

**Southern Conference on New
Immigration Realities
March 21 -22, 2005**

**Center for New North Carolinians
University of North Carolina
Greensboro**



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO
Center for
New North Carolinians

Institute for the Study of International Migration
Georgetown University

UNCG Department of Political Science

Table of Contents

Introduction to the Conference Proceedings of the "Southern Conference on New Immigration Realities" March 21 – 22, 2005	1
Education and the Undocumented in North Carolina	4
A Speech by Dean Gene Nichols, Dean and Burton Craige Professor of Law, UNC School of Law, **soon to be...new title?	4
Identity Development and Socio-cultural Integration of Immigrant Children and Adolescents in the United States" Moderator: Dr. Elzbieta M. Gozdziaak	8
Mary Anne Busch, coordinator Glen Haven Development Center	8
Deborah Kelly – Centro De Accion Latino Tutorial Program	9
H'Tuyet Rahlan – Immigrant Health Access Project.....	9
The State of the State: Limited English Proficiency Students and the Public Schools.....	10
Limited English Proficiency	10
Funding and State and Federal Requirements	11
Instructional Programs in North Carolina	12
Strong Foundations and Severe Challenges: Education and LEP Students in North Carolina Presentation by JB Buxton, The Governor's Advisor on Education	13
Traditionalists, Modernists and Immigration Issues in North Carolina Politics	16
<i>The Immigrant Experience in North Carolina- Panel – Cabrerias Family</i>	17
Why Do Immigrants Come to North Carolina?.....	22
Mexican Consul: Armando Ortiz-Rocha	26
Faculty Working on Research on Immigrant Issues.....	31
Maura Nsonwu, Lead Safe Housing Program	31
Dr. Martica Bacallao, Latino Family Intervention Project.....	31

Introduction to the Conference Proceedings of the "Southern Conference on New Immigration Realities" March 21 – 22, 2005

An increasing number of immigrants today are moving into small towns and rural areas through out the South Eastern United States, which have not been traditional settlement areas for new immigrants. This is both difficult for the newcomers and stressful for receiving communities. The South Eastern United States, traditionally thought of in a black/white racial paradigm, has a unique history of both racial oppression, and justice-based movements for rights and equality lead by African-Americans.

The dynamics that new immigrants to the South encounter were the subject of a March 2005 conference titled "Southern Conference on New Immigration Realities," held March 21-22, 2005 in Greensboro North Carolina. The conference was co-sponsored by the Institute for International Migration at Georgetown University, The Center for New North Carolinians and the Department of Political Science of the University of North Carolina at Greensboro.

The shifting, changing picture of immigration and cultural dynamics throughout the southern region has given rise to increased immigrant advocacy as well as increased research on immigration issues in the region. In *** of **** Dr. Elzbieta M. Gozdzia, of the Institute for the Study of International Migration at Georgetown University contacted Dr. Raleigh Bailey Director of the Center for New North Carolinians of University of North Carolina at Greensboro, about a book project titled *Beyond the Gateway: Immigrants in a Changing America*. The subject was the rise of immigration to non-traditional settlement areas, including parts of the rural and small town south. Dr. Bailey's article *** was chosen for inclusion in the compilation.

The collaboration of these two scholars lead to the concept for the 'Southern Conference on New Immigration Realities.'" Dr. H. Nolo Martínez, assistant director of outreach and research at the Center for New North Carolinians coordinated the conference with Drs. Bailey and Gozdzia chairing. Martínez joined UNCG in ** of ** after advising two North Carolina governors on Hispanic/Latino affairs.

The conference brought together immigrants and refugees of all backgrounds, advocates, students, faculty, researchers and academics to critically examine the new and changing realities of immigration throughout the south. It was an opportunity to share knowledge across disciplines and expertise, and to share the latest studies on new immigrants to the region. Through innovative panels, small group sessions and

plenaries, collaborative relationships between people of different countries of origin and disciplinary backgrounds were established.

These proceedings provide a snapshot of the events at the conference. They include paragraph summaries of some panel members' comments, as well as pages long transcriptions of other speakers. Though each piece does not provide the same amount of detail, we hope the summaries will pique readers' interest, and engage even more community members, advocates and researchers in critical thinking about new immigration realities in the South. At the end, you will find reflections on next steps for the conference, for research and for advocacy.

Enjoy!

Dr. Nolo Martinez, Conference Coordinator

Dr. Raleigh Bailey, Conference Chair

Isabell Moore, Conference Proceedings Coordinator

The full agenda for the conference is as follows:

Monday, March 21

- 9:15 a.m. – Welcome with Gozdziaik and Dr. Raleigh Bailey, director of UNCG’s Center for New North Carolinians
- 9:30 a.m. – Opening Session with keynote speaker Gene Nichol, dean and Burton Craige Professor of Law at UNC School of Law
- 10-11 a.m. – “Identity Development and Socio-cultural Integration of Immigrant Children and Adolescents” with moderator Gozdziaik
- 11-noon – “Legislative Challenges Facing Public Schools: How to Deal With Wave After Wave of Immigrant Children,” with panelists JB Buxton, Gov. Mike Easley’s education advisor, and Frances Hoch, N.C. Department of Public Instruction section chief for second languages, ESL, information and computer skills
- Noon-12:20 p.m. – “How Political ‘Modernizers and Traditionalists’ in N.C. See New Immigrants,” with Dr. Paul Luebke, associate professor in UNCG’s Department of Sociology and state representative
- 12:30-1:30 p.m. – Lunch; Presentation of Sister Gretchen’s Award by Dr. Laurie Sims, dean of UNCG’s School of Human Environmental Sciences; and showing of “Inclusion,” a video by Dr. Michael Frierson, associate professor in UNCG’s Department of Broadcasting and Cinema
- 1:30-2:30 – “The Immigrant Experience in North Carolina” roundtable discussions
- 2:30-3 p.m. – Networking
- 3-5 p.m. – Field trip to ethnic community organizations
 - Greensboro Buddhist Center (faith-based service site)
 - Glenwood Multicultural Library (special immigrant service library)
 - Glenhaven Center (neighborhood multicultural immigrant service site)
- 3-5 p.m. – North Carolina Association of Professional Interpreters business meeting with Paul Ayivon, NCAPI chairperson

Tuesday, March 22

- 9-10:20 a.m. – “Reasons Immigrants Come to North Carolina” with panelists Dr. David Griffith, East Carolina University Department of Anthropology; Dr. Emilio Parrado, Duke University Department of Sociology; Bailey; and Dr. Art Murphy, UNCG Department of Anthropology
- 10:20-noon – “Dialogue about Mexican Immigrants” with Armando Ortiz-Rocha, consul general of Mexico for the Carolinas
- 1-3 p.m. – “Next Steps: Strategies for Future Studies” with moderators Bailey and Martínez
- 3:15 p.m. – Gathering of faculty working on Latino affairs in N.C. with moderator Martínez (session conducted in Spanish as desired)
- Gathering of faculty working on other immigrant research issues in N.C. (Dr. Bailey)

Education and the Undocumented in North Carolina
A Speech by Dean Gene Nichols, Dean and Burton Craige Professor of Law, UNC School of Law

I speak to you today as a North Carolinian living in North Carolina. I want to talk today a little bit about immigration law. There is currently a federal battle being waged over immigration issues and practices - I want to address problems faced by some of the residents of our state, and put them in the context of how we treat children and those who are marginalized in this society. And I wanted this morning to put that challenge in a broader context of the plight of children, especially poor and minority children, in our national life. How invisible, but how vital, some of these matters are.

