

# Latinos in Missouri

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Conference Abstracts 2006 - 2008



Edited by

**Stephen Jeanetta and Corinne Valdivia**

Cambio Center

University of Missouri—Columbia

With the assistance of Andrell Bower

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### **About the Cambio Center**

The Cambio Center is an interdisciplinary organization established in 2004 to:

- Provide education and enhance the welfare of all residents of Missouri in the context of the dramatic demographic changes that result in dynamic, multicultural and diverse societies
- Develop a premier source of knowledge, scholarship, outreach and education to respond to the effects of globalization
- Support sustained research to understand the immigration process particularly in Missouri and in the Midwest in general
- Provide knowledge and best practices to facilitate integration of economically vulnerable newcomers to Missouri and the Midwest and prepare all citizens for a diverse society
- Provide a scholarly base from which to extend the Cambio de Colores initiative beyond organizing the annual conferences to sustaining immigration-related research and the outreach work of the University

# Cambio de Colores

Conference Abstracts

Latinos in Missouri: Beyond Borders, 2006

Latinos in Missouri: Everyone Together—*Todos Juntos*, 2007

Latinos in Missouri: Uniting Cultures—*Uniendo Culturas*, 2008

Edited by Stephen Jeanetta and Corinne Valdivia, Cambio Center  
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University of Missouri

## *Preface*

Cambio de Colores conferences started out in response to an urgent need in our state—to better understand the demographic changes occurring in Missouri and their impact.

We knew our places were changing. We had demographic data that showed rural places saw large increases in Latino populations. Some communities saw increases of as much as 2,000 percent during the 1990s and early part of this decade. Cambio de Colores was launched so we could better understand what these changes meant for Missouri communities, our local and state economy and our social service and health care systems; encourage research on these topics; share best practices; and form new relationships.

Cambio de Colores encouraged all of us whether we were conducting research, providing services, developing public policy, enforcing laws or educating our residents about these demographic changes.

For the inaugural Cambio de Colores conference in 2002, the organizers identified a handful of people who were actively engaged in research related to demographic changes in Missouri. That first conference was in Columbia and explored issues affecting the state. After subsequent conferences in Kansas City, home of the oldest and largest Latino community in Missouri, and St. Louis, a place with a diverse immigrant population, we have learned much.

Since the first conference, activity has exploded in Missouri. The first year of this conference, people who could talk about what was happening in Missouri were difficult to find. Now, literally dozens of projects are underway with researchers and practitioners involved in some impressive collaborative efforts. A call for presentations issued for the conferences held between 2006 and 2008 yielded more than 100 proposals, most of which originated in Missouri. This is a remarkable transformation from the early conferences and points to our increased capacity to understand the issues affecting Missouri. Some of them are highlighted in this conference proceedings. We like to think this program has helped to stimulate that research and collaboration. We are fairly certain it has facilitated sharing knowledge, experience and best practices.

The opening of the Cambio Center on the MU campus in 2004 enhanced our capacity to conduct additional research and facilitates collaboration of faculty and staff on developing programs and projects that address issues affected by changes happening in our communities. The Cambio Center serves as the permanent home for the Cambio de Colores conference, coordinates the research and outreach efforts of the MU campus and provides a vehicle for linking current research efforts to the outreach efforts of the University of Missouri Extension Alianzas project.

This proceedings is a compilation of the three Cambio de Colores conferences held between 2006 and 2008. In 2006, the theme “Latinos in Missouri: Beyond Borders” explored the extent to which the flow of people, goods and information is changing our notions of what constitutes a border. The conference in 2007, “Latinos in Missouri: Everyone Together-Todos Juntos,” underlined the need for all stakeholders—regardless of who they are or where they come from—to engage themselves in the process of integrating everyone into their communities. The 2008 conference, “Latinos in Missouri: Uniting Cultures -Uniendo Culturas,” focused on how the Latino population is becoming part of U.S. culture.

The abstracts included in this book are a reflection of the discussions that were held during these three events. They provide a diverse array of resources for community groups, access to information for researchers and connections to those who share similar interests in understanding and affecting the changes happening in our communities. As you look through these pages, you might think about how your work could contribute to our broader understanding of how demographic changes are affecting communities and consider participating in future Cambio de Colores conferences.

Stephen Jeanetta and Corinne Valdivia, Cambio de Colores program co-chairs

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*2006*

## Education

### ► Educating Latino Students in the State of Missouri: Teacher Preparation and Parent Participation

*Dr. D. Kent King, commissioner of education, Missouri Department of Elementary and Secondary Education*

Missouri has Latino students registered in school districts throughout the state. The rapid increase of Latinos in Missouri's educational system has produced concerns for teachers and Latino parents. This plenary will focus on the preparation of teachers in Missouri to meet the needs of children from Spanish-speaking homes and how parents can help in the education of their children. The objectives of this plenary are to discuss the status of teacher preparation and teacher training in Missouri concerning Latino students, including English language learners; present a plan for current teachers and future teacher preparation; describe how parents can be involved in children's education; and suggest how teachers and parents could collaborate to help children with literacy and academic achievement.

### ► Teaching Cultural Competence through Problem-Based Learning

*Sara Fernandez Cendon*

*Graduate Research Helpant, University of Missouri-Columbia, School of Medicine*

*Michael Hosokawa*

*Associate Dean, Curriculum, Professor, Family Medicine*

The University of Missouri-Columbia School of Medicine has trained physicians using a problem-based learning curriculum since 1993. The curriculum places greater emphasis on the development of critical and problem-solving skills than on straight memorization. During their first and second year of medical school, students work their way through cases carefully selected to highlight the anatomical, physiological and biochemical principles associated with a particular patient's symptoms, as well as the necessary clinical skills to handle the situation.

Recent calls for greater attention to cultural competence training have led the school to revisit some of the cases used for instruction of first- and second-year medical students. The school's goal is to identify ways to include cultural competence principles into some of the cases currently in use.

PBL is rooted in the conviction that lecture-based instruction encourages a passive approach to learning, which results in a narrow understanding of subjects. Students learn what they are taught during lectures, and many times they fail to develop the skills needed to acquire deeper knowledge through independent learning and discovery. Traditional teaching methods, lectures specifically, are particularly risky when used to present information about cultures because they often use and perpetuate the kind of oversimplification that leads to the formation of stereotypes. Cultural competence, like knowledge of any aspect of the human body, is much too complex to be captured in a series of lectures, but it rests on a few crucial skills that can, in fact, be taught through PBL.

Problem-Based Learning cases can be used to motivate students to explore their own attitudes, biases and misinformation about cultural differences. In the setting of a PBL group, students discuss the case with the goal of determining the diagnosis, but this process requires that they integrate culture into their reasoning. In attempting to reach a diagnosis and management plan, students state their opinions and listen to the opinions of others. Unknown biases, lack of information and, especially, stereotypes emerge in the discussions, which promotes metacognition as an individual and as a group.

This workshop will provide attendees with the opportunity to work through two PBL cases designed

to teach cultural competence to first- and second-year medical students. The cases will be presented in a slightly modified and condensed form to highlight learning objectives associated with cultural competence. The session will be conducted as an abbreviated PBL session in which attendees will act as students. The presenters will act as tutors for the session and model the way in which PBL encourages student participation, active learning and discovery as well as the way in which cultural competence can be effectively taught through this method.

The first case will illustrate the way in which a situation might change depending on the culture of the patient. Using any PBL case in this way would encourage students to learn about cultural issues that could impact the case while also making the important point that different cultures do not always produce different cases. The second case will illustrate the way in which a patient's culture, and stereotypes held by physicians, might lead to erroneous diagnoses. Using a PBL case this way would encourage students to look past stereotypes in diagnosing minority patients.

### ► Understanding New Surroundings Through Bilingual Environmental Education in Missouri

*Nadia E. Navarrete-Tindall, post-doctorial researcher, Department of Forestry, University of Missouri*

Environmental education is important to help newcomers understand and appreciate their new surroundings and learn about recreation and career opportunities. For Hispanic and Latin American immigrants, when language is a barrier, merging into their new environment could be made less stressful through bilingual education. Columbia Verde was created as an effort to introduce Spanish-speakers to the natural world in Missouri.

Since 2003, Columbia Verde, in cooperation with the MU Hispanic and Latin American Faculty and Staff Association, has offered bilingual events and presentations. For example, the group gives nature talks about reptiles, bats and other wildlife, such as a four-hour workshop about migratory birds and birds of prey offered to more than 100 children and their parents. During this workshop, we had bilingual presentations and environmental games, and the Raptor Rehabilitation Program from MU introduced attendees to injured captive birds.

During 2004 and 2005, the University of Missouri-Bradford Research and Extension Center and HLAFA sponsored a corn maze event during which participants learned about American agriculture by 'getting lost' in a corn maze, taking hay rides around Bradford Farm and harvesting corn and other crops. An additional two-day outing was conducted at Prairie Fork Conservation Area in 2005 during which Girl Scouts of different ages from Marshall and Columbia took part in nature tours to learn about birds and natural plant communities, enjoyed a bonfire with freshly cut firewood and learned how to construct a wren bird house. This event was sponsored by the Prairie Fork Trust and the Girl Scouts.

So far, our audience has been diverse, including people from other nationalities with interest in the Hispanic and Latin American culture. During the coming years, we will include other environmental topics such as how to integrate conservation in small-farm agriculture in Missouri, and host an International Food Day that will include cuisine from many cultures.

### ► A Psychosociocultural Examination of Latinos' Academic Achievement

*Rocío Rosales, doctoral student in Educational, School and Counseling Psychology, Cambio Center fellow, University of Missouri-Columbia*

The low educational attainment for Latino students combined with the demographic changes in the general population highlights the importance of identifying factors that might improve Latino academic achievement (Anaya and Cole 2001). Although much research has addressed the Latino experience in higher education, it remains that Latino students find the university environment to be invalidating and

intimidating (Gloria 1997; Hurtado 1994; Jones, Castellanos and Cole 2002; Nora and Cabrera 1996). To complicate the issue, Latino students are often met with faculty who are predominantly White with little understanding of racial and ethnic minorities (Nora 2003). Latino students also experience having to choose between their cultural values and those of the university to succeed (Gloria and Pope-Davis 1997). With college attrition rates rising for Latinos, it is imperative to explore the factors that influence their academic success. Various factors including self-beliefs and perceptions, social interactions and environmental contexts and cultural influences need to be considered in assessing the academic achievement of Latinos (Gloria and Pope-Davis, 1997; Gloria and Rodriguez, 2000). In particular, Alva and Padilla (1995) suggest that it is the interaction between personal, sociocultural, and environmental factors that determines Latino academic success or failure. Examining the impact of these variables provides a contextualized investigation that is critical in understanding Latino college students.

This presentation will explore the factors that influence Latino college students' academic achievement, specifically psychosociocultural factors. Considering psychological, social and cultural dimensions simultaneously provides more accurate perspectives about the educational experiences of Latino students and provides a contextualized investigation (Gloria and Castellanos 2003). In particular, this review aims to advance the current knowledge on the academic achievement of Latino students from a psychosociocultural perspective, which has not been addressed in previous literature, and to integrate critical factors connected to the academic achievement of Latinos.

Overall, current research demonstrates that Latinos do enroll in college at high rates, but few graduate. Much of the achievement gap is the result of what happens after Latino students begin their post-secondary studies (Fry 2002). An examination of factors that impact Latinos' academic performance would provide a basis from which to develop policy and programs to address their needs.

The presentation of this literature review is intended to provide a framework for understanding the experiences of Latino students in college as they relate to their academic achievement. Within the psychosociocultural framework, four core educational constructs are examined. Specifically, the constructs under investigation are university environment, student-professor interactions, cultural congruity and academic self-concept.

## ► Factors Influencing Mexican-American Students' Educational Aspirations and Expectations

*Lizette Ojeda and Lisa Y. Flores, Department of Educational, School and Counseling Psychology, Cambio Center fellow, University of Missouri-Columbia*

This study examined factors related to the aspirations of 199 Mexican-American high school students. The influence of gender, generation level, parental education level and perceived barriers on aspirations was investigated. The results revealed that perceived barriers partially mediated the relation between generation level and aspirations and the relation between mother's education and aspirations.

## ► The Magic of a Multicultural Classroom

*Yolanda Díaz-Olmos*

Education plays a crucial role in the lives of human beings. When we talk about education, we are not referring to schooling but to any process, either formal or informal, that shapes potential. Informal education results from the constant effect of environment, and its strength in shaping values and habits cannot be overestimated. Formal education is a conscious effort by human society to impart the skills and modes of thought considered essential for social functioning. Techniques of instruction often reflect the attitudes of society.

Today, we can say that schools, less and less, promote happiness. If education, given in part in schools,

doesn't promote happiness, it doesn't have any value. Happiness means to learn, to be treated with justice, to share and to enjoy skill development.

If each student in the classroom needs to feel and enjoy the same, then American children and children from other races, ethnic groups and different religions need to share their culture, ideas, ways of learning and emotions.

We need teachers prepared for it. Interdisciplinary cultural training is needed, so teachers will feel comfortable in preparing the magic of a multicultural classroom. A multicultural classroom is one in which both the students and the teacher are accepting all races, cultures and religions. This acceptance is evidenced by the books that are read, activities and lessons.

The best way to incorporate multiculturalism into the classroom is to make a conscious effort to include books in the curriculum and class library that feature multicultural characters as much as possible. Some teachers believe that a Christmas Around the World, or Researching Our World unit is multicultural, but in many cases this method highlights one culture, religion or minority group as being different. Also, if we teach multiculturalism as a unit, it is confined to one to two weeks of the students' lives and will have little impact on their understanding and acceptance of other cultures in the long run. Incorporating multicultural literature and the arts into the daily routine, the teacher will have those teachable moments to discuss differences and similarities as they arise during a large group and stress the similarities.

Also, a common misconception is that a classroom has to have multicultural children to be multicultural. Students might get to other cultures through activities, books and lessons the teacher provides.

Because the world is changing every day, we must learn to accept and get along with all cultures, races and religions to become productive citizens of the world. It is our job as teachers to prepare our students for the real world, and the real world is a multicultural one. We have the opportunity to teach our students love and acceptance now, even if it is not being taught at home. Chances are, by the time the students in the classroom reach the real world, it will be a multicultural place, and we need to prepare them for that.

In this workshop, teachers can practice how to incorporate multiculturalism in their classrooms, with the basics of the theories of multiple intelligence and emotional intelligence. Teachers will have the opportunity to work in groups on a given subject. They will be able to apply it at the elementary, secondary or post-secondary level.

### ► Bracero Program: Then and Again?

*Mary Ratchford Douglass, doctoral student in Educational Leadership and Policy Analysis*

This presentation is a literature review and discussion of the Bracero Program that ran from 1942 through 1964 and the Bush administration's proposed Temporary Guest Worker Program. A brief history of the Mexican Bracero workforce experience is used as a foundation to understand the needs, logistics and developmental trends. Results reflect parallels and divergences between the Bracero Program and the policies of the Bush Administration Temporary Guest Worker Program.

## Change and Well-being

### ► Financial Counseling: A Meaningful Strategy for Building Wealth in the Latino Community

*Beatriz Ibarra*

In recent years, the goal of increasing the nation's collective financial literacy has gained prominence among policymakers. In May 2005, President Bush introduced a new initiative to improve financial literacy in the Hispanic community. Earlier this year, members of Congress passed legislation to designate April as Financial Literacy Month. Others have proposed legislation that would create broad-based financial literacy programs in schools and in the workplace. These efforts stem from several underlying factors. For instance, some lawmakers have sought to advance policy measures that represent the elements of a new ownership society. Others want to give low-income families the tools to make wise financial decisions and to understand fundamental principles of saving and investing.

These financial literacy policy efforts have had limited scope and impact on low-income families. Despite the breadth of activity in this area, little has been done to provide practical financial advice and information to them in a meaningful way. Increasing financial knowledge among low-income Hispanic families is especially important given their limited experience with financial tools and the growing number of financial choices they must make. Instead of improving access to financial counseling services, efforts have resulted in the production of an arguably excessive amount of financial education materials. Ostensibly, these tools are designed to improve personal financial knowledge as well as individual financial security. Production and consumption of generic financial information, however, does not necessarily result in better financial decision-making on the part of individuals. For this reason, financial counseling is much more valuable than broad financial education in building wealth for Latinos.

Although targeted, customized, one-on-one financial counseling is a proven approach to building financial knowledge for low-income families, little is being done to grant families access to these services. One result of uneven access to financial advice is imbalanced participation in the mainstream financial marketplace. The likelihood of low-income consumers making disproportionately uninformed choices about credit and financial products creates significant market inefficiencies that only encourage more financial predators to enter the field. Consequently, low-income Latinos are likely to experience income and asset leakage in mainstream financial markets rather than enhanced wealth accumulation.

### ► Local Financial Literacy Initiatives

*Maria Aranda*

*El Centro Inc.*

Financial literacy is needed to improve the quality of life for the growing Hispanic populations in Kansas City. Recognizing this need, El Centro Inc. infuses aspects of financial literacy in all of their programs for youth through adults. This presentation will provide information about El Centro's applied financial literacy programs in the Kansas City, Kan., area. El Centro Inc., in partnership with The Family Conservancy, is working to provide financial literacy training and one-on-one counseling to the Family Asset Building Individual Development Accounts Program participants.

In addition, customers in the Homebuyers Education Center increase their financial literacy through their participation with ECI. They develop relationships and a greater understanding between financial

knowledge and home ownership. We know some people cannot meet their home-buying goals either because of bad credit or no credit. This training provides financial literacy and credit reporting information that shows participants ways of improving their overall credit status.

Reaching out to Hispanic newcomers presents a challenge. New and innovative ways are needed to increase participation.

Some of the ideas we plan to implement this year are:

- Offer free services through the Economic Mobility Center for a certain number of hours of financial literacy attended
- Request that our bank partners provide giveaways for participants who complete the series
- Partner with phone card providers to acquire cards as gifts to the attendees
- Use local radio stations to provide public service announcements about the financial literacy program and other programs we offer

El Centro Inc. has demonstrated that financial literacy helps residents become better informed about their financial future, which ultimately improves their overall well-being. The Hispanic population is expected to continue to grow, according to the United States Census Bureau. El Centro's 2005 annual immigrant survey, "En Medio de la Década: Una Comunidad Considera su Futuro: An examination of the economic, social, political, and cultural context of Latino immigrants in the Kansas City Metropolitan Area," supports that the population is growing but notes that estimates of the size of the Hispanic/Latino population are notoriously inaccurate, due in large part to high percentages of immigrants, high mobility and the relatively new practice of including ethnicity in racial data. It is in the best interest of local community organizations to develop financial literacy programs to help meet the needs of the growing Latino consumer.

## ► Should Culture Matter?

*Christina Vasquez*

The 2006 Cambio de Colores theme, "Beyond Borders," creates a forum in which participants could consider impacts beyond geographical boundaries. Included in the discussion are implied boundaries influenced by cultural norms in communities.

Our beliefs and behaviors towards others vary depending on an individual's acceptable customs. What you consider to be true or correct might not be someone else's paradigm. As a result, challenges arise based on differing ideas of what constitutes the acceptable culture of a community.

This interactive workshop will allow participants the opportunity not only to examine their own cultural values, beliefs, customs and traditions but also to examine how their cultural norms might clash with or influence those of others. Another focus of this workshop will be the idea that people creating and living within their cultural realities is natural.

Missouri communities are increasingly becoming more diverse. We should consider some of the cultural influences affecting our communities. In response, this workshop will provide an interactive discussion that could help you influence positive change for the well-being of all residents in your community and work effectively beyond implied and predetermined borders because culture matters.

## ► Communicating Through an Interpreter

*Marcia Wilderman, manager, Language Links of the International Institute*

This is a best-practices presentation applicable on a national level. Interactive activities will give participants the opportunity to raise their awareness of communicating with limited-English speakers through an interpreter. Participants will receive information about the role of the interpreter, legal implications for the use of interpretation and translation, the interpreter code of ethics, interview control,

ways to check for understanding and techniques for communicating more clearly and efficiently.

## ► Spanish as a Part Of Your Workplace – Teaching Spanish to the Business Community

*Alexis M. Mayo, Essential Spanish for Professionals*

*¿Habla Ud. español?* If you can't answer this, or if your answer is "no," you are losing business or having trouble coping with a whole section of your clientele.

*But I don't live in the Southwest or New York or Miami....I live in the Midwest! Why would I need to know Spanish?*

More than 35 million Hispanics live in the United States. Many of them speak Spanish as their first or only language. In Missouri and Kansas, as in other parts of the nation, the Hispanic population has grown and, in some cases, skyrocketed.

If a small group is finding support and comfort in a particular location, they will tell friends and family, and more people will move there. In some cases, certain industries will lure immigrant populations seeking employment. Certain counties in Missouri and Kansas have seen a huge increase in their Hispanic population as factories and plants have been built in their cities.

In the situation of the building of a plant, you will find that the demographics change so quickly that the county services are caught unprepared. Schools that had 1-2 percent Hispanics or other minorities now jump to more than 50 percent Hispanics, many of whom do not speak English. Police and hospitals are in a panic for employees who can speak even a little Spanish to help with the increase in cases with Limited English Proficient people.

