1976. The decline was due to the ending of the “bracero program” and the BWI labor relations agreement in 1965 and 1977, respectively.

Table 2 – Number and Percent of Foreign Temporary Workers Hired by Top 2 States

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>California</th>
<th>%</th>
<th>Texas</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953</td>
<td>215,321</td>
<td>52,452</td>
<td>24%</td>
<td>62,854</td>
<td>29%</td>
</tr>
<tr>
<td>1954</td>
<td>320,737</td>
<td>77,423</td>
<td>24%</td>
<td>158,704</td>
<td>49%</td>
</tr>
<tr>
<td>1955</td>
<td>411,966</td>
<td>109,677</td>
<td>27%</td>
<td>200,470</td>
<td>49%</td>
</tr>
<tr>
<td>1956</td>
<td>459,460</td>
<td>150,877</td>
<td>33%</td>
<td>193,344</td>
<td>42%</td>
</tr>
<tr>
<td>1957</td>
<td>451,520</td>
<td>149,067</td>
<td>33%</td>
<td>188,824</td>
<td>42%</td>
</tr>
<tr>
<td>1958</td>
<td>447,198</td>
<td>138,328</td>
<td>31%</td>
<td>206,331</td>
<td>46%</td>
</tr>
<tr>
<td>1959</td>
<td>455,015</td>
<td>136,012</td>
<td>30%</td>
<td>205,959</td>
<td>45%</td>
</tr>
<tr>
<td>1960</td>
<td>333,866</td>
<td>112,995</td>
<td>34%</td>
<td>122,755</td>
<td>37%</td>
</tr>
<tr>
<td>1961</td>
<td>310,335</td>
<td>98,733</td>
<td>32%</td>
<td>117,368</td>
<td>38%</td>
</tr>
<tr>
<td>1962</td>
<td>216,606</td>
<td>116,455</td>
<td>54%</td>
<td>30,152</td>
<td>14%</td>
</tr>
<tr>
<td>1963</td>
<td>208,290</td>
<td>110,823</td>
<td>53%</td>
<td>26,084</td>
<td>13%</td>
</tr>
<tr>
<td>1964</td>
<td>199,997</td>
<td>112,096</td>
<td>56%</td>
<td>18,171</td>
<td>9%</td>
</tr>
</tbody>
</table>

Source: As in Palacios (2013)

Immigration Reform and Control Act of 1986 and AEWR

Illegal immigration control efforts have existed alongside guest worker programs. A well-known effort to control immigration in the 1950s was “operation wetback”. Under these efforts, over a million foreigners were apprehended annually. Other contractionary policies and guest worker programs replaced previous ones.

The Immigration Reform and Control Act (IRCA) enacted in 1986 divided the H-2 program into H-2A and H-2B, which are still effective today. The H-2A allows temporary non-immigrant workers in agriculture, while the H-2B is for construction, logging, and other non-agriculture industries. “One can argue that the current H-2A visa program is only the most recent iteration of a long-standing tradition of the U.S. federal government facilitating mobility of human capital to U.S. producers” (Simnitt, 2019). Growers applying for H-2A workers must demonstrate that the number of domestic workers willing, able, and qualified to execute needed temporary and seasonal agricultural tasks is insufficient; and that bringing H-2A workers will not adversely affect U.S. workers. Not until after that, the number of openings are certified and prospective foreign workers apply for the H-2A visa at a U.S. embassy or consulate abroad. Unfortunately, meeting the requirements of the application process does not ensure all needed foreign workers will get hired.

Growers employing H-2A workers are required to provide housing and cover the cost of travel to and from their country of origin. To prevent H-2A workers from having a negative impact on domestic workers’ earnings, employers are required to pay their H-2A workers a special minimum wage rate set by the department of labor. This wage rate must be “the highest of the Adverse Effect Wage Rate (AEWR) in effect at the time the job order is placed, the prevailing hourly or piece rate, the agreed-upon collective bargaining rate (CBA), or the federal or state minimum wage” (U.S. Department of Labor Employment and Training Administration, 2012). This rate may contribute to average hourly earnings that are higher for H-2A workers than for domestic workers. Via analysis of survey data from Florida citrus harvest workers, for instance, Simnitt (2019) found that H-2A workers have higher hourly earnings...
on average than non-H-2A workers regardless of their work authorization status. The IRCA established stricter sanctions on employers hiring immigrants without working permits with the objective of reducing the large number of immigrants who crossed the U.S. border without a visa or overstayed the time limit on their visas. It also included the Special Agricultural Worker (SAW) program to legalize farm workers under specified requirements. As a result of SAW, the proportion of unauthorized to authorized farm workers fell. After a while, this proportion went back to pre-IRCA levels, perhaps because sanctions were not effective. Regarding these sanctions, Walters (2008, p. 27) explains that they “may have encouraged growers to shift their management responsibilities to farm labor contractors … to lessen the risk of penalties associated with the employment of unauthorized workers”.

