

Webinar sponsored by NCERA -216 & North  
Central Regional Center for Rural Development

# Methodological Approaches and Considerations for Community Action Research with Latino Communities

Corinne Valdivia, Lisa Y. Flores, Steve  
Jeanetta, Alex Morales & Domingo Martínez

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United States Department of Agriculture  
National Institute of Food and Agriculture



# WELCOME

## Presenters

Domingo Martínez: Why & So What?

Corinne Valdivia: Strengths & Participation

Lisa Y. Flores: Context & Acculturation

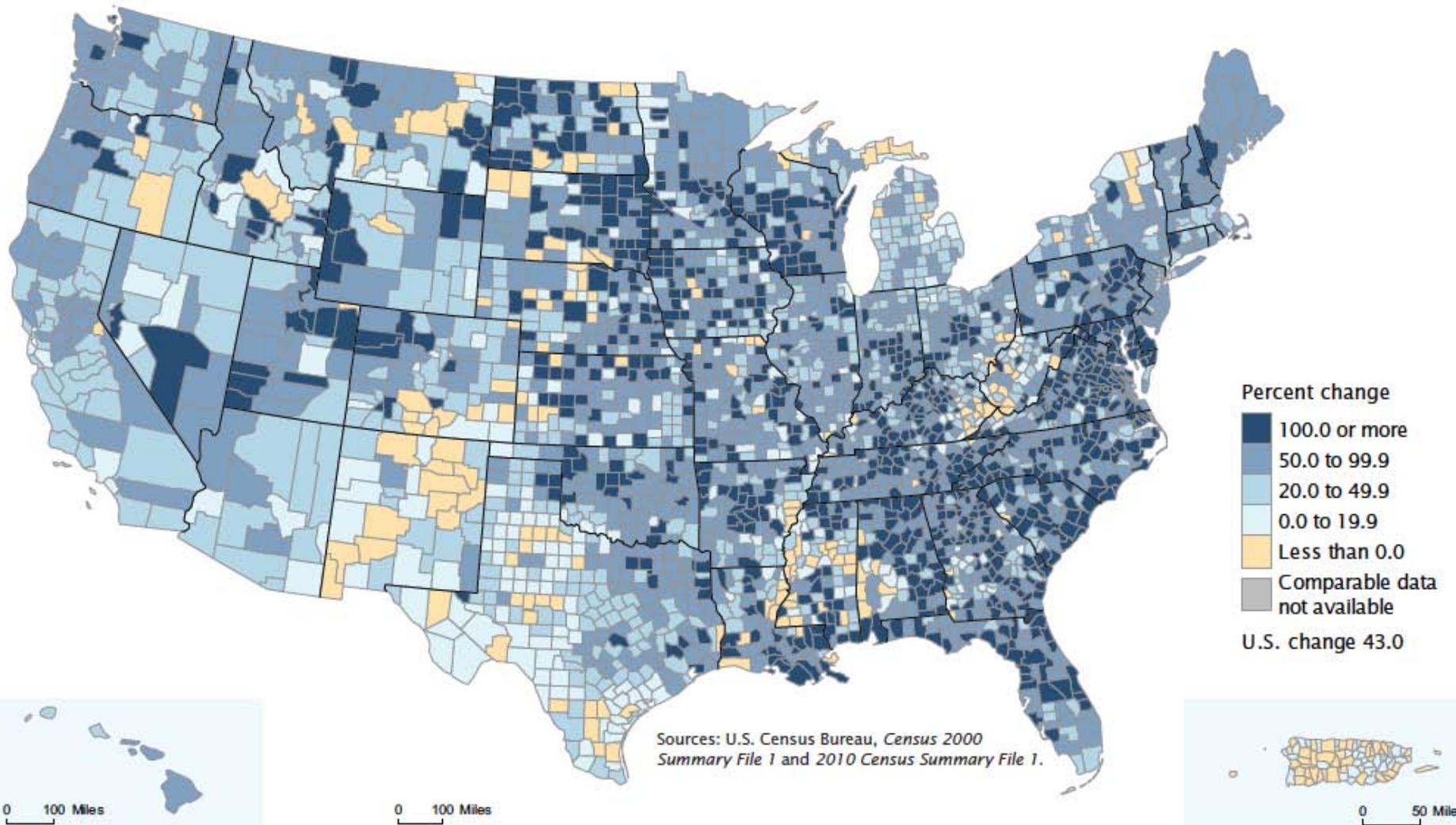
Alex Morales: Qualitative Methods

Steve Jeanetta: Action Research



Domingo Martínez

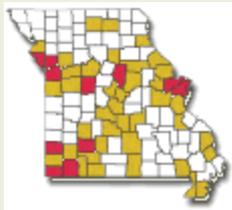
# Changes in the Heartland and Missouri – Needs Based Research



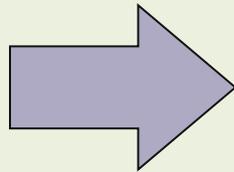
## Percent Change in Hispanic or Latino Population by County: 2000 to 2010

Source: US Census Bureau, 2010

# Needs-based, collaborative, iterative



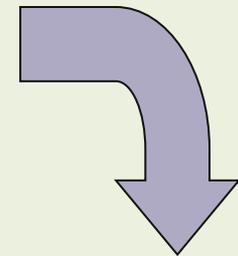
Changes in the state  
Experiences in communities



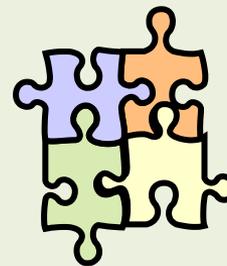