Professionals, particularly those in areas with sudden increases of Hispanic population, are seeking more and more ways to learn Spanish for use in their business careers. Even those who studied the language in high school or took a couple of courses in college are finding that what they can remember is of little help in the workplace. There is little need to conjugate a verb or discuss "Don Quixote." And they certainly never learned how to give hospital release directions or explain a work-related task to an employee in Spanish.

Vocational Spanish, occupational Spanish, Spanish in the workplace—whatever you wish to call it, there is a definite need. In Missouri, the Department of Health and Senior Services has provided a class in "Survival Spanish and Cultural Competency" to service providers for Missouri residents. In Ontario, Ore., Orchard Bank is paying for its staff to study Spanish. Lee's Summit, Mo., firemen are learning Spanish. In Detroit, law enforcement officials are lining up to learn Spanish.

Essential Spanish for Professionals and other language organizations offer classes in a variety of communities across Missouri and Kansas. These classes are customized according to the needs identified by the professional businesspeople, their supervisors and their employers. Courses are written specifically for such diverse occupations as medical personnel, law enforcement, mission teams, school faculty and staff and social workers.

These courses are not designed to produce fluency. That takes total immersion or years of study. These classes are aimed at covering basics and working on questions and answers to specific occupations such as *¿Dónde le duele?* (Where does it hurt?) and *¡Alto! ¡Suelta el arma!* (Stop! Drop the weapon!)

Specific curriculum for individual classes will be discussed. A sample of a medical or social worker course will be shown.

## Youth, Families and Community

### ► Visions with Hope 360°: A Family-Centered Approach to Serving Latino Families

*Maria Elena Benavides, Program Coordinator, Mattie Rhodes Center*

*Derrick Willis, research associate, Institute for Human Development, University Of Missouri-Kansas City*

The Visions with Hope 360° project is one of 60 projects of national significance funded by the United States Department of Health and Human Services. Visions with Hope 360° is a local partnership with the University of Missouri-Kansas City, Institute for Human Development and Mattie Rhodes Center. Our overall goal is to develop best practices for using local networks to improve the status of Latino families, communicate, incorporate diverse cultural beliefs into family-centered planning and influence public policy.

Mattie Rhodes Center is a community-based social services agency providing culturally appropriate behavioral health services to the Spanish-speaking population in Kansas City. The mission of Mattie Rhodes is to strengthen Kansas City children, families and the community by providing social services, mental health counseling and art experiences in a bilingual, culturally-sensitive environment.

The Institute for Human Development, located within UMKC, is an applied research and training unit for human services. The Institute, one of more than 60 members of the Association of University Centers on Disability, seeks excellence in education, research and services supporting individuals, organizations and agencies. The Institute conducts and collaborates on a wide variety of applied research projects to develop, implement and evaluate new ideas and promising practices that support healthy, inclusive communities.

The Visions with Hope project is entering its second year of operation. The goal of the project is to develop and provide comprehensive services to Latino families with children with disabilities, which will preserve, strengthen and maintain the family unit and provide for the optimum growth and development of their children.

Visions with Hope 360° operates a one-stop resource center in the northeast area of Kansas City, Missouri. The northeast area of Kansas City recently experienced a significant population growth with a Latino majority. In the first year, 73 families received services from Visions staff. All of the staff is bilingual. Staff have provided cultural competency training to local and state agencies.

The resource center provides three levels of support to families.

- The first level of support is information and referral services. The Center has translated documents into Spanish and works with the Missouri Developmental Disabilities Resource Center to provide information to Latino families. The staff at Visions with Hope 360° works to establish relationships with local providers and help the families navigate the social service systems through case management.
- The second level is peer support. The center has developed a family support group that meets monthly to discuss family issues. This is the only family support group in the area that provides all of the information in Spanish. The family support group has allowed parents to connect with other parents who share similar experiences. Many parents have participated in training opportunities related to advocacy, educational rights and mentoring.
- The last level of support to families is in-depth, family-centered planning. Families receive individualized assessments to identify the needs of each family member. Specific goals are

developed to address issues related to improving family relationships, education, parenting, employment, health and housing.

In addition to the activities identified above, the Institute for Human Development staff is working to build capacity within the state agencies to address the needs of the Latino families specific to developmental disabilities. The Institute staff has developed a statewide advisory group to address the challenges these Latino families encounter. State policies and procedures are being reviewed to determine the impact they have on Latino families. The statewide advisory group will work with staff from the institute to address state-level systemic issues.

Our presentation will give an overview of the daily operations of the Visions with Hope 360° resource center, discuss some of the strategies proven to be effective in outreach to the Latino/Hispanic communities, information and referral services, development of culturally specific programs, partnerships and system change.

## ► **Mujeres Unidas, Women United: First Annual Report to Grace Church**

*Jinny Hopp (English version)*

*Susana Gonzalez (Spanish version)*

### **Formation**

On June 19, 2005, at the invitation of Father Pedro Valdez, 15 women met after mass in the parish hall of Grace Church in Carthage to discuss the possibility of a women's group composed of Spanish-speaking and English-speaking women. The idea was warmly received, and the group decided to meet in the Grace Church library every Sunday at noon. The primary goal of the group is for the Spanish-speaking women to learn English.

The group decided to call itself *Mujeres Unidas, Women United*. The Spanish women wish to be called *Latinas*. Women who speak English are *Gringas*. The group decided on the following goals:

- To learn English and Spanish
- To be one church family
- To learn about each other's cultures
- To be un grupo superacción, to take super acción and to overcome challenges

### **Educational Activities**

The current focus of the group is to improve English and Spanish for both groups of learners. Mindy Estes and Sandy Swingle have been bringing lessons for learning English. The Spanish speakers translate the lessons into Spanish for English speakers. Men have joined the English classes. St Catherine's Guild donated funds to purchase Oxford English/Spanish picture dictionaries for use by the group.

A table display was presented by four members of *Mujeres Unidas* at the Diocesan Convention in Springfield. Many people expressed interest in our work.

The book "Our Bodies, Our Selves" has been purchased for use by the group, in both English and Spanish. A study of the book, which talks about women's health, is held on the second Sunday of each month. All Grace Church women over 16 are welcome. Men are invited to join Father Pedro in a men's group on these Sundays.

### **Social Activities**

Three Latino babies were born within a few months of each other. A baby shower was a given to honor all three at once.

The Latinos hosted the *Gringas* with a luncheon feast after the *Posada* on December 18.

### **Future Activities**

Fathers Steve and Pedro announce the various women's guild meetings in both English and Spanish.

Some of the Latina women might join the existing women's groups at Grace Church. The Nearly New is hopeful that some of the Spanish-speaking women might volunteer there also. We have much work to do! All women are invited to join us!

## Health

### ► Addressing Language Barriers in Health Care through Bridging Telemedicine and Interpreting Services: A Systematic Review

*Alicia Barnes, NIH post baccalaureate research fellow, Center for Health Policy*

This presentation examines the literature on telemedicine interpreting services as a method of eliminating health disparity and discrimination based on national origin and language proficiency. Hospitals that currently have telemedicine interpreting are also examined for the potential of a similar system to be established in Missouri for the Federally Qualified Health Centers, many of which are Migrant Health Centers.

### ► The Influence Of Acculturation And Gender Role Ideology On Hispanic Family Planning Perspectives

*Ada C. Sum, medical student, University of MO-Columbia*

Nearly half of all pregnancies in the United States are unintended, and a particularly vulnerable group is the rapidly-growing Hispanic population. To provide effective family planning services to Hispanics, it is important to directly assess the attitudes of Hispanic men and women.

Based upon salient themes drawn from eight focus groups, a survey was developed and verbally administered in Spanish to a convenience sample of 100 men and 100 women of Hispanic origin. Responses were entered into the SPSS statistical package and variation by acculturation and gender ideology was examined using Spearman's correlation and student's t-tests. Specifically, responses about religion, perceived action of the health provider and negative attitude toward family planning were analyzed as possible factors that might inhibit acquisition of family planning.

Surprisingly, religion had less impact than is perhaps stereotypically believed; the majority believed it was unimportant or of little importance to obey what their religion dictated about birth control. In addition, the sample population held generally favorable attitudes toward family planning. Views about the health provider were less conclusive: individuals who were more acculturated tended to have a positive perception while those who held more traditional views of gender roles tended to have a negative perception of health providers. A more traditional gender ideology also correlated with a less favorable attitude toward family planning. Although these are only preliminary trends that have been noted, health providers clearly cannot treat Hispanics as a homogenous population.

As part of this project, a case was developed for medical students to be used in the MU School of Medicine's problem-based learning. Students are presented with a case each week and must individually research learning objectives to teach their classmates. The case involves a Hispanic patient, and students are asked to explore Hispanic attitudes toward family planning as well as issues of cultural competency, personal biases and health literacy.

## ► Using Photovoice to Identify Barriers to Family Planning Among Hispanic Immigrants

*Marjorie Sable, DrPH, MSW, associate professor, School of Social Work, University of Missouri-Columbia*

This presentation describes the use of Photovoice, a participatory action research methodology, to understand the barriers to family planning among Hispanic immigrants in Boone County, Mo. Ten participants took photographs to describe their views on the meaning of family planning and on barriers to access and use of family planning. Participants chose representative photographs that will be displayed and used to educate health care providers.

*2007*

## Education

### ► Urban vs. Rural: Promoting Understanding of Nutrition Education in the Hispanic Population

*Candance Gabel, Juana López, Guadalupe Hernández and Sandra Zapata, University of Missouri Extension*

The Family Nutrition Education Program provides basic food and nutrition education to limited-resource audiences. Nutrition educators work directly with Hispanic clientele in Jackson, Pettis, Saline and Boone counties to reach clients where they work and live. Education is provided in a variety of settings in both rural and urban areas. A series of nutrition lessons provide information on MyPyramid, meal planning, physical activity and food safety. The curriculum, “Steps to a Healthier You,” is used to teach adults. The “Show-Me Nutrition” curriculum is sequential and is provided to grades pre-kindergarten through Eighth. The handouts and parent newsletters for these curricula have been translated from English to Spanish to enable Spanish-speaking adults to understand the information. Our program has one full-time equivalent dedicated to translating material to Spanish. Two of our nutrition education helpants who also teach the program translate information using Spanish words that are globally understood. The third person who translates for our program is a graduate student who is fluent in five languages. Together, they have translated more than 100 documents.

With the solid infrastructure of Spanish-speaking nutrition educators and translators, we believe we are making a difference in the lives of the Hispanic population in Missouri. The panel will share information on educating Hispanic clients in rural and urban areas plus share the steps and skills of translating so the Missouri Hispanic population can understand the materials they are provided. Conference participants will gain insights to techniques used to reach Hispanics and methods used to translate information to enhance this population’s ability to adopt healthy behaviors that focus on food, nutrition and physical activity.

### ► Hispanic Student Performance on the Missouri Assessment Program Tests 1998-2005

*Keith Jamtgaard and William Elder, OSEDA Office of Social and Economic Data Analysis, University of Missouri-Columbia*

We examine trends in Hispanic student performance on the Missouri Assessment Program tests during the period 1998-2005 for the mathematics and communication arts content areas. Where appropriate, we use comparison groups to provide context for the analysis. The primary focus will be to examine the trends at the level of the state of Missouri. To the extent possible, we also examine performance with respect to other factors such as rural versus urban setting, length of residence and family income.

### ► First Language Literacy and Second Language Reading

*Dr. Tracee Lawrence*

This session presents current research demonstrating the effectiveness of a different approach to teaching reading to English Language Learners. Classroom applications are included. The group will brainstorm ideas and ways to adapt it to different classrooms and situations. The session is appropriate for teachers, parents, administrators, literacy directors and others interested in ELLs.

A class of English Language Learners who were verbally fluent but could not read was divided into two

groups, comparison and intervention, for reading instruction. These groups were taught using similar methodology and techniques with one major exception. Using the gain score from the Scholastic Reading Inventory, a criterion-based reading test, as the basis for comparison, both groups outperformed their peers in other ESL reading classes. The intervention group, however, had significantly higher gain scores than the comparison group. This session will explain the study, share the techniques used, and brainstorm ways to adapt this approach to the participants' situations.

## ► Taller de Education/The Urgency of a New School

*Yolanda Díaz, Harris-Stowe State University*

When last year we talked about the magic of the multicultural classroom, we worked on the concept of content integration so all members of the classroom will feel part of the school and the community and their beliefs, values, languages, personal characteristics and needs will be considered. We discussed the need to be updated on diversity and integration by school officials, supervisors and coordinators and lawmakers from Missouri. We also talked about the components of multicultural. We referred to race, ethnicity, religion, gender, sexual preferences, capacities, needs, differences and similarities, traditions and languages.

This year with the motto “everyone together...” I want to add the idea of inclusion and work as a group to understand what we need to do in the classroom, the school, the community and the state for inclusion and integration to be a reality and not a nice piece of rhetoric. We do not want integration and inclusion to be a good but forgotten part of children's rights.

It will be important that everyone together promote and help enforce all the laws and not only some of them. By leaving some people out, we produce a mediocre education. We cannot have perfect situations for some but not for all. We need to work together so each young person from Missouri will be healthy and safe, will have the pleasure of a of learning at school and be able to make an important valuable contribution to the community with skills that will build up their self-esteem and help them to be successful in life.

During the workshop, we will analyze the characteristics of integration and inclusion to obtain a combined project. Participants could enrich it with their ideas, experiences and creative changes.

Keeping in mind that integration and inclusion are not synonymous, we will also work on the requirements of an inclusive school that integrates. We all can benefit from the application of both in an institution. We will consider the process of working with the curriculum, the needs of staff and professional training and the integration of the families as a social emergency. We know that our children and young people, with all their capacities, skills and needs, have the fundamental rights of an adequate education that will allow them to grow in the society. Society must accept, study, understand and value their differences. Nobody need feel the oppression of having to be adapted to a specific method or institution because the institution, the curriculum, the professionals and the parents will all be prepared for each one of them.

## *Change and Well-being*

### ► Alliance for Economic Inclusion

*Elizabeth R. Kelderhouse, Community Affairs Officer, Federal Deposit Insurance Corporation, Kansas City, Mo.*

*William M. Dana, Chairman, Missouri Bankers Association*

*Ben Hildebrandt, Vice President, Marketing, Member Services and Public Affairs, Iowa Bankers Association*

*Maria Aranda, Family Asset Developer, El Centro, Inc., Kansas City, Kan.*

The workshop will focus on the Alliance for Economic Inclusion, an initiative coordinated by the FDIC to help banks and community groups work together to promote affordable financial services and effective financial education for unbanked families, including Latino immigrants. Startling statistics reveal a desperate need for financial services outreach to Latino families. Up to 50 percent of Latinos nationwide lack a basic bank account. Median household net worth for Latinos nationwide is less than \$10,000, while non-Whites' is eight times higher. One out of four Latinos do not own any other assets besides a vehicle, versus one out of four Whites. Almost half of U.S. Latinos send money to families abroad, and many pay substantially for this service in fees and exchange rate differentials.

The workshop will feature promising practices designed to build financial savvy and wealth through targeted tools. The workshop will present specific financial education strategies, free tax preparation efforts, remittance services and innovative loan programs to immigrant populations in Kansas, Missouri and Iowa. Local Individual Development Account programs, which are matched savings accounts for purchasing a home, attending college, or opening a business, will also be discussed.

### ► **Asset Building Strategies in Three Settlement Communities in Missouri**

*Corinne Valdivia, Cambio Center, University of Missouri,  
Anne Dannerbeck Janku, Missouri Office of State Courts Administrator  
Lisa Y. Flores, Stephen Jeanetta and Domingo Martinez, Cambio Center, University of Missouri*

This presentation blends a theoretical approach to understanding integration of newcomers into both rural and larger communities in Missouri. Pull-migration forces, community climate, bridging and bonding institutions and the assets Latino households possess are elements in a process of settlement that could lead to positive growth. We present the methodological approach, the context of the communities and the logic for comparing them.

### ► **The Economic Impact of Latinos in Missouri**

*Pedro Dozi, University of Missouri-Columbia*

The recent political debate on immigration in the U.S., as well as the academic literature on the issue, often depicts immigration as a large inflow of uneducated persons whose presence is more detrimental than beneficial to the American economy (Borjas 1999). Some researchers introduce considerations of ethnicity and race to show that the recent immigrants, most of them from the third world, are not as desirable for America as the earlier immigrants, who were predominantly of European background (Vedder citing Borjas 1999). The majority of researchers have placed emphasis on the low educational level of immigrants relative to the native residents and on the negative impact that this inflow supposedly has on native workers through wage competition, job displacement and other economic indicators; less has been said about the positive impact. A curious fact is that it has been hypothesized that foreign-born workers generally have a positive impact on the productivity, job enhancement, job creation and wages of native resident workers (Romer 1990). Additionally, they help keep inflation in check by providing services at low cost to the economy (Borjas citing Greenspan 2002).

The study of economic impact of immigration to the U.S. economy has a long history. The estimations have gradually become better and larger with the increase in the number of immigrants, improvements in micro-econometric models and data availability. However, the public policy and politics nature of the issue has led to the shaping of mainly two divergent views.

The first one, advocated by George Borjas, emphasizes that immigration greatly increases labor supply,

especially of less-skilled workers, and thereby significantly decreases their relative wages and subsequently has low overall effect to the economy. But he ignores all possible multiplier effects that could come from immigrants' income expenditure in the economy.

The second view, led by David Card, analyzes local labor markets, mainly in cities or states that are characterized by large variations in the share of immigrants. His analysis finds no evidence of any negative effect of immigration on the wages or on employment levels of less-educated native-born workers.

Recent studies have pointed out that consensus between these two schools remains active and unresolved because of intricate issues such as the presence of unobservable effects, causality and the choice of an appropriate unit of analysis, for example local versus national. In an effort to produce informative research, Altonji and Card (2000) defend the use of a localized approach. According to them, this approach reduces the amount of unobserved effects factored into the analysis as compared to using the whole country as a unit of analysis.

In this paper, rather than taking sides on the ongoing debate, the analysis will use input-output tools, the most recent data available from the bureau of labor to assess the economic impacts of Latino immigrants in Missouri. Here, economic impact is defined as the value of goods and services produced and sold locally from all industry sectors. The total direct impact of Latino immigrant workers is more than just their direct earnings. For instance, industries employ people to produce and sell their goods and services, so their output is tied to the employment levels. Additionally, workers also directly purchase goods and services, which adds to the output of local and regional industries. Indirect effects are the result of increased demand for goods and services, which requires companies to purchase more materials and labor. These additional purchases create some other induced effects such as supporting more jobs.

Using the IMPLAN economic model, which projects economic outputs resulting from specified inputs, it is possible to infer the indirect and induced economic impact of Latino immigrants in local economy. IMPLAN is a software package that makes regional output models and forecasts regional economic impact based on those models. The IMPLAN model is a mathematical way of specifying the economic relationships among all businesses and between businesses and consumers. The approach shows the amount each industry, in assembling the goods and services it sells, must purchase from suppliers in other industries. The IMPLAN model accounts for sales of goods and services to wholesalers, transporters, and manufacturers inside and outside a specific region. An input-output model measures both the relative sizes of sectors that make up the economy and the linkages among them. The input-output model captures not only the direct impact of worker and company expenditures but also the indirect and induced impacts of these expenditures in the economy.

## ► Voices Yet to be Heard: The Education Journey of 35- to 50-year-old Latino Undergraduate

*Robin Walker Thompson, University of Missouri-Columbia*

The higher education journal literature reflects a historic focus on 18- to 23-year-old students. There remains a dearth of articles on older undergraduates of color, especially Latino students. The purpose of this qualitative study is to better understand the classroom experiences of older Latino undergraduates on four-year, predominately White campuses in Illinois and Missouri.

I met with eight students between the ages of 35 and 50, four males and four females. Their family origins include Mexico, Bolivia, Argentina and Puerto Rico; only one of the eight was born in the U.S. Six obtained GEDs to pursue a college degree. At the time of the interviews, each student had completed at least two years of study and was working toward a Bachelor's degree. Three attended multiple institutions on the path to degree completion. As a group, they represented a variety of higher-education experiences: public and private, two- and four-year institutions. All are first-generation students.

I adopted an interactive interview style and shared personal experiences with the participants. I transcribed my own recordings and used both hand-coding and a data analysis software program to gain deeper insight into their stories. During and after the interviews, I engaged in self-reflection as a white, non-Hispanic researcher and critically examined the assumptions I held about age, gender, class and ethnicity.

The first level of data interpretation occurred during the interviews. Participants also met in focus groups to discuss ideas and themes with me. For additional data analysis, I compared their stories to the elements of Donaldson's and Graham's (1999) "A Model of College: Outcomes for Adults." I also employed critical postmodernism as a theoretical lens for discussion of their stories.

Their stories are fascinating. They reveal both similarities and differences in their educational journeys. These students are goal-oriented and have been driven to persist in college across decades. The women cited family reasons for taking breaks from college. All of the students described dealing with prejudice at different points in their lives, including in the college classroom and in the workplace. Several attributed the overt racism they experienced to an anti-Mexican sentiment in the U.S. The women felt negative pressures due to gender issues - "being a Latina." In contrast, one man said younger coworkers harassed him because of his age. Several expressed concern over Latinos' lack of voice. They shared an altruistic spirit, especially toward the Latino population, with a unified message that education is "the key" to better jobs and improved living conditions.