In 1996, there was a 50% decline in H-2A certifications nationwide. A main reason for such a decline was a significant decrease in Florida H-2A certifications after Florida’s sugarcane producers adopted harvest mechanization in the 1990s (Vilalet, 1997). North Carolina and Virginia emerged as top H-2A users. Currently, Florida, North Carolina, Georgia, Washington, and California are top states hiring H-2A workers. Most visa recipients (96%) are from Mexico (Department of Homeland Security, 2019).

Also in 1996, Section 287(g) was added to the Immigration and Nationality Act (INA). This section allows agreements between the secretary of the Department of Homeland Security (DHS) and law enforcement agencies at the state and local levels. Specifically, this agreement allows agents, members of state and local enforcement agencies, to get training and perform immigration control enforcement under the supervision of the Immigration and Customs Enforcement investigative agency (ICE).

Model and Data
The following labor market demand and supply model was developed by Simnitt (2019) as an extension of Palacios’ (2013) work on labor demand and supply in the state of Florida. The model was estimated using System Generalized Method of Moments (GMM). It includes four equations and assumes a competitive agricultural labor market across the United States.

\[
\begin{align*}
\text{(1) } Q_{it} &= \alpha_0 + \alpha_1 W_{it} + \alpha_2 PRPP_{it} + \alpha_3 PPK_{it} + \alpha_4 FSIZE_{it} + \\
&\quad \beta_0 DEP_{it} + \beta_1 CONSW_{it-1} + \mu_i + u_{it} \\
\text{(2) } Q_{it-1} &= \gamma_0 + \gamma_1 W_{it-1} + \gamma_2 DEP_{it-1} + \gamma_3 CONSW_{it-2} + \\
&\quad \gamma_4 DEP_{it-2} + \mu_i + u_{it} \\
\text{(3) } H2_{it} &= \delta_0 + \delta_1 W_{it} + \delta_2 PRPP_{it} + \delta_3 PPK_{it} + \delta_4 FSIZE_{it} + \\
&\quad \delta_5 DEP_{it} + \delta_6 CONSW_{it-1} + \mu_i + u_{it} \\
\text{(4) } AEWR_{it} &= \lambda_0 + \lambda_1 W_{it} + \lambda_2 DEP_{it} + \lambda_3 CONSW_{it-1} + \\
&\quad \lambda_4 DEP_{it-1} + \mu_i + u_{it}
\end{align*}
\]

Equations (1) and (2) establish quantity of agricultural labor demanded \(Q_d\) and quantity supplied \(Q_s\), respectively. Wages and agricultural labor units are determined at the market equilibrium; that is where \(Q_d\) equals \(Q_s\). The quantity of agricultural labor demanded is modeled as a linear function of average hired wage rate \((W)\), ratio of the expected prices received to input prices paid \((PRPP)\), partial productivity of capital \((PPK)\), average farm size \((FSIZE)\), and two climate variables. The two climate variables are maximum number of days below 28 degrees Fahrenheit \((FRZ)\) and the log of precipitation in ml \((PRCP)\). The second equation establishes agricultural labor supply as a linear function of the wage rate \((W)\), the number of agricultural guest workers \((H2)\), the lag of the average construction wage \((CONSW_{t-1})\), the rural unemployment rate \((UER)\), and proxy variables for migratory flows \((DEP\) and \(RID)\). The number of H2 workers admitted into the country \((H2)\) is in the third equation. Its assumed determinant variables include the following: Adverse Effect Wage Rate \((AEWR)\), \(CONSW_{t-1}\), number of border apprehensions \((DEP)\), and a dummy variable for implementation of the Real I.D. Act at the state level \((RID)\). The last equation is for \(AEWR\). It is indirectly determined by the prevalence of agricultural guest workers in a given state’s farm labor market the average of the prevailing hired worker wage rates from the previous two years. As the wages received by H2 workers can inadvertently influence the calculation of \(AEWR\) in subsequent periods, \(AEWR\) is not strictly exogenous.
Each of the equations included in the system meet the necessary order conditions for estimation and can be expressed in reduced form, given the condition that the coefficients corresponding to the wage rate variable (W) in the demand and supply equations, $\alpha_1$ and $\delta_1$, are not equal. This assumption is essential for the system of equations to meet the sufficient rank condition for estimation (Greene, 2012). Subscripts $i$ and $t$ identify states and years in the study.