Over the past five years here, I've heard from an array of teachers, guidance counselors, employers and community leaders expressing surprise, and dismay, that students whom they have supported, mentored and admired are effectively closed out of North Carolina's university system because their parents are undocumented. Students who may have successfully navigated, and completed, our middle and high schools, whose parents have contributed to our economy, paid our taxes often underused our social services, can typically qualify for neither in-state tuition nor financial aid, and they can't afford non-resident tuition rates - so they are effectively kept out of our public university systems. No matter how smart, how much they have achieved, they are relegated to dead-end jobs, and the Latino community of our state is deprived of essential future leadership - and North Carolina is diminished.

The plight of these discarded children has not gone unnoticed in Raleigh or in Washington. Various proposals for dealing with the challenge have been made. The Latino community has lobbied hard for relief. A growing number of states have moved. Texas, California, New York, Utah and a handful of other jurisdictions have found more effective ways to open their public universities to long-term resident high school graduates. As one legislative sponsor put it: "We all suffer when good students in our communities are prevented from completing their education and realizing their potential - we've already invested considerable resources in these children and, under current law, we lose the gain from that investment.

These inclusionary efforts reject a regime of perpetual outcasts. They focus on the possibilities of the future rather than the recriminations of the past. A generation ago, the United States Supreme Court considered the constitutionality of Texas' move to exclude the children of undocumented families from public K-12 education. There the justices ruled that "even aliens whose presence in this country is unlawful are 'persons under the constitution.'" The children of undocumented workers "can affect neither their parents' conduct, nor their status". Punishing "innocent" potential students "does not comport with fundamental conceptions of justice." Excluding such kids from the educational system, the justices determined, "raises the specter of a permanent caste of undocumented resident aliens, encouraged by some to remain here as a source of cheap labor, but denied the [broader] benefits of the society" in which they live.

I believe we need for change in our national discussions on these issues. And as I think about this, I remember back to our recent elections -- what we consider and what we ignored.

I'm sure like all of you - I followed the election closely. I was up on it. I watched four debates -- three presidential debates and one vice-presidential sit-down. (I don't like this business of sitting there around the coffee table. I've read the Lincoln-Douglas

debates a few times, and I'm pretty sure they weren't tapping each other on the coat sleeve and having a chat. They needed a little distance to layout their claims and to lay into each other. I don't know how you're supposed to give a life-changing speech sitting on your backside. But I digress.)

Anyway, I followed the discussions. And we heard about a lot of things but we didn't hear about everything. We heard about being resolute and about flip-flopping; about who knew what in Iraq; about who would raise taxes; about who voted for what how many times; who was responsible for WMD, for the flu vaccine, for the federal deficit, for the Patriot Act; about whose daughter might be gay; or who learned more from his wife; who married up, who met whom, when, for the first time. We saw some stand tall; some grimace, some be funny, some demonstrate a remarkable ability to remain unfunny. We heard, I thought, virtually everything that you could want to hear about in making this vital decision. But I remembered, 'no' - we didn't actually hear everything. There were some pretty astonishing matters that we didn't hear about or discuss at all.

I don't remember any mention of the fact that in the wealthiest nation on earth, the richest country in human history, 13 million kids - one in six of our children - live in wrenching poverty. And I don't mean, by that, that they've had a downturn in their portfolios. The federal poverty standard is about \$18,500 for a family of four. Let that sink in.

Not any debate on the plight of 36 million Americans. No alarm that 740,000 more children fell into poverty last year alone. No mention that 4 million Latino kids in the United States live in poverty - one third of them all.

And I thought - how strange - in the country with the strongest rhetorical commitment to equality in the world - that we do so poorly on these fronts - we fall so far short of our aspirations. - And we don't even seem to worry about it. We take it for granted. We shrug our shoulders, and go on. Or maybe we don't even shrug our shoulders. It's apparently not important enough - compared I guess to the Vice President's daughter's sexual orientation - to even merit a passing refrain.

I heard a lot of talk about how we can compete more effectively with the other nations of the world - militarily, diplomatically, economically, educationally. How we're going to outdo, once again, all the rest. This is America, after all. We are, as ever, number one.

But as they compared us to the other strong nations, no one mentioned the fact that of the twenty-five major industrial nations - although we rank first in wealth, first in military expenditures, first in gross domestic product, first in millionaires, first in billionaires, first in health technology expenditures - we rank only twelfth in standard of living for the poorest fifth of our society. We rank thirteenth in closing the gaps between rich and poor. We manage only fourteenth in our efforts to lift children out of poverty. Sixteenth in the number of low birth weight babies. Amazingly, we're twenty-third - of twenty-five -- in infant mortality. And, to our shame, 25th of 25 in children killed by gun violence.

And I wondered - is competition in money, and military might, and prestige, and economic clout the only competition that's important to us. Don't these other matters - I would think often more crucial matters -- count?

So, undeterred, I watched our two gubernatorial debates. [I admit this was tougher duty aesthetically speaking - especially after you'd seen one. These debates are more

like teenage boys on the schoolyard though I don't mean to disparage teenage boys. At least when I was that age, I seem to recall, we couldn't much help ourselves.] But again, I heard a lot. I heard that if one candidate was actually a proponent of education, then Saddam Hussein was a champion of civil rights. I heard talk about who would tax us more; and who could squeeze more out of that fat state government budget [I admit this part - after four straight years of budget cuts -- almost made me, as my daughters say, 'hurl'.] I heard talk about ethics, and lotteries, and a moratorium, and lobbying and scandals. And, again, thankfully, how much they liked each other's wives.

But I didn't hear a word about the fact that of North Carolina's 2 million kids, 425,000 live in poverty – twenty-one percent. Twenty-one percent! That over 250,000 of our kids – twelve percent -- have no health care coverage. That 31, 000 North Carolina children are now on waiting lists for day care subsidies. That 36,000 of them, just last year, were victims of abuse. . That thirteen percent of our 16-19 year olds are not in school or graduated. That 59% of our 4th graders perform below grade level in mathematics. Or that seventeen percent of North Carolinians have no health care coverage - and that number is growing faster than the rest of the country. Or that we rank thirty-first among all the states in percentage of kids living in poverty. And forty-second in low birth weight babies. And forty-second in infant mortality. And that we were one of only three states last year to again see an increase in poverty. And I wondered if these measures might not, somehow, be as vital or as central to our commonwealth, as our rank in business climate by some magazine or our aversion to union or absence of regulation.

And it occurred to me that somehow, in the strongest nation on earth, in the country we love the most, and, I think, the nation that has contributed the most powerfully to the development of western life, we have allowed the poorest, the weakest, the most vulnerable, the youngest, the most silent, the most disenfranchised, to become almost invisible to the broader culture. They and their interests are not present in our legislative halls, our houses of congress, our courtrooms, our elite schools, our literature, our movies, our chat rooms, our sermons, and, often, not even in our prayers. Those of us who are doing well, and whose children are doing well- and, thankfully, there are a lot of **us** -- but we have, almost forcibly, turned our gaze away from those locked at the bottom of American life. As if that could, for one second, be squared with what - over and over and over again - we say we are, what we say we believe in.