As these older students demonstrate, given time, people who immigrate to the U.S. as Spanish-speakers could overcome a variety of barriers to obtain college degrees. Their challenges and successes underscore the importance of college access for learners beyond the traditional college-bound ages of 18 to 23. Their stories and insight have relevance for educators working in a variety of college settings, including evening classes and accelerated degree programs.

## ► Increasing Cultural Competency for University Extension Educators Working with Latino Audiences

*José García, Department of Rural Sociology, University of Missouri*

*Stu Jacobson, Institute for Legal and Policy Studies, University of Illinois at Springfield*

*Juan Marinéz, Cooperative Extension, Michigan State University*

Latinos, the fastest growing group of farmers, frequently lack access to private sector and government resources needed to improve their farming practices. To improve outreach to these farmers, a professional development program was implemented between 2005 and 2006 for university extension educators and USDA professionals in Missouri, Illinois and Michigan. The half-day workshops and day-and-a-half trainings included hands on activities and presentations on Latino farmers in Missouri, on alternative means of outreach and other topics. During the longer programs, groups of educators applied the new information to modify extension plans of work to better serve the needs of Latino audiences. In-depth tours of dairy farms belonging to Mexican immigrants provided educators unique opportunities for first-hand information about the challenges and successes of these Missouri entrepreneurs.

Evaluations indicated that the participants increased their understanding of the importance of culture and value systems in designing effective programs and outreach strategies. Participants were also interested in additional, related training opportunities. This multi-state effort provides one kind of model for programs to increase cultural competencies for working with Latino audiences. There is clearly a need for such programs. Not only was there a strong response from extension educators, but one of the Missouri workshops also drew teachers and social service providers although they were not the intended audience. Based on both the participant's evaluations and their own observations, the co-presenters will

discuss information for improving similar future trainings. This project was supported by the USDA NCR Sustainable Agriculture Research and Education Program.

## ► Kansas City Latino Westside

*Theresa Torres, Religious Studies/Anthropology, University of Missouri-Kansas City*

This paper will address the historical and current social context of the Kansas City Latino westside. The Latino community of the westside has a colorful history of isolation, discrimination, resistance and political and civic involvement. The neighborhood is one of the earliest Mexican neighborhoods and is home to the Guadalupe Center, the longest-running social service agency to serve Mexicans in the United States. The first settlers of the westside neighborhood were European immigrants, Irish, Germans, Poles and Swiss, who worked in the west bottoms for railroad companies and factories. As these immigrants gained economic success, many of them moved south and established new communities. Mexican immigrants who first settled in the early 1900s replaced these workers. These workers were single men, but eventually families came and lived in the neighborhood. The 1950 floods of the Kansas and Missouri River moved many Mexican families from the west bottoms and Kansas City, Kan. Some of them settled on the westside, which added to an already established Latino population. The recent dramatic changes in real estate development on the westside has shown a dramatic drop in Latino residences in this community. In 10 years, the nearly 80 percent Latino population has been reduced to 45 percent. The Latino future of this historic community is in jeopardy along with the ethnic social service agencies and possibly the Mexican-oriented businesses and restaurants that create the distinctive Latino dimension of the Southwest Boulevard economy.

## *Youth, Families and Community*

### ► Don't Know where to Find that Resource?

*Alejandra Gudiño, Luanne Andes, Jean Kirch-Holliday, Nadine Abernathy and Carol Mertensmeyer, ParentLink Program, University of Missouri Extension*

The materials and programs designed for other Americans are not sufficient to meet the challenges Hispanic parents face. At ParentLink, we offer problem-solving support and strive to simplify access to research based information, services and resources for families in need. In an effort to more successfully extend our services to the Spanish-speaking families in Missouri, ParentLink has recently added a toll-free Spanish WarmLine in addition to our English WarmLine. This addition will give us the ability to reach the growing Hispanic communities. We are excited to share the news and get our phone lines ringing!

Goal of this workshop:

- Sharing research-based information and programming from University of Missouri Extension with communities and agencies throughout the states
- Expand our own resource knowledge by identifying partnerships or collaborations between agencies, institutions, organizations and community-based efforts
- Create a bridge of communication between ParentLink and service providers, parents and communities accessing our WarmLine
- Build a long-term relationship as a way to build lasting partnerships

We will provide an interactive workshop by using the 3R's approach. These include:

- Recognition. We will allow time for introductions as a way to get familiar with each other.
- Relationship: Organizations include networks of relationships; this exercise will provide an

opportunity for networking and brainstorming collaborations.

- Results: As a result of our work, we know we will make an impact on the issues affecting our communities.

Benefits for Participants:

- Learn how to leverage limited resources through collaboration and consultation
- Identify small actions that can be taken to make a difference
- Learn more about the resources ParentLink can provide for parents, families, services providers, and communities organization

## ► Keep Hope Alive: Best Practices to Implement Title VI of the 1964 Civil Rights Act

*Cathy Anderson, Jewish Vocational Service*

For many years Jewish Vocational Service has been inspired by the 1964 Civil Rights Act prohibiting discrimination on the basis of national origin to work hand-in-hand with communities to better serve less English-proficient individuals. The model developed is collaborative in nature. It emphasizes training of social service and clinical staff in the cultural practices and needs of new communities, especially newcomers from Mexico and the countries of Central and South America. The Office of Civil Rights strongly recommends that agencies create a policy that details how the agency will provide services to non-English speaking clients and patients. Many communities are struggling with how to establish permanent policies that acknowledge new communities without stretching the agency's current budget or changing its mission. They need practical information about how to assess community needs, where to look for training experts and how to fund their services.

The presentation will highlight case studies from the Missouri and Kansas regions that illustrate how particular agencies identified their LEP needs and then took steps to guarantee that newcomer clients and patients receive equal access to services. The needs identified refer to not only specific issues within the organization but also pinpoint system-wide challenges that need to be resolved at the state or federal level.

## ► Sexual Decision-Making and Pregnancy Prevention in Latino Adolescents

*Kim Allen, Center on Adolescent Sexuality, University of Missouri Extension*

*Alejandra Gudiño and Carol Mertensmeyer, ParentLink Program, University of Missouri Extension*

This presentation will review the literature on teen pregnancy prevention in the Latino population. Topics include sexual decision-making; STDs; HIV; trends in teen pregnancy; and their sexual behaviors, birth statistics and risk and protective factors associated with this population. Literature will demonstrate the need for community dialogue to address these issues in the state of Missouri. There is also a need to build the personal capacities within each teen to have the potential to be effective.

Objectives of the presentation are:

- Increase understanding of the research on sexual decision-making among Latino youth
- Identify current trends of HIV, STD and teen pregnancy for Latino youth
- Increase knowledge of strategies that work for Latino youth
- Identify risk and protective factors associated with teen pregnancy and prevention strategies.
- Help teens identify how their own personal strengths, as well as their family, school and neighborhood environments, could reinforce healthy behaviors and choices about sexual behavior and teen pregnancy

- Identify age-appropriate, research-based comprehensive material targeted for the Latino teen population and those working with this audience.

### ► **Esperanza Para los Niños: A Home Visiting Program to Enhance Infant/Mother Bonding for First-time Mothers and their Families”**

*Manuel Pérez, Missouri Health Department, Kansas City*

A grant to The Kansas City Missouri Health Department funded Programa Esperanza Para Los Niños. The project originated from the idea that new immigrants to Kansas City, Mo., often did not have access to their family support system, which was critical during times such as the birth of a new baby. The project identified a model that had been developed at the Family Development Project of The UCLA Neuropsychiatric Hospital. The project services include weekly home visits, parenting classes, support groups, lactation support, case management support, mental health referrals and family leadership development. The project staff are all bilingual and bicultural. Parent coach staff includes both paraprofessionals and persons with degrees. The evaluation findings indicate the project has been successful in achieving its objectives. Many best practices have been identified in the implementation of this Latino-based program. These will be discussed as well as the adaptations that were necessary to make the model culturally competent for implementation in the Latino community

### ► **Comprehensive Family Support System: The ParentLink Model**

*Carol Mertensmeyer, ParentLink Program, University of Missouri Extension*

Parentlink represents a united front of professionals who come together to support parents, families and communities. It is based on system theory (von Bertalanffy 1981) and, more specifically, the ecology of human development (Bronfenbrenner 1979). ParentLink strives to build partnerships with other organizations and agencies whose missions are to support children and families.

ParentLink has served Missouri families and communities since 1898 with fantastic results. ParentLink has a long history of professionally reviewed parenting resources. In 1992, we published the “Guide for Choosing Parenting Curricula I,” which was shortly followed with guides for Hispanic American, Native American and African American populations. In April of 2002, ParentLink published the first guide for professionals who work with families of Hispanic origin to improve the quality of parenting education and support services for this population.

As of September 2006, ParentLink opened a WarmLine in Spanish. So far, we have reached 300 families in 10 counties.

## Health

### ► **Addressing the Mental Health Needs of Latinos**

*Amelia Caldwell, Development Coordinator, Mattie Rhodes Center*

Panelists include:

- Maria Elena Benavides, MHD, Visions with Hope 360o coordinator
- Amelia Caldwell, MS, MPH, development coordinator
- Luis Cordova, CSACII, substance abuse program coordinator
- Gayle Erikson-Laney, MSW, LCSW, clinical director
- Cielo Fernandez, ME, Promotoras project coordinator

- John Fierro, MBA, MPA, executive director
- Iberty Gideon, MA, bilingual therapist
- Lydia Madruga, MSW, LCSW, bilingual therapist

The rapid Hispanic population growth in the four-state region is outpacing the availability of culturally and linguistically competent mental health providers. Mattie Rhodes Center is a nonprofit mental health and social services agency that has been serving the Hispanic population of Kansas City, Mo., for more than 20 years. Based on current published research, promising best practices and clinical experiences, a panel of MRC administrators, bilingual therapists and case managers will discuss mental health among Latinos in the U.S.; disparities in access, quality and use of mental health care; understanding Latino cultural characteristics; impact of immigration and acculturation experiences on mental health; evidence-based interventions for Latinos; using a holistic, culturally competent approach; and evaluation of program effectiveness and outcomes.

## ► **Mujer Latina: A Breast Cancer Education Kiosk for Hispanic Women in Kansas City and St. Louis**

*Debbie Pfeiffer, MA, Rebecca Hegarty, MPH and Matthew Kreuter, PhD, MPH*

This project is a collaboration of many partners through the Minority Cancer Awareness Coalition of Kansas City. The goal of this collaboration was to develop and implement a kiosk-based interactive computer program designed to provide culturally appropriate and individually tailored breast cancer and mammography information to Hispanic women in Kansas City and St. Louis.

### **Methods**

During the development phase, focus group interviews with Hispanic women ages 18 and older in Kansas City (n=19) and St. Louis (n=49) were analyzed and findings were compiled according to discussion topics and subtopics. These findings informed the design of the kiosks and magazines as well as the magazine content. The implementation phase is ongoing. Kiosk user data is analyzed by usage numbers and the knowledge scores of women who complete the touch screen assessment.

### **Results**

Focus group discussions confirmed what we had found in the literature: Hispanic women hold a fatalistic outlook toward cancer. To these women, the fact that cancer might be cured is overshadowed by their belief that the cancer will always be there. For the most part, women believed that finding cancer early meant greater chances of survival. They also suggested that they do worry about breast cancer and screening but only when they see their doctor once a year. This supports our finding that Hispanic women are not concerned with prevention if they are feeling healthy. With regard to mammography, women said that despite the discomfort, they would get a mammogram. Women also reported that they would go to a place where Spanish is not spoken but preferred locations where Spanish is spoken. The women also preferred to go somewhere they knew they would be treated even if they have no health insurance.

The women seemed to agree that they would approach the kiosk out of curiosity, but it would take more to get them to touch the kiosk. They suggested attracting Hispanic women to the kiosk by putting pictures of Hispanic women on the kiosk itself along with Spanish words. Women recommended placing the kiosks at places they frequent. These places include clinics, pharmacies, social service organizations, government agencies, banks, malls, churches and grocery stores.

According to the American Cancer Society, Latinas have a lower incidence rate of breast cancer, 84 per 100,000, than non-Hispanic Whites, 147 per 100,000. However, this rate is rising faster than for any other female ethnic group and breast cancer diagnoses among Hispanic women often occur at a later stage of

disease than in non-Hispanic women. This late diagnosis is related to the underuse of screening, including breast self-exam, clinical breast exam and mammography. The need for providing breast cancer education to Hispanic women has been reinforced by information gathered from women who used the Mujer Latina kiosk during its first six months in St. Louis. Usage and user knowledge data for Kansas City will be reported pending IRB approval. Preliminary analyses of St. Louis data conducted among 179 kiosk users show that knowledge about breast cancer and mammography is low. On average, users answered only 5.6 of the 10 questions correctly, with 55 percent of women indicating that a diagnosis of breast cancer always leads to death. These findings suggest there is much room for improvement in breast cancer knowledge among Mujer Latina users. Moreover, preliminary analyses among 64 kiosk users over age 40, for whom mammography is indicated, show that only 57 percent report ever having had a mammogram.

### **Conclusion**

The results of the focus group interviews indicate that Hispanic women in Kansas City and St. Louis would use a computer kiosk placed in locales they are familiar with for information on breast cancer and mammography. Usage data in St. Louis demonstrates that women are using the kiosks. Mujer Latina in St. Louis debuted in April 2006, and as of October 2006, 256 users had interacted with the kiosk in two churches, two social service agencies, one neighborhood clinic and a Latino market.

Hispanic women who use the kiosk and receive a tailored magazine will have greater understanding of breast cancer causes and risks and the importance of screening, increased awareness of strategies they can use to overcome barriers that might keep them from getting regular mammograms and community resources that are available to help them.

## **► Visions with Hope 360°: Establishing local networks to improve the status of Latino Families**

*Maria Elena Benavides, program coordinator, Mattie Rhodes Center*

*Derrick Willis, research associate, Institute for Human Development, University Of Missouri-Kansas City*

The Visions with Hope 360° project is one of 60 projects of national significance funded by the United States Department of Health and Human Services. Visions with Hope 360° is a local partnership with UMKC, Institute for Human Development and Mattie Rhodes Center. The Visions with Hope 360° staff provides comprehensive services to Latino families that include children with disabilities, which will preserve, strengthen and maintain the family unit and provide for the optimum growth and development of the children. The overall goal of the project is to develop, implement and evaluate new ideas and promising practices that support healthy, inclusive lifestyles for these Latino families

Mattie Rhodes Center is a community-based social services agency providing culturally appropriate behavioral health services to the Spanish-speaking population in Kansas City. The mission of Mattie Rhodes is to strengthen Kansas City children, families and community by providing social services, mental health counseling and art experiences in a bilingual, culturally-sensitive environment.

The Institute for Human Development, located within the University of Missouri-Kansas City, is an applied research and training unit for human services. The Institute, one of more than 60 members of the Association of University Centers on Disability, seeks excellence in education, research and services supporting individuals, organizations and agencies. The Institute exemplifies the University's goals of academic excellence and helping people reach their potential in the communities in which they live. The Institute conducts and collaborates on a wide variety of applied research projects to develop, implement and evaluate new ideas and promising practices that support healthy, inclusive communities.

The Visions with Hope 360° project is entering its third year of operation. The one-stop resource center is located in the Northeast area of Kansas City, Missouri. Recently, the Northeast area of Kansas City

experienced a significant increase in Latino families. The Visions with Hope 360° one-stop resource center has served more than 100 families during its two-year history. The center provides three levels of support to families. The following is a list of support services:

- The first level of support is information and referral services. The Center has translated documents into Spanish and works with the Missouri Developmental Disabilities Resource Center to provide information to Latino families. The staff at Visions with Hope 360° works to establish relationships with local providers and help the families navigate the social service systems through case management.
- The second level is peer support. The center has developed a family support group that meets monthly to discuss family issues. This is the only family support group in the area that provides all of the information in Spanish. The family support group has allowed parents to connect with other parents who share similar experiences. Many parents have participated in training opportunities related to advocacy, educational rights and mentoring.
- The last level of support to families is in-depth, family-centered planning. Families receive individualized assessments to identify the needs of each family member. Specific goals are developed to address issues related to improving family relationships, education, parenting, employment, health and housing.

The Visions with Hope 360° presentation will provide participants with the history of the partnership and the successes and challenges as well as the approaches used to accommodate the needs of the Latino families being served. Each year, the Visions with Hope 360° project grows as we become more experienced in working through the challenges and opportunities offered by the Latino families we serve. The promising practices proven to be effective in serving Latino families will be discussed with participants.

The presentation will also highlight some of the local and state partnerships that have been established over the two-year period. Local school districts, agencies serving those with disabilities, the Department of Mental Health's Regional Center and some of the families that have benefited from the services will discuss their involvement in the process.

The Visions with Hope 360° staff will present lessons learned when implementing strategies to facilitate the successful transition of Latino families into the communities in which they live. Staff will share some results from evaluations and satisfaction surveys that were conducted last year. The significant findings will be presented as tools to help others as they work to improve the lives of Latino families entering Missouri communities.

The Visions with Hope 360° project's link to policy and practice is inherent in its partnerships with federal, state and local government agencies. The U.S. Department of Health and Human Services funded the project as an applied research project. Every six months, Visions' staff is required to report accomplishments, barriers, significant findings and strategies used to serve Latino families. The information collected from our research is used to develop future policies related to strategies and opportunities for other states.

The state partners receive regular updates and policy recommendations from staff. The departments of mental health, social services, education and health and senior services have all submitted letters of support and have been involved since the beginning of the grant. Local issues affecting the delivery of services to Latino families are discussed with state partners, and policy recommendations are formulated from experiences and findings.

## ► Providing Effective Mental Health Services to the Hispanic Community in St. Louis, Mo.

*Lia A. Roth, Catholic Charities Community Services, Southside*

*Theresa Samway, Saint Louis University*

*Amanda Gonzalez, Washington University in St. Louis*

*Kate Early*

*Courtney Prentis, Catholic Charities Community Services, Southside*

Catholic Charities Community Services Southside is a community-based service provider for the Hispanic population of St. Louis. This presentation will address recurring issues faced by the mental health team in providing bilingual therapy to undocumented and monolingual individuals. Through examples and case presentations, three specific areas affecting the creation and implementation of the mental health program will be discussed: operational challenges, bridging the social service system with therapeutic services and clinical work.

## ► Practicing Preventative Health Care through Cultural and Language Differences

*María Boudreaux, María L. Boudreaux and Associates*

Maria Boudreaux and her group provide dietitian consulting and clinical services to community agencies, health care facilities, schools and home health agencies. A growing number of her venues are in mixed-language settings or environments in which the language is mostly Spanish. Current and recent projects include Spanish-language diabetes workshops, individual and group diabetes education in Spanish and healthy eating programs in mixed-language settings. Presently, she and her group are working with KC-CDC in the development of bilingual and mixed-language diabetes awareness and education presentations.

Early intervention and diagnosis could have a significant impacts on one's health and well-being. Additionally, lifestyle choices could dramatically increase or decrease one's risk for many chronic diseases. Such preventative healthcare requires awareness and sufficient understanding and motivation to make meaningful lifestyle changes. Unfortunately, culture and language differences might make it difficult for preventative healthcare providers to raise awareness and impart understanding. Maria will draw from her own experience to list and discuss some of the obstacles that might interfere with practicing preventative healthcare across cultural lines. She will also discuss her own planning and presentation methods and offer suggestions and ideas about overcoming cultural obstacles. Some obstacles might even be opportunities.

## ► Health Literacy: Using Computers to Access Medline Plus in Public Health Clinics

*Linda Cooperstock, Marjorie Sable, Kristin Havig and Eleazar González, Columbia/Boone County Health Department*

Findings from our research on improving family planning outreach and services for Hispanic immigrants in Boone County indicated a strong desire for more health information available in Spanish. To address this need, we purchased two computers for the Columbia/Boone County Health Department, one in the clinic and one in the WIC program, and one computer for the Family Health Center. These computers are linked to Medline Plus, a health education software program in English and Spanish that was developed by the National Library of Medicine. Patients in these clinics will be able to access health

information in English or Spanish. We will have trained staff available to help users several hours a day through the end of February 2007, when our grant from the Missouri Foundation for Health ends. A survey developed by the National Library of Medicine will be conducted to assess user acceptability and satisfaction with the computer program. The goal of this project is to increase health literacy for users of these public health clinics, with particular emphasis on Hispanic immigrants. We will report on our experience with implementing this health literacy project and on early findings from the survey.

### ► HIV and AIDS in the Hispanic Community: One Clinic's Response

*Daniel Del Valle, Truman Medical Center-Hospital Hill Infectious Diseases Clinic*

*Maithe Enríquez, Truman Medical Center-Hospital Hill Infectious Diseases Clinic and University of Missouri-Kansas City School of Nursing*

*Rose Farnan, Truman Medical Center-Hospital Hill Infectious Diseases Clinic*

*Gabriela Flores, Truman Medical Center-Hospital Hill Interpreter Services*

*María Pullido-Parra, Ryan White Case Management*

The number of Hispanics living with HIV/AIDS in the United States is increasing (Kaiser Family Foundation 2006). The 2005 CDC HIV Surveillance Report indicated that six of nine jurisdictions in the U.S. with primarily Hispanic populations had the highest number of HIV infection cases. Among women living with HIV in the U.S. at the end of June 2005, 30 percent were Latina (La Prensa Latina 2006). Although about half of all U.S. Latinos have resided in California and Texas, employment opportunities in smaller urban communities have resulted in large numbers of Hispanics moving to the Midwest. This migration has brought an increase in the number of Hispanics with HIV/AIDS.