**Results**

The estimation results for the model suggest that average farm size and maximum number of freeze days in a year are strong predictors of farm labor demand. The result for freeze days is as expected. Late season freezes in specialty crop production can dramatically decrease yields (Simmitt, Borisova, Chavez, & Olmstead, 2017) affecting the demand for workers. The positive coefficient for farm size suggests that larger farms demand more labor. While the coefficient for the wage rate (W) is not statistically significant, it has the correct negative sign. The technical interpretation of the wage coefficient is that the demand for farm labor is perfectly inelastic. Palacios (2013) reports such results in her Florida agricultural labor study. Under inelastic demands for labor, wage rates do not affect the quantity demanded for labor. This is plausible for growers determining the quantity of labor needed at planting without adjusting for changes in wage rates.

Several coefficients are statistically significant in the supply equation. The farm wage rate is significant and has the appropriate positive sign. Its magnitude suggests an elastic supply (greater than 1) and is within the range of elasticities published in the literature (Duffield, 1990; Hammonds, Yadav, & Vathana, 1973). In this case, a one percent increase in wages corresponds to a 4% increase in the quantity of farm workers supplied. The coefficient for DEP, a proxy for changes in immigration control enforcement and presence of unauthorized workers across the U.S., is statistically significant and positive. It suggests that a greater flow of unauthorized immigrants corresponds to an increased supply. The coefficient for rural unemployment rate (UEP) is also statistically significant and positive. Although the positive sign indicates that larger economically active unemployed population increases the supply of farm workers, there is potential simultaneity bias between the two variables.

The AEWR coefficient is positive in the H2 equation implying that the demand for guest workers increases as the AEWR rises. This finding appears counterintuitive if one assumes the relationship between demand for guest workers and the AEWR is akin to demand for farm labor and the farm wage rate (W). In practice, however, the relationship between guest workers and the AEWR is likely more nuanced. Higher AEWR may facilitate recruitment of guest workers. The AEWR equation contains no endogenous variables; therefore, it was estimated directly via fixed effects GMM regression. Unsurprisingly, there is a strong positive correlation between AEWR and the lag of the prevailing farm wage rate ($W_{t-1}$). A coefficient of nearly one is to be expected given that the U.S. DOL sets the AEWR based on a wage very close to $W_{t-1}$.

**Conclusions**

This paper synthesizes historical data on immigrant farmworkers in the United States in preparation for an empirical analysis of U.S. farm labor markets. For more than a century, U.S.
agricultural producers have relied on immigrants to perform the majority of manual tasks related to the cultivation and harvest of specialty crop items (e.g. fruits, vegetables, and ornamentals). The last hundred years have witnessed the rise of federally administered guest worker programs facilitating the transfer of foreign human capital to U.S. producers on a legal temporary basis, and also the rise of unauthorized immigration from Mexico and elsewhere in Latin America. Multiple programs were implemented during this period to restrict and or regulate the flow of people across the U.S. southern border with varying degrees of success (e.g. operation wetback). In many cases individuals who originally entered the United States as farm workers whether authorized or unauthorized, ended up staying, building lives and families and contributing to social fabric of American society. Ultimately, U.S. agriculture remains dependent on manual labor and most U.S. citizens are unwilling to work at the wages offered by agricultural producers. Judging from both historic and present trends, immigration, particularly as it relates to the farm labor, will remain a pressing political and economic issue into the near future.

