



22nd Annual Conference Program

Sparkling Change, Integration, and Deep Connections

June 5 - June 7, 2024
Kansas City Marriott Country Club Plaza
Kansas City, Missouri

Sponsored by:



Division of Diversity and Inclusion | Department of Race, Ethnic and Gender Studies | Institute for Human Development



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Program Schedule

DAY 1 - WEDNESDAY, JUNE 5, 2024

12:00 - 1:00 PM **Conference Registration | Main Street Grill Foyer**

1:00 - 2:15 PM **Welcome Plenary | Room DE**

Lisa Dorner, PhD, *Director of Cambio Center*, Opening
Mayor Quinton Lucas, *Kansas City Mayor*, Welcoming remarks

Keynote – Montserrat Garibay (Health)

Raise The Bar – Creating Pathways for Global Engagement and Multilingualism for All

The U.S. Department of Education's Office of English Language Acquisition (OELA) provides national leadership to help ensure that English learners and immigrant students attain English proficiency and academic success. The presenter will share information about OELA's updated Newcomer Toolkit that has a chapter of social, emotional, and mental health for students.

2:30 - 3:45 PM **Concurrent Breakout Sessions**

Option 1 - Workshop (Education & Youth Development) | Room ABC

Leading with Vulnerability: Creating Authentic and Meaningful Connection

Carla Marquina, *Multicultural Student Affairs, University of Missouri – Kansas City*

This workshop will focus on Vulnerable Leadership and the role it plays in building authentic and meaningful relationships with students. Participants will engage in activities aimed at reflecting on how vulnerability, or lack thereof, impacts the way they connect with others. Finally, a real-world example of vulnerable leadership's impact on fostering inclusivity and connections with students in a mentoring program will be presented.

Option 2 - Research Presentations (Education & Youth Development) | Room DE

Ending the Push: How Educators Can Limit the Factors that Push English Learners Out of School

Alice Garcia, PhD, *edCount*

As the population of English learners (ELs) grows nationally, we need to be more aware of the factors within our institutions that push them out of school before they earn their diplomas. This presentation will look at real classroom experience, state and national observations, and a recent doctoral thesis's findings of what these push factors are and how they are impacting ELs' academic experiences. Attendees will learn about these push factors and why the course to ending them begins in the classroom with supporting and programming that allows for more inclusion of the students' home languages and cultures.

Maneuvering through Undocumented and Documented Status: Liminal Legality and Civic Education of a Migrant Social Studies Teacher

Yeji Kim, Ph.D., *University of Missouri – Columbia*

Theoretically framed by liminal legality (Menjívar, 2006), the current narrative inquiry study focused on a social studies migrant teacher named Ms. Ali who has maneuvered through the multilayered categories of legal status—undocumented, DACA recipient, and permanent resident— and explored how her continuous liminal legality has influenced her personal, professional, and civic educational trajectories. The findings of this demonstrate how Ms. Ali's legal vulnerability has impinged on her life in multiple ways, creating various barriers, particularly in the face of increasingly restrictive and hostile immigration policymaking and rhetoric. The ways in which Ms. Ali's liminal legality have informed and cultivated her multiple, dynamic, and critical understandings and approaches to civic education for her newcomers and emergent bilingual

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students are also highlighted. The findings of the study form a new contribution to the highly under-explored research area of migrant teachers with undocumented/DACA backgrounds and provide several implications for social studies teacher education and civic education.

Multilingual Teachers' Perspectives on the Intent and Realities of Language Policy in US PK Schools

Carrie Larson, PhD., *Pacific University*

Esperanza De La Vega, PhD, *Portland State University*

In the 1974 case of *Lau vs. Nichols*, the U.S. Supreme Court affirmed the educational rights of multilingual students under the Civil Rights Act. Over the past 50 years, the U.S. has seen a 194% increase in individuals speaking languages other than English at home. Using a community ethnographic approach, the research uses the *Lau* cases to analyze the educational realities of multilingual K-12 students. Interviews with multilingual teachers reveal three themes with implications for future policymakers and educational leaders: "The System is Not for Us," "Set up to Fail," and "Putting Yourself in the Circle." The study aims to reveal *Lau*'s impact, advocating for Bilingual Education as a national agenda for the next 25 years. The insights from Oregon contribute to a broader narrative on language diversity in education, aligning with the call to recognize it as a superpower rather than a deficit.

Participatory Adult Language and Literacy Instruction for Refugee Integration

Melissa Hauber-Özer, PhD, *University of Missouri - Columbia*

Joe Decker, *University of Missouri - Columbia*

English as a second language services play a pivotal role in facilitating the social and economic integration of immigrant and refugee families. This presentation will report on a participatory action research project launched in 2023 to develop a customizable model for culturally sensitive, asset-based English language and multiliteracies instruction tailored to the needs and priorities of refugee adults. An overview of the resulting instructional model as well as recommendations for adapting the approach to different learner populations and local contexts will be shared along with preliminary findings regarding promising practices and the crucial role of community building and social support alongside oral language and literacy development. The insights will be valuable to practitioners involved in refugee resettlement, language acquisition, family support services, and beyond.

Option 3 - Organized Panel (Community & Economic Development)

Answering the Call to Action with Kansas City's Latiné Metro Population

Theresa Torres, PhD, *University of Missouri - Kansas City*

Jesse Lowe, PhD, *University of Missouri - Kansas City*

Robert Johnson, *University of Missouri - Kansas City*

Robert-Abel Porras, *University of Missouri - K-*

Room Roanoke

Arch and AI

Politicians and media have normalized the framing of Latiné communities to frame the Latiné growing presence as a cancer on communities. Research in this context, Dr. Theresa Torres, Dr. Jesse Lowe, economics doctoral student Robert Johnson, and computer science undergraduate Robert-Abel Porras address these challenges. Our research by employing the tools of statistical analysis, using data from the 2010 American Community Survey, General Population Survey, and Labor Bureau of Statistics with qualitative research. Our presentation will include the use of AI to create an estimate of the projected growth, contributions, and needs of Latinés for the next ten years.