Truman Medical Center, primary teaching hospital for the University of Missouri-Kansas City health sciences schools, serves a diverse predominantly low socio-economic population. During 2006, TMC experienced a three-fold increase in the number of Hispanic patients with HIV/AIDS served. Our outpatient Infectious Diseases clinic is providing primary care for 86 Hispanic adults living with HIV/AIDS. One trend we have observed is that the Hispanic patients often present to our hospital and clinic in crisis and have poor adherence to routine health care appointments. Most of the Hispanic patients we serve are monolingual Spanish-speakers or have limited English proficiency.

In response to the increase in Hispanics living with HIV/AIDS in our community and in an effort to engage this population in care and decrease the known risk for health disparities that Hispanics with HIV/AIDS face, we have implemented several new programs. A bilingual care team was created in our ID clinic. In addition, interpreters are readily available for health care providers who do not speak Spanish. Working with the interpreter services department, a number of our patient education materials were translated into Spanish and reviewed by a committee to ensure cultural appropriateness. Action plans were developed to enhance engagement in care and adherence to HIV treatment. Finally, we recently initiated HIV rapid testing in the labor and delivery department. Educational tools were created for women who present to deliver but have not been tested for HIV in pregnancy or have not received prenatal care. These tools, developed in English and Spanish, give women the information needed to make a decision about taking a rapid HIV test and provide information about linkage to care and case management.

In this hands-on workshop, we will share our experiences and our educational materials. We will discuss our challenges and successful strategies used to overcome those challenges to enhance practice and improve our ability to provide high-quality health care to a vulnerable population.

## ► Challenges of Growing Need for Bilingual Substance Abuse Treatment Among Latinos in Kansas City

*Mercedes Mora, Counselor, CSAC II, Guadalupe Center, Inc., Dia Por Dia Program*

The Dia Por Dia program operates out of Guadalupe Center's Casa Feliz Counseling Center, located in Kansas City's Westside. Dia Por Dia serves uninsured, low- to moderate-income males and females, youth and adults, challenged with dependency of alcohol and other drugs. Our clients are primarily Hispanic, predominately Spanish-speaking individuals who are mostly referred by the Department of Corrections. Dia Por Dia was established in 1991.

Our program has successfully completed the ADA certification process for outpatient treatment and is faced with meeting the growing need for bilingual treatment in Kansas City. Dia Por Dia has more than a decade of experience serving the substance abuse treatment needs of Latinos challenged with dependency. Specifically it works through a comprehensive holistic approach because it incorporates the array of social services available on-site to support a long-term recovery.

Panel presentation will focus on sharing the program's services and format. It will share the challenges and success in ADA certification process and the increasing need for bilingual and bicultural certified counselors and programs.

## ► Building Community Capacity to Address Health Disparity Issues in the Rural Hispanic Midwest: A Community Based Participatory Action Research Approach

*Ben Mueller, Project Export Community Outreach Core, National Center for Rural Health Professions, University of Illinois College of Medicine at Rockford*

*Sergio Cristancho, National Center for Rural Health Professions and Department of Family and Community Medicine, University of Illinois College of Medicine at Rockford*

*Marcela Garcés, Community Health and Outreach, National Center for Rural Health Professions, University of Illinois College of Medicine at Rockford*

*Karen Peters, Division of Health Policy and Administration, University of Illinois at Chicago School of Public Health, Institute for Health research and Policy*

Disparities in access to and quality of health care suffered by Hispanics are growing when compared to those suffered by other underserved groups in the U.S. However, less understood is the impact of these trends on the health of rapidly growing Hispanic communities in the rural Midwest.

The proposed workshop will address some key conference research themes, including barriers to health care access and strategies to overcome them among rural Hispanic communities in Illinois. This workshop will provide attendees with an overview of a methodological approach known as Community-Based Participatory Action Research that is currently being used by the research team to address Hispanic health disparity issues in rural Illinois. The CBPAR process includes assessment, implementation and evaluation phases.

Part one will provide background information on the formation of 10 local Hispanic health partnerships throughout rural Illinois using a multi-stakeholder approach. The principles of CBPAR will be outlined as applied to facilitate community involvement throughout the three cyclic and iterative phases: assessment, implementation and evaluation.

Part two will present and discuss preliminary results from 941 surveys and 21 focus groups that were conducted between 2004 and 2006. The objective was to identify major health concerns, barriers to health care and preferred health promotion strategies among rural Illinois Hispanics. A case study will be used to closely examine acculturation variations and the influence of other relevant sociodemographic variables on this population's preference for certain health promotion strategies.

Part three will present and discuss examples of community migrant projects that were developed by some participating partnerships to address major concerns they identified throughout the assessment phase. Here, the case study will emphasize the types of technical helpance provided by the researchers to participating communities currently implementing migrant projects.

Part four will present and discuss theoretical frameworks and the adaptations that were necessary to develop a comprehensive and culturally appropriate evaluation approach to this research effort. The case study will present results from the initial evaluation of community impact and the evaluation of Hispanic health partnerships.

Finally, part five will consist of proposing a formal space to facilitate interactive discussions with the audience about major opportunities and challenges that this model poses to addressing health disparity issues among growing Hispanic communities in the rural Midwest. Questions and highlights of the lessons learned to date from this experience in Illinois will be briefly presented to facilitate an opportunity for participants to share similar or different experiences in other Midwestern states.

### ► Diabetes Prevention in Latino Children

*Suzanne Walker, Missouri State University, Department of Sociology, Anthropology and Criminology*

The frequency of children in the United States diagnosed with Type 2 diabetes is quickly rising, with many diagnoses as young as 6 or 7 years of age. Diabetes disproportionately affects minorities, and particularly Latinos. We are about to undertake an applied health education program focused on the prevention of diabetes in a group of Latino children in Springfield, Mo.. In this longitudinal study, we will track and monitor children's growth patterns through data collection, activity levels and diet through regular surveys. We will provide education and training on healthy lifestyle practices relating to diet and exercise. Children will also be screened for diabetes and pre-diabetic conditions blood pressure and blood glucose testing; the frequencies of new diagnoses will be compared to those in the population at large and those in other Latino populations. About 115 school-age children will be targeted although the expectation is that not all will participate. We will longitudinally track the progress of all that we can maintain of our original study group. Methodology will include techniques from cultural anthropology, for example ethnographies and kinship charts, and biological anthropology, for example anthropometry. Participating physicians and physician helpants will provide clinical expertise. The medical personnel include some native Spanish-speakers. We plan to conduct a pilot study with a group of about 20 children in early spring to test feasibility of data collection for anthropometric measurements, and will here present our preliminary findings.

Our goal is to prevent or at least delay the onset of diabetes in this particular study population using a combination of family health histories, proven health education techniques, innovative interventions and screenings. Raising awareness of and education about diabetes from a young age has a much higher chance of influencing behavior than do similar activities introduced at adulthood. A secondary benefit will be to educate the parents through their children. Parents are more inclined to follow through with preventive care for their children than for themselves. It must be stressed that preventive measures are best targeted early in childhood before unhealthy behaviors become habits.

This applied research project will be conducted at a venue where one of us has, for six years, been involved in a children's literacy group. Since it is often difficult to gain access to an immigrant population, we will benefit from accessibility to a regular gathering of Latino children with whom familiarity and trust has already been established. This timely endeavor will focus on a health issue that has high nationwide priority at this time and will produce outcomes that can be easily assessed.

## ► Maximize Your Impact with Collaboration

*Siobhan Champ-Blackwell, Community Outreach Liaison*

*Barbara Jones, Missouri Liaison, National Network of Libraries of Medicine*

Where do you begin when you thinking about ways to collaborate with someone in your institution or in your community to create an effective health information outreach project? Several resources are a starting point. Each focuses on specific components of collaborative outreach. Resources with ideas and solutions for collaborative efforts will be presented. Also, learn how the National Network of Libraries of Medicine can help you in any outreach efforts you are involved in at any step along the way.

## *Civil Rights*

### ► Opposing Racism, Anti-Semitism and Bigotry...from the Minuteman Civil Defense to the Missouri Legislature

*Angela Ferguson, attorney, Austin and Ferguson, L.L.C.*

Panel will discuss the need for active, massive grassroots organizing against the anti-immigrant, white supremacist movement that is growing in Missouri, Kansas and our nation. We will cover the history of the anti-immigrant movement in our region, the current activities of groups such as the Minuteman Civil Defense and FAIR and the steps that are being taken to oppose them politically and socially. The threat to the undocumented immigrants in our states is real. Upcoming legislation could limit housing, health care and education for the children of undocumented immigrants.

We will discuss the Comprehensive Immigration Reform opportunities in Congress and the need for advocacy at the national level to obtain positive benefits for our residents. The main focus, however, will be on the state-level work that is needed, in light of the recent Missouri Immigration Committee's report and recent activities in Missouri and Kansas by groups such as FAIR and the Minutemen.



*2008*

## Education

### ► The Latino/a Educational Pipeline: Creating an Inclusive Culture for Education

*Edward A. Delgado-Romero, University of Georgia, Athens, Ga.*

Traditionally, U.S. Latinos have lived in seven states, California, Florida, Texas, New York, Illinois, Arizona and New Jersey. The 2000 Census revealed that the Latino population had dramatically grown in states such as Missouri and Georgia. For example, Missouri experienced a 92 percent growth in the Latino population between 1990 and 2000 with some Missouri counties experiencing growth of more than 1,000 percent. Such rapid growth presents enormous challenges to the educational system that is reflected in high dropout rates of Latinos from pre-Kindergarten through graduate school.

In my work in Georgia, I have focused on establishing an educational conference focused on helping school counselors achieve the training they need to work effectively with Latino students (Delgado-Romero, Mathews and Paisley 2007). This training ranges from technical, for example evaluating foreign transcripts; to informational, for example on the diversity of the Latino population; to skills-based, for example using Latino identity development in counseling. Themes throughout my work include cultural empowerment, addressing inequities and the need to transform educational systems.

The majority of my work focuses on creating a successful educational culture that uses a healthy map of Latino identity development. Rather than forcing all Latinos into one mold or ignoring cultural differences, I encourage professionals to foster a culture of academic success. This success includes active fostering of parental involvement, identifying cultural strengths, challenging discrimination and the status quo and active commitment to the recruitment, retention and promotion of both Latino educational professionals and culturally competent educational professionals of all ethnicities.

The completion of a college degree could make a difference of \$2 million in earnings over the lifetime. Also, Latino dropout rates are epically bad compared to any standard. These facts combined with an increasingly technological society make the issue of creating an inclusive culture for Latino education an urgent priority both on the national and state level.

This session will focus on providing an overall framework for Latino education while asking participants to discuss implementing the framework on the local level. This session will focus on recognizing the diversity of the Latino population, while at the same time recognizing the emergence of a pan-ethnic Latino identity (McConnell and Delgado-Romero 2004) in the U.S. That is, both differences and similarities are important in understanding and celebrating Latino culture. Special emphasis will be placed on applications for the state of Missouri.

### ► Situating Students as Knowledge Producers: Encouraging Latin Youth through Participatory Action Research

*Gwyndolyn J. Weathers, University of Missouri-Columbia*

When we encourage students' understanding of themselves as more active participants in their own education, the experience could be more meaningful to them, keep them engaged and encourage their intellectual and personal growth both in and beyond the classroom.

One of the best tools for enabling students to think of themselves as knowledge producers, rather than merely passive recipients of knowledge 'given' to them by the teacher or professor, is original research. Students could producing research questions of interest and subsequently collect and analyze data on

questions that relate directly to students' lives. Having experienced success with this in my university classrooms in Puerto Rico, I am turning to high school as well as college-age Latina youth to foster research skills on questions relating to students' understanding of higher education in their own lives. Examples of possible questions include: How do young Latinas think about higher education in their own lives? What influences are most important in enabling them to desire a college education? What are the most important challenges they face in developing a self-image as college-bound college graduate? For those already in college, what are the challenges they face in maintaining their desire and stamina to finish their degree program?

I make use of a version of participatory action research that emphasizes collaboration between the students and myself; in this way, I can serve as a guide and mentor, but we work together to create the questions to which we seek answers. This project is based in Boone and Howard counties in Missouri.

The goals of this project are to

- Enable Latina students to see themselves as knowledge producers through inviting them to collaborate in the creation, administration and analysis of questionnaires on the topic of education in the lives of Latina youth
- Obtain data that can be used to encourage high school Latina youth to stay in school and pursue a college education
- Foster communication between Latina high school and college students to enable mentorship of the younger students by those already attending college, and in this way strengthen community and university ties

## ► Missouri Teacher Candidates Working Together to Prepare for Classroom Diversity

*Jamaine Abidogun, Missouri State University, Springfield, Mo.*

This abstract addresses the conference motto, Uniting Cultures–Uniendo culturas, because it provides a demonstration of Hispanic and Latino university students working with predominately White university students in a workshop format to become more effective classroom teachers. This presentation details a model for presenting Hispanic perspectives in education to teacher candidates who are earning their degrees to teach early childhood through grade 12. It consists of both a panel and breakout sessions with groups of predominately White teacher candidates. Hispanic and Latino student leaders break down cultural and racial barriers through dialogue and modeling. This workshop was implemented in Fall 2007 at Missouri State University. It focuses on making connections with students, families and cultural contexts to effectively support Hispanic and Latino learning in Missouri classrooms. The presentation consists of an overview of the materials and activities each student leader implemented and a summary of responses, questions and concerns from participants in the workshop.

## ► Latina/o Secondary School Student Climate Research: A Summary and Application

*Patton Garriott and Marlen Kanagui  
University of Missouri-Columbia*

Latina/o students attending public high schools in the U.S. drop out at rates two times higher than their White counterparts (Pew Hispanic Center 2007) Latinas/os also report less overall support and increased stigmatization and perceive lower expectations from school faculty, staff and peers (Avilés, Guerrero,

Howarth and Thomas 1999). As a result, some researchers have suggested that Latina/o students are being facilitated out of high school. Such claims warrant attention to the relationship between school climate and academic persistence decisions among Latina/o students (Trusty, 1996). Therefore, the purpose of this presentation is two-fold. First, the presentation will highlight current research on the academic and social barriers faced by Latina/o high school students. Second, the presenters will discuss a study in progress on school climate among Latina/o and White students in the Midwest.

In addition to highlighting sociocultural factors related to Latina/o high school students' academic and psychological well-being, there is also a need to understand perceptions of Latina/o students held by their White peers. The findings might help in enhancing the climate of increasingly diverse secondary schools. The purpose of the study in progress, therefore, is to explore the perceptions of non-Latina/o and Latina/o adolescent secondary school students toward their school's racial and ethnic climate. A research team will conduct semi-structured interviews with about 8 to 12 Latina/o and White secondary school participants for 18 to 24 total. Interviews will last 60 to 90 minutes and team members will code them to establish data patterns and themes (Hill, Thompson and Williams 1997). Presently, an interview protocol has been developed and target schools have been identified. The study will be discussed in terms of potential findings and methodological concerns.

### ► Mainstream Teachers of English Language Learners: Potential Obstacles

*Megan Strawsine*

*University of Missouri-Columbia*

Mainstream teachers are becoming more and more likely to have an English Language Learner as a member of their classrooms. Between the 1994 and 1995 and 2004 and 2005 school years, Limited English Proficiency enrollment in the U.S. grew by 60 percent, compared to national K-12 enrollment, which only grew by 2.6 percent (National Clearinghouse for English Language Acquisition, 2006). These ELL students typically spend at least a portion of their school day in the mainstream classroom setting. However, mainstream teachers in the U.S. are often unprepared to teach ELL students and address the challenges they might face (Calderon 2006). Further, these teachers come to school with certain beliefs, attitudes and expectations about ELL students that could be inaccurate and detrimental to the students.

In general, ELL students face various struggles in school and have low achievement compared to native English speakers (National Center for Education Statistics, 2006). These students pose a potential challenge to mainstream teachers. Inadequate preparation for teaching ELL students, combined with inaccurate beliefs, attitudes and expectations might cause low teacher self-efficacy. Consequently, low teacher self-efficacy could negatively affect student achievement. This is especially detrimental for a group of students that is already likely to be struggling. The purpose of this presentation is two-fold. First, the presentation will highlight the specific beliefs, attitudes and expectations mainstream teachers have for working with ELL students. Second, the presenter will discuss preliminary findings of a study in progress on the development of a scale to measure mainstream teachers' self-efficacy for teaching ELL students.

### ► Assessing the Pipeline of Latinos into Higher Education

*Veronica Medina, Karina Ramos, and David Aguayo*

*University of Missouri-Columbia*

The junction between high school and college has tremendously important ramifications for Latino students' futures, especially with regard to their placement in occupational structures. Analyzing structural, cultural and institutional influences, we outline crucial information about Latino high school

students' entry into and persistence in higher education. We assess the factors that contribute to, or hinder, Latino students' desire to go to college and their transition into colleges and universities.

Once enrolled in colleges and universities, Latinos students face challenges that affect them materially, socially and psychologically. We consider the role of ethnicity and gender at the college level of the educational pipeline. We analyze features of colleges and universities, such as student organizations, faculty mentoring, and innovative transfer strategies, including those of Hispanic-serving institutions, that contribute to Latino student success in college. We discuss the contributions of student life and curriculum scholarship to the issue of retaining Latino college students.

Finally, we provide suggestions for strengthening the body of literature on Latinos in higher education.

### ► Successful Latina College Students in Kansas City

*Mauricio Gomez Montoya, University of Missouri- Kansas City*

Our presentation will consist of showing the video produced for a graduate-level course in the higher education administration program at UMKC. The objective of the assignment was to examine a student subculture. Our video focuses on successful Latina students at the University of Missouri-Kansas City and how different aspects of their lives such as background, family support, involvement and financial aid have helped to make them successful students. The video is filmed in a documentary format in which the producers and directors allowed the interviewees to tell their story. After showing of the video, the presenters will briefly discuss the implications and respond to questions from the audience. We intend to unveil the stereotypes that have developed about Latina students in the past.

### ► Language Learning and Immigration in Higher Education

*Mónica Marcos-Llinàs, University of Missouri- Columbia*

This paper outlines the personal and cultural benefits of having advanced-level college students of Spanish combine their language studies with personal involvement in the local and regional Latino community. Since January 2007, advanced students of Spanish at the University of Missouri-Columbia have combined traditional classroom language study with direct involvement in the Latino community, and as a result these students have become more familiar with important issues relating to Latino culture. Despite the additional work involved in adding a community component to the course curriculum, results show that both the college students and the members of the Latino community benefited from this project. Students' personal experiences, research data and pedagogical implications will be shared during this presentation.

### ► Sí podemos! Drawing Strength from One Another: A Panel Discussion with Latino/a Graduate and Undergraduate Students

*Moderator: Lisa Y. Flores, University of Missouri-Columbia*

*Veronica Medina, Monique Mendoza, Marlen Kanagui, Karina Ramos and David Aguayao, University of Missouri-Columbia*

Research suggests that over time, Mexican American students abandon their educational aspirations at alarming rates. Studies have continually documented that Mexican American students have high educational aspirations (Hernandez, Vargas-Lew and Martinez 1994; McWhirter, Hackett and Bandalos 1998; Ramos and Sanchez 1995; Reyes, Kobus and Gillock 1999; Valenzuela 1993). However, data indicate that less than half graduate from high school and only 7.5 percent complete college (U.S. Bureau of the

Census, 1999). This presentation will include a panel of exceptional Latino undergraduate and graduate students from diverse backgrounds who have succeeded in college and have overcome challenges to achieve their educational dreams: attaining advanced degrees. Specifically, the panel will discuss the transition from undergraduate to graduate training and will highlight key factors to preparing for graduate study. The panelists will respond to a predetermined set of questions about psychological, sociological and cultural variables relevant to their success. Time will be allotted for the panelists to address questions from the audience.

## *Change and Well-being*

### ► Latino Newcomers: Cultural Adaptation and Ethnic Identity

*David Aguayo, Lisa Y. Flores, Corinne Valdivia, Stephen C. Jeanetta and Domingo Martínez, University of Missouri-Columbia*

The U.S. immigrant population is at its peak since the early 1900s, and immigrants from Latin America comprise the majority of immigrants from around the world. A migration shift to the heartland has been noted. In Missouri, more than 120,000 Latinos reside in the state, a figure that is double the amount from the 1990 census figures (Lazos and Jeanetta 2002). The communities in which the newcomers are settling, are faced with complicated issues that might affect the settlement of these newcomers. These issues contribute to the challenges of Latinos in their settling communities and include dealing with education, health care and legal documentation (Jeanetta and Valdivia 2007). Differences among immigrants, such as their reasons for migrating, also create a unique adaptation experience for the newcomer.