The preliminary findings from the quantitative model here presented show that farm size and climate are determinants of the demand for labor while wage rate may not. Immigration related policies affecting the presence of authorized guest workers (with H2 and H-2A) and unauthorized individuals across the United States affect the supply of agricultural labor. Other variables affecting the supply of labor are farm wage rates and rural unemployment rate.

References


Conference Program

“Welcoming Immigrants and Newcomers in Turbulent Times: Knowledge, Connections and Action”

18th Annual Conference
June 5-7, 2019
Stoney Creek Inn, Columbia, Missouri

Organized by the University of Missouri's Cambio Center, in cooperation with the North Central Education/Extension and Research Activity 216: "Latinos and Immigrants in Midwestern Communities"

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Breakout Sessions

| Change and Integration | 1 |
| Community & Economic Development | 2 |
| Civil Rights & Political Participation | 3 |
| Education | 4 |
| Youth Development | 5 |
| Health | 6 |
Program Schedule

Wednesday, June 5, 2019

9:30AM – 12:00PM
NCERA 216 Meeting.............................. Lewis Room

10:00AM – 12:00PM
Students’ Gathering............................. Salon C

12:30PM
Posters Displayed Until Friday 10:00AM ...... Lobby

1:00PM – 1:50PM
18th Cambio de Colores (Change of Colors)
Conference Opening Session..............Salon A & B
Stephen Jeanetta, University of Missouri-Columbia,
Cambio Center
Mary Stegmaier, Interim Vice Provost for International
Programs, University of Missouri-Columbia
Dean Kathryn B. Chval, College of Education,
University of Missouri-Columbia
Karl Skala, Ward 3 Council Member, City of Columbia

2:00PM – 3:00PM

Plenary 1

“Tenemos Muchos Héroes en Este Pueblo’ (‘We
Have Many Heroes in This Town’): Rural Responses
to Immigration-Related Stress” ...............Salon A & B
Nicole Novak, Assistant Research Scientist at the
University of Iowa College of Public Health

3:00PM – 3:30PM
Encuentros ......................................................... Lobby

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, García Squared
Contemporary Art Gallery

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

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

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

Moderator: Alejandra Gudiño, University of Missouri-
Columbia

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

“How Do We Create Safe and Affirming Campuses
for Students of Color and Other Marginalized
Population?”
Debra Bolton, Kansas State University

6:00PM
Dinner and Performance by José Faus ....Salon A & B

José Faus is a writer, performer and visual artist. He is an
independent teacher/mentor with an interest in the role of
artists as creative catalysts for community building. He is a
founder of the Latino Writers Collective and sits on the
boards of UMKC Friends of the Library, The Latino Writers
Collective and Charlotte Street Foundation.

His writing appears in Primera Página: Poetry From the
Latino Heartland, Cuentos del Centro: Stories from the
Latino Heartland, Whirlybird Anthology of Kansas City
Writers, Poets & Writers, Luces y Sombras Journal,
Raritan, Plug Project 8x10. His chapbook This Town
Like That was released by Spartan Press. His second
book of poetry The Life and Times of José Calderón was
published by West 39 Press.

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

5:00PM – 5:30PM
Encuentros ......................................................... Lobby

Breakout 1D: Panel.................................Salon C5

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

Valerie Mendoza, Humanities Kansas

Breakout 1F: Workshop............................ Pines Room 3

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

Valerie Mendoza, Humanities Kansas
Thursday, June 6, 2019

7:30AM – 8:20AM
Coffee and Breakfast ........................................ Lobby

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
Ajlina Karamehic-Muratovic, Saint Louis University

“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

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

Moderator: Edwin Bonney, University of Missouri-Columbia

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 and Sandra Enríquez, University of Missouri-Kansas City

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

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

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

Ben Zeno, Casa de Salud

Moderator: Aaron Arredondo, University of Missouri-Columbia

Breakout 2E: Workshop..................... Pines Room 5

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

10:00AM – 11:00AM

Plenary 2

Ann Rivera, Office of Planning, Research and Evaluation of the Administration for Children and Families, U.S. Department of Health and Human Services

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


“Beyond the ‘Blurb’: What Does ‘Equal Opportunity Institution’ Mean for Extension Programs”
Elver Pardo, Laura Valencia, Jessica Sprain, Nancy Moores and Nicole Walker, University of Florida IFAS Extension
Kate Fogarty, University of Florida-Gainesville