As if it could be squared with our notion that all are created equal; that we are committed to liberty and justice for all; that, as Americans, we're all in this together - equal, dignified and valued participants in the effort to build our commonwealth. Curiously, the society we have constructed is powerfully at odds with how we say we define ourselves. There are seemingly massive gaps between our words and our deeds,

So I think we face real challenges. Challenges about who we are and what we stand for. Of what our most foundational promises might be. And whether they actually implicate our obligations to ourselves and to each other. And I think, as Robert Kennedy used to put it, "we can do better."

We can do better because no matter how you phrase it, or explore it, or examine it, or excuse it, or deconstruct it - no theory of justice or virtue can explain the exclusion of innocent children from the American dream,

And we can do better because our religions teach that every child is equal in the eyes of God -- but we fund our schools and our social programs as if we didn't believe it

And we can do better because we're North Carolinians, believing in Frank Porter Graham's charge "to build a nobler and fresher civilization in this ancient commonwealth."

And we can do better because 40 years after the passage of the 1964 Civil Rights Act, millions of American children remain marginalized and excluded -- unable to live safely, to prosper, and to thrive. Denied their promises of equality. Left to founder. Excluded from first class membership in our national life.

And we can do better because 50 years ago, when Thurgood Marshall stood before the United States Supreme Court arguing Brown against Board of Education, he was absolutely correct to say that "these infant appellants are asserting the most important claims that can be set forth by children - the claim to their full measure of a chance to learn and grow, and the inseparably connected but even more important claim to be treated as entire citizens of the society into which they have been born." I have long loved that phrase -- "to be treated as entire citizens of the society into which they have been born."

And we can do better because I believe, with Dr. King, that "the arc of the moral universe is long, but it bends toward justice." And as Barbara Jordan claimed, each American, regardless of background, has equal standing in the public forum; and removing obstacles of race, sex, and economic condition is indigenous to the American ideal."

And we should do better because we believe, with Robert Kennedy, that "history will judge us on the extent to which we have used our gifts to lighten and enrich the lives of our fellows."

And we can do better even when this work isn't as supported or as popular or as certain of success as we might wish - because Fannie Lou Hamer didn't do an opinion poll when she started the Mississippi Freedom Democratic Party and Rosa Parks didn't conduct a focus group when she sat down for freedom.

And we have to do better because there can be no doubt that the great unfinished business of the American nation in this century is pushing wide the door for equal opportunity, equal dignity, an equal chance, a decent start for every child in the land. Remembering Lincoln's claim that "the central idea of America is that the weak would gradually be made stronger and ultimately all would have an equal chance."

And I think we can do better because, in my experience, something changes in you - as a lot of you know - when you become a father, when you become a parent. When you see those beauties; when you look into their eyes; when you are embraced - or subsumed - by their smiles, their laughter, their tears, their fears, their sorrows, their marvels and their wonders. Then no matter how hard-bitten and cynical you might have become, the sacred returns. Life is as magical, and mystifying, and challenging, and intense, and exhausting, and as crucial, and as terrifying, and as much larger than yourself -- as you might ever have been able to imagine.

A couple months ago, Congressman John Lewis, the great civil rights leader, was with us at the law school in Chapel Hill for a couple of days. And as he spoke of hope and participation and engagement, I couldn't help thinking of the powerful nation-defining episodes of his life. I thought of him beaten and bloodied as a Freedom Rider. I thought of him walking quietly, courageously, across the Edmond Pettis Bridge in Selma,

Alabama – in the face and under the blows of inhuman terrorism. I thought of him walking arm and arm with Dr. King to the state capitol in Montgomery – facing down Governor Wallace and billy clubs and sniper shots, placing his life literally on the line to make the promises of the American democracy real. And his work during freedom summer, facing incredible violence in registering people to vote, losing friends and colleagues, Schwerner, Chaney and Goodman, in the process. And I thought of his work with the historic Fannie Lou Hamer in establishing the Mississippi freedom Democratic Party, Ms. Hamer who was famously “sick and tired of being sick and tired”

And I heard Congressman Lewis tell our students that despite our challenges, the world is a very, very different place than it was 40 years ago. He said that it is a different place because “thousands and thousands of citizens decided to ‘get in the way’ of such injustice. Citizens got in the way. Lawyers got in the way, Judges got in the way. Even presidents got in the way.”

So when I think of our challenges – for our children, for our undocumented, for those imperiled, those left out, those having the most difficult time of it – we have powerful work to do to make the promises of the American democracy real. Work that implicates our moral lives, that implicates the very meaning of our nation. Just before he died, Robert Kennedy said that the “future lies with those who can blend reason, passion and courage in a personal commitment to the ideals and enterprises of the American democracy.” That is our charge for this time, this decade and this people. Thank-you very much.

Identity Development and Socio-cultural Integration of Immigrant Children and Adolescents in the United States” Moderator: Dr. Elzbieta M. Gozdzia

Mary Anne Busch, coordinator Glen Haven Development Center

The Glen Haven Development Center of Greensboro, NC is a collaborative effort of several agencies that provide services to immigrant communities. The primary focus of the Tutorial Program is to offer an after-school tutorial program for the children (kindergarten through high school) who live in the Glen Haven Apartment Complex. Residents include Montagnard, Latino, Liberian, Sudanese and African-American families.

Educational backgrounds of the children varies widely with some children having had little to no formal educational experience to others who have gone to academically rigorous private schools in their home countries. While of the children in the program speak more English and are more familiar with American culture than their parents and older family members are, their reading and writing skills are limited.

Nonetheless they often serve as interpreters for their parents. This dynamic shifts power in the traditional family structure, and can lead to some “role confusion” for children who are trying to make sense of their families of origin as well as cultural expectations in the United States. All the children benefit from the tutoring program, some because of the relationships that are built with the tutors, others because academic assistance that they would not be able to receive at home.

Deborah Kelly – Centro De Accion Latino Tutorial Program

Since 1999, Centro de Accion Latino has run a youth leadership, parent empowerment and tutoring program, for high school and middle school students. In 2002 the program shifted to focus on middle school students and their parents. This year the program takes place at three middle schools and a community-based program for high school students is beginning. The program serves the whole child and the whole family, by addressing family stressors, childcare for younger families, food stamps, and healthcare.

Of the three middle schools that participate in the program, two are predominantly African-American and are under resourced, while one is predominantly White and has more resources and programs. The children tend to acculturate to the predominant culture of the school and are greatly affected by the difference in resources available at the two schools.

One of the main challenges is how to keep Latino children in school when they face limited educational opportunities after high school. This is a problem familiar to the African-American community and the program seeks to encourage collaboration between Latino and African-American parents.

Each day the program starts by allowing the children to express feelings about how the day has gone and be listened to in a supportive environment. Many of them are impacted by institutional racism and the lack of resources in the school, as well as lateral racism that they experience from African-American students. This everyday experience of oppression results in something similar to trauma.