Option 4 - Workshop (Education & Youth Development) | Room Rockhill

Educational Resources with Our Language, Recursos Educativos con Nuestra Experiencia

Caroline Chance, *California Polytechnic State University, San Luis Obispo*

The increasing number of English as a Second Language (ESL) students from Hispanic backgrounds calls for educational resources reflective of Latin experience. Studies have found that educational resources are designed for learners with advanced levels of English proficiency, statistics have shown the costs of tuition

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have made pathways to professional careers impossible to reach for under-sourced Hispanic students, and findings of high dropout rates among Hispanic males due to monetary and mental health issues have continuously been neglected.

3:45 - 4:00 PM **Break**

4:00 - 5:30 PM **Opening Reception, Posters, and Ofrenda | Main Street Grill Foyer**

Special Invited Guest – Kansas City Latin Jazz Orchestra

Network while viewing the poster presentations and enjoying a Latin Jazz Cocktail hour by the Kansas City Latin Jazz Orchestra. Light appetizers provided and beverages available for purchase.

Posters

Supporting Latina Immigrant Moms During their Children's Early Childhood

Sophia Pirál Lee, *University of Missouri – Columbia*

Jenifer Rueda Varón, *Columbia Public Schools*

A través de la creación de un grupo de apoyo a nivel comunitario liderado por mamás latinas para mamás latinas migrantes, ¡Sonrisas! es una práctica prometedora que busca la integración genuina a nivel local de las mamás en roles de liderazgo y en el diseño de actividades para su bienestar y el de sus hijos de 0-5 años. Generando espacios seguros, totalmente en español y con valorización cultural, ¡Sonrisas! permite que las mamás se apoyen entre ellas y compartan recursos que ayudan con la estabilidad emocional, salud mental, apoyo social y afectivo como mamás migrantes, “[convirtiéndose] en el único recurso social y de sensación de comunidad para algunas de las madres que participan”(testimonio de una participante). En ¡Sonrisas!, las mamás creen que este trabajo genera más conexiones afectivas entre ellas y sus niños apoyándolos en su desarrollo durante la primera infancia y en la escuela más adelante.

Development of a Multilingual/Language Diverse (MLD) Autism Diagnostic Clinic for Spanish Speaking Families

Sarah de Marchena, PhD, *Thompson Center for Autism and Neurodevelopment*

Despite the increase in prevalence rates of autism spectrum disorder (ASD), the average age of ASD diagnoses in Missouri remains at 5 years, consistent with national rates in the US. These rates are significantly delayed for children from lower-income, ethnic/racial minority, and rural backgrounds (McNally Keehn, et al., 2020). Latine families face unique challenges including language barriers, cultural differences, and limited ASD comprehension that contribute to this disparity. Although these barriers are often presented as inherent problems within the Latine community, this project conceptualizes them as systemic barriers that impede access to adequate and sufficient developmental education for parents of color. The primary objective of this project was to develop processes to enhance the diagnostic evaluation path for Spanish-speaking families in Missouri and explore the experiences of the families who were evaluated with a Spanish speaking provider via MLD Clinic. Goals, barriers, and implications for the community are discussed.

Empowering Black and Latina Teen Mothers: Utilizing Autoethnography and Creative Arts for Stigma Processing and Overcoming Barriers

Michelle Ridley, *The University of Kansas*

This research proposal aims to investigate the impact of stigma on the mental health, parenting abilities, and educational progress of Black and Latina teen mothers. In addition, this study proposes the innovative use of autoethnography and creative arts methods as empowering tools to help these young mothers process their experiences, foster resilience and well-being.

Sorry, this poster is cancelled

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Latinx Sparks of Good Change on AI, Viewer Hate: Netflix's Salma Hayek Not 'Sinverguenza'

Diana Rios, PhD, *University of Connecticut*

This analysis of television content sheds light on the need for Latinxs to be aware of how artificial intelligence (AI) can damage community members, and favorable elements of Latinx culture and universal society. Using the vehicle of a drama episode, starring Salma Hayek, Latinxs are asked to become knowledgeable of their viewing practices and base human tendencies. Self-knowledge can position Latinxs toward better decision-making in a too-fast-changing media context. The scholars-educators of this poster ask all age groups, global citizens, to be sparks of positive change and work against hate at the individual, community, and societal levels, online and offline.

Pocket Therapist as "La Fantasma en La Maquina": AI Sparks Possibilities for Latinx Communities

Diana Rios, PhD, *University of Connecticut*

Might AI apps and bots of our quantum age help more, as they learn about Latinx ethnic and cultural needs? We members of the community face a convergence of factors that hold, but cannot guarantee, better mental health access for Latinxs. The authors examine possibilities within our latest information age, and ask how the "ghosts in the machine," that is artificial intelligence, could be useful. We are left opening a Pandora's box of questions, as we anticipate advancements for a "pocket therapist" inside our phones.

Serving and Supporting Heritage Language Students in School

John Becker, Christina Andrade Melly, Ashley Plancarte, and Karen Toledo Herrera, *Ritenour High School*

As recognition of our multicultural, multilingual society grows, schools are increasingly aware of the special needs that English learners and their families have for success. Hear directly from students and teachers from a suburban St. Louis school district about efforts to serve these families.

School Effects on Low-income Students' Enrollment at Public Universities in the Colombia Amazon Region

Luis Ricardo Rojas, *University of Missouri - Columbia*

This study aims to investigate the effect of school characteristics (rural or urban, public or private, and school day) on Saber 11 test scores among 11th grade students in the Colombian Amazon region. The study also seeks to explore how these scores correlate with students' access to higher education in Colombia. The research addresses a gap in the existing literature by examining these relationships in a region that has not been widely studied in terms of access to higher education. The study employs multiple regression analysis to test hypotheses about differences in Saber 11 test scores between public and private schools in the Amazon region. In addition, the research analyzes data on the transition rates of students who graduated from the school in 2021 and who accessed higher education in public universities in the Colombian Amazon region during 2022. The study aims to contribute knowledge about the effect of the quality of secondary education, school resources and socioeconomic disparities in access to higher education.