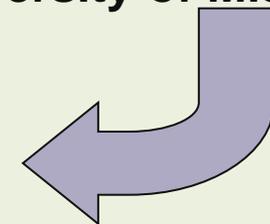
UNIVERSITY OF MISSOURI  
**Extension**

**Alianzas**  
alliances

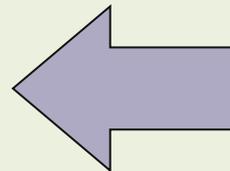
University of Missouri  
System



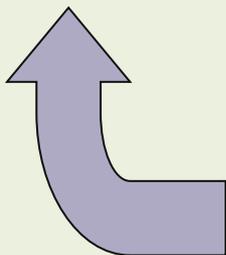
University of Missouri



Research



Data, Knowledge  
& Outreach  
(local and  
national)



# What's in a Number?

Using the numbers to provide a context for why integration is central to sustainable rural development questions...

## Population Changes in Missouri: 2000-2010 (in thousands)

Age group	Total pop change	Non-Hispanic	Hispanic
0 to 17	-2.3	-40.3	38.0
18 to 24	53.3	43.2	10.1
25 to 44	-102.2	-129.3	27.1
45 to 64	362.0	346.7	15.3
65 +	82.9	79.6	3.3
All ages	393.7	299.8	93.9

## So, what?

# What's in a Number - II?

Similar situation in the Midwest as a whole (12 states)

## Population Changes in the Midwest: 2000-2010 (in thousands)

Age group	Total pop change	Non-Hispanic	Hispanic
0 to 17	-519.6	-1,134.8	615.3
18 to 24	310.3	210.7	99.6
25 to 44	-1,852.4	-2,296.6	444.2
45 to 64	3,832.6	3,523.8	308.8
65 +	763.3	694.1	69.2
All ages	2,534.2	997.1	1,537.1

So, what?