Facilitators of the program have notes that the majority culture of the school seems to effect identity development. At the under-resourced, predominantly African-American schools, children tend to acculturate to African-American culture, and manifest more characteristics of internalized oppression because of the institutional racism they experience in the school. At the better-resourced predominantly White school, children tend to acculturate to a more individualistic White culture, which often conflicts with their more communal family culture. However, because their school provides more resources and opportunities they often have less day-to-day conflict and manifestations of internalized oppression.

Regardless of which school they attend and which culture they seem to be learning, it is clear that Latino children in the program begin to adopt cultural practices different from their parents. They often acquire English more quickly and take on more responsibility in the family, as well as have social expectations that conflict with their parents more conservative values about children's behavior.

H'Tuyet Rahlan – Immigrant Health Access Project

Working with Montagnard youth is a sweet reminder of experiences at the beginning 1994 had a sponsor who we keep in touch with kids with out sponsors, makes a big difference she said if the back door has been closed, if gives you more focus on America Second generation youth, education kicks in, get out of school and see what car payments mean to you

Who am I at home? Who am I in my community's eyes? First job in the cafeteria, called it "restaurant" but no one talked to me so I didn't know what its was called.

Remember that females don't work in a restaurant in my country, did it to build my character. I know who I am in this country, but I don't know who I am at home, or who I am in my community.

The State of the State: Limited English Proficiency Students and the Public Schools

A Presentation by Frances Hoch, Section Chief, Second Languages, English as a Second Language, Information and Computer Skills, NC Department of Public Instruction

Today I will give you a demographic overview and talk about implications, as well as give you an overview of state and federal policy as it effects students of Limited English Proficiency (LEP).

Limited English Proficiency

(Graphic 1: Slide 2, "Top Languages of NC NOM Students")

At the beginning of each school year we collect data from parents on languages spoken at home in order to identify students that may be LEP. Some of the students who speak a language other than English at home may not be classified as LEP. The majority of the top languages spoken at home are Asian languages, not European. In terms of language and culture, this is an even greater challenge for the school system than Spanish. (See Graphic 1)

In North Carolina an LEP student is defined as someone who 1) speaks a language other than English as their primary language; and 2) scores below superior in at least one domain of the IDEA Proficiency Test (IPT) as indicated on the cut score chart passed by the State Board of Education (SBE) on August 25, 2004. This definition determines who is counted for state and federal funding. It also impacts accountability – which students have to be tested at what time and how accountability measures are reported. Some students who are not defined as LEP also receive assistance, though they are not counted as LEP for funding and accountability purposes.

(Graphic 2: Slide 4, "LEP Student Enrollment, 2000-2004")

I joined the department in 1983, and since then the LEP student enrollment has grown incredibly, especially in the last five years. (See Graphic 2) In 1983, North Carolina had the lowest per capita percentage of Hispanics of any state in the nation. We had three or four thousand LEP students, and very few spoke Spanish. The majority were South East Asian people who had come here as refugees because of the Vietnam War. They were located primarily in urban areas and were enrolled in only five or six school systems. Things have changed a lot since then, and we have been presented with new opportunities and challenges.

We use the federal definition of "immigrant," which refers to students who were born in another country and who have been in US schools for less than three years. Though our LEP numbers keep going up, our numbers of immigrant students has been decreasing. This is an indication that we have more and more students who are born here whose parents are immigrants.

(Graphic 3: Slide 5, "LEP Students By Language")

For last school year, languages were ranked in almost the same order for both the list titled "top languages for LEP students" and "top languages spoken at home". (See Graphic 1 and 3) We have a total of between one hundred and forty and one hundred and fifty languages spoken by some child somewhere in North Carolina's public schools. Unlike in previous years, last school year, all one hundred and fifteen districts reported at least one LEP student. Though the numbers may be small in some areas, every district in North Carolina now has LEP students.

Even in districts with very few LEP students, it is not only Spanish-speaking students represented, though they are the largest group. In a given ESOL classroom, even if most of the students are Hispanic, there may also be a some Vietnamese, Arabic speaking or other LEP students. It is a challenge to make sure that all of these students' needs are met. As we try to influence decision-makers, it is important that we remember that this is a very diverse population across North Carolina.

Funding and State and Federal Requirements

We receive thirty eight million dollars from the state and nine million dollars from the federal government. The state general assembly has increased the amount allocated to this population and made a commitment to these students. I think the schools would say that this is not enough and most of us would agree, however, it is a very tangible commitment. The funding is set-up so that as the number of LEP children increases, the funding increases.

The state money is allotted by district, based on the three-year average of the number of LEP students in the district and the percentage that those students make up of the total student population of that district. So a small district with a large percentage of LEP students actually benefits, because the resources of the smaller district are impacted by the percentage of these students.

The federal money we receive under the No Child Left Behind (NCLB) Act, is less than a quarter of what we receive from the state, however the compliance standards are much more strict. This money is allotted based on areas with a significant increase of immigrants and on a headcount of LEP students. A district has to be able to generate about ten thousand dollars, which means at least one hundred and sixty students, in order to access this money. Districts that fall under this amount can form a consortium, but they then are held accountable for how all the members of the consortium perform, even though they have no control over what happens in other member districts.

In NCLB, LEP students are looked at in a couple places. The first place is in Title I, which is where the bulk of the money comes from for students who are at risk or disadvantaged. LEP students are looked at as a sub-group in testing requirements, which are called "adequate yearly progress". (See Graphic 4)

(Graphic 4: Slide7, "NCLB Requirements")

Title III of NCLB, which is the other main area that addresses LEP students, specifically addresses English language acquisition. There are more requirements for LEP students than any other sub-group in NCLB. About a year ago, the federal government changed their policy so that LEP students who were in the school system for the first year could be exempt from the reading test. They still have to take the math test, but their scores are not calculated in the "adequately yearly progress" numbers. Other than that, all LEP students must be assessed annually using the same standards

as those used for other students. The sub-group of LEP students is expected to meet the same goals as other students. (See Graphic 4)

Schools are also held accountable in the development of English language proficiency. They are required to develop English Language Proficiency (ELP) standards. Ours in North Carolina is called the "English Language Development Standard Course of Study" which was developed grade by grade. It is very specific about what students need to be able to do at each grade level, and is divided into six levels of proficiency. In addition we must have an ELP assessment that is tied to the standards. School districts are held accountable for the progress of those students, and for how quickly those students become proficient in English, as required by NCLB.

It is very complicated, and in many ways the expectations are unrealistic. One of the things that people in positions like mine from across the country are constantly trying to make the US Department of Education aware of some of the issues that are out there. One issue we're dealing with now is "what about a student whose first language is not English and who also has special needs?" Where does that student fit with in this accountability system? How can we effectively and fairly assess that student?

Under Title III, if a school district does not meet its annual measurable achievement objectives, which are both the ELP and the adequately yearly progress for its LEP sub-group, then there are sanctions. If they don't meet it for two years, then there is a certain improvement plan and technical assistance is provided. If they don't meet it for four years, then at that point there are some other sanctions that go in to place. So how we deal with this, is something we work on year by year.

The one real positive that people have seen with NCLB is that quiet children in the back of the class are no longer ignored, and more teachers are asking for help instead of just ignoring a student who is having difficulty.