Voices of Bilingual Brilliance: Unveiling Insights from Latinx Youth on Dual Language Bilingual Education in Elementary School

Rosie Ojeda, *University of Utah - Department of Education, Culture, and Society*

This study documents how Huerta Elementary School (HES), a Dual Language Bilingual Education (DLBE) charter school resists settler colonialism in its structure through the integration of Community Cultural Wealth (CCW). Resistance to settler colonialism is important because it counters dominant colonial models of education and serves as a bridge toward decolonization. Collaborating with the school, the author conducted interviews with eight Latinx youth alumni currently enrolled in public secondary schools, to unveil the enduring strengths derived from their elementary education at HES. The findings highlight the positive impacts of HES, emphasizing the acquisition of the Spanish language, a deep connection to Hispanic/Latino culture, and a supportive system rooted in CCW, including a focus on music through the school's mariachi band. Overall, this research contributes to a deeper understanding of the impact of elementary education on Latinx students' subsequent academic journeys and underscores the imperative of fostering culturally responsive educational environments.

Program Schedule

DAY 2 - THURSDAY, JUNE 6, 2024

8:30 - 9:00 AM **Continental Breakfast | Room DE**

9:00 - 10:15 AM **Morning Plenary | Room DE**

Laura Gutiérrez Pérez, Cambio Center Coordinator - Opening

Keynote - Dr. Amalia Daché (Community & Economic Development)
Caminos del Norte: Filadelfia's Puerto Rican and AfroLatin Cultural Ecología

In this presentation, Dr. Amalia Daché will offer insights into the experiences of Puerto Rican and AfroLatin residents, particularly those residing in economically disadvantaged neighborhoods, as they navigate local higher education institutions and the job market, following a 130-year history in the "City of Brotherly Love." Latinos in Philadelphia represent the ethnic/racial group with the highest poverty rate, reaching 40%, and are also the fastest-growing population among community college students. Dr. Daché will present empirical evidence of location-specific cultural and ecological factors that both hinder and support the advancement of residents in terms of postsecondary education and economic opportunities, particularly those with longstanding ties to North Philadelphia and recent immigrants.

10:15 - 10:30 AM **Break**

10:30 - 11:45 AM **Concurrent Breakout Sessions**

Option 1 - A Discussion with the U.S. Department of Education | Room ABC

Montserrat Garibay, *Acting Assistant Deputy Secretary and Director for the Office of English Language Acquisition and Senior Advisor for Labor Relations, Office of Secretary, U.S. Department of Education*

Join Montserrat Garibay to continue the conversation about how to "raise the bar" by using the Family Toolkit (en español y inglés): <https://ncela.ed.gov/educator-support/toolkits/newcomer-toolkit>

Option 2 - Research Presentations (Community & Economic Development) | Room DE
Deciphering Destinations: Unraveling the Enigma of Central American Migrants' Selection of Missouri as a Destination

Indiana Garcia Torres, *University of Missouri-Columbia*

Amidst the surging wave of Central American migrants at the US southern border, this study investigates the intricate decision-making processes influencing their choices. Utilizing a mixed-methods approach—comprising in-depth interviews and on-the-ground observations—the research explores push and pull factors, economic motivations, and assimilation challenges. Narratives from diverse Central American participants will provide nuanced insights, emphasizing the role of objective conditions and subjective perceptions and how these influence migrants' integration, aligning with segmented assimilation theory. The study seeks to determine the pivotal influence of family and community networks, resonating with family social capital theory. By contributing to a deeper understanding of Central American migration dynamics beyond statistical trends, this research intends to explore the challenges migrants face during their integration. Anticipated outcomes aim to inform more empathetic and informed policy responses, enriching the discourse on migration dynamics and destination processes.

Farmworker Recruitment and Community Wellbeing in Ohio

Isaiah Franco, *Ohio State University*

Agricultural systems in the US have long relied on flexible low-wage (usually undocumented) labor to meet needs at peak points during the season, with little consideration for the impacts of this low wage labor on essential farmworkers. To meet the challenge of decreasing worker availability, utilization of the H-2A

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temporary worker program has grown substantially in the US. As the US transitions from a largely undocumented but settled farm labor force to one which has legal work status but is temporary, it is important to study the social and economic impacts of this shift on farmworkers and the communities in which they settle. Accordingly, this project uses mixed methods to analyze effects on community wellbeing in three Ohioan communities based on the degree to which each community relies on H-2A or non-H-2A laborers. In doing so, it aims to inform efforts by rural communities to adapt to changing migration patterns.

New Immigration Trends in the United States

Marcelo Siles, PhD, *Julian Samora Research Institute, Michigan State University*

Neelima Krishnagiri, *Julian Samora Research Institute, Michigan State University*

Many waves of immigrants have arrived in the United States since the early 17th century. Initially most of them were Europeans, but since the end of World War II Hispanic and Asian immigrants began arriving in large numbers to make Hispanics a large minority racial/ethnic group currently in the country. Recent forecasts by the Pew Research Center based on data from the U.S. Census Bureau predict that Asians will surpass Hispanics by 2055 as the largest minority group.

Orange You Glad for Farm Workers? The U.S. Citrus Industry Adjusts to Higher Labor Costs

Skyler Simnitt, PhD, *USDA - Economic Research Service*

The U.S. citrus industry provides a valuable context by which to study farm labor issues. It is an economically important agricultural product group, an industry that remains highly reliant on human labor, and over the last 15 years has faced the combined pressures of increasing labor costs and falling production levels. While numerous nationally and regionally representative data sources that contain information specific to citrus harvest workers are available, there has yet to be a comprehensive review of these sources. Furthermore, there has yet to be an investigation into how U.S. citrus growers are coping to increasing labor costs especially amid falling production of and demand for some citrus commodities. This case study will detail how the U.S. citrus industry is adjusting to higher labor costs amid the tightening of U.S. farm labor markets.

Option 3 - Workshop (Education & Youth Development) | Room Roanoke

Missouri Migrant Education Program: Sowing the Seeds of Support for Migrant Students & Families

Cynthia Chasteen, PhD, *University of Missouri-Columbia/DESE*

The state of Missouri's Migrant Education Program (MEP) works to identify and recruit (ID&R) migrant students and families across the state. In this session, members of the MO MEP team will discuss the process of ID&R, qualifying employment and trends in MO. The session will conclude with time for participants to brainstorm services for eligible students and families.