“Immigration and Migration Policy Proposal’s Impact Beyond Farm Labor Markets Across the United States”
Skyler Simnitt and Gülcan Önel, University of Florida
Jamille Palacios Rivera, University of Missouri-Columbia
“Confronting the Wall: The Impact of an Experiential Learning Trip to the U.S.-Mexico Border”
Jennifer Tello Buntin, Lewis University

Moderator: Clara Irazábal-Zurita, University of Missouri-Kansas City

Breakout 3C: Panel............................................ Salon C5
“Paz en el Barrio: Building Equitable Neighborhoods”
Michael Carmona and Gabriel Fumero, Hispanic Economic Development Corporation of Greater Kansas City (HEDC)

Breakout 3D: Workshop............................... Lewis Room 3
“The EL Data Story”
Ryan Rumpf, Missouri Department of Elementary and Secondary Education

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

12:45PM – 1:45PM
Lunch ........................................................... Salon A & B

2:00PM – 3:00PM

Plenary 3

“Bridging the Divides in the Immigration Debate”.......................... Salon A & B
Denzil Mohammed, Director of The Immigrant Learning Center’s Public Education Institute

3:00PM – 3:30PM
Encuentros ......................................................... Lobby

3:45PM – 5:00PM

Concurrent Breakout Session 4

Breakout 4A: Implementation of Programs to Reduce the Health Impact on Immigrant Communities and Educational Attainment for Undocumented Students......................................Salon A6

“Immigration Detention in Iowa: Implications for Community Health and Mitigating Potential of a Community-Driven Bond Intervention”
Nicole Novak, Juan Gudiño and Naomi Marroquín, University of Iowa College of Public Health
Elizabeth Bernal and Elizabeth Rook Panicucci, Eastern Iowa Community Bond Project

“Prevalence of Cigarette Smoking Use Behaviors Among Asian Americans and Hispanics: Results from a National Health Survey”
Hari Poudel, University of Missouri-Columbia

“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

Moderator: Daisy Barrón Collins, Missouri State University

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

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

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

Moderator: Jamille Palacios Rivera, University of Missouri-Columbia

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

Breakout 4D: Workshop............................... Pines Room 1

“Responding to Change: Promoting Immigrant Integration Through Language Access”
Monica Harris, City of Dayton Human Relations Council
Friday, June 7, 2019

8:00AM – 8:50AM
Coffee and Breakfast ........................................ Lobby

9:00AM – 10:00AM

Plenary 4

“Welcoming Our Modern Wave of Immigrants in a Multicultural America” .................................. Salon A & B
Maria Rocha, Bilingual Educator at Mark Twain Middle School

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

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

“Finding Common Ground: Building a Multicultural Coalition in a Diverse Community”
Jennifer Tello Buntin and Stephanie Casales, Lewis University

Moderator: Ruben Martínez, Michigan State University

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

“Advancing Penn State Extension Hispanic/Latinx Outreach Efforts in PA”
Ilse Huerta-Arredondo, Tara Baugher, Carolee Bull, Maria Gorgo-Gourovitch, Melanie Miller-Foster, Emma Rosenthal, Elsa Sánchez, Kathleen Sexsmith and Lee Stivers, Pennsylvania State University

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

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

Moderator: Noah Myers, University of Missouri-Columbia

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 and Dea Marx, University of Missouri-Kansas City

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

“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-11 School District/ Lindenwood University
Robert Steffes, Lindenwood University

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

Moderator: Debra Bolton, Kansas State University

Breakout 5D: Panel ........................................ Lewis Room 3

“Revisiting Education in the New Latinx Diaspora ‘in the Trump Era’”
Jessica Mitchell-McCollough, Edmund Hamann, Tricia Gray and Amanda Morales, University of Nebraska-Lincoln

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

11:45 AM
Closing Activity ........................................ Salon A & B

Abstracts and speaker biographies are available on the website.

http://CambioConference.wordpress.com/
“Assessing Stress and Familism as Predictors of Depressive Symptoms Among Latino Emancipated Migrant Farmworker Youth in U.S. Agriculture”
Elizabeth Mason, Fiorella L. Carlos Chávez, Jordynn Hundley, Sarah E. Killoren and Gustavo Carlo, University of Missouri-Columbia