Instructional Programs in North Carolina

We have several types of instructional programs for LEP students. In ***pull-out programs***, students spend thirty minutes to an hour in a classroom with an ESL teacher. In the very best situations they are grouped with students who are at similar levels of proficiency. But there are some schools in which we have all levels of proficiency together in the same classroom. That's not the best situation, but sometimes due to the numbers that's the best that they can do. Another "pull-out" program that often works really well is ***newcomers' programs***, which provides students who have recently arrived with intensive English and helps with survival skills.

Sheltered instruction is a method for helping content teachers in modifying the content of the subject matter being taught, by focusing on language objectives. We are in the process of merging our North Carolina English acquisition standards with this nationally recognized teaching method. This summer a group of practitioners will be developing the training model, and then next school year, we will use it in the schools. We're trying to develop a model that works for North Carolina, and to avoid the more expensive trainings available at the national level.

Dual language programs have classes of students where half are native English speakers and half are speakers of another language. The two groups are educated together in both languages. Typically this program is used in elementary

school, and sometimes in middle schools. You wind up with bi-lingual students and avoid the tension between language majority and language minority students.

We now have seven dual language schools in North Carolina. In January over 100 people attended a conference in Charlotte focused on this method. Next school year, two more schools in the state will add a dual language program. Most of the programs are in Spanish, and there is a dual language Chinese program in Chapel Hill. These programs are wonderful, but there are many challenges that come with them. Finding the teachers who are bilingual and are trained to teach second language learners is difficult. We need to find a way to train teachers and find our own teachers. We hope to receive a grant to help with this process.

The fourth instructional program is ***Spanish for native speakers***, which is a high school program that we started with a federal grant. It is designed for students that have at least an oral knowledge of Spanish when they enter the program. Many immigrant students have low levels of literacy in their first language. This allows them to develop literacy skills in their first language while learning English. It does more than help with the language; it helps second-generation Latinos feel they belong, and have contact with their culture.

Do we have all the problems solved? Absolutely not. But we are doing a lot better than we were twenty years ago, ten years ago or even five years ago. That doesn't say it's perfect in every situation, but the progress we have made is something for all of us to be proud of.

Strong Foundations and Severe Challenges: Education and LEP Students in North Carolina Presentation by JB Buxton, The Governor's Advisor on Education

As we see the growth in our immigrant and second-generation population here in North Carolina, there really is no issue in the school system more significant than the issues of LEP students. In any maternity ward in North Carolina, you can see what our state is starting to look like for the next five, ten and twenty years. There are some people who want to put their heads in the sand about this, but the issue is not going away, and in fact we do not want it to go away. We have an obligation to come to grips with and deal with these challenges in some much more significant ways, frankly, than we are right now.

What I want to talk to you about today is the large number of students with Limited English Proficiency (LEP) in the schools. There is no debate in North Carolina that we are not doing enough in the way of preparing students who enter our schools with limited English proficiency. Here in North Carolina, only about sixty-two percent of our LEP students are meeting grade level standards in grades three through eight or on our content exams in high schools. It is nowhere close to where we need to be, or where we want these students to be.

We know that according to some statistics only about thirty eight percent of Latino students graduate from high schools in four years. The best numbers still say that only half of Latino students graduate. It is in many ways a situation of crisis proportions when you look at who is in our state, who our work force is and where our workforce is growing.

What will scare you more though, is to look at where we are in our nation, and to realize that North Carolina is a leader. And when you look at how our Latino students, for whom we have statistics, perform on national tests, we are in the top ten by almost any measure. We are above the national average in terms of graduation rates. That gives you an idea of the magnitude of this problem across the country, and how we're addressing it.

It gives you a sense of some of the foundational pieces that we have that are really important. The first is accountability. For almost a decade we have been clear about accountability for the achievement of students and now it is being picked up on nationally. We have accountability on a school-by-school basis and we expect growth, which means that schools need to focus on all of the children in order meet the expectations of growth in achievement.

NCLB takes that a step further and says schools need to be not only accountable for the overall performance, but also for the individual populations of students with in the school. Your white children need to grow, your African-American children need to grow, your Latino children, your LEP children, your migrant children. These are all groups that the federal law focuses on. If you have four, five or even ten subgroups, if you miss your goal in one area for one sub-group, the school fails. The accountability stakes have been raised much higher recently. This ensures that there's a focus on accountability for all the students in the school.

The second thing that we have in North Carolina, which has spread nationally, is called personalized education. If a student is deemed "at-risk" of educational failure, meaning s/he is performing below grade level expectations, the school is required to develop a personalized educational plan for that student. If you went in to ten different schools, you would probably see ten different interpretations of what that means, but the basic requirement is the same for every school, and I see it as very important.

The third resource we have is funding. We have a lot of sources of funding going to specific areas of need, like LEP as Fran Hoch talked about. We use a funding formula to determine how much money to allocate to LEP, for example, and that amount grows as the population grows. We fund schools based on about one teacher for every eighteen students. Another stream of money goes to "at-risk" students, and that total is 186 million now, using a formula based on poverty. We've got 35 million for children performing below grade level, and twenty-two million to 16 districts deemed as eligible for what we call "disadvantaged student supplemental funding." Those aren't all the funding categories, but these are some that are available. You don't have to spend this money on one type of kid with one type of challenge. The money goes on to the pot to meet the needs of the school system.

I do not want to argue that we have all the resources we need for these kids, but I do want to say that the funding streams are open now. More than one stream is available for each school and school system, though the resources may be focused on the kids that need them the most.

Next I want to discuss is the programmatic efforts that are relatively new. One is the governor's "More at Four" program which is for young children deemed 'at-risk' based on income, or families who are limited English proficient as one of those programs. We have about twelve thousand four-year olds currently enrolled in one of the "More at Four" programs. The governor has proposed that we increase the budget to enroll eighteen thousand over the next two years, but we think there are about twenty-five thousand at risk four year olds who are not enrolled in any kind of quality pre-k program. When kids start off not knowing their alphabet, we know that they just never catch up. We have very high enrollment of LEP students in these programs and have seen dramatic increases in language acquisition for these kids. The "More at Four" program is one of the most important things we can do to help children be successful in educational settings.

Another program we are trying to implement is small class size in the early grades. Our goal is to get down to eighteen students per class in grades Kindergarten through third grade. We want teachers to have time to teach kids on an individual basis, which especially impacts LEP kids.

Lastly, we are engaging in a very new effort in this state to redesign high schools so that they are smaller and are very connected to higher education and industry and the emerging job market in the state. Our one-size-comprehensive-fits-all model does not, indeed, fit all students. We have lots of children sitting in large, impersonal institutions where they have very little ability to create relationships with adults, and very little ability to see the relevance of where they are now to where they are headed.

So these are important foundational pieces that we already have in North Carolina to build accountability, resources, programs, and better educated children. Are we using our resources to their greatest potential to support children and their teachers? Are we putting resources to the children with the greatest need? Are we investing in strategies that we know will move them to real academic proficiency? These are crucial open questions.

We did a survey on working conditions for teachers, and in one area of the survey we looked at the amount of professional development that teachers had. Only about ten percent of the teachers who talked about having LEP students had more than ten hours of professional development in that area. It was not a priority, either by the teachers or the districts. We have challenges in the number of teachers we are turning out, especially in teachers who are prepared for classrooms with significant numbers of English learners in the classroom. We need to prepare more college students studying education for the new classroom including English learners, and we need to provide on going professional development so that teachers can deal with these challenges.