Option 4 - Workshop (Education & Youth Development) | Room Rockhill

Promoting Academic and Career Success of Latiné High School and College Students: Evidence-Based Research Programs

Theresa Torres, PhD, *University of Missouri-Kansas City*

Richard Minaya, PhD, *University of Missouri-Kansas City*

Iván Ramirez, *Latinx Education Collaborative*

Brandon Camacho, *University of Missouri-Kansas City*

This panel builds upon the previous scholarship on Second-Generation Mexican American youth and the exemplary models of exceptional youth academic success. The speakers will present programs supporting this scholarship's key components to empower Mexican American youth and young adult success. Their presentations rely on three essential models: a mentorship program, the storytelling for resilience, and the promotion of aspirational leaders and role models. Along with these models, one program includes the contribution of a public history exhibit that adds to historical knowledge of the contributions of a Latiné leader photojournalist. This presentation addresses the evidence-based findings of important programs, which have positive recommendations that will assist Mexican American youth and immigrant families, Latiné communities, and educators and leaders in K-12 schools, colleges, and universities.

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11:45 - 12:00 PM **Break**

12:00 - 1:00 PM **Lunch | Room Seville**

1:00 - 2:15 PM **Concurrent Breakout Sessions - **En español****

Option 1 - Research/Promising Practices (Education & Youth Development) | Room ABC

Apoyando a Las Mamás Migrantes en el Desarrollo de Sus Hijos Durante la Primera Infancia

Sophia Piral Lee, *University of Missouri-Columbia*

Jenifer Rueda Varón, *Columbia Public Schools*

A través de la creación de un grupo de apoyo a nivel comunitario liderado por mamás latinas para mamás latinas migrantes, ¡Sonrisas! es una práctica prometedora que busca la integración genuina a nivel local de las mamás en roles de liderazgo y en el diseño de actividades para su bienestar y el de sus hijos de 0-5 años. Generando espacios seguros, totalmente en español y con valorización cultural, ¡Sonrisas! permite que las mamás se apoyen entre ellas y compartan recursos que ayudan con la estabilidad emocional, salud mental, apoyo social y afectivo como mamás migrantes, “[convirtiéndose] en el único recurso social y de sensación de comunidad para algunas de las madres que participan” (testimonio de una participante). En ¡Sonrisas!, las mamás creen que este trabajo genera más conexiones afectivas entre ellas y sus niños apoyándolos en su desarrollo durante la primera infancia y en la escuela más adelante.

Educación Superior de Calidad para Todos: Una Propuesta Basada en la Economía Solidaria de Colombia para el Mundo

Sebastián Concha Vargas, *Uniminuto*

Pilar Mendoza, PhD, *University of Missouri-Columbia*

Este artículo de revisión presenta la fase de descripción de un estudio de caso mixto dirigido por el grupo de investigación El Centro Internacional de Investigación para el Desarrollo de la Educación, CIIDE, en UNIMINUTO. Examina el impacto del enfoque de Economía Solidaria (ES) de la Cooperativa Minuto de Dios para mejorar la educación inclusiva, permitiendo que los estudiantes de pregrado de bajos ingresos de la Corporación Universitaria Minuto de Dios accedan, continúen y finalicen exitosamente su carrera. El objetivo principal de esta Organización de Desarrollo Solidario (ODS) es reducir las tasas de deserción y ausentismo en esta institución privada de educación superior, proporcionando a los colombianos oportunidades para aumentar su educación y sus oportunidades laborales, mejorando así su calidad de vida y bienestar. Este breve documento y presentación se centran en resaltar y presentar cómo el Enfoque de Economía Solidaria, como parte del marco teórico, ha sido utilizado por esta cooperativa y cómo puede ser usado como modelo en una amplia variedad de contextos educativos en América Latina, Estados Unidos y el mundo.

Efectos de la Escuela en la Matrícula de Estudiantes de Bajos Ingresos en Universidades Públicas en la Región Amazónica de Colombia

Luis Ricardo Rojas, *University of Missouri-Columbia*

Este estudio tiene como objetivo investigar el efecto de las características escolares (rural o urbana, pública o privada, y jornada escolar) en los puntajes de la prueba Saber 11 entre los estudiantes de 11° grado en la región del Amazonas colombiano. El estudio también busca explorar cómo estos puntajes se correlacionan con el acceso de los estudiantes a la educación superior en Colombia. La investigación aborda una brecha en la literatura existente al examinar estas relaciones en una región que no ha sido ampliamente estudiada en términos de acceso a la educación superior. El estudio empleará un análisis de regresión múltiple para probar hipótesis sobre las diferencias en los puntajes de la prueba Saber 11 entre escuelas públicas y privadas en la región del Amazonas. Además, la investigación analizará datos sobre las tasas de transición de los estudiantes graduados de la escuela en el 2021 y que accedieron a educación superior en universidades públicas de la región amazónica colombiana durante el 2022. El estudio tiene como objetivo contribuir con conocimientos sobre el efecto de la calidad de la educación secundaria, los recursos escolares y las disparidades socioeconómicas en el acceso a la educación superior.

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Option 2 - Workshop (Education & Youth Development) | Room DE

Creating Beloved Communities: Depth Work Lessons from a Latinx-focused Curriculum

G. Sue Kasun, PhD, *Georgia State University*

Beth Marks, PhD, *Kennesaw State University*

This presentation is based on the co-authored book, *Decolonizing Study Abroad through the Identities of Latinx Students: A Manifesto to Reclaim Identities and Heritage* (Routledge, 2024). The authors counter the common understanding of study abroad in Latin America as a White and middle-class colonizer practice and re-imagine it to fit the needs of Latinx immigrant/transnational students. The presenters weave lessons on connectedness and critical consciousness for engaging Latinx communities while inviting the audience to consider centering the identities of marginalized youth. They offer a seven-part framework that will be workshopped, as part of the session, toward considering creating beloved communities among historically marginalized populations, especially Latinx communities. Participants will leave with action-ready steps for dialog, healing, and building the world we need.