Corinne Valdivia

# A Strengths Based & Participatory Research Framework



# Working with communities

We collaborate with trusted organizations (churches, community centers) and gatekeepers in the community to access both newcomers and long-time residents, to ensure that the findings are relevant to them, and to have a means for sharing information and obtaining feedback

# *Asset & Integration*

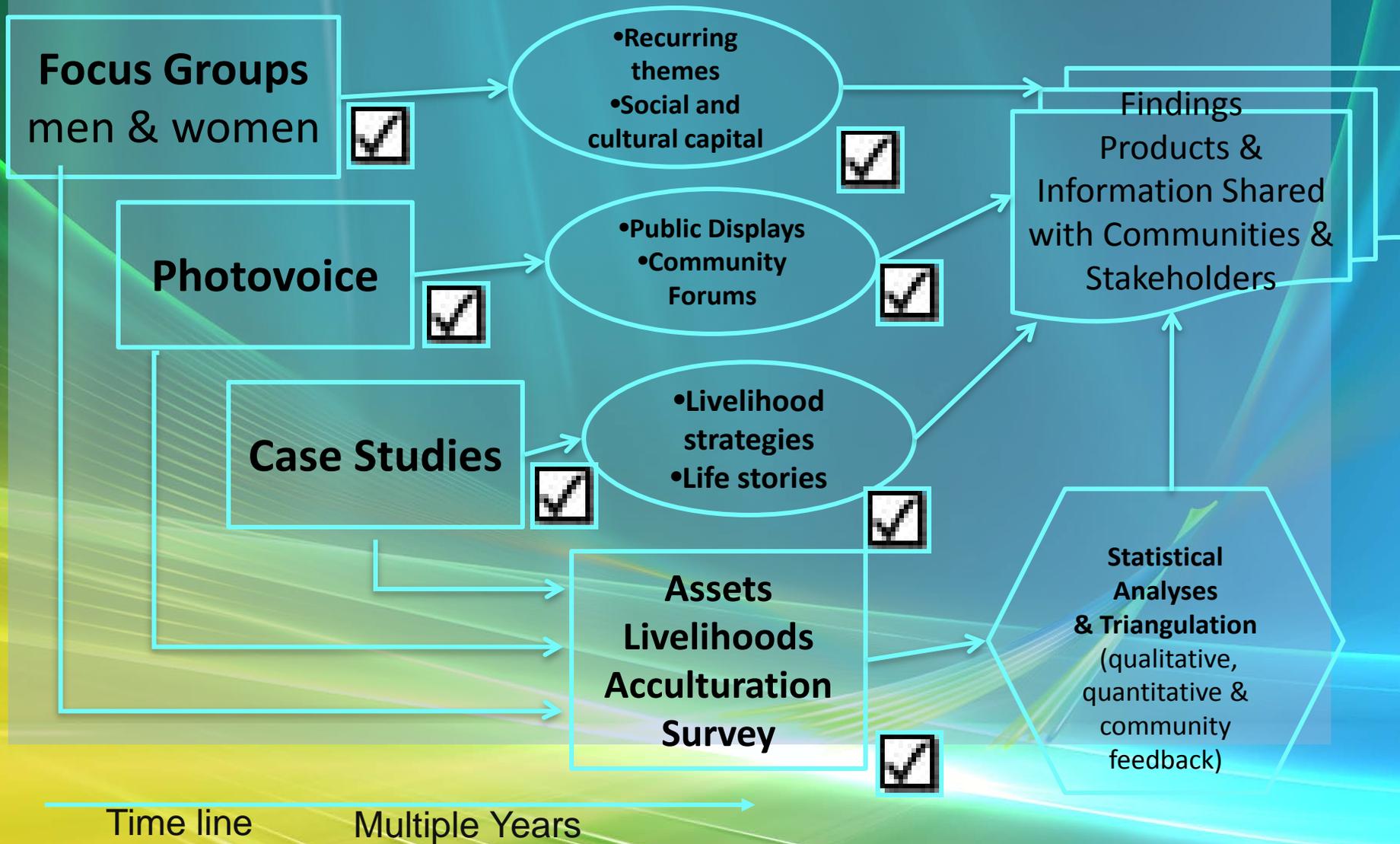
## **A framework that includes:**

- A sustainable livelihoods approach that focuses on the strengths of the communities and people.
- With Latino newcomers, knowledge, culture, values and networks, as well as human agency pursuing livelihoods and integrating to a new context
- With the receiving communities residents, understanding their perceptions, strengths, and agency

## **An approach:**

- That defines concepts through participatory processes such as focus groups, photovoice, and appreciative inquiry; and has a feedback process through community forums
- Combines qualitative and quantitative methods to gather data for analysis intended to inform decision makers
- That considers the vulnerable context of many of the participants. A Certificate of Confidentiality that protects identity; a process that respects time.