We will present findings of a qualitative study that has examined the ethnic identity and adaptation of Latino newcomers in a rural community in Missouri and has assessed the relation of identity and adaptation to their settlement and integration patterns in the host community. The current study is important because it will supplement research conducted in the Midwest regarding Latino newcomers and will enable professionals within rural communities to have a better understanding of how these newcomers adapt to their new American culture.

#### **Method**

Participants were 46 Latino immigrants, 25 female and 21 male, from three rural Missouri communities who, on average, lived in the U.S. for 12.04 years (SD=10.20; range 1-44). The communities were selected because they included a diverse group of Latino immigrants found across the Midwest and had experienced the high growth rates of Latino immigrants.

Focus group interviews were conducted for groups of women and men separately at a site within the community. Interviews were conducted in Spanish, and participants answered 18 questions pertaining to the strategies Latina/o immigrants use to integrate into their communities and the factors that facilitate or impede their economic integration. Three major areas were chosen to help reveal the strategies or impediments of the newcomers: economic, social and cultural integration.

#### **Analysis and discussion**

Focus groups have been completed, and the interviews have been transcribed and translated. Qualitative procedures will be used to analyze the data. Open coding will identify meaning units line-by-line, and axial coding will be used to identify recurring themes. First, the focus groups will be treated as independent sets of data, one for each community, to discover community-specific information. Then, they will be examined as a group to discover similarities and differences across communities and to develop a sense of which themes are tied to specific communities. Once the data is coded, the team

will examine the data for repeatable patterns and connections between themes. The focus groups will be analyzed to understand ethnic identity and acculturation among the participants and the relation between these variables to the development of indicators used to settling in the community. Implication of the findings for practice interventions and community building will be discussed.

## ► Professionals as Participants in Their Own Training for Work with Latino Farmers

*Jan Flora and Hannah Lewis, Iowa State University*

This paper will describe the program that was developed for training Extension and other professionals to work with Latino farmers. Supported by a grant from NC-SARE, this effort focuses on institutional change and capacity building to make key agricultural education organizations and service providers more oriented to serving Latino farmers. The process begins with multicultural training followed by monthly sessions on issues related to small farmer production and marketing, with a focus on local food systems, business development and Latino business networks. We will also briefly discuss the development of a local food system, farm business incubator and training program for beginning Latino immigrant farmers that is underway in Marshalltown, Iowa.

## ► Change and Integration in Kansas City, Mo., as Evidenced by Public Literacy

*Jenny Bossaller, Kim M. Thompson and Denice Adkins, University of Missouri-Columbia*

This research explores the uses of literacy by Spanish-speaking or bilingual Latino groups within the Kansas City area. Through ethnographic study, it seeks to connect, through comparison and contrast, evidence of everyday literacy with more formal venues of literacy, specifically the public libraries within the Kansas City area. Because of the rapidly changing ethnic and cultural landscape of Kansas City, a wide variety of languages is often noted in public signage, graffiti and other formal and informal written communication. These written artifacts give evidence of cultural change when compared with spoken language within the environments and reports from key informants from the Latino community and librarians who seek to serve the Spanish-speaking population.

Despite the local focus of this project, the implications of the study are much more far reaching. As Fielding (1986) notes, “micro-sociological or macro-sociological work bears within it indirect reference to the existence of the other, so that, in maintaining one level of analysis, one also demonstrates that the other is an integral aspect to the phenomenon” (p. 20). The fact that language is an integral aspect of culture is a given; the phenomenon that this addresses is integration and resistance, with implications for both political participation and meeting the educational and information needs of children and adults.

The types and uses of literacy in a community are both social practices and functional skills. By studying the artifacts produced by a group, we can attempt to connect beliefs about what is useful and appropriate for communication within and between cultures. Barton and Hamilton (1998) discuss the difference between dominant and vernacular literacy practices, which are useful for understanding how people use literacy in their daily lives. Dominant literacy practices are regulated by authority, are structured and specifically taught. In contrast, vernacular literacy practices are self-generated, regulated by cultural norms or group practice, and are generally situationally mediated. There is evidence that the two overlap greatly within the Kansas City area; there is a level of acceptance and an embracing of the vernacular in many settings, while other settings stress the importance of teaching the dominant language. For instance, one library branch specifically embraces Latino heritages while collecting mostly bilingual books.

According to Blau (1977),

Both heterogeneity and inequality create barriers to social intercourse, on the assumption that common group membership and proximate status promote social associations...Differentiation and integration are complementary opposites. Differentiation implies barriers to face-to-face associations among the various parts in the social structure, and integration is defined in terms of the face-to-face association on the ingroup bonds established in the direct associations among persons in the same group (10).

By viewing literacy practices as an increasingly crucial realm of the social structure, we can gain insight into barriers to social equality.

## ► Talking to Nonimmigrants about Immigration: A Demonstration Workshop

*Judy Ancel and Megan Hope, The Cross Border Network for Justice and Solidarity and MIRA*

The issue of immigration could not be more politically charged. The U.S. is in the midst of one of its periodic anti-immigrant backlashes, and this one is turning out to be as frightening in its human rights implications as the anti-Irish and anti-Chinese campaigns of the 19th century. Our organizations focus on the human rights, educational and policy aspects of both global economy and immigration issues.

Members of MIRA first put together a presentation to educate Missouri legislators in January 2007 that was used with some success to begin the discussion about immigration. Since that time, the Cross Border Network and Kansas City MIRA have expanded and adapted the presentation for churches, unions and other community groups to engage citizens in an informed way about the difficult policy issues the immigration debate presents.

## ► The Economics of Immigration

*Pedro V. Dozi, University of Missouri-Columbia*

The aim of this paper is to survey the state of the literature in relation to the facts and findings about the costs and benefits of immigration. Additional objectives are to assess Latinos' economic impacts, address some controversial issues related to immigration and gauge its implications for the economy with special emphasis to rural areas including Missouri. Whenever possible, the review will focus specifically on low-skilled workers and those studies that focus on rural areas that have seen an immigration surge in the last decade. The emphasis on rural areas and low-skilled workers is related to latest academic research and public policy orientation.

We believe that this research is needed because current knowledge about the economics of immigration presented to the common citizen is severely skewed. Most news outlets have sequestered this contentious issue and used it to advance individual objectives related to public choice. Additionally, various elements of political economy, such as the presidential elections and senators eager to please their electorate, come into play when it comes to dealing with the issue of immigration and its impact into the economy. The combination of all these issues results in a poisonous cocktail that could hardly provide a coherent, unbiased set of information. Unfortunately, these elements of political economy have also affected certain academic circles. For instance, it is not unusual to find a researcher providing conflicting assessments about the same issue at different periods of time or at the same time but in different venues.

Many examples would contradict the edict of doom that many current researchers and news commentators prophesize with gusto. For instance, listening to news makes an individual believe the American economic crisis is due to mostly Latino immigrants, trade and China, in that order. Issues such as worker displacement, wage depression, job availability, social security solvency, tax contribution and evasion, erosion of the American way of life among others issues, are all being blamed on the tri-

factor mentioned above. Yet, a careful assessment of the economic and societal fundamentals reveals otherwise. For example, between 1991 and 2007, the U.S. created 28 million jobs, and the unemployment rate dipped to 4.6 percent from 6.8 percent. Meanwhile, the number of jobs actually lost to outsourcing is small, and recent reports suggest the outsourcing trend is slowing down, which means most of those jobs that were previously being exported are currently being implemented here. The Federal Reserve Bank estimates that every quarter, the U.S. loses somewhere around 7 million jobs and creates a bit more than 7 million more. The same study states that the loss of most of the manufacturing jobs, the types mostly taken by immigrants or outsourced, is due to domestic forces. For instance, as companies become more technologically advanced, they shed workers – it is a normal dynamic of fast-paced, highly competitive open-market society.

## ► Economic Growth for the Diverse Farm Worker Population and the Business Community

*Sandra Sharp-Self, Anita Franson and Stephen Borders, United Migrant Opportunity Services*

Thirty-five million Hispanics live in the U.S. with a labor force of more than 19 million. Missouri has soared with an increase of the Hispanic population reaching as high as 151 percent in some of our counties.

Communities face the challenge of a shortage of employees who speak both English and Spanish. This not only hinders access for limited English proficient people but also impacts growth and success in the business sector.

Increasing Latino or Hispanic populations brings a wealth of rich culture and strong work ethics to our state's labor force. By uniting cultures, Missouri stands to flourish in the workforce and business arena.

The Workforce Investment Act of 1998 provides a framework for unique workforce preparation and an employment system that was designed to meet the needs of business, job seekers and those who want to further their careers.

The National Farmworker Jobs Program is funded through the Department of Labor – with the WIA167 Program administered by UMOS staff in Missouri and Wisconsin. The National Farmworker Jobs Program operates in 50 states and from 2001 and 2005 enrolled 110,034 low-income farmworkers in the program who either found jobs outside agriculture or received helpance to stabilize their agricultural employment.

The NFJP's five-year performance results are among the highest of all Department of Labor programs with annual wage gain of \$9,202, retention rate at 180 days 78 percent and an entered employment rate of 80 percent.

United Migrant Opportunity Services is committed enhance community quality of life through workforce development programs. Staff provides services to migrant and seasonal farm workers with housing and farm worker programs in the state of Missouri.

UMOS has developed a comprehensive array of services around the National Farmworker Jobs Program. Bilingual staff guide job seekers to the ultimate goal of long-term independence through gainful employment while helping the employer with workforce development needs.

The organization became the recipients of the National Farmworker Program for Missouri in 2005. Sites are located in Monett, Independence, and Kennett, Mo., which serve the entire state. Ninety-one percent of Missouri's NFJP participants are Hispanic.

It is evident that our state's agricultural economy thrives from the hands of migrant and seasonal farm workers heavily depended on for labor-intensive crops. Watermelon, cantaloupe, peaches, apples,

cotton, corn, strawberries, potatoes and Christmas trees require skilled, experienced farmworkers for harvesting. UMOS strongly supports the migrant and seasonal farmworkers dedicated to farming with a desire to continue working in the fields. Supportive services and job enhancements are offered to eligible participants through farming skill upgrades.

During the program period, related helpance services enabled 62,923 farmworkers, especially migrants, to reach, attain or return from their agricultural jobs.

## ► Immigration Integration: Lessons from Illinois

*Virginia Martínez, Mexican American Legal Defense and Educational Fund*

Although anti-immigrant sentiment and legislation has significantly increased, a number of innovative, positive efforts are being made to welcome and integrate new legal immigrants and change the environment for all immigrants. Illinois is at the forefront of positive efforts. The governor of Illinois signed a New Americans Executive Order in 2005 to focus strategically on how to realize the potential of immigrants for the benefit of the entire state. An Immigrant Welcome Center has been opened to help immigrants in understanding and accessing state programs. A New Americans Immigrant Policy Council is being created under the executive order to identify best practices and make recommendations to state government on policies and programs to ensure that immigrants have the necessary tools to become full contributing state residents.

The Metropolitan Suburban Mayors in conjunction with the University of Notre Dame Institute for Latino Studies Center for Metropolitan Chicago Initiatives held a series of roundtable discussions on issues related to immigrants, particularly those from Mexico. Through those discussions a series of strategies and recommendations have been developed to address issues such as housing, education and social services. The findings and strategies encourage communities to work together to resolve problems by developing plans with attainable goals and objectives, promoting dialogue and understanding and building capacity for Latino involvement.

During legislative session previous to this conference, a law was passed to create the Illinois Latino Family Commission as a vehicle through which policy strategies can be identified and implemented that will create an infrastructure of support for Latino families in Illinois. The Commission will provide recommendations and advice to the Governor and state agencies and serve as a resource to government, child and family advocates and other key stakeholders. Paraphrasing the vision of the Illinois African-American Family Commission, the Latino Family Commission could be a catalyst to facilitate outreach and partnerships between governments and communities to ensure a safe, healthy and secure environment for Illinois' Latino children and families. The African American Commission has documented an impressive list of accomplishments since its creation in 1994. The Illinois Latino Family Commission can be expected to gain similar advancements for Latino children and their families.

These three efforts will be explained and offered as models upon which local communities and statewide organizations can develop programs to improve immigrant integration, communication between Latinos and the wider community and generate information upon which policymakers and community leaders can make informed decisions affecting immigrants as well as Latinos in general. The presenter was directly involved in two of the three initiative.

## ► Folkloric Dance as a Medium for Socialization and Cultural Identity: A Case Study in a Kansas City Latino Community

*D. Nicole English, University of Missouri-Kansas City*

When cultures come together, there is change and renegotiation of cultural and ethnic identities. The expressive arts create a space for individuals and groups to work out these changes and renegotiations in group identity. Presentation of and participation in the arts help individuals to redefine, renegotiate and represent cultural and group identities.

Cultural and group identities might enable individuals to empower themselves, resist or renegotiate cultural stereotypes and create more solid sense of self. In doing so, these group and cultural identities seem to act as protective shields, or resiliency, to downward mobility, low self-esteem and low self-image; counteract cultural intolerance; and enhance positive, purposeful behavior. For immigrant populations, the expressive arts could enable transitions and adjustments from one culture to another as immigrants work through changes in a symbolic medium. The arts could also enable immigrants to express these ongoing changes to others.

This presentation looks at dance as an expressive art and cultural practice that provides a potential space for negotiating cultural and ethnic identities. Dance as an art is unique in that it is an embodied practice but could also embrace other art forms in a single concentrated performance. Dance performance was an important means of communication and social commentary in preliterate societies and continues to convey important messages in contemporary societies.

A case study will specifically explore Mexican folkloric dance, and ballet folklórico, as cultural practice and representation. The study explores a local Kansas City Mexican folkloric dance group and their preservation and presentation of Mexican dance in the local Latino community.

Using the perspective of post-colonial theory, the selection of dances and their presentation might have political implications as the Latino community works through issues of cultural and ethnic identity and seek political representation within Kansas City. Based on the perspective of psych-social theories, engaging in dance activities and performance might have a positive effect on self-directed behaviors as well as positive feelings about the self. Engaging in dance activities might also enhance socialization and positive social behaviors.

This research would have policy and practice implications in supporting expressive arts programs, particularly those programs that include dance, to address both immigrant acculturation and adjustment to a new cultural setting. This research might also address engaging Latino youth into positive activities that enhance self-esteem, self-identity and education.

Additionally, representations of the dances related to group and cultural identity might have political implications as different groups vie for representational and performance space. Which dances are selected to represent a cultural group might indicate political and social positioning by the local and regional immigrant groups involved, depending on the regions they originated from. This might be informative when working with immigrant groups to help them adjust to a new cultural situation. Although this is a local case study, it might have implications for organizations working with immigrant groups across the country.

## ► Beyond Tips and Tricks: A Guide to More Effective Partnerships with Hispanics in Missouri

*Christina Vasquez Case and Katy Fields, Alianzas/UME/UMKC-IHD*

This presentation would introduce participants to the Alianzas program and its efforts to foster inclusive communities that recognize and address the unique qualities and challenges of Hispanic residents using a community-based, collaborative learning approach. The greatest portion of the presentation would be dedicated to highlighting the information from the resource guide and the ways in which participants might apply such information in their communities.

## *Youth, Families and Community*

### ► Acculturative Stress and Connection to Latino Families Well Being

*Alejandra Gudiño, ParentLink, University of Missouri Extension*

*Co-Authors: Laura O'Donoghue, University of Paris V; René Descartes, Paris, France; Megan Roodhouse, Kelsey Cunningham, Nadine Abernathy, Carol Mertensmeyer-Ryan, ParentLink, University of Missouri Extension*

The purpose of this presentation is to review literature on acculturative stress as applied to Latino families and the provision of social services needed for daily existence. The stress families experience during the process of cross-cultural adaptation is called acculturative stress. The literature suggests overall that when the acculturative stress depends on individual experiences, common threads could help understanding of the relationships among the effects of the migratory experience; the process of acculturation; and changes in cultural values, beliefs and behaviors in the Latino family as a unit.

Objectives are:

- Understand the research on acculturative stress among Latino families
- Recognize that the acculturative stress of Latinos originates from multiple sources
- Identify the conditions that influence acculturative stress among Latinos and the implications for service providers
- Increase knowledge of strategies that work for Latino families
- Recognize that Latinos are a heterogeneous group, and the acculturation experience is sensitive to unique influences

### ► The Promotion of Education and Positive Lifestyle Choices through Youth Education Programs in Columbia, Mo.

*Amy Kelly and Courtney Wright, Centro Latino de Salud, Educación, y Cultura, Columbia, MO*

Community services are designed to provide resources to each resident based on individual need. But the reality is that not all services adequately meet these needs. While working with students in the Columbia Public Schools, Centro Latino observed that Latino students often fall behind peers in their coursework. English Language Learners is the only help the school system offers to aid students who do not speak English at home. The primary purpose of ELL teachers is to teach students English, not school content, and students using this program continue to fall behind in core coursework, including math, science and social studies.

As a solution to this problem, Centro Latino offers two volunteer-run youth education programs: After School Program for children in grades Kindergarten through 6, and Teen Tutoring Program for students in grades 7 through 12. ASP and TTP at Centro Latino provide bilingual children a place where they can

receive one-on-one tutoring to help them with their homework. Transportation is coordinated with the First Bus system, which maintains program accessibility and preserves the attendance of students with inconsistent transportation.

Through ASP and TTP, 50 children get the extra practice to refine the skills taught in the classroom, keep on track with their classmates and maintain positive relations with their teachers. The tutors are young adult volunteers, many from the Office of Service Learning at MU, who act as mentors to their partner throughout the semester. By the end of the school year, ASP and TTP students have shown significant improvements in completing assigned tasks on time, following rules; managing personal and school property; cooperating with others; accepting responsibility for their own behavior; participating in discussions; completing and returning homework; and performing in reading, math and social studies.

Presentations, guest speakers and volunteer interaction emphasize healthy decision-making and lifestyle choices in addition to the educational aspects of ASP and TTP. Professionals from the community, such as a troop leader from the Girl Scouts of America and a nutritionist from MU, presented information on a variety of topics throughout the semester. The education director of Centro Latino also created a presentation to educate ASP and TTP students about civics and the DREAM Act, a bill that would allow high school students with irregular immigration status to attend college. Following this presentation, students wrote about their impressions of the DREAM Act and how its implementation could impact their lives. Their responses will be arranged to create a DREAM Act booklet to send to local community leaders and politicians on the state and national levels.

Through the After School and Teen Tutoring Programs provided at Centro Latino, the Latino youth in Columbia are provided with safe, positive and educational programs. The development of these youth education programs at Centro Latino promotes the importance of education and healthy lifestyle to Latino students, ultimately empowering them with the tools necessary to make positive choices throughout their lives.

## ► Cristo Rey Kansas City: Preparing Urban Students for College and Work

*Dale Mooney, Vice Principal, Cristo Rey Kansas City High School, Kansas City, Mo.*

Cristo Rey Kansas City uses an innovative approach to urban education in which students, who are all in economic need, work one day a week in a clerical, entry-level job to help pay for their education. The Cristo Rey model of education makes a Catholic, college prep education exclusively available to those who desire to attend a private school but cannot afford it otherwise. The first Cristo Rey school began in 1996 in the Pilsen/Little Village area of Chicago and now thrives in addition to 18 other Cristo Rey schools. The nationwide Cristo Rey Network of schools last year saw a 96 percent graduation rate and 99 percent college enrollment rate.

Cristo Rey Kansas City is in its second year of operation with 200 students between a freshman and sophomore class. The school hopes to build to about 400 students with grades 9-12. The school has student jobs at more than 60 companies in the Kansas City metro. More than half of the student body is Hispanic, and more than 95 percent of the students are on the federal free and reduced lunch program. The school seeks to work with the Hispanic community in a way that is distinct from the other educational options families might have through its programs and practices. Cristo Rey is building a diverse, educated work force who will know when they graduate from college that they have something to offer the world.

## ► Migration, Family Stressor and Empathy

*Carol Mertensmeyer-Ryan, Alejandra Gudiño, Kelsey Cunningham, Megan Roodhouse and Nadine Abernathy, ParentLink, University of Missouri Extension*

Families who are in crisis often have faulty or negative perceptions about their situations, are overwhelmed, feel alone and unworthy of help and are often unable to visualize the steps they need to take to get out of crisis. The family stress theory tell us that families under stress could avoid family crises if they enjoy two protective factors: social support networks and a sense of hope that they are not alone in managing their stresses (McDonald et al. 1997, p. 142). This argument proposes that support networks could be informal, such as family members, friends, a group of parents in a playground or neighbors. Or they could be more formal, such as school, community, the workplace and professionals such as teachers, health care providers and community workers.

The main goal of this paper is to highlight the importance of empathy as a resource to help families in our own communities strategize the next steps to help themselves. Once they accomplish this, families can use their newfound resilience as a resource, in addition to resources in their local community. By exploring and understanding the connection among stressors for families, the process of validation as a critical coping resource and the ownership families take of their feelings and situation, you as an informal or formal support network will acquire a better understanding of the process.

## ► Connecting for Children, a New Program to Help Parents Improve Their Ability to Build Healthy Parenting Relationships

*Kim Allen, Carol Mertensmeyer-Ryan and Christina Crawford, ParentLink, University of Missouri Extension*

Connecting for Children is a demonstration grant from the Healthy Marriages Initiative funded by the Administration for Children and Families and sponsored by Central Missouri Community Action Head Start, in partnership with ParentLink and CASPP from the University of Missouri Extension. The objective of this presentation is to inform the audience of this ongoing program and how it can be better used in the next five years.