Option 3 - Workshop (Community & Economic Development) | Room Roanoke

Welcoming as the Bedrock: How Communities are Utilizing the Welcoming Standard to Promote Belonging

Briana Broberg, *Welcoming America*

This interactive workshop will focus on building a sense of belonging and connection in changing communities. Communities often struggle with the stress and discomfort of change, especially when it exacerbates social isolation and inequality. This workshop will explore the importance of creating environments where residents feel connected and build social cohesion through the framework of the Welcoming Standard. The criteria in the Welcoming Standard reflect programs, policies, and practices that local governments and community organizations can implement to ensure that everyone, including immigrants, belongs. This workshop will also examine local community case studies demonstrating how belonging can be the antidote to othering and how the seven framework areas of the Welcoming Standard – Civic Engagement, Connected Communities, Economic Development, Education, Equitable Access, Government and Community Leadership, and Safe Communities – provide a comprehensive roadmap for communities to become more welcoming places.

Option 4 - Workshop (Civil Rights & Political Participation) | Room Rockhill

Understanding Your Rights under Anti-discrimination Laws

Kristy Lambert and Antonio Maldonado, *Missouri Commission on Human Rights*

Lauri S. Bledsoe, *U.S. Equal Employment Opportunity Commission*

The Missouri Commission on Human Rights and the U.S. Equal Employment Opportunity Commission partner in this civil rights workshop to enhance the participants' understanding of the rights and obligations under state and federal anti-discrimination laws, to bring about change for employers, places of public accommodation, and housing providers in complying with best practices and increasing the integration of the participants protected under civil rights laws.

2:15 - 2:30 PM **Break**

2:30 - 3:45 PM **Concurrent Breakout Sessions**

Option 1 - Workshop (Education & Youth Development) | Room ABC

Dual Language Immersion as a form of Language Justice and Educational Equity for All

Amanda Niedzwiecki, *Carver Dual Language School*

Olivia Flores, *Paseo Academy of Fine and Performing Arts*

Dual language education is an innovative way of revolutionizing public education. By offering a bilingual track, public schools on average increase academic performance, foster a school culture that celebrates

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diversity, and produce generations of multilingual learners prepared for a global world. Dual language education nurtures deep connections through building cross-cultural competence between the global community of students who may identify as newcomers, bilinguals, heritage language speakers, native English speakers, and speakers of other languages. We invite anyone passionate about educational equity through language justice to this workshop focused on changing the educational landscape for all students, especially Latine children in Missouri. Join the leaders of Kansas City Public Schools dual language programs for a collaborative session where you will engage in finding your why; learn about the current dual language landscape; reimagine your own school system; connect with other stakeholders; and plan for a more equitable, culturally responsive future.

Option 2 - Workshop (Education & Youth Development) | Room Rockhill

Disruptive Pedagogies in ELT: Innovating EFL Classrooms with COIL Modules and Flipped Learning Approach

Sebastián Concha Vargas, *Uniminuto*

The purpose of the workshop's research project is to measure the impact of disruptive pedagogies through ICT tools, virtual and hybrid environments such as Flipped Learning, Coil Modules in courses of the bachelor's degree in foreign Languages with Emphasis in English (LLEI). This workshop aims to demonstrate, through an example, how a Collaborative Online International Learning (COIL) module using the Flipped Learning Approach (FLA) between the course Taboo Language from the University of Michigan and the course Advanced English C1 from this degree at UNIMINUTO had a significative influence on students' EFL communicative and digital competences.

Option 3 - Research/Promising Practices (Health) | Room Roanoke

Empowering Black and Latina Teen Mothers: Utilizing Autoethnography and Performative Arts for Stigma Processing and Overcoming Barriers?

Michelle Ridley, *The University of Kansas*

This research investigates the experiences of Black and Latina teen mothers in navigating mental health, parenting abilities, and educational processes. In addition, this study proposes the innovative use of autoethnography and performative arts methods as empowering tools to help these young mothers process and overcome stigma, fostering resilience and well-being.

Sorry, this session is cancelled

Icesis Couture: A Queer Latina and Entrepreneur in the Drag Queen Business

Liz Veronica Vicencio, *Carleton University*

In this analysis, I begin by tracking the participation of Icesis Couture, a Latina drag queen, in the economic growth in Ottawa, Ontario through her performance at The Hot Room, the oldest running queer bar in the city. As part of the Byward Market downtown Ottawa, The Hot Room forms part of the multicultural landscape marketing of the city and a place where the multicultural discourses of inclusion, tolerance, diversity, and equality are at stake. Then, I track Icesis' participation in Canada's Drag Race season two as during the time that the show aired on TV Icesis' presence in the program became a source of revenue in The Hot Room. At the same time, it became an inspiration of success, among Latinas who participated in my research, and a powerful statement of Latinidad.

Social Capital and Covid-19 pandemic: The double ABC-X stress model adaption for female minorities

Jorge Martínez Palomares, *University of Missouri-Columbia*

Michael Cheang, PhD, *University of Hawaii*

Corinne Valdivia, PhD, *University of Missouri-Columbia*

Social capital may be regarded as an asset that comes from people's social networks, especially can work as important resource that help people to cope with negative impacts and have a positive influence of the well-being of the individuals. By adapting the Double ABC-X stressor model, we estimate in a sample data

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of 1555 in the United States, the importance of social capital as an intangible strategy of the families that can help to mitigate the negative impact of stressors like unemployment, poor health, low income and, the difficulty to be female and belong to a minority group. We found a positive impact of social capital on well-being which helps to mitigate the above-mentioned.

Why Representation Matters in Biomedical Research

Lisa Weaver, *All of Us Research Program - Heartland Consortium*

As we go about the business of living, there are so many important places to “show up.” Schools and school boards, your neighborhood, city council, and elections matter—representation counts and diverse voices matter. Biomedical research may not make your weekly list but medical best practice is based on research and clinical trials. Historically, most people participating in clinical research have been white, well off, college educated males who have an affiliation with a major biomedical research center. This means all patients are diagnosed and treated to that standard. The All of Us Research Program is funded by the National Institutes of Health as a step toward addressing this historical underrepresentation in biomedical research. Learn more about how you can make a difference.