We are still working to provide the acculturation needed for families to understand the way the school system works, and to provide the ongoing, deeper contact for these families with the schools.

I think you have a dual story of on the one hand, the foundation in the state to address these challenges, and on the other hand, the very open questions and severe challenges like preparation of our teachers, support of our teachers and engagement of families in the school system.

Traditionalists, Modernists and Immigration Issues in North Carolina Politics

Presentation by Paul Luebke, UNCG professor and State Legislator

For most southerners immigration is a totally new issue. Historically many people in the South have thought of the area as homogenous, though it included African-Americans and whites. That relationship, structurally unequal as it was and continues to be, was still a relationship that was understood. African-Americans talk about the "black folks" and

the "white folks" and people understood that those were the two groupings. And it's important to note that both groups were Protestants. Until 1970, North Carolina was over 97% Protestant with 1% Jewish, 1% Catholic and the rest less than 1%. This shows that at that point it did not include many immigrants.

I'm here to tell you some bad news. There are a lot of people in the general assembly, who were elected to represent their constituencies, who are not friendly to immigration and are not glad that there are immigrants in North Carolina. In my book, *Tar Heel Politics*, I talk about "traditionalists" and "modernizers" which does not break down to democrats and republicans. You have republicans who are modernizers and who are trying to adapt to the realities. Modernizers are dealing with economic reality, which is that the economy is the driver for immigration, with the exception of refugees who came because of particular situations such as the Vietnam War. The economy needs workers, whether they are skilled workers, semi-skilled workers or unskilled workers, they are needed. The modernizer is aware of this, and is flexible and adaptive in realizing that North Carolina cannot move forward as a state if it does not to some extent welcome its immigrants.

Why did North Carolina's immigrant population, particularly Spanish-speakers from Mexico and Central America, grow as it did in the 1990s? We had one of the most booming economies in the nation at that time and we needed laborers to work in everything from agriculture to construction work, kitchen work and factory work. There were labor shortages in all of these areas. Employers were happy to have these migrants. The modernizer says "we have to deal with this, these people have children, we have to be accountable to these children." We in the state government, which cannot run on a deficit, are putting in 38 million dollars, whereas the federal government, which can run on a deficit, is putting in only 9 million dollars. The state has done the right thing, and modernizers in both of the political parties have seen the need to move forward in this area.

Our state has led in another area you may not have thought much about, because we're now getting criticized for it. Modernizers looked at the issue of the driver's license and said "Well in a state like North Carolina that has terrible public transportation, your immigrant workers are going to have to be able to get around. So let's have public safety be the first consideration. Let's make sure they are eligible for the driver's license and can get insurance, so we are all more safe." We were one of the first states to do this, and it was a perfect example of being pragmatic, of recognizing how the economy works. We decided to do right by the people who are working and who are contributing.

The bad news is that there's the group that I call "the traditionalists." You can be a modernizer on some things and a traditionalist on others. A walking example of that is our president. He has some quite modernist thinking on things like work permits, though he doesn't go far enough, but at least he is trying to put some stability into people's lives so they don't have to be afraid of La Migra all the time, and you can fight for labor rights on the job. All these things are there. But on other issues like a woman's right to choose and abortion he is a very strong traditionalist.

The traditionalist feels North Carolina was fine twenty or thirty years ago, what's the need for the change. A traditionalist is upset when he sees signs going up in two languages. That doesn't recognize that eight percent of Durham, where I live, is Spanish-speaking. Of course it makes sense to put signs in parks in both languages. Yet a traditionalist says "I resent that. I resent that I have to go down the street and see "Tienda" or "Carneceria.." This group has strong support in the General Assembly.

For example in 2003, I put in a bill that if you have graduated from a North Carolina high school and lived here for three years, you should be able to get in-state tuition. We were unable to get the bill passed, because many people thought "why would we want to let *these people* go to *our* colleges" just a very insular idea of trying to throw North Carolina back to what it once was – and will not be again.

On the national level, you see a traditionalist from Wisconsin trying to control the ability of states to make their own decisions about public safety and drivers' license laws. He's coming from the idea that all foreigners are suspects these days. It's the notion that "they're different why can't they be like us."

I think there will be a hard struggle in the General Assembly for some of us to move forward with issues like in-state tuition for undocumented immigrants.

One last thing to say about modernizers is that it does not necessarily have to be a particularly liberal person, like Ted Kennedy for example. Rather, modernizers are pragmatists, and in that way are conservative. The great majority of southern politics is about conservatism – but there are conservative modernizers. Traditionalists have no understanding that without immigrant workers our state's economy would fall apart. They don't see that the dysfunction of national immigration law, and that it is inevitable that there are thousands of people in every state of the nation that here without the proper documentation. That's the pragmatic, even conservative way to look at it.

The bad news I'm going to tell you today is that the traditionalists are strong in the general assembly. Probably everyone here today is here because of their interest in equal rights for immigrants, but in the General Assembly, a lot of folks think "why can't they be like us, why can't they all speak English" and all of those simplistic observations.

The Immigrant Experience in North Carolina- Panel – Cabrerias Family

Luis Cabrerias is the high school aged son of Felipe Cabrerias. Both are from the Dominican Republic. During their presentation about their experiences, Luis spoke in

English, and Felipe spoke in Spanish with Luis and one other Spanish-speaking interpreter.

Luis (son, in English): We came from the Dominican Republic and we live in Benson, NC. I have been here for two years.

Felipe (father, in Spanish): I came as a farm worker 17 years ago. I saw my son once during that time, then I finally got permission to bring him.

Luis: My father a few years ago was trying to get papers for me to come here. My father wanted better education here. Here you can study many careers in university. In my country there are not many choices. More benefits, its more free. My father was a farm worker, I am very proud of my father.

Felipe: I started working in Puerto Rico as a farm worker, then I came to the mainland and worked in 13 states. I suffered an accident when I was a student, I had an accident in a school bus. Several kids died but I survived. Some farmers thought I couldn't do the work with my hand. I would tell them 'let's prove it' I would do more than they thought I could do. I have worked on farms growing tobacco, potatoes, sweet potatoes, apples. Now I work at AgrAbility.

In 1986, 1987, and 1988 I went to PR as a farm worker. There was amnesty for people in urban communities but not in rural areas. I had to go permanently to the fields to work to get a visa. A farmer hired to me for coffee, bananas and oranges. The money was not enough but I always sent money home. I made about \$100 a week and free rent and meals. My boss signed my affidavit of support. I passed 43 questions. Thanks to God I passed the test and became a resident. Then I worked for 7 more years.

In 1990 I went to the Department of Labor to get permission to go to New Jersey to work one hundred Puerto Rican farm workers. I got the permission and worked there. In 1991 I decided to stay in NJ in the fields with the Puerto Rican workers. When the season was over, we went south to Louisiana, to work on potatoes and corn. Then to south Florida and every time the season was over we would migrate to another place. I applied for my family in *** it was difficult because I was in the fields. An immigration attorney told me if I wanted to bring my family I had to get out of the fields to make enough money. It was a decision I had to make. I really loved working in the fields because you enjoy both experiences.