This program allows us to provide relationship-building skills for couples who have a child eligible for Head Start services in one of these Missouri counties: Audrian, Boone, Callaway, Cole, Cooper, Howard, Moniteau and Osage. The program would also allow for less intensive statewide services. The program will reach low-income families, including single parents, married and unmarried couples, blended families, and also serve Spanish-speaking participants.

The intensive program includes topics such as, parenting skills, managing money, finding work, and having fun together. Connecting for Children includes attending one weekend retreat and 10 weekly educational sessions.

The goals are to:

- Serve 500 families over the course of five years
- Use MU Extension's existing model of weekend retreats, one introductory session and 10 follow-up sessions to train on healthy relationship and marriage principles and skills
- Build the capacity of Head Start staff by training 48 classroom teachers and at least 30 other staff in relationship and marriage education principles and skills
- Provide ongoing ParentLink WarmLine support to coach, reinforce lessons and refer to community resources for current Head Start families and 100 more each year until 500 participate
- Promote ParentLink WarmLine through toolkit materials to nearly 2,500 low-income single parents, married and unmarried couples and their social support network

- Update existing toolkit resources to accommodate Head Start families, including single parents, blended families and Spanish-speaking families for distribution throughout the state

### ► **The Escalera Program: A Career Pathway Program for High School Students**

*Gilbert Guerrero, superintendent of Guadalupe Education System, and Raul Murguia, Escalera Coordinator, Alta Vista Charter High School, Kansas City, MO*

This presentation will highlight youth leadership in the Hispanic/Latino community. More specifically, it will provide an explanation about the development of the Alta Vista Charter High School; its current vocational support programs, job counseling and employment opportunities; and its initiatives to encourage Hispanic/Latino youth to stay in school, develop leadership skills and pursue positive futures.

### ► **Safe Dating and Self-Empowerment for 13- to 18-year-old Girls**

*Kelsey Cunningham and Alejandra Gudiño, ParentLink, University of Missouri Extension*

Safe dating has recently become a hot topic for educators, family support specialists and all other professionals who work with teenagers. Female teenagers should learn what safe dating looks like, and how they can help themselves in an uncomfortable or dangerous dating situation. In addition, we believe self-empowerment and self-esteem is directly related to safe dating techniques. Girls who are empowered and feel good about themselves are, in our opinion, less likely to be involved in an unsafe dating relationship.

This workshop will identify physical, emotional, verbal and technological abuse; define safe dating techniques; and teach self-empowerment skills. The goal of the workshop is to spark open dialogue and discussion among female teenagers about safe dating in a fun and conversational format.

### ► **News Media and Its Influence on Latino Youth, Families and Communities in Missouri**

*Shelly Bowles, General Manager, Univision-KUKC 48, Kansas City, Mo.*

*Joe Arce, Publisher, KC Hispanic News, Kansas City, Mo.*

*Ángel Morales and/or Lupita Martínez, KFIS 1050 AM, Sedalia, Mo.*

The changes in the demographic landscape have influenced Spanish-language media to take different approaches from mainstream media outlets – focusing on issues of importance to their audience. Some outlets might adopt a more opinionated tone, similar to media in immigrants’ home countries, or cover international news from those countries.

With the changing face of America, it’s more important than ever to accurately pinpoint a particular audience. Latinos comprise the largest-growing market in the country. Furthermore, they constitute the largest minority group in the U.S. As this market grows, many Hispanics are only partially assimilated into English language and culture and prefer their own language and media and choose to maintain Hispanic culture.

This breakout session will highlight three media sources, television, newspaper and radio, in Missouri and their influences on Latino youth, families and communities. Also, it will explain how each media source’s initiation, current challenges and successes and the process through which the general public might inform them of local stories to cover.

### ► A Decision-Aid Smoking Cessation Software Among Latinos Attending Safety Net Clinics

*A. Paula Cupertino, Lisa Sanderson-Cox, Edward Ellerbeck, Susan Garrett, Mary Manan, Kimber Ritcher; University of Kansas Medical Center - Department of Preventative Medicine*

#### **Introduction**

Many Latinos obtain their health care from community safety net clinics where health care providers have limited time and resources to promote smoking cessation. It is important to enhance Latinos' knowledge of, and access to, cessation resources with innovations that are tailored to their culture, literacy level, and source of health care. The purpose of this study is to assess the feasibility and outcomes of Decídete, a decision aid software on interactions with health care providers, smoking cessation resources, quit attempts and smoking cessation.

#### **Methods**

We recruited 66 smokers attending three local safety net clinics and health fairs. After we identified a smoker, smokers were referred to the touch-screen smoking cessation software that provides the information in both English and Spanish. Upon completion of the kiosk, participants receive a personalized plan, referral to the KAN STOP behavioral counseling quitline and a physician's report to be included in their chart. After receiving information, participants made three decisions about: setting a quit date, using pharmacotherapy and getting referred to KAN STOP quitline. An 8-week post survey is administered to assess five dimensions of the Decídete software. These dimensions include knowledge improvement about smoking cessation resources, making a decision about quitting smoking, making a decision about using pharmacotherapy and behavioral counseling to support a quit attempt, software content and satisfaction with software.

#### **Results**

Out of 66 smokers identified in three safety net clinics and two health fairs, 51 agreed to participate. The majority were female and light smokers. After reviewing "Decídete", there was a significant increase in participants' knowledge about smoking cessation resources, pros and cons of using pharmacotherapy, and state-funded behavioral counseling. Participants rated content highly and the vocabulary easy to understand. Data downloaded from Decídete indicated that 78 percent of participants made a decision to quit smoking in the next 30 days, 100 percent of participants were interested in using smoking cessation pharmacotherapy to support their quit attempt and 75 percent interested to receive counseling from state quitline. Results mentioned above reflect outcomes as December 2007.

### ► Teaching Cross-Cultural Communication Skills to Health Care Providers: An Innovative Curriculum for Third Year Medical Students

*Debra Howenstine and Zorina Pina-Hauan, University of Missouri Healthcare*

The increasing population of Hispanics/Latinos in our community has led to major disparities in the medical setting. Increasingly, training programs for health professionals are trying to address this issue. With initial funding from a HRSA grant, our department developed a curriculum for third-year medical students that focuses on cross-cultural communication in a clinical setting. It addresses issues primarily related to Hispanic/Latino populations but applies to other cultural groups as well. All students participate

in a one-hour interactive seminar than deals with cross-cultural communication and includes a video of a provider working with both trained and untrained interpreters. The students then participate in a role-playing exercise with a standardized patient, a face-to-face interpreter and a telephone interpreter. The best practice presentation will include an overview of the curriculum and modeling of the role-playing exercise.

## ► Clinical Encounters with Hispanic Patients: Cultural Competency Issues in Family Planning

*Debra Howenstine, University of Missouri Healthcare*

*James D. Campbell and Marjorie R. Sable, University of Missouri-Columbia*

The recent influx of Hispanic immigrants in the U.S. presents challenges to health care workers who provide family planning services. In addition to language barriers, cultural barriers often unrecognized by the health care system might impede health care services use within this population. Providing family planning services incurs the additional challenge of responding to cultural attitudes and beliefs about family formation, gender roles and relationships.

A DVD was made of simulated scenarios to provide medical students, residents, nurse practitioners and other health professionals with examples of how to address family planning issues while considering Hispanic cultural values. The content is based on research done by Sable, Campbell, et al on Hispanic immigrants and family planning the Missouri Foundation for Health and the University of Missouri-Columbia funded.

## ► Who are the Smokers in Missouri? Beyond Prevalence: A Picture is Worth A Thousand Words

*Noaman A. Kayani, Missouri Department of Health and Senior Services*

A traditional indicator in public health is prevalence, which shows the percentage of a defined group or subgroup that has a certain risk factor, but prevalence does not address the size of the problem.

Introduction of the concept of density enhances understanding of the issue and changes the emphasis and directions for public policy, especially the public health policy. Density, here, implies the number of smokers in each interest group shown as percentage of the total population. This research presents the visual depiction of the density, which is an untraditional way to look at the data. It helps clearly to identify the disparities and devise a public policy that would help maximize the impact of a prevention program because it shows how many people would be impacted.

In order to compare and contrast, selected results based both on prevention and density are presented. Smoking prevalence suggests that the focus should be on American Indians or Alaskan Natives, but the density provides additional information that 85 percent of the smokers are White non-Hispanics and American Indians or Alaskan Natives are less than 1 percent. The smoking by employment status suggests that people unemployed and unable to work had higher smoking prevalence, but density clarified that about 70 percent of the smokers are employed.

Smoking prevalence suggests the focus should be on uninsured, but the density provides additional information that the majority of smokers had health insurance.

Smoking prevalence suggests that focus should be on the poor, those making less than 100 percent of Federal Poverty Level, of all races, but the density provides additional information that the highest proportion is at an income greater than 300 percent FPL. Black and Hispanic smokers were below 200

percent FPL.

Some other findings based both on prevalence and density for Hispanic smokers by gender, age and education are presented. Both smoking prevalence and the density indicate that male Hispanic smokers are twice the number of female, and the rate is also twice as high. The highest numbers of Hispanic smokers were in the age group 18-24. Missourians with high school or less educational attainment had twice the smoking prevalence than those with college or higher education. Density provides additional information that 60 percent of all Missourians and 72 percent of Hispanics with HS or less education smoked.

The advantage of density over prevalence is that density shows which groups have the largest number of smokers. Prevalence shows which group has the largest problem when comparing groups. The objective of this paper is to emphasize the promotion and understanding of issues that are typically measured through prevalence.

## *Civil Rights*

### ► **Civil Rights and Political Participation**

*Anthony Ramirez, Hispanic Political Action Committee, St. Louis, MO*

In July 2006, The Valley Park Board of Aldermen unanimously passed an ordinance declaring that illegal immigration leads to higher crime rates, contributes to failing schools, destroys neighborhoods and diminishes overall quality of life. Without debate, research or community input, the all-white, all-male board also ceded to the mayor's demand to make English the city's official language. No one showed up to protest because essentially no one knew about it. It caught most residents by surprise. No evidence showed that the city's immigrant population was growing. Crime rates were at an all-time low and school officials didn't have a clue what prompted claims of overcrowding.

Employers and landlords were subject to heavy fines and loss of licensure if they employed or rented, to illegal immigrants. They filed suit against the City of Valley Park in St. Louis County Circuit Court. They called the ordinance unconstitutional, a violation of fair-housing laws and enforceable only through racial profiling. Three days later a judge issued a restraining order preventing any landlord or business from being cited.

The measure has badly divided the community and has been a source of absolute embarrassment for many. The overall effect of the community's increased awareness about the manner in which the board has functioned in the past has motivated many of its citizens to attend board meetings and committee meetings and become more vocal. Many citizens, appalled at the racial, intolerant and punitive overtones, not only toward minorities, but some property owners and employers as well, primarily because of their opposition to some of the mayor's pet projects, have opposed and continue to oppose the manner of governance.

### ► **Interpreters in Court: Justice For All?**

*Phyllis Launius, Access to Justice Program Coordinator, Office of State Courts Administrator*

Missouri's use of foreign language interpreters in criminal court proceedings has increased more than 200 percent since 2000. This growth is expected due to the demographic changes in our state and is expected to continue to grow. But having an interpreter and having a qualified interpreter are two different things. This session will explain the Court Interpreter Certification Program conducted by the Office of State Courts Administrator and how services are provided by the courts of Missouri.

# *Programs*

# 2006 Program

## Day 1 – Wednesday April 19, 2006

### **10:00 a.m. - Noon: Registration Open / Viewing of Posters and Table Displays Set up**

#### **12:00 - 12:50 p.m.: Conference Welcome**

**Welcoming Words:** Domingo Martínez, Conference Executive Coordinator, Cambio Center, University of Missouri-Columbia

**Welcoming to Columbia:** Mayor Darwin Hindman, City of Columbia, Missouri

**Remarks:** President Elson Floyd, University of Missouri System

**Remarks:** Chancellor Brady Deaton, University of Missouri-Columbia

**About this Conference:** Anne Dannerbeck, Conference Chair; School of Social Work; Cambio Center fellow, University of Missouri-Columbia

#### **1:00 – 2:00 p.m. Plenary 1 - Youth Families and Communities**

*Creating a Program that Produces Community Leaders*

Moderator:

Miguel Carranza, Sociology & Ethnic Studies, Institute for Ethnic Studies, University of Nebraska-Lincoln

Presenter:

Ronelle Neperud, Discovery Source, Lenexa, KS

#### **2:15 – 3:15 p.m. Plenary 2 – Education**

*Preparing Missouri School Teachers to Educate Latino Students*

Moderator:

Lisa Flores, Educational, School, and Counseling Psychology, Cambio Center fellow, University of Missouri-Columbia

Presentations:

- “Educating Latino Students in the State of Missouri: Teacher Preparation & Parent Participation”  
D. Kent King, Commissioner of Education, Missouri Department of Elementary and Secondary Education

#### **3:15 - 3:45 p.m. Break/Encuentros (Extended break time for networking)**

#### **3:45 – 5:00 p.m. Breakout Sessions I (Concurrent)**

**Breakout 1: Youth Families and Communities** - Discussion of Plenary 1

Moderator:

Miguel Carranza, Sociology & Ethnic Studies, Institute for Ethnic Studies, University of Nebraska-Lincoln

Presenter:

Ronelle Neperud, Discovery Source, Lenexa, KS

**Breakout 2: Education** – Teaching Cultural Competence through Problem-Based Learning

Moderator:

Monique Mendoza, Educational, School, and Counseling Psychology, Cambio Center student fellow, University of Missouri-Columbia

Presentations:

- “Teaching Cultural Competence through Problem-Based Learning”  
Sara Fernández Cendón, University of Missouri-Columbia - Medical School  
Michael Hosokawa, Family Medicine, University of Missouri-Columbia - Medical School

### **Breakout 3: Youth Families and Communities** – Serving Latino Families

Moderator:

Sergio Muñoz, St. Patrick Center, St. Louis

Presentation:

- “Visions of Hope 360: A Family Centered Approach to Serving Latino Families”  
María Elena Benavides, Mattie Rhodes Center, Kansas City  
Derrick Willis, Institute for Human Development, University of Missouri-Kansas City

### **Breakout 4: Health** – Tools to Overcome the Language Barrier in Health Care

Moderator:

Manuel Navarro, Clinic Operations, University of Missouri Health Care

Presentations:

- “Addressing Language Barriers in HealthCare through Bridging Telemedicine and Interpreting Services: A Systematic Review”  
Alicia Barnes, University of Missouri-Columbia, Center for Health Policy
- “Heard it through the grapevine ... how accurate is it?”  
Barbara Jones, Missouri Liaison, National Network of Libraries of Medicine, University of Missouri Health Science Library  
Siobhan Champ-Blackwell, National Network of Libraries of Medicine, Creighton University Health Sciences Library, Omaha

### **Breakout 5: Civil Rights** – Human Trafficking

Moderator:

Anne Dannerbeck, School of Social Work, Cambio Center fellow, University of Missouri-Columbia

Presentation:

- “Human trafficking”  
Sgt. Tom Breen, Unit Supervisor, Organized Crime and Anti Terrorism Unit, Division of Drug and Crime, Missouri State Highway Patrol

### **Breakout 6: Change and Well-being** – Workshop

Presentation:

- “Should Culture Matter?”  
Christina Vasquez Case, Alianzas, University of Missouri Extension, University of Missouri-Kansas City Institute for Human Development; Cambio Center fellow

**5:00 - 6:00 p.m. Cash Bar, Reception**

**6:00 - 7:30 p.m. Dinner**

**7:30 - 10:00 p.m. Entertainment - Latin Dance!**

“LatDance” - Latin American Dance - There will be dance instruction, and then music and dance for all.

**Day 2 - Thursday April 20, 2006**

**7:30 – 8:30 a.m. Breakfast**

**8:30 - 9:45 a.m. Plenary 3 - Health**

*Addressing Healthcare Disparities in Underserved Populations*

Moderator:

Edwin M. Galán, Regional Minority Health Coordinator, United States Department of Health and Human Services, Kansas City

Presentations:

- “Health Disparities”  
Michele Yehieli, Executive Director of the Project Export Center of Excellence on Health Disparities, University of Northern Iowa-Cedar Falls

**9:45 - 10:00 a.m. Break/Encuentros**

**10:00 AM - 11:30 PM - Breakout Sessions II (Concurrent)**

**Breakout 1: Health** - Discussion of Plenary 3

Moderator:

Gwen Ratermann, Health Policy Center, Cambio Center fellow, University of Missouri-Columbia

Presenter:

Michele Yehieli, Executive Director of the Project Export Center of Excellence on Health Disparities, University of Northern Iowa-Cedar Falls

**Breakout 2: Education** – Educating Latino Students in the State of Missouri

Moderator:

Monique Mendoza, Educational, School, and Counseling Psychology, Cambio Center student fellow, University of Missouri-Columbia

Presentation:

- “Educating Latino Students in the State of Missouri: Teacher Preparation & Parent Participation”  
Hortencia Kayser, Department of Communication Sciences and Disorders, College of Public Service, Saint Louis University

**Breakout 3: Youth Families and Communities** – Role of the Church in Addressing Latino Needs

Moderator:

Judith Davenport, School of Social Work, Cambio Center fellow, University of Missouri-Columbia

Presentation:

- “Mujeres Unidas / Women United”  
Virginia Hopp, University of Missouri Extension - Human Development Specialist  
Father Pedro Valdez and Susana Gonzales, Grace Episcopal Church, Carthage  
Reverend Edgar López, Hispanic United Methodist Church, Columbia  
Father Thomas L. Alber, Hispanic Ministry, Kirksville, MO

**Breakout 4: Health** – Influences on Hispanic Family Planning

Moderator:

Louise Miller, Sinclair School of Nursing, Cambio Center fellow, University of Missouri-Columbia

Presentations:

- “The Influence of Acculturation and Gender Role Ideology on Hispanic Family Planning Perspectives”  
Ada C. Sum, University of Missouri-Columbia Medical School
- “Using Photovoice to Identify Barriers to Family Planning Among Hispanic Immigrants”  
Marjorie Sable, School of Social Work, University of Missouri-Columbia

**Breakout 5: Education** – Education and the English Language Learner

Moderator:

Lisa Flores, Educational, School, and Counseling Psychology, Cambio Center fellow, University of

Missouri-Columbia

Presentations:

- “This Little Piggie Went to Market: Learning Global Capitalist Culture in a Heartland High School”  
Katherine Richardson Bruna, Multicultural and International Curriculum Studies, Iowa State University
- “Understanding New Surroundings Through Bilingual Environmental Education in Missouri”  
Nadia E. Navarrete-Tindall, Native Plant Research and , University of Missouri-Columbia

**Breakout 6: Civil Rights** – Justice Community Relations Services

Moderator:

Steve Jeanetta, Community Development, Cambio Center fellow, University of Missouri-Columbia

Presentations:

- “Justice Community Relations Services”  
Pascual Márquez, Director of Community Relations Region VII, United States Department of Justice
- Discussion: “Insights from Rural Communities in Missouri”  
Carrie Tyler, Centro Latino de Apoyo, Recursos y Oportunidades (CLARO), Marshall, Missouri  
Carol Conway, Ozarks Regional Alliance Board Secretary, and Literacy Committee Chairwoman, Springfield, Missouri

**12:00 – 1:30 p.m. Lunch**

**Remarks & Greetings**

- Vice Provost Handy Williamson, International Programs and Faculty Development, University of Missouri-Columbia
- Provost Brian Foster, University of Missouri-Columbia
- Missouri Attorney General Jay Nixon

**1:30 - 3:00 p.m. Plenary 4 - Civil Rights**

*Political Climate and Immigration*

Moderator:

Huyen Pham, School of Law, University of Missouri-Columbia

Presentations:

- “The need for comprehensive immigration reform and how we’re going to get there”  
Michele Waslin, Director of Immigration Policy Research, National Council of La Raza
- “Shaping the future: Immigration reform causes and consequences in the Midwest”  
Anna Williams Shavers, School of Law, University of Nebraska-Lincoln

**3:00 - 3:30 p.m. Break/Encuentros**

**3:30 – 5:00 p.m. Breakout Sessions III (Concurrent)**

**Breakout 1: Civil Rights** – Discussion of Plenary

Moderator:

Huyen Pham, School of Law, University of Missouri-Columbia

Presenters:

- Michele Waslin, Director of Immigration Policy Research, National Council of La Raza
- Anna Williams Shavers, School of Law, University of Nebraska-Lincoln

**Breakout 2: Education** – Theoretical and Empirical Advances in Understanding Latinos’ Educational

and Career Development

Organizer and Moderator:

Lisa Flores, Cambio Center fellow, Educational, School, and Counseling Psychology, University of Missouri-Columbia

Presentations:

- “A Psychosociocultural Examination of Latinos’ Academic Achievement”  
Rocío Rosales, Educational, School, and Counseling Psychology, Cambio Center student fellow, University of Missouri-Columbia
- “Factors Influencing Mexican American Students’ Educational Aspirations and Expectations”  
Lizette Ojeda and Lisa Flores, Educational, School, and Counseling Psychology, Cambio Center fellow, University of Missouri-Columbia
- “Personal and Contextual Predictors of Mexican American College Students’ Career Self-Efficacy”  
Elif Celebi and Christie Andersen, Educational, School, and Counseling Psychology, University of Missouri-Columbia