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

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

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

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

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

“Loneliness and Acculturative Stress Among Latino Emancipated Migrant Farmworker Youth in the U.S.: Examining Differences Based on Age Group”
Jordynn Hundley, Fiorella L. Carlos Chávez, Elizabeth Mason, Alyssa Cantú, Sophia Bell and Kara Beemer, University of Missouri-Columbia

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

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

“Increased Enrollment in Migrant Clinicians Health Network to Improve Continuity of Care Among Migrant Farmworkers”
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“Strengthening the Relationship Between Hispanic/Latinx Farmers in Pennsylvania and Cooperative Extension: A Needs Assessment Study”
Ilse Huerta-Arredondo, Pennsylvania State University

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

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

Other Meetings Hosted by Cambio de Colores
The following meetings are independently organized but at the same location:

NCERA 216 annual meeting: Latinos and Immigrants in Midwestern Communities
Wednesday, June 5 - 9:30AM – 12:00PM
The interstate initiative NCERA 216 brings scholars, practitioners and community leaders into a research and education network to explore: 1) Entrepreneurs and Business, 2) Families and Education, 3) Building Immigrant-Friendly Communities, 4) Building Diverse Competent Organizations, and 5) Demographic Change. The initiative promotes inter-university and inter-state research collaboration in communities and the design and implementation of interventions that can lead to best practices. The Midwestern states included are: KS, IL, IN, IA, MI, MN, MO, NE, ND, OH, SD, and WI.

To join, email: gudinoa@missouri.edu

Organizers: Alejandra Gudiño, University of Missouri-Columbia

Student Meeting
Wednesday, June 5 at 10:00AM – 12:00PM
Students will gather to network, organize, and discuss building collaboration across universities on themes relevant to Cambio de Colores and their related research. The gathering will focus on sharing research interests and networking, plus feature a panel of professors who will share their experiences and advice for success in graduate school.
Plenary Session Speakers

Wednesday, June 5, 2019

2:00PM – 3:00PM — Plenary 1

Nicole Novak, Assistant Research Scientist at the University of Iowa College of Public Health

Nicole Novak, PhD MSc is a social epidemiologist and population health scientist with a focus on health equity in the United States. She uses epidemiologic and community-engaged research methods to study reproductive and perinatal health, immigration and migration, and rural health. She is particularly committed to addressing socioeconomic, rural-urban and racial/ethnic health disparities in the Midwestern US.

Thursday, June 6, 2019

10:00AM – 11:00AM — Plenary 2

Ann Rivera, Office of Planning, Research and Evaluation of the Administration for Children and Families, U.S. Department of Health and Human Services

Ann oversees research grants and contracts focused on increasing access to high-quality child care and early education and human services for low-income and vulnerable children and families. Ann’s portfolio includes: Child Care and Early Education Policy Research Consortium, Child Care Research Scholars, National Research Center on Hispanic Children and Families, and others. Ann’s research has examined the effects of social exclusion, community-based and government programs in the lives of immigrant and low-income children and families.

2:00PM – 3:00PM — Plenary 3

Denzil Mohammed, Director of The Immigrant Learning Center’s Public Education Institute

Denzil Mohammed is an intercultural communications specialist who works to build understanding across boundaries utilizing a research- and asset-based approach. He manages specialized online education, a variety of local and national research initiatives, and collaborative public events that educates Americans on the social and economic contributions of immigrants. He is a contributing author to the forthcoming book Working Together: How Community Colleges and Their Partners Help Immigrants Succeed. He is a frequent speaker on immigrant integration, demographics, entrepreneurship and education.

Friday, June 7, 2019

9:00AM – 10:00AM — Plenary 4

María Rocha, Bilingual Educator at Mark Twain Middle School

María received a Bachelor in Interdisciplinary Studies from the University of Texas at San Antonio. Due to her immigration status, she obtained her teaching credential until 2012 when DACA was announced. María received her M.Ed. in Educational Leadership at UTSA. She is a strong advocate of early childhood education, dual-language programs, and providing equitable educational opportunities for all students regardless of their immigration status. She is currently using her platform as an educator to ensure students embrace their cultural background.

Visit https://cambioconference.wordpress.com/ to read full biographies.
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