I was visiting an organization in Benson, as a volunteer. I was trying to get out of the fields and bring my family. A non-profit, farm workers project wanted to hire me. They were looking for someone part-time to talk to farm workers in the fields. Eventually I started full-time, when I got that job then the papers came for my family came. I had the chance to study some at night and I would work during the day.

There are not many Dominicanos in Benson. Closer to Smithfield there are some more. In the fields, sometimes there are problems with Dominicanos and Mexicanos. Sometimes we fight on the weekends. We didn't really understand each other in our languages. They have a different culture. It was difficult to understand their words. Then when I start drinking with them I got used to their languages. Some of them would say. You have to buy me a beer or a cigarette. Then they gave me respect because I would not be weak. At the beginning it was difficult.

Luis: I am a senior in high school. I would like to go to college and study engineering. I like it here but the weather is really different. The culture and the people are very different, the only similarity is that North Carolina is quiet. It was hard at first, but now I really like it here. It's really important to be here with my father.

For me it's a great thing to be around students from other cultures because I get more knowledge. Knowing about another culture gives me more knowledge. Knowing different people that don't have my culture. There's things that I didn't know exist. I have more friends, African-American, Mexican, whites. Some people confuse me and think I'm African-American. Some people discriminate me, but around Johnson County most people are really nice. In my job I haven't been discriminated but I have seen other people be discriminated. I work in McDonalds. The rest of the people are Mexicans. They make the Hispanic people do the worst jobs.

There are many kids in my school, any kids that speak English, could be Hispanic or American. They don't respect teachers, they don't listen, they say things that is not right. I act different because I think if you are doing the right thing, you going to end on the right way.

Reasons Why Immigrants come to North Carolina

Immigration Patterns in North Carolina History

A presentation by Dr. Raleigh Bailey, director, UNCG Center for New North Carolinians

I'd like to talk about some of the reasons why immigrants from all areas of the world have come to North Carolina, with out focusing on Latinos because I know my colleagues will cover that more recent population well. I'm going to go back starting with the 1960s, and talk about some conditions worldwide, and the situation in North Carolina.

Worldwide the continent of Africa was becoming liberated, and as those nations were finding their independence, families wanted to send their young for higher education. One of the places they picked was North Carolina because we have several universities that specialize in technology and development including North Carolina Agricultural and Technical State University (NCAT). A number of Africans, especially from West Africa, came here for school, and some of them stayed. Starting in the 1960s, small ethnic communities of Africans began to develop, especially around Black universities, because we were still a segregated state at that time. People from Ghana, Sierra Leone, Liberia began to settle in Greensboro and other places like Durham These people were invisible to white folks because we all thought in terms of Black and white, and demographic techniques meant that African immigrants were labeled as African-American. In ways it is still an invisible population.

Another thing that happened in the 1960s was a provision of the 1964 Civil Rights Act called "Title VI." This is helping to open up rights in all areas of the nation. Also, the Immigration Act of 1965 began to shift our system, which had historically been weighted towards Europeans. Countries that historically had been excluded from immigration to the United States had an opportunity to begin to send people, particularly those with working skills. Medical people from India and Pakistan came, and people with ties to existing communities, like Korean Christians.

Another thing that happened that was very significant was when Vietnam fell in 1975. The people who had allied themselves with the US were even more at risk than they had been before. We began to see Vietnamese "boat people" coming in the late 1970s. In 1980 the process became more formal when the US passed the Refugee Resettlement Act of 1980, which established the Office of Refugee Resettlement. The US State Department in cooperation with the Department of Health and Human Services established a system for resettling refugees. Up until that time the thinking had always been that refugees would go to those gateway cities in the North and the West. Under the new system, each state had a refugee resettlement coordinator, and refugees were dispersed throughout the states. States were encouraged to resettle refugees.

States like North Carolina, with strong congregations and church networks took a very active role in this, though we were still one of the smallest states for resettlement. Still, over half of the refugees coming went to California, initially because they were a big state that already had an Asian population, and then because communities build upon themselves. Once an ethnic cluster is established other people want to go there. Some of the Vietnamese who were initially resettled in North Carolina later went to California.

In the 1980s they wanted to correct this phenomenon. They started with Cambodians and established two cluster communities in North Carolina, one in Greensboro and one in Charlotte. By bringing in a few hundred Cambodians in a short period of time, they were able to establish a community and resources. It happened here in Greensboro and in Charlotte. In Davidson County, there was not a refugee resettlement agency or a formal intent to resettle refugees but a few people went there and found factory jobs, and secondary migrants from around the country came to join them. Now Davidson County has one of the largest Cambodian communities in North Carolina, though there was no particular plan. It was a challenge for our human service people, but it's a reality of life.

Also in the 1980s, we began to see new groups coming. A lot of Laotians had been resettled in California and Minnesota and had gone on welfare. The federal government didn't want them to go on welfare and they didn't want to be on welfare. The government set up a secondary resettlement system whereby someone in one of these impacted states could be resettled to North Carolina. Here they would receive assistance from a resettlement agency to find a job, and a house. Gradually a Laotian community began to grow in Greensboro, Charlotte and in the western part of the Piedmont.

I want to mention the H'Mong, which is one of the largest Asian groups in the United States. They were tribal people from Laos and they have a unique history. The CIA recruited them for our special secret army in Laos. When Laos fell, they were very much at risk and fled to refugee camps in Thailand. Most settled in California and Minnesota, some in the North. Very few were initially resettled in North Carolina. One particular clan leader named **Coo Chao ** had a strong relationship with people in the Office of Refugee Resettlement in Philadelphia, and didn't like living in Philadelphia. He brought his extended family of fifty-some odd people to Marion, North Carolina. He explained "This looks like my homeland, let's all stay here," much to the amazement of the people in Marion. He was quoted as saying "I like the mountain people. They speak straight, not wiggly like a snake." I think that captures some of what appeals to some folks about living in that area.

The H'Mong population of secondary migrants to that area has grown and grown and grown. Initially there was a political element to which groups of H'mong were resettled.

General **Vang Pao** , was a H'Mong leaders who had ties with the CIA and was organizing a resistance movement which H'Mong were expected to pay into. Some people who did not support **Vang Pao** and that system, and they were the initial resettlers in North Carolina. As the population grew over time, that distinction broke down. Young people didn't care much about the war, the older people said "well let's just move on." The H'Mong United Association estimates about eighteen thousand H'Mong people live in North Carolina and five hundred more have come in the last year. North Carolina has the fourth largest H'Mong population in the country.

Vietnamese have continued to come both as refugees, as people rejoining their families and for higher education. They are a very diverse community, so they are not organized in quite the same way that the H'Mong are. They have acculturated more quickly and are scattered across the state.

Montagnards are a unique population in North Carolina. Their name is a French word meaning "mountain people" and they are actually a half a dozen various tribes. Vietnamese is not their native language, and each group has it's own language and culture. There is a history of animosity and tension with the mainstream ethnic Vietnamese. Special Forces recruited Montagnards as our frontline soldiers in Vietnam. When Vietnam fell, they believe, and I believe, that the US army told them to keep fighting and that we would support them. It wasn't until a decade later that they began to learn that was not true and we were not supporting them.