3:45 - 4:00 PM Break

4:00 - 5:45 PM Afternoon Plenary | Room DE

Keynote – Migrantes Unidos (Civil Rights and Political Participation)

The Co-Pursuit of Dignity: How Academics, Service Providers, and Organizers Can Center Immigrants for Equity and Justice

“Foto Voz” Exhibit

We report the challenges, achievements, and progress of creating a mutual support group of over 100 asylum seekers from Mexico, Central America, and the Caribbean who have harnessed their time together toward collective action against the use of ankle monitors and other forms of detention in immigration enforcement. This group, which has named itself *Migrantes Unidos*, is centered among a supportive team of service providers, researchers, and advocates who are committed to positioning asylum seekers as critical thinkers and leaders. We identify four core themes of responsibilities in centering immigrants: 1) Mutual support; 2) Political education; 3) Recordkeeping; and, 4) Making everyday struggles to survive the U.S. immigration system more legible to the public and academic audiences. We believe that these main themes can advance building collaborative partnerships between academics and non-academics as well as current public understanding of race, justice, and dignity in the social sciences and humanities.



Program Schedule

DAY 3 - FRIDAY, JUNE 7, 2024

8:30 - 9:00 AM **Continental Breakfast | Room DE**

9:00 - 10:15 AM **Morning Plenary | Room DE**

Laura Gutiérrez Pérez, Cambio Center Coordinator - Opening

Keynote - Dr. Trish Morita-Mullaney (Education and Youth Development)

'Is it Lau or is it Lopez?'- The Shared Histories of the Asian and Latino Diaspora in the Development of Language Rights

The seminal Supreme Court language rights case, *Lau v. Nichols* (1974) found that the San Francisco Unified School District's failed to provide adequate and appropriate instructional programming to 1,800 students of Chinese ancestry who did not speak English, which denied them a meaningful opportunity to participate in a public education. In the fields of bilingual education and language policy, *Lau* is regarded as the national case that changed the legal landscape for bilingual education as an allowable provision in schools for multiple ethnolinguistic groups, most of whom identify as Latino and Spanish-speaking. Most research devoted to bilingual education and the impact of *Lau* focuses on the Hispanic community, so much less is known about other ethnolinguistic groups, particularly the Asian American identifying community. Yet, Asians and Latinos have long traversed shared spaces, including farms, factories, neighborhoods, and schools. In this talk, I detail the contested history between the Asians and Latinos in the context of language rights, and how such cleavages often decenter our focus on raciolinguistic equity. Discussion will focus on what the next 50-years of *Lau* can bring for cross-linguistic and racial solidarity.

10:15 - 10:30 AM **Break**

10:30 - 11:45 AM **Concurrent Breakout Sessions**

Option 1 - Workshop (Education & Youth Development) | Room ABC

¡Aguas! Educated Latinx

Dawn Martinez, *Al Éxito*

Gabby Guerra, *Al Éxito*

Latino youth are the largest and fastest growing Iowa population -- a vital part of school systems, workforce, and towns across Iowa. Without Latinos, Iowa would face significant challenges in economic mobility, population stagnation, and workforce shortage. Yet, Latinos face substantial challenges in communities and schools to achieve their highest potential and fully participate and thrive in Iowa. This workshop will explore three areas to demonstrate how *Al Éxito* works to improve conditions for Latinx youth and families:

- *Al Éxito* program's impact on Latinx youth
- Iowa Latinx project's mission and impact
- Nuestro Iowa educational research and data to address ways to serve young Latino scholars best.

Option 2 - Research Presentations (Education & Youth Development) | Room DE

Building upon Funds of Knowledge: Using Trauma Informed Principles to Disrupt Educators'

Understanding of Multilingual Families

Ofelia Castro Schepers, PhD, *Purdue University*

Trish Morita-Mullaney, PhD, *Purdue University*

Funds of Knowledge (FOK) is a frequent framing used within teacher education aiming to support monolingual teachers' understanding of the multilingual resources of emergent bilinguals (EB). Yet, without critical inquiry and interrogation, FOK can reproduce subtractive beliefs about multilingual families' multiliteracy practices (MLP). By intersecting the conceptual framing of Trauma-Informed Principles (TIP)

Program Schedule

(Dorado et al., 2016) with FOK (Moll et al., 1992), we describe how native, heritage, and English-monolingual in-service teachers engage in a MLP module of EB families from their communities. Implications about inclusion in teacher preparation programs are discussed.

Recently-Arrived Adolescents from Guatemala in Rural Missouri: Creating Successful Pathways to Graduation

Lisa Dorner, PhD, *University of Missouri-Columbia*

Sophia Piral Lee, *University of Missouri-Columbia*

Developed out of an on-going research-practice partnership with a rural school district in Missouri (which we call “Tunis”), this project explored two research questions: (1) How do rural districts in Missouri educate recently-arrived adolescent newcomers, especially concerning their pathways to high school graduation? (2) What do adolescent newcomers and educators in Tunis perceive as their most pressing needs on this pathway? The ultimate goal is to support the creation of new practices and policies that help more newcomers successfully obtain their high school diplomas. During the 2023-2024 school year, we made monthly visits to work with two high school newcomer classes and a district task force. We employed ethnographic research methods (primarily artifact analysis, participant observation, and interviews) to document educators’ and students’ experiences and perspectives. This presentation will discuss preliminary results and promising practices for adolescent newcomer education, especially in the context of the rural Midwest.

Serving and Supporting Heritage Language Students in School

John Becker, *Ritenour High School*

Christina Andrade Melly, *Ritenour High School*

Ashley Plancarte and Karen Toledo Herrera, *High School Students*

As recognition of our multicultural, multilingual society grows schools are increasingly aware of the special needs that English learners and their families have for success. Hear directly from students and teachers from a suburban St. Louis school district about efforts to serve these families.