**Breakout 3: Education** – The Role and Responsibility of Schools in Today’s Changing Communities

Moderator:

Monique Mendoza, Educational, School, and Counseling Psychology, Cambio Center student fellow, University of Missouri-Columbia

Presentations:

- “No Child Left Behind and the English Language Learner”  
Sandra Anderson, Instructional Specialist, Missouri Migrant Education & English Language Learning (MELL)
- “Expanding Horizons: The Challenges in Serving a Growing Population of Early Childhood Latino Families”  
Robyn Larkin Higgins, Central Missouri Counties Human Development Corporation  
Alejandra Gudiño, Cambio Center fellow, University of Missouri-Columbia

**Breakout 4: Youth Families and Communities** – Latino Gangs in the Midwest: A Growing

Phenomenon

Moderator:

Judith Davenport, School of Social Work, Cambio Center fellow, University of Missouri-Columbia

Presentation:

- “Latino Youth Gangs in Rural Communities”  
Karri Wilson, District Supervisor Sedalia Office, Vocational Rehabilitation  
Luis Cordova, Mattie Rhodes Center, Kansas City  
Margarita Rademacher, Deputy Juvenile Officer, 16th Judicial Circuit, Family Court Division, Jackson County, Missouri

**Breakout 5: Health** – Healthcare Disparities in Rural Hispanic Communities

Moderator:

Doris Castellanos-Cruz, Center for Health Policy, Cambio Center student fellow, University of Missouri-Columbia

Presentation:

- “Addressing Health Disparity Issues in Rural Hispanic Communities of Illinois: A Community Capacity Building Approach”

Ben Mueller, National Center for Rural Health Professions, University of Illinois College of Medicine at Rockford

Sergio Cristancho, National Center for Rural Health Professions & Department of Family and Community Medicine, University of Illinois College of Medicine at Rockford

Marcela Garcés, National Center for Rural Health Professions, University of Illinois College of Medicine at Rockford

Karen Peters, Division of Health Policy and Administration, Institute for Health Research and Policy, School of Public Health, University of Illinois at Chicago

**Breakout 6: Change and Wellbeing – Workshop**

Presentation:

- “Spanish as a part of your workplace – Teaching Spanish to the Business Community”  
Alexis M. Mayo, Essential Spanish for Professionals, Kansas City

**Day 3 - Friday April 21, 2006**

**7:30 – 8:30 a.m. Continental Breakfast**

**8:30 – 9:30 a.m. Plenary 5 - Change & Wellbeing**

*Financial Literacy: Building Wealth for Latinos*

Moderator:

Christina Vasquez Case, Alianzas, University of Missouri Extension, University of Missouri-Kansas City Institute for Human Development; Cambio Center fellow

- “Financial Counseling: A Meaningful Strategy for Building Wealth in the Latino Community”  
Beatriz Ibarra, The National Council of La Raza, Washington D.C.
- “Hispanic Economic Development Corporation (HEDC)”  
Erika Ramírez, Hispanic Economic Development Corporation, Kansas City
- “Local Financial Literacy Initiatives”  
María Aranda, El Centro Inc., Kansas Cit

**9:30 - 9:45 AM Break/Encuentros**

**9:45 - 11:00 AM - Breakout Sessions IV (Concurrent)**

**Breakout 1: Change & Wellbeing - Discussion of the Plenary**

Moderator:

Christina Vasquez Case, Alianzas, University of Missouri Extension, University of Missouri-

Panel:

Kansas City Institute for Human Development; Cambio Center fellow

Beatriz Ibarra, The National Council of La Raza, Washington D.C.

Erika Ramírez, Hispanic Economic Development Corporation, Kansas City

María Aranda, El Centro Inc., Kansas City

**Breakout 2: Education - Workshop**

Presentation:

- “The Magic of a Multicultural Classroom”  
Yolanda Díaz, Spanish and Latin American Culture, Harris-Stowe State University, St. Louis

**Breakout 3: Health - Community Response**

Moderator:

María Cepeda, Health Program Representative II, State of Missouri Department of Health and Senior Services

- “STI Prevention Among the Latino Community”  
Viannella Halsall and Amanda Sheridan, Planned Parenthood of Kansas and Mid-Missouri
- “Obesity Prevention Progress on Latino Population”  
Joy Williams, Director of the Office of Minority Health, State of Missouri Department of Health and Senior Services  
Marion Halim, Health Program Representative III, State of Missouri Department of Health and Senior Services  
María E. Cepeda, Health Program Representative II, State of Missouri Department of Health and Senior Services

**Breakout 4: Youth Families and Communities** - Starting Literacy and Library Outreach Services for Latinos

Moderator:

Tammy Gillespie, Family & Community Resources Program, University of Missouri Extension

**Presenters:**

Carol Conway, Director of Ozark Regional Alliance (ORA) and Literary Consultant

Juan Brandy Sánchez, Boone County Public Library Staff

**Breakout 5: Change and Wellbeing** - Workshop

Presentation:

- “Communicating Through an Interpreter”  
Marcia Wilderman, Language Links of the International Institute

**Breakout 6: Change and Wellbeing** - Latinos and Globalization

Session Organizer:

Elizabeth Barham, Rural Sociology, Cambio Center fellow, University of Missouri-Columbia

- “Bracero Program: Then and Again?”  
Mary Ratchford Douglass, Doctoral student in Educational Leadership & Policy Analysis (ELPA)
- “Leadership in a Cultural Context: Latino Leader’s Perspectives and Experiences”  
Donielle Lovell, Doctoral Student, Graduate Research Assistant, Department of Rural Sociology, MU
- “Latinos in Southwest Missouri - Capture the American Dream through Farming”  
Jill Lucht, Masters Student, Department of Rural Sociology, MU
- “Latino Children in Foster Care”  
Deborah L. Word, Doctoral Candidate, Department of Rural Sociology, MU

**11:00 – 12:00 p.m. - Plenary Closing Session**

**Adjourn**

## 2007 Program

Day 1 – Monday, April 2, 2007

**10:00 a.m. – Noon. Registration Open / Viewing of Posters, Exhibitors and Table Displays**  
**Set up**

**12:00-12:50 p.m. Conference Welcome**

**Posting of Colors:** Color Guard, Missouri Army National Guard

Welcoming Words: Domingo Martínez, Cambio Center Coordinator, University of Missouri-Columbia

**Remarks:** President Elson Floyd, University of Missouri System (could not attend due to an unexpected commitment)

**Remarks:** Carl Calkins, Director, University of Missouri-Kansas City Institute for Human Development

**Remarks:** Chancellor Guy H. Bailey, University of Missouri-Kansas City

About this Conference: Christina Vasquez Case, Conference Chair; Alianzas/University of Missouri Extension/University of Missouri-Kansas City Institute for Human Development; Cambio Center fellow

**Retiring of Colors:** Color Guard, Missouri Army National Guard

**1:00 – 2:00 p.m. Plenary Session – Change & Integration**

*Promoting Practices and Policies for Immigrant Integration: Lessons and Experiences in America's Heartland*

Moderator:

Elizabeth Kelderhouse, Federal Deposit Insurance Corporation

Presenter:

Darcy Tromanhauser, Immigrant Integration and Civic Participation, Nebraska Appleseed Center for Law in the Public Interest

**2:15 – 3:15 p.m. Plenary Session – Civil Rights**

*Immigration Marches and Civil Rights*

Moderator:

Corinne Valdivia, Cambio Center, University of Missouri

Presenter:

Sylvia R. Lazos, William S. Boyd School of Law, University of Nevada Las Vegas

**3:15 - 3:45 p.m. Break/Encuentros (Extended break time for networking)**

**3:45 – 5:00 p.m. Breakout Sessions (Concurrent)**

**Breakout 1: Civil Rights** – Discussion of the Plenary

Moderator:

Freda Mendez-Smith, MANA de Kansas City

Presenter:

Sylvia R. Lazos, William S. Boyd School of Law, University of Nevada Las Vegas

**Breakout 2: Youth, Families & Communities - Addressing Needs**

Moderator:

Nina Chen, University of Missouri Extension

Presentation:

- “Keep Hope Alive: Best Practices to Implement Title VI of the 1964 Civil Rights Act”  
Cathy Anderson, Jewish Vocational Service

**Breakout 3: Education** – Research: MAP Test; Literacy

Moderator:

Jessica Piedra, University of Missouri-Kansas City

Presentations:

- “First Language Literacy and Second Language reading”  
Tracee Lawrence, Columbia College
- “Hispanic Student Performance on the Missouri Assessment Program Tests 1998-2005”  
Keith Jamtgaard, University of Missouri-Columbia OSEDA Office of Social and Economic Data Analysis  
William Elder, University of Missouri-Columbia OSEDA Office of Social and Economic Data Analysis

**Breakout 4: Change & Integration Panel** – Research Panel on Asset Building Strategies

Presentation:

- “Asset Building Strategies in Three Settlement Communities in Missouri”  
Corinne Valdivia, Cambio Center, University of Missouri, session organizer  
Anne Dannerbeck Janku, Missouri Office of State Courts Administrator  
Lisa Y. Flores, Cambio Center, University of Missouri  
Stephen Jeanetta, Cambio Center, University of Missouri  
Domingo Martínez, Cambio Center, University of Missouri

**Breakout 5: Health** - Best Practices in Prevention: Cultural Issues; Diabetes; Breast Cancer

Moderator:

Kay Conklin, University of Missouri

Presentations:

- “Diabetes Prevention in Latino Children”  
Suzanne Walker, Missouri State University - Department of Sociology, Anthropology, and Criminology
- “Mujer Latina: A Breast Cancer Education Kiosk for Hispanic Women in Kansas City and St. Louis”  
Debbie Pfeiffer, Saint Louis University- School of Public Health  
Rebecca Hegarty, Cancer Action  
Matthew Kreuter, Saint Louis University- School of Public Health
- “Practicing Preventative Healthcare through Cultural and Language Differences”  
María Boudreaux, María L. Boudreaux and Associates

**Breakout 6: Education Workshops** – The Inclusion and Integration of Latino Students and Their Parents

Moderator:

Virginia Hopp, University of Missouri Extension

Presentation:

- “Taller de Educación: Urgencia de una Nueva Escuela” [handout]  
Yolanda Díaz, Harris-Stowe State University
- “Raising the Bar: Post High School Education for the Latino Student”  
Zeny Bustillo Schmidt, Bilingual Student Services, Olathe District Schools

**5:00 - 6:00 p.m. Cash Bar**

**6:00 - 7:30 p.m. Dinner**

*Los Bailadores, of the Hispanic Performing Arts Association of Kansas City, will perform during dinner.*

**Day 2 – Tuesday, April 3, 2007**

**7:30 – 8:30 a.m. Continental Breakfast**

**8:30 – 9:45 a.m. Plenary Session – Youth, Families & Communities**

*Disproportionate Minority Contact in the Juvenile Justice System: An issue for Missouri's Latino Youth*

Moderator:

Domingo Martínez, Cambio Center, University of Missouri

Presenter:

Anne Dannerbeck Janku, Court Programs & Research, Office of State Courts Administrator,  
Jefferson City, Missouri

**9:45 – 10:00 a.m. Break/Encuentros**

**10:00 a.m. – 11:30 a.m. Breakout Sessions (Concurrent)**

**Breakout 1: Health – Mental Health Care of Latinos in Missouri**

Moderator:

Kay Conklin, University of Missouri

Presentations:

- “Addressing the Mental Health Needs of Latinos”  
Amelia Caldwell, Mattie Rhodes Center  
María Elena Benavides, Visions with Hope 360°, Mattie Rhodes Center  
Luis Córdova, Substance Abuse Program, Mattie Rhodes Center  
Gayle Erikson-Laney, Mattie Rhodes Center  
Cielo Fernández, Promotoras Project, Mattie Rhodes Center  
John Fierro, Mattie Rhodes Center  
Iberty Gedeon, Mattie Rhodes Center  
Lydia Madruga, Mattie Rhodes Center
- “Providing Effective Mental Health Services to the Hispanic Community in St. Louis, MO”  
Lía A. Roth, Catholic Charities Community Services, Southside  
Theresa Samway, Saint Louis University  
Amanda Gonzalez, Washington University in St. Louis  
Kate Early  
Courtney Prentis, Catholic Charities Community Services, Southside

**Breakout 2: Youth, Families & Communities - Parentlink: Serving Parents and Adolescents**

Moderator:

Anita Martínez, El Centro, Inc.

Presentations:

- “Sexual Decision-Making and/or Pregnancy Prevention in Latino Adolescents” [handout]  
Kim Allen, Center on Adolescent Sexuality, University of Missouri Extension  
Alejandra Gudiño, Carol Mertensmeyer, ParentLink Program, University of Missouri Extension
- “ParentLink: A Model of Support for Parents and Communities” [handout]  
Carol Mertensmeyer, ParentLink Program, University of Missouri Extension
- “Esperanza Para los Niños: A Home Visiting Program to Enhance Infant/Mother Bonding for First-time Mothers and their Families”

Manuel Pérez, Missouri Health Department, Kansas City

**Breakout 3: Education Research Panel** – Mexican Americans’ and Mexican Immigrants’ Career Development: Personal and Contextual Predictors

Moderator:

Lisa Flores, University of Missouri

Presentations:

- “Culturally Centered Research Practices for Latino/as”  
Monique M. Mendoza, Veronica E. Medina, Lizette Ojeda, Rocio Rosales, & Lisa Y. Flores, University of Missouri-Columbia
- “Perspectives of Work Among Mexican Immigrants”  
Veronica E. Medina, Lisa Y. Flores, Yuhong He, Shiloh Jordan, Monique Mendoza, Lizette Ojeda, Rocio Rosales, & Julie Wagner, University of Missouri-Columbia
- “Mexican American Students’ College Self-Efficacy and College Outcome Expectations: Examining Mediating Variables”  
Shengying Zhang, Elif Celebi, Lisa Y. Flores, & Chris Robitschek, University of Missouri-Columbia

**Breakout 4: Change and Integration** - Voices to Be Heard: Economics, Education & Culture

Moderator:

Stancia Jenkins, Assistant Vice Chancellor of Community and Public Affairs, University of Missouri-Kansas City

Presentations:

- “Voices Yet to be Heard: The Education Journey of Latino Undergraduate Ages 35-50”  
Robin Walker Thompson, University of Missouri-Columbia
- “The Economic Impact of Latinos in Missouri”  
Pedro Dozi, University of Missouri-Columbia
- “Increasing Cultural Competency for University Extension Educators Working with Latino Audiences”  
José García, Department of Rural Sociology, University of Missouri  
Stu Jacobson, Institute for Legal and Policy Studies, University of Illinois at Springfield  
Juan Marinez, Cooperative Extension, Michigan State University

**Breakout 5: Change & Integration Panel** - Alliance for Economic Inclusion

Moderator:

Christina Jasso, Guadalupe Centers, Inc.

Presentation:

- “Alliance for Economic Inclusion Panel Presentation” [handout]  
Elizabeth R. Kelderhouse, Community Affairs, Federal Deposit Insurance Corporation  
William M. Dana, Chairman, Missouri Bankers Association  
Ben Hildebrandt, Vice President, marketing, Member Services & Public Affairs, Iowa Bankers Association  
María Aranda, Family Asset Developer, El Centro, Inc.

**Breakout 6: Health** - Challenges to Providers: HIV; Substance Abuse

Moderator:

Blanca McRee, Children’s Mercy Hospitals and Clinics

Presentations:

- “HIV/AIDS in the Hispanic/Latino Community: One Clinic’s Response”

Daniel Del Valle, Truman Medical Center-Hospital Hill Infectious Diseases Clinic  
Maithe Enríquez, Truman Medical Center-Hospital Hill Infectious Diseases Clinic and University of Missouri-KC School of Nursing  
Rose Farnan, Truman Medical Center-Hospital Hill Infectious Diseases Clinic  
Gabriela Flores, Truman Medical Center-Hospital Hill Interpreter Services  
María Pullido-Parra, Ryan White Case Management

- “Challenges of Growing Need for Bilingual Abuse Treatment among Latinos in K.C.”  
Mercedes Mora, Guadalupe Center, Inc. - Dia Por Dia Program

### **12:00 – 1:30 p.m. Lunch**

Remarks & Greetings

**Remarks:** Dr. Michael A. Middleton, Deputy Chancellor, University of Missouri-Columbia [could not attend]

**Remarks:** Dr. Michael D. Ouart, Vice Provost for Extension, University of Missouri

**Remarks:** Dr. Handy Williamson, Jr., Vice Provost for International Programs and Strategic Initiatives, University of Missouri-Columbia

### **1:30 – 3:00 p.m. Plenary Session 4 – Health**

*Building Community Capacity to Address Health Disparity Issues in the Rural Hispanic Midwest: A Community Based Participatory Action Research Approach*

Moderator:

Steve Jeanetta, University of Missouri

Presenters:

- Ben Mueller, Project Export Community Outreach Core, National Center for Rural Health Professions, University of Illinois College of Medicine at Rockford
- Sergio Cristancho, National Center for Rural Health Professions & Department of Family and Community Medicine, University of Illinois College of Medicine at Rockford
- Marcela Garcés, Community Health and Outreach, National Center for Rural Health Professions, University of Illinois College of Medicine at Rockford
- Karen Peters, Division of Health Policy and Administration, University of Illinois at Chicago School of Public Health, Institute for Health research and Policy

### **3:00 – 3:15 p.m. Break (board buses to field visits)**

### **3:30 – 5:45 p.m. Special Breakout Session**

#### **OPTION 1: Field Visits**

Field visits will allow participants to tour various service agencies in the Greater Kansas City Metropolitan Area. Although participants must indicate their two field visits of preference at registration time, only one field visit may be attended per participant.

#### **Breakout 1: Youth, Families & Communities Field Workshop - El Centro, Inc. - Argentine**

Facilitator:

Nina Chen, University of Missouri Extension

The purpose of El Centro and its subsidiaries is to create and sustain educational, social and economic opportunities for families. This field visit will provide an overview of the agency’s research and advocacy programs, as well as a focus on legislative issues regarding Latinos in Kansas and its family intervention services and domestic violence programs.

**Breakout 2: Youth, Families & Communities Field Workshop** - Rose Brooks Center

Facilitator:

Katy Fields, Alianzas/University of Missouri Extension/University of Missouri-Kansas City  
Institute for Human Development

Rose Brooks Center is a domestic violence shelter that strives to break the cycle of domestic violence so that individuals and families can live free of abuse. This field visit will include a bilingual tour and address how this social service agency makes their services accessible to Limited English Proficient families.

**Breakout 3: Education Field Workshop** - Guadalupe Centers, Inc.

Facilitator:

Christina Vasquez Case, Alianzas/University of Missouri Extension/University of Missouri-  
Kansas City Institute for Human Development; Cambio Center fellow

Guadalupe Centers, Inc. aims to improve the quality of life for individuals in the Latino communities of greater Kansas City. This field visit will highlight one of the ways the agency accomplishes this, which is through the provision of early childhood, secondary and adult educational programs.

**Breakout 4: Health Field Workshop** - Mattie Rhodes Center Northeast

Facilitator:

Blanca McRee, Children's Mercy Hospitals and Clinics

Mattie Rhodes Center bridges cultures and communities through arts, mental health and social services. It empowers individuals and families through culturally competent, bilingual services in a respectful and compassionate environment. This field visit will highlight the agency's continuum of care for Latino families and its efforts to integrate Latino arts and culture into clinical services.

**Breakout 5: Civil Rights Field Workshop** - Legal Aid of Western Missouri

Facilitator:

Virginia Hopp, University of Missouri Extension

Legal Aid of Western Missouri aspires to provide the highest quality legal services to individuals, families and groups faced with economic barriers in obtaining civil legal representation. This field visit will offer an overview of immigration legal issues; services available to help immigrants with immigration applications, arrests by immigration, and deportation hearings; and immigration advice that is available to agencies serving immigrant populations.

**Breakout 6: Change and Integration Field Workshop** - Westside Community Action Network

Facilitator:

Mario Mendoza, Kansas City – Chronic Disease Coalition

The Westside CAN Center strives to facilitate the creation of a safe, healthy, viable, civically-engaged neighborhood in which to live, play and work. This field visit will discuss how it came to be the only formal day labor site for immigrant and migrant men in a four state area and one of a very few day labor sites in the nation whereby the police department is a true partner, rather than simply an entity of enforcement.

**OPTION 2: Documentary (at Hotel)**

**3:30 – 5:00 p.m. Breakout Session**

(For participants not taking part in the field visits above.)

*“Cambio de Colores: The Changing Face of America’s Heartland” – A Groundbreaking Documentary Revisited*

Moderator:

Claudia Maya López, University of Missouri-Kansas City

Presenter:

- Peter Morello, Journalism, University of Missouri-Kansas City

**Free evening for the participants. We will provide information about events in town.  
Guadalupe Center Reception**

Although this is a free evening, the Guadalupe Center will host a reception for conference participants from 6:30 to 8:00 p.m. Free hors d’oeuvres and drinks will be served. Donations welcome. Please join us!  
Address: 1015 Avenida Cesar E. Chavez, Kansas City, MO. Phone: (816) 421-1015.