# An Example of Project Design

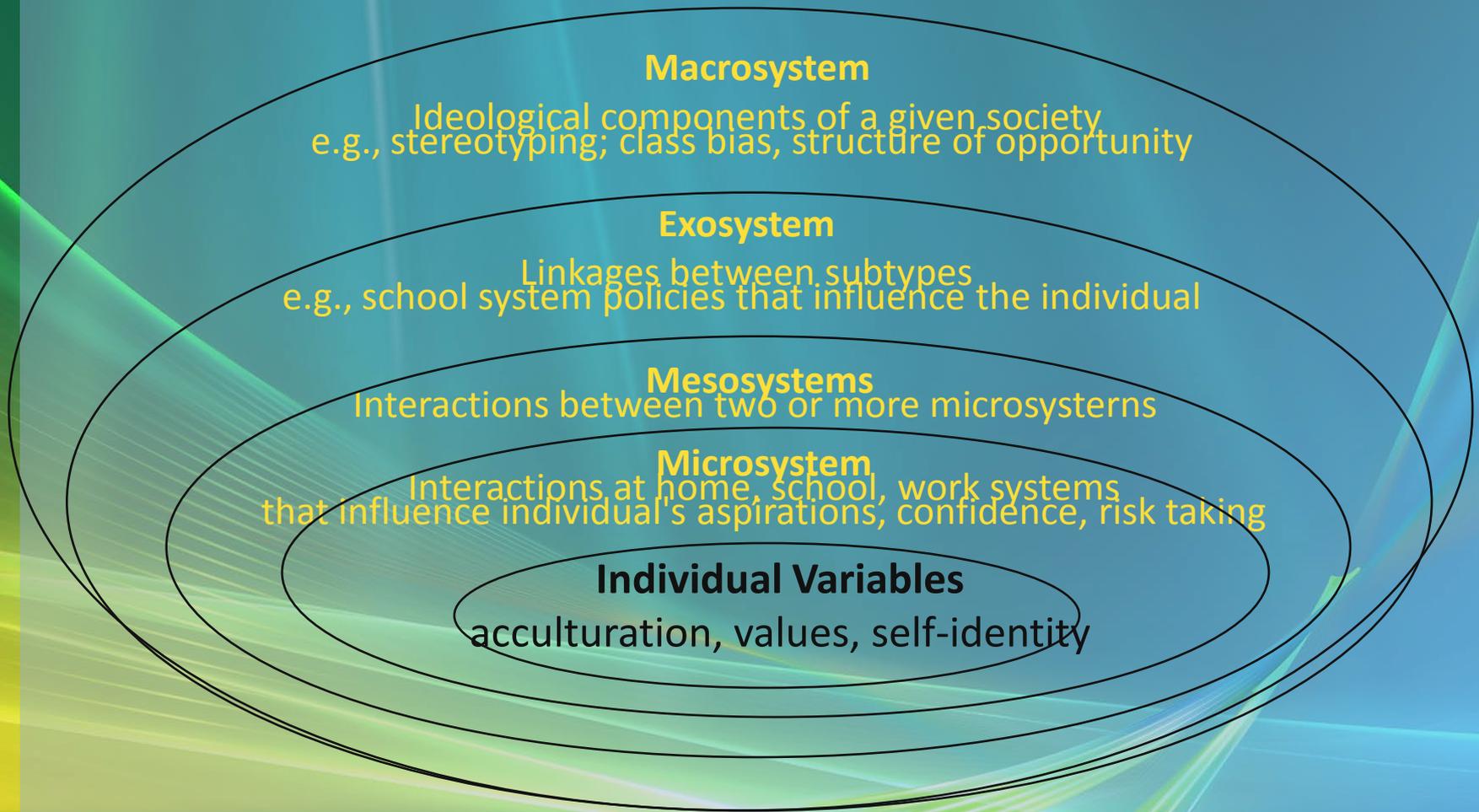




Lisa Y. Flores

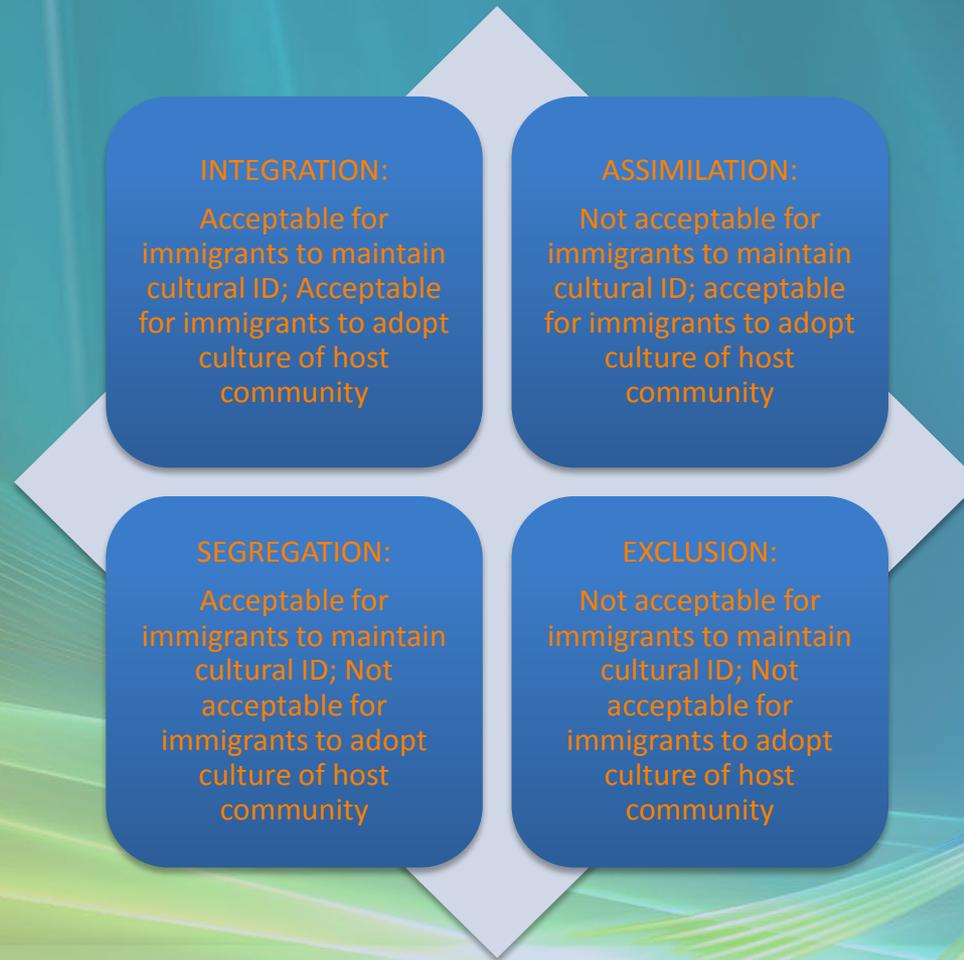
# Acculturation & Community Climate

# Acculturation takes place in the context of a perceived Community Climate



Bronfenbrenner's (1979) Ecological Model

# Dominant Culture Acculturation Orientations



## INTEGRATION:

Acceptable for immigrants to maintain cultural ID; Acceptable for immigrants to adopt culture of host community

## ASSIMILATION:

Not acceptable for immigrants to maintain cultural ID; acceptable for immigrants to adopt culture of host community

## SEGREGATION:

Acceptable for immigrants to maintain cultural ID; Not acceptable for immigrants to adopt culture of host community