Voices of Bilingual Brilliance: Learning from Latinx Youth on Elementary Dual Language Bilingual Education

Rosie Ojeda, *University of Utah*

This study documents how Huerta Elementary School (HES), a Dual Language Bilingual Education (DLBE) charter school resists settler colonialism in its structure through the integration of Community Cultural Wealth (CCW). Resistance to settler colonialism is important because it counters dominant colonial models of education and serves as a bridge toward decolonization. Collaborating with the school, the author conducted interviews with eight Latinx youth alumni currently enrolled in public secondary schools, to unveil the enduring strengths derived from their elementary education at HES. The findings highlight the positive impacts of HES, emphasizing the acquisition of the Spanish language, a deep connection to Hispanic/Latino culture, and a supportive system rooted in CCW, including a focus on music through the school’s mariachi band. Overall, this research contributes to a deeper understanding of the impact of elementary education on Latinx students’ subsequent academic journeys and underscores the imperative of fostering culturally responsive educational environments.

Option 3 - Workshop (Civil Rights & Political Participation) | Room Roanoke **Passport to Progress: Improving Awareness of Policies that Impact Undocumented Students**

Kristie Beck, PhD, *Savvy Strategies*

The immigration process in the United States has undergone constant changes and evolutions. Keeping track of those changes is a challenge even for legislators. Busy high school counselors often lack consistent and accurate knowledge of current immigration laws and policies. Undocumented students, who arrived here under many sets of circumstances, understandably find it confusing and challenging as well.

Program Schedule

Consequently, they look to the counselors to help them make sense of it. Based on the presenter's study which examined the knowledge base of high school counselors and the sources on which they rely for information, this session paradoxically clarifies the uncertainty and ambiguity of the laws that affect college-bound undocumented students. Participants will be better equipped to assist these students after this session, gaining insight into the ever-changing landscape of immigration policy and leaving with a toolkit of resources for immediate use.

Option 4 - Research/Promising Practices (Community & Economic Development, Education & Youth Development) | Room Rockhill

Are you Culturally Intelligent?

Gerardo Martinez, *UMKC/IHD-MU Extension-ALIANZAS*

Culture is so powerful. It should come as no surprise that the human actions, gestures, and speech patterns a person encounters in a foreign business setting, are subject to an even wider range of interpretations, including ones that can make misunderstandings likely and cooperation impossible. Author Dr. David Livermore shared this impactful thought when he published a ground-breaking strategy for working and relating effectively with people from different backgrounds. Join this session to learn these strategies.

Arts-Based Participatory Research with Refugee Youth: Challenges, Successes, and Potential for Identity Development and Belonging

Melissa Hauber-Özer, PhD, *University of Missouri-Columbia*

Viviana Goelkel Garcia, *University of Missouri-Columbia*

Emmanuel Umeh, *University of Missouri-Columbia*

This presentation will describe the first year of an arts-based participatory action research project designed to support identity development, social integration, and belonging for refugee newcomer youth in Central Missouri through photovoice and filmmaking workshops. The university-based researchers will discuss challenges and successes of initiating and navigating community-based participatory research as well as insights from youth participants about their migration and research experiences. Samples of youth participants' photovoice products and films will also be shared along with the team's plans for employing these works as tools to increase understanding among host community members of the diverse experiences, cultural wealth, and individual potential of refugee newcomers. Session participants will gain tools and inspiration for incorporating arts-based methods into their work with immigrant and refugee communities.

Digital inclusion or digital disillusionment? What is the option for the Latino community?

Gabriel Fumero, *Hispanic Economic Development Corporation*

This presentation delves into the profound impact of policies outlined in the Digital Equity Action Plan of Kansas and the Digital Opportunity Plan of Missouri on the digital inclusion and equity of the Latino community in the Kansas City metropolitan area. The presentation outlines a comprehensive summary of the effects of these policies, with a focus on empowering the community to actively participate in a labor market that increasingly demands digital skills, including those related to Artificial Intelligence.

Tardeada Mexicana - an evening of family fun!

Val Adams, *ParentLINK*

In the midst of trying to figure out a way to spread the word about services available in a rural community with limited access to social media, the idea of an evening of family fun came to mind. It can be very challenging to let people know what is available for them and how to utilize services, especially where there might be a language or cultural barrier. But what better way to learn about resources available in your region than getting service providers together for an evening while families get to learn, relax, enjoy snacks, and have fun!

Program Schedule

Artists as Community Builders: Establishing the Latin Jazz Institute (US/Chile)

Cynthia M. Ammerman, Kansas City Latin Jazz Orchestra

Pablo Sanhueza, Kansas City Latin Jazz Orchestra

This presentation will discuss the origins of the Latin Jazz Institute/Kansas City Latin Jazz Orchestra. The founders will present their journey, the challenges and opportunities of establishing a bilingual, multi-cultural performance-based, workforce development arts organization.

12:00 - 12:30 PM **Closing Remarks | Room DE**

POST-CONFERENCE SITE VISITS

For site visit registrants only.

12:40 - 4:10 PM **Site Visit Tours - MEET IN THE HOTEL LOBBY AT 12:40**

Join us on a visit to three inspiring organizations in the heart of Kansas City: The Guadalupe Center, El Centro, and the Latinx Education Collaborative. Guiding our adventure is none other than Edgar Palacios, the esteemed leader (also known as President & CEO) of the Latinx Education Collaborative. As we explore the city, a delectable lunch awaits, catered by the Guadalupe Center.

Learn more about these incredible organizations:

The Guadalupe Centers - <https://guadalupecenters.org/>

The Guadalupe Centers is the longest continuously operating agency serving the Latino community in the United States. Our mission is to improve lives in Latino communities throughout the Kansas City area.

El Centro - <https://www.elcentroinc.com/>

The mission of El Centro, Inc., a not-for-profit corporation, is “strengthening communities and improving lives of Latinos and others through educational, social, and economic opportunities.”

Latinx Education Collaborative - <https://latinxedco.org/>

The Latinx Education Collaborative (LEC) in Kansas City, established in 2018, endeavors to increase Latinx educator representation, advocate for equity, empower Latinx families and communities, and pioneer initiatives to address systemic barriers and create a more inclusive educational landscape.