Directions from the hotel:

Take Main Street north to 43rd Street (make a left on 43rd Street). From 43rd Street, make a right on Broadway Avenue. Broadway Avenue turns into West Pennway Drive at 26th Street (continue on West Pennway). Turn left on Southwest Boulevard. Turn right on Avenida Cesar E. Chavez (directly under the I-35 bridge). The Guadalupe Center will be on the left (south side of street).

### Day 3 - April 4, 2007

**7:30 – 8:30 a.m. Continental Breakfast**

**8:30 – 9:30 a.m. Plenary Session – Education**

*Si Somos Inteligentes: Exploring a Creative, Imaginative and Effective Method of Reaching and Teaching Latino Students*

Moderator:

Christina Vasquez Case, Alianzas/University of Missouri Extension/University of Missouri-Kansas City Institute for Human Development; Cambio Center fellow

Presenter:

René Díaz-Lefebvre, Glendale Community College (Maricopa Community College District), Glendale, Arizona

**9:30 – 9:45 am - Break/Encuentros**

**9:45 – 11:00 a.m. Breakout Sessions (Concurrent)**

**Breakout 1: Education** - Discussion of the Plenary

Moderator:

Stancia Jenkins, Assistant Vice Chancellor of Community and Public Affairs, University of Missouri-Kansas City

Presenter:

- René Díaz-Lefebvre, Glendale Community College (Maricopa Community College District), Glendale, Arizona

**Breakout 2: Civil Rights** - Context of Reception: The Immigration Legal and Political Climate

Moderator:

Carolyn Ruiz, The Whole Person, Inc.

Presentations:

- “The Anti-Immigrant Perspective”  
Angela Ferguson, Austin & Ferguson, LLC
- “Current Immigration Laws and Practices”  
Suzanne Gladney, Legal Aid of Western Missouri

**Breakout 3: Education Panel - Urban vs. Rural: Promoting Understanding of Nutrition Education in the Hispanic Population**

Moderator:

Mario Mendoza, Kansas City – Chronic Disease Coalition

Presenters:

- Candance Gabel, University of Missouri Extension
- Juana López, University of Missouri Extension
- Guadalupe Hernández, University of Missouri Extension
- Sandra Zapata, University of Missouri Extension

**Breakout 4: Youth, Families & Communities Workshop - Bilingual Parenting Resources in Missouri**

Moderator:

Anita Martínez, El Centro, Inc.

Presentations:

- “Don’t Know where to Find that Resource? Relax, we have a team working for you, and in Spanish: A collection of Missouri organizations and agencies striving to simplify access to research based on information, services, resources and problem solving support”  
Alejandra Gudiño, Luanne Andes, Jean Kirch-Holliday, Nadine Abernathy, Carol Mertensmeyer, ParentLink Program, University of Missouri Extension
- “Adding ELL Resources to Your Family Resource Center”  
Vickie Dickneite, Practical Parenting Partnerships

**Breakout 5: Change and Integration - Transnationalism: Sending & Receiving Communities**

Moderator:

Christina Jasso, Guadalupe Center, Inc.

Presentations:

- “Sending Communities in Mexico and Receiving in the US”  
Emma Zapata Martelo, Colegio de Postgraduados, Mexico
- “Kansas City Latino Westside”  
Theresa Torres, Religious Studies/Anthropology, University of Missouri-Kansas City
- “The Institute for Mexicans Abroad, Available Programs”  
Justiniano Menchaca Fuentes, Institute for Mexicans Abroad, Mexican Consulate, Kansas City

**Breakout 6: Health Workshop - Health Information: Using Computers and Collaboration**

Moderator:

Maria Tapia-Belsito, Rose Brooks Center

Presentations:

- “Maximize Your Impact with Collaboration”  
Barbara Jones, National Network of Libraries of Medicine, J. Otto Lottes Health Science Library, University of Missouri - Columbia
- Siobhan Champ-Blackwell, National Network of Libraries of Medicine, Health Science Library,

Creighton University

- “Health Literacy: Using Computers to Access Medline Plus in Public Health Clinics”  
Linda Cooperstock, Columbia/Boone County Health Department  
Marjorie Sable, School of Social Work, University of Missouri-Columbia  
Kirstin Havig, School of Social Work, University of Missouri-Columbia  
Eleazar González, School of Social Work, University of Missouri-Columbia

**11:00 – 12:00 p.m. Plenary Keynote Address**

Moderator:

Christina Vasquez Case, Alianzas/University of Missouri Extension/University of Missouri-Kansas City Institute for Human Development; Cambio Center fellow

**Keynote Speaker:** Richard Santana

*Homeboy Goes to Harvard*

From a street life with drugs and violence, to receiving a degree from Harvard’s Graduate School: a unique insight challenging audiences to think beyond perceptions and stereotypes and embrace the true character and contributions of a person.

**Adjourn**

# 2008 Program

## Day 1 – Monday, April 7, 2008

### 10:00 a.m. – Noon.

Registration Open / Viewing of Posters,  
Exhibitors and Table Displays Set up

### 1:00-1:50 p.m. Conference Welcome

**Welcoming Words:** Domingo Martínez, Cambio Center, University of Missouri-Columbia

**Welcoming to the City of Columbia:** Mayor Darwin Hindman

**Remarks:** President Gary D. Forsee, University of Missouri System

**Remarks:** Dr. Cathy Scroggs, Vice Chancellor for Student Affairs, on behalf of Chancellor Brady Deaton, University of Missouri-Columbia

**About this Conference:** Lisa Flores, Conference Chair; Cambio Center fellow, University of Missouri-Columbia

### 2:00 – 3:00 p.m. Plenary Session 1 – Civil Rights

*The Local Enforcement of Immigration Laws: The Implications for Missouri*

Moderator:

Phil Peters, School of Law, University of Missouri-Columbia; First Chance for Children

Presenters:

- Huyen Pham, Texas Wesleyan University School of Law, Ft. Worth, TX
- NEW: Roger K. McCrummen, Immigration Attorney, Kansas City, MO

### 3:15 – 4:15 p.m. Plenary Session 2 – Change & Integration

*Principles in Facilitating Difficult Dialogues on Immigration Policy*

Moderator:

Corinne Valdivia, University of Missouri- Columbia

Presenter:

- Roger L. Worthington, University of Missouri- Columbia
- Co authors: Sandra Hodge, Paul Ladehoff, University of Missouri- Columbia

### 4:15 - 4:45 p.m. Break/Encuentros (Extended break time for networking)

### 4:45 – 6:00 p.m. Breakout Sessions I (Concurrent)

**Breakout 1: Civil Rights** – Discussion of the Plenary

Moderator:

Phil Peters, School of Law, University of Missouri-Columbia; First Chance for Children

**Breakout 2: Change & Integration** – Discussion of the Plenary

Moderator:

Corinne Valdivia, University of Missouri- Columbia

**Breakout 3: Education Panel** - The Role of Institutional (School) Factors in Latino/a High School Students' Educational Experience

Moderator:

Lisa Y. Flores, University of Missouri- Columbia

Presentations:

- “Latino/a Secondary School Student Climate Research: A Summary and Application”  
Patton Garriott, University of Missouri- Columbia

- Marlen Kanagui, University of Missouri- Columbia
- “Mainstream Teachers of English Language Learners: Potential Obstacles” [handout]  
Megan Strawsine, University of Missouri- Columbia
- “Assessing the Pipeline of Latinos into Higher Education”  
Veronica Medina, University of Missouri- Columbia  
Karina Ramos, University of Missouri- Columbia  
David Aguayo, University of Missouri- Columbia

**Breakout 4: Change & Integration** - Literacy and the Arts in Kansas City - Identity, Culture, Barriers, and Negotiating Spaces

Moderator:

Alejandra Gudiño, ParentLink, University of Missouri Extension

Presentations:

- “Change and Integration in Kansas City, Missouri as Evidenced by Public Literacy”  
Jenny Bossaller, University of Missouri-Columbia  
Kim M. Thompson, University of Missouri-Columbia  
Denice Adkins, University of Missouri-Columbia
- “Folkloric Dance as a Medium for Socialization and Cultural Identity: A Case Study in a Kansas City Latino Community”  
D. Nicole English, University of Missouri, Kansas City

**Breakout 5: Health** – Smoking Prevalence and Smoking Cessation Treatment

Moderator:

Kay Conklin, University of Missouri-Columbia

Presentations:

- “Who are the Smokers in Missouri? Beyond Prevalence: A Picture is Worth A Thousand Words”  
Noaman A. Kayani, Missouri Department of Health and Senior Services
- “A Decision-Aid Smoking Cessation Software Among Latinos Attending Safety Net Clinics”  
A. Paula Cupertino, Lisa Sanderson-Cox, Edward Ellerbeck, Susan Garrett, Mary Manan, Kimber Ritcher; University of Kansas Medical Center - Department of Preventative Medicine

**Breakout 6: Education** - Empowering Latino Students and Their Parents in Education

Moderator:

Elver Pardo, 4-H Youth Program, University of Missouri Extension

Presentations:

- “Situating Students as Knowledge Producers: Encouraging Latin Youth through Participatory Action Research”  
Gwyndolyn J. Weathers, University of Missouri-Columbia
- CANCELLED: “Education Reform”

**6:00 - 7:00 p.m. Cash Bar & Entertainment: Mizzou Afro-Cuban Combo**

**7:00 - 8:30 p.m. Dinner**

**Day 2 – Tuesday, April 8, 2008**

**8:30 – 9:45 a.m. Plenary Session 3 – Education**

*The Latino/a Educational Pipeline: Creating an Inclusive Culture for Education*

Moderator:

Elver Pardo, 4-H Youth Program, University of Missouri Extension

Presenter:

Edward A. Delgado-Romero, University of Georgia, Athens, GA

**9:45 – 10:00 a.m. Break/Encuentros**

**10:00 a.m. – 11:30 a.m. Breakout Sessions II (Concurrent)**

**Breakout 1: Education** – Discussion of the Plenary

Moderator:

Elver Pardo, 4-H Youth Program, University of Missouri Extension

**Breakout 2: Youth, Families and Communities** - Career Development and the Future of Latino Youth

Moderator:

Judith Davenport, University of Missouri-Columbia

Presentations:

- “Cristo Rey Kansas City: Preparing Urban Students for College and Work”

Dale Mooney, Vice Principal, Cristo Rey Kansas City High School, Kansas City, Mo.

- “The Escalera Program: A Career Pathway Program for High School Students”

Gilbert Guerrero, Superintendent of Guadalupe Education System, Alta Vista Charter High School, Kansas City, MO

Raul Murguia, Escalera Coordinator, Alta Vista Charter High School, Kansas City, MO

**Breakout 3: Education** – Best Practices and Cultural Competency in Higher Education

Moderator:

Patton Garriott, University of Missouri- Columbia

Presentations:

- “Language Learning and Immigration in Higher Education”

Mónica Marcos-Llinàs, University of Missouri- Columbia

- “Missouri Teacher Candidates Working Together to Prepare for Classroom Diversity”

Jamaine Abidogun, Missouri State University, Springfield, MO

**Breakout 4: Change and Integration** - Building Bridges to Integration Through Extension and

Outreach Initiatives

Moderator:

Steve Jeanetta, University of Missouri-Columbia

Presentations:

- “Professionals as Participants in Their Own Training for Work with Latino Farmers”

Jan Flora, Iowa State University

Hannah Lewis, Iowa State University

- “Beyond Tips and Tricks: A Guide to More Effective Partnerships with Hispanics in Missouri”

Christina Vasquez Case, Alianzas/UME/UMKC-IHD

Katy Fields, Alianzas/UME/UMKC-IHD

**Breakout 5: Civil Rights** - Talking to Non-Immigrants about Immigration: A Demonstration

Workshop

Moderator:

Corinne Valdivia, University of Missouri- Columbia

Presenters:

- Judy Ancel, The Cross Border Network for Justice and Solidarity and MIRA
- Megan Hope, The Cross Border Network for Justice and Solidarity and MIRA

## Breakout 6: Health - Teaching & Practicing Cultural Competency

Moderator:

Kay Conklin, University of Missouri-Columbia

Presentations:

- “Teaching Cross-Cultural Communication Skills to Health Care Providers: An Innovative Curriculum for Third Year Medical Students”  
Debra Howenstine, University of Missouri Healthcare  
Zorina Pina-Hauan, University of Missouri Healthcare
- “Clinical Encounters with Hispanic Patients: Cultural Competency Issues in Family Planning”  
Debra Howenstine, University of Missouri Healthcare  
James D. Campbell, University of Missouri-Columbia  
Marjorie R. Sable, University of Missouri-Columbia

### **12:00 – 1:30 p.m. Lunch**

#### **Remarks & Greetings**

- Mike Middleton, Deputy Chancellor, University of Missouri - Columbia
- Brian Foster, Provost, University of Missouri - Columbia

### **1:30 – 3:00 p.m. Plenary Session 4 – Health**

*“Acculturation Strategies and the Development of Mental Health and Substance Abuse”*

Moderator:

Ignacio Alejandro Barajas-Muñoz, Mid-America Addiction Technology Transfer Center,  
University of Missouri-Kansas City

Presenter:

Luis R. Torres, National Institute on Drug Abuse Fellow; Center of Latino Family Research,  
George Warren Brown School of Social Work, Washington University in St. Louis, Missouri

Dr. Torres’s attendance is supported by the Mid-America Addiction Technology Transfer Center,  
University of Missouri-Kansas City

### **3:00 – 3:30 p.m. Break/Encuentros**

### **3:30 – 5:00 p.m. Breakout Sessions III (Concurrent)**

#### **Breakout 1: Health - Plenary Discussion**

Moderator:

Ignacio Alejandro Barajas-Muñoz, Mid-America Addiction Technology Transfer Center,  
University of Missouri-Kansas City

**Breakout 2: Youth, Families and Communities** – News Media and Its Influence on Latino Youth,  
Families, and Communities in Missouri

Moderator:

Christina Vasquez Case, Alianzas/UME/UMKC-IHD; Cambio Center fellow

Presenters:

- Shelly Bowles, General Manager, Univision-KUKC 48, Kansas City, MO
- Joe Arce, Publisher, KC Hispanic News, Kansas City, MO
- Ángel Morales and Lupita Martínez, KSIS 1050 AM, Sedalia, MO
- Katherine Reed, The Columbia Missourian & Adelante!; School of Journalism, University of Missouri-Columbia

#### **Breakout 3: Education - Successful Latina/o College Students**

Moderator:

Verónica Medina, University of Missouri- Columbia

Presentations:

- “Successful Latina College Students in Kansas City” – Video presentation  
Mauricio Gomez Montoya, University of Missouri- Kansas City
- “College Planning for Latino High School Students: Information for Counselors, School Personnel and Parents”  
Chuck May, University of Missouri - Columbia

**Breakout 4: Youth, Families and Communities** – Supporting Cross-Cultural Adaptation and Healthy Decision-Making

Moderator:

Jim Wirth, Human and Environmental Sciences, University of Missouri Extension

Presentations:

- “The Promotion of Education and Positive Lifestyle Choices through Youth Education Programs in Columbia, Missouri”  
Amy Kelly, Centro Latino de Salud, Educación, y Cultura, Columbia, MO  
Courtney Wright, Centro Latino de Salud, Educación, y Cultura, Columbia, MO
- “Migration, Family Stressor, and Empathy”  
Carol Mertensmeyer-Ryan, ParentLink, University of Missouri Extension  
Alejandra Gudiño, Kelsey Cunningham, Megan Roodhouse, Nadine Abernathy; ParentLink, University of Missouri Extension
- “Connecting for Children, a New Program to Help Parents Improve Their Ability to Build Healthy Parenting Relationships”  
Kim Allen, ParentLink, University of Missouri Extension  
Carol Mertensmeyer-Ryan, ParentLink, University of Missouri Extension  
Christina Crawford, ParentLink, University of Missouri Extension
- “Acculturative Stress and Connection to Latino Families Well Being”  
Alejandra Gudiño, ParentLink, University of Missouri Extension  
Laura O’Donoghue, University of Paris V: René Descartes, Paris, France; Megan Roodhouse, Kelsey Cunningham, Nadine Abernathy, Carol Mertensmeyer-Ryan, ParentLink, University of Missouri Extension

**Breakout 5: Civil Rights** – Current Issues on Civil Rights

Moderator:

Jan Flora, Iowa State University

Presentations:

- “Immigrant & Refugee Advocacy in an Election Year”  
Jennifer Rafanan, Missouri Immigrant & Refugee Advocates
- “Civil Rights and Political Participation”  
Anthony Ramírez - HisPAC - Hispanic Political Action Committee, St. Louis, MO

**Breakout 6: Change and Integration** - Immigrant Integration - Positive Efforts and Experiences in Illinois and Missouri

Moderator:

Stephen C. Jeanetta, University of Missouri-Columbia

Presentations:

- “Immigration Integration: Lessons from Illinois”  
Virginia Martínez, Mexican American Legal Defense and Educational Fund
- “Latino Newcomers: Cultural Adaptation and Ethnic Identity”

David Aguayo, University of Missouri-Columbia  
Lisa Y. Flores, University of Missouri-Columbia  
Corinne Valdivia, University of Missouri-Columbia  
Stephen C. Jeanetta, University of Missouri-Columbia  
Domingo Martínez, University of Missouri-Columbia

**Free evening for the participants.**

We will provide information about events in town.

**Day 3 - Wednesday April 9, 2008**

**8:30 – 9:30 a.m. Plenary Session 5 – Youth, Families and Communities**

*“University of Missouri Extension: Statewide Resources for Latino Integration”*

Moderator:

Christina Vasquez Case, Alianzas/UME/UMKC-IHD; Cambio Center fellow

Presenters:

- Mary Simon Leuci, Program Director of Community Development, University of Missouri Extension
- Jo Britt-Rankin, Program Director of Human Environmental Sciences, University of Missouri Extension
- David Baker, Assistant Dean Agriculture Extension, University of Missouri Extension
- Elver Pardo, 4-H Youth Program, University of Missouri Extension
- Wendy Harrington, Director of Business Research Information Development Group, University of Missouri Extension,

**9:30 – 9:45 am Break/Encuentros**

**9:45 – 11:00 a.m. Breakout Sessions IV (Concurrent)**

**Breakout 1: Youth, Families and Communities** - University of Missouri Extension Plenary

Discussion

This discussion will explore specific of University of Missouri Extension programs that support Hispanic/Latino newcomers and the Missouri communities that receive them.

Moderator:

Katy Fields, Alianzas/UME/UMKC-IHD

Speakers:

- Elver Pardo, 4-H Youth, University of Missouri Extension
- Nadia Navarrete-Tindall, Women and Minority Farmers Program, MU Department of Rural Sociology
- Christina Vasquez Case, Alianzas/UME/UMKC-IHD
- NEW: James Wirth, University of Missouri Extension

**Breakout 2: Civil Rights** - Interpreters in Court: Justice for All?

Moderator:

Judith Davenport, University of Missouri-Columbia

Presenter:

Phyllis Launius, Office of State Courts Administrator, Jefferson City, MO

**Breakout 3: Youth Families and Communities Workshop** - Safe Dating Techniques for Teenage Latinas

Moderator:

Connie Mefford, Community Development, University of Missouri Extension

Presentation:

- “Safe Dating and Self-Empowerment for 13-18 Years Old Girls”  
Kelsey Cunningham- ParentLink, University of Missouri Extension  
Alejandra Gudiño- ParentLink, University of Missouri Extension

**Breakout 4: Education Workshop - Innovations: Tools for the Classroom**  
**WORKSHOP CANCELLED DUE TO HEALTH.**

Presenter:

Yolanda Díaz, Harris-Stowe State University, St. Louis

**Breakout 5: Change and Integration - The Economics of Immigration and Economic Opportunities for Immigrants**

Moderator:

Corinne Valdivia, University of Missouri- Columbia

Presentations:

- “The Economics of Immigration”  
Pedro V. Dozi, University of Missouri-Columbia
- “Economic Growth for the Diverse Farm Worker Population and the Business Community”  
Sandra Sharp-Self, United Migrant Opportunity Services  
Anita Franson, United Migrant Opportunity Services  
Stephen Borders, United Migrant Opportunity Services

**Breakout 6: Education Panel - Sí podemos! Drawing Strength from One Another: A Panel Discussion with Latino/a Graduate and Undergraduate Students**

Moderator:

Lisa Y. Flores, University of Missouri-Columbia

Panel:

- Veronica Medina, University of Missouri-Columbia
- Monique Mendoza, University of Missouri-Columbia
- Marlen Kanagui, University of Missouri-Columbia
- Karina Ramos, University of Missouri-Columbia
- David Aguayo, University of Missouri-Columbia

### **11:10 -12:30 p.m. Plenary Closing Session**

**Keynote Speaker:** Dr. Samuel Betances

**Introduction:** Dr. Handy Williamson, Vice Provost for International Programs, University of Missouri-Columbia

Dr. Samuel Betances is a well-known communicator on the challenge of casting away barriers to success. He is an honored Professor Emeritus, a consultant to U.S. Presidents, CEOs, managers, community groups, clergy members, educators, and a role model for youth.

### **Adjourn**



University of Missouri



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