## EXCLUSION:

Not acceptable for immigrants to maintain cultural ID; Not acceptable for immigrants to adopt culture of host community

# Immigrant Acculturation Orientations





Alex Morales

Qualitative Methods:  
Focus Groups  
Eliciting Information

# Purpose of Focus Groups

- To learn...
  - how immigrants are integrating economically and socially;
  - immigrant and long term residents perceptions of community;
  - social relationships, effect on economic and social integration;
  - experiences with other groups;
- To define variables in research

# Strategies to Elicit Depth & Discussion

- Establish Group Norms
- Exploration of Assumptions
- Cultural Nuances
- Power Differentials
- Address Group Dynamics
  - Moments of Silence
  - Dominant Group Members

# Theme examples

- Acculturation
- Perceptions of Community
- Perceived Racism
- Social Capitals
- Barriers to Integration

# Acculturation & Identity

- Individual Acculturation
- Community Acculturation

# Community Reception

- **Welcome reception**

- *“I am pretty confident that 75% of them support us.”*
- *“This community is very friendly, it’s very receptive, since I arrived here I have never had problems feeling rejected as a Latino.”*

- **Others are willing to help**

- *“...when I go to a store to buy something, and I do not know how to say something, it never fails that someone will arrive and if they see me struggling, they lend a hand.”*

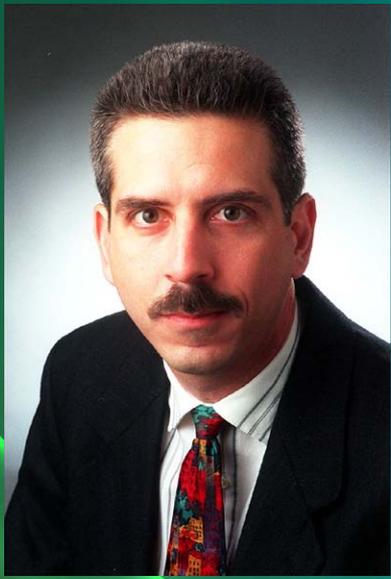
# Community Reception (cont'd)

- **Unwelcome reception**

- *“One time, I went to the store with a friend and we were talking in Spanish. And there was a blond man there and he said, “Why don’t you speak in English?” Because he thought that I did not understand, he said “You should go back to your own country. You have no business here if you can’t speak English.”*

- **Changing reactions: Cold to acceptance**

- *“They feared us, and now they have accepted us a little more.”*



Steve Jeanetta

PhotoVoice, Appreciative  
Inquiry &  
Community Forums

# Purpose for the Photovoice

- Engage the participants in critical reflection about the people and places where they live.
- Explore the values that are inherent in their views.
- Connect the research process to the issues affecting development in the community as they view them.
- Initiate local dialogues about their places as receiving communities.

# Photovoice Process

- **Recruiting Participants**
  - 8 per community
- **Photos and Captions**
  - Three sessions
    - Orientation & First Question
    - Review First Question & Second Question
    - Review Second Question
- **Community Forums**
  - Receiving Community
  - Newcomers



# Themes Facilitating Integration

- Sense of Place
  - Parks, Businesses, Landscapes & Skylines
- Bridging Institutions
  - Centers, Churches, Employers
- Systems of Support
  - Churches, Friends and Family & Public Services
- Sense of Belonging
  - Work, Language, Culture, Schools & Services

# Example - Sense of Place



This photo was very pretty to me. I shot it because [this town] is very pretty from wherever you look at it. The first time that I arrived here, I told my husband, "Yes, I like it here and I will stay here." It is a small town, but very pretty and it is what I dreamed of for my children. Here you live with nature.



Also in the Latin businesses, such as the stores, restaurants and bakeries, where one can speak their language without having to be harassed or discriminated against for speaking Spanish.



**THANK YOU**

**QUESTIONS...**

# Acknowledgements

We thank the communities and the organizations for their time and support

For information and materials about our projects visit

**Cambio Center**

<http://cambio.missouri.edu>