Guadalupe
Centers



Latinx
Education
Collaborative



SU CONEXIÓN A LA COMUNIDAD

Keynote Speakers

"Raise The Bar – Creating Pathways for Global Engagement and Multilingualism for All"

Wednesday, June 5, 2024, 1:00 - 2:15 PM



Montserrat Garibay - Montserrat Garibay is the Acting Assistant Deputy Secretary and Director for the Office of English Language Acquisition and Senior Advisor for Labor Relations, Office of Secretary, U.S. Department of Education. Previously she was the secretary-treasurer of the Texas American Federation of Labor-Congress of Industrial Organizations (AFL-CIO) and served as vice president for Certified Employees with Education Austin. Ms. Garibay was a bilingual pre-kindergarten teacher for eight years and a National Board-Certified Teacher. She is a graduate of the National Labor Leadership Initiative with the Worker Institute at Cornell University and is a University of Texas-Austin graduate with a master's degree in Education. An activist on education and immigration issues, Garibay came to the U.S. from Mexico City as an undocumented immigrant and became a citizen 20 years later. She has been instrumental in promoting opportunities for all students, including those from immigrant families.

"Caminos del Norte: Filadelfia's Puerto Rican and AfroLatin Cultural Ecología"

Thursday, June 6, 2024, 9:00 - 10:15 AM



Amalia Daché, PhD - Dr. Amalia Daché's groundbreaking work includes a geographic mixed-method study, "Mapping Public Housing and Urban Higher Education Accessibility and Enrollment in Philadelphia." In this primarily ethnographic study she collaborated with a North Philadelphia Affordable Housing community that is both predominantly Puerto Rican and Afro-Latino to learn of their educational trajectories navigating the local landscape of Philadelphia. Nationally, she co-leads research on the history of slavery on U.S. college campuses and universities' engagement in reparations, showcased through the [Project SHARPE](#) website. Internationally, her exploration of Cuban educational histories, the 1990s "balseros," and academic freedom violations at Cuban universities paints a vivid picture of her commitment to global perspectives.

Dr. Daché has appeared as an expert in film and national media outlets, including Spike Lee's documentary Two Fists Up, Red Table Talk: The Estefans, MSNBC's The ReidOut with Joy Reid, American Voices with Alicia Menendez, José Díaz-Balart Reports, Slate's A Word with Jason Johnson podcast, NPR's Weekend Edition Sunday with Lulu Garcia-Navarro, #SOSCuba podcast with Enrique Santos, Black News Tonight with Marc Lamont Hill, The Washington Post, Foreign Policy, Politico, The Philadelphia Inquirer, and Al Día.

"The Co-Pursuit of Dignity: How Academics, Service Providers, and Organizers Can Center Immigrants for Equity and Justice" and "Foto Voz" Exhibit

Thursday, June 6, 2024, 4:00 - 5:45 PM



Migrantes Unidos - Migrantes Unidos is a mutual support group of over 100 asylum seekers from Mexico, Central America, and the Caribbean who have harnessed their time together toward collective action against the use of ankle monitors and other forms of detention in immigration enforcement. This group is centered among a supportive team of service providers, researchers, and advocates who are committed to positioning asylum seekers as critical thinkers and leaders who have produced three main forms of practical knowledge: 1) the physical and mental toll of ankle monitors and other immigration surveillance tactics that are inappropriately referred to as "Alternatives to Detention;" 2) collective strategies to prevent harm on oneself and others; and, 3) core values and priorities in creating reciprocal partnerships between academics and non-academics to pursue justice. These forms of knowledge embedded in practice and rooted in action have advanced current public understanding of race, justice, and dignity in the social sciences and humanities as well as public policy and religious practice.

Keynote Speakers

“Is it Lau or is it Lopez?” – The shared histories of the Asian and Latino diaspora in the development of language rights

Friday, June 7, 2024, 9:00 - 10:15 AM



Trish Morita-Mullaney, PhD - Dr. Trish Morita-Mullaney is an Associate Professor at Purdue and holds a courtesy appointment in Asian American Studies program. Her research focuses on the intersections between language learning, gender, and race and how this informs the identity acts of educators of multilingual communities. Guided by critical and feminist thought, she examines how these overlapping identities inform the logics of educational decision making for multilingual families. She has studied the Lau case and how it was developed, experienced, and implemented by the Chinese American community of San Francisco, representing the original history and voice of Lau. She has a forthcoming book on the Chinese perspective of Lau with Multilingual Matters in August 2024.

Special Invited Guests

Mayor's Welcome

Wednesday, June 5, 2024, 1:00 PM



Mayor Quinton Lucas - Born and raised in Kansas City's East Side communities, Mayor Quinton Lucas has served as the 55th mayor of Kansas City since 2019. As mayor, he led Kansas City's adoption of the nationally acclaimed zero-fare transit initiative, which maintains a fare free public transit system on bus and rail transit citywide. Mayor Lucas also championed the resurfacing of hundreds of miles of Kansas City's streets and sidewalks, addressing a year's long maintenance backlog in every Kansas City neighborhood.

During his tenure, Mayor Lucas has promoted Kansas City globally, bringing new conferences and businesses to the City and securing the City's position as one of only 11 American cities to host the 2026 Soccer World Cup. Mayor Lucas is a graduate of Washington University in St. Louis and obtained a law degree from Cornell University. Prior to serving as mayor, he represented the City's Third District At-Large on the City Council where he led on issues such as the new airport terminal, economic development, and public safety.

Opening Reception - Musical Performance

Wednesday, June 7, 2023, 4:30 PM



Kansas City Latin Jazz Orchestra The Kansas City Latin Jazz Orchestra is a professional performance ensemble. It integrates young graduates from our Latin Jazz Studies Program and established professionals, master musicians, and visiting artists. The artistic ethos of the orchestra is based on a commitment to passing on musical knowledge and transmitting values that enlighten and edify our communities and local artistic ecosystem. Our programming contributes to the preservation and creative advancement of the art form as well as generating a sustainable and equitable music industry in our region.

¡Gracias a todos! See you next year in St. Louis - June 4-6, 2025!