The first Montagnards came in 1986 because of the advocacy efforts of some Vietnam veterans who knew that they were "getting the shaft" – I should have worded that a little better but that's the reality. They were able to bring some of their families and slowly the population grew in Greensboro, Charlotte and Raleigh. Another group of Montagnards were found in the Cambodian jungle in 1992 when the United Nations sent troops in to pacify Cambodia after the peace agreement. These UN peacekeepers from Uruguay were sent the Cambodian border, which is a dense jungle. They said "there are some people here and they don't speak Khmer" which is the Cambodian language. They finally figured out that these were Montagnards who thought they were still fighting on behalf of the US army. This was 1992. They got a guy named **Pierre** who was a Montagnard former-diplomat who lives here in Greensboro. They took him by helicopter to Cambodia and had him tell these soldiers that "The war is over, you cannot go back to Vietnam but you can come to the United States." Now North Carolina hosts the largest Montagnard community in the world outside of Vietnam.

Besides the initial African people who came in the 1960s, there was not large resettlement until the 1990s until the US government recognized how many refugees there were in Africa and that we had an obligation to them. Rwandans, Somalis, Congolese and others started coming as refugees. Refugees began to be placed in North Carolina, because there were not established African communities in the country already. In Greensboro there is a large Sudanese population, in Raleigh there is a large Ethiopian community and Congolese community. There has been a pattern of variation in the cities based on ethnic group and where a group gets established. Some have come as refugees, but more have come as immigrants as the word gets out that this a good place to live.

We have had less European refugees coming because they mostly go to more established communities in areas like Chicago. But we do have some small Russian, Ukranian and Bosnian communities here in Greensboro. In Asheville, something interesting has happened. It was not an initial resettlement site, however some

Ukrainians and Russians in upstate New York who were active in an evangelical church had a disagreement and a large number of them moved to Asheville and started two churches. So there are now several thousand of them in Asheville.

So in North Carolina, you can find unique pockets of immigrant groups from around the world. When a group has a positive experience with a place, feels accepted and can set-up faith communities, they become a magnet for others.

Why Do Immigrants Come to North Carolina?

A presentation by Dr. David Griffith, Department of Anthropology, East Carolina University

I was asked to talk about the reasons why immigrants choose to come to North Carolina. I want to start out by talking about the reasons immigrants go anywhere. The first is economic opportunity like jobs, business opportunities or both. The second is networks, like trusted information from family, friends and other community members. And finally, there are structural factors like labor contracting, *reclutamiento* (recruitment), and programs like H-2 laborers and refugee assistance. North Carolina is one of the states that uses the most H-2 labor, which is a program to provide seasonal visas for workers in industries like agriculture or fishing. North Carolina really has all of these factors.

There is a lot of economic opportunity in North Carolina. After the Immigration Reform and Control Act (IRCA) changed immigration law, North Carolina was in a period of economic growth. I recall seeing a billboard in Charlotte that said "We heard there was a recession and decided not to participate." And that was true: North Carolina went through a growth period while many other areas of the country were in recession. At the same time, workers were getting pushed out of jobs in California and there was a lot of anti-immigrant backlash in traditional immigration areas.

Many of the workers who had been legalized under the Special Agricultural Workers (SAW) program knew of North Carolina because of farm work experience. We have a lot of opportunities in agriculture like vegetables, Christmas trees and livestock. Processing of poultry and pork is another industry that has pulled not only Mexicans but also Central Americans. Fisheries have brought Vietnamese, Cambodian, Mexican and Central American fishermen to the North Carolina coast. And construction is the industry that a lot of people associate Latino and Mexican workers with. There, they do often very hazardous jobs such as working with glass and on high buildings.

There are also social opportunities in North Carolina. There has been a lack of INS enforcement here. I heard an INS officer publicly say "We're not doing raids anymore, we don't have the manpower for it. Most of our time is spent on anti-terrorist activities now." We also know of well-developed links between labor smugglers at the border into Arizona, and labor contractors here in North Carolina and also Florida. There are farm labor contractors who have brought Latino farm workers up from Florida to work in North Carolina. And of course, there is a developing service provider and church

network that provides support to newcomers. We also see a growing presence of co-ethnics in rural areas, which we call the "Latinization of rural America."

So in North Carolina we see primary and secondary migrants coming to this state. Many have lived in California or other states before coming here. There are several world regions represented here. We have people coming from Asia, Africa, Latin America, Africa, and Eastern Europe. There has not been a lot of attention paid to the fact that there are diverse class, educational and social backgrounds within each of these refugee and immigrant groups. I think we often forget that and lump them all together.

Now I'd like to talk about the changing face of Latino immigration. There were immigrants coming in the 1980s, but it really picked up after 1986. They were primarily single Mexican males usually working seasonally. Over time there has been what we call the "elaboration of their presence." They started Latino stores called "tiendas" they have radio programs, print media, dances or "bailles" and they move in to new economic sectors. We have also seen an increase in sending areas throughout Latin America, such as Central America and Southern Mexico, especially Chiapas, which were not traditionally sending areas. We have seen increased elaboration of their presence as service providers respond, and businesses begin to target this new consumer base. The formerly invisible population, hidden in a sense in labor camps, is becoming an increasingly visible population.

All of this has led to increasing settlement and family formation in the state, with women, children and elderly coming. Women tend to be the people who engage services more than the men, so there's been increasing contact with the churches, schools and health care systems. This has reinforced images of immigrants as very family oriented, very religious and very hard working. The anti-immigration voices are being gradually overwhelmed. It's a slow process but I predict that eventually they'll be quieted.

So there's a few trends I can predict will continue. Opposition to immigration is unlikely to stop the flow, but it does make immigrants' lives harder, for example with the drivers' license issue. As networks of immigration mature, we will see more family migration and formation. Households will be increasingly mixed with some residents who are "legal" and some who are "illegal." We can already see these trends emerging through surveys we're doing in the state. We also will see increased civic participation and movement in to other economic sectors and neighborhoods. With this we will see more immigrant and community partnerships, like the Center for new North Carolinians program.

Todos Somos Americanos, Latino Workers in the South: Why They left and What They Found A presentation by Dr. Art Murphy, professor and Head of Department of Anthropology, UNCG

Buenos dias a todos. Mucho gusto estar aqui con ustedes esta manana...
immigrantes...que estamos hablando horita yo....en este estado del sur y estoy aqui para estudiar o placticar con ustedes que me empejoy

Are we okay? I thought I'd wake people up a little bit not to talk about your talking but I didn't have enough coffee at this point. I need to start out with a disclaimer. Yesterday my department was credited with being one of the cosponsors of this event. We would very much have like to have been but we weren't. We will next time. The

department of political science is really the one that should have gotten credit for that and the head of that department is here. She'll be speaking to you later.

I thought I would talk a little bit about the issues that are sending people here from Mexico. I have been doing research in Mexico since 1970. When I started, the only people that I ran into who had been to the United States to work were older men who had been here as part of the Bracero program. When I would ask young men and women about coming to work in the United States, they responded 'Why would I?' It was really not something in their consciousness. Their grandfather or father had come here he might have had a good experience or not, it was iffy. Mexico was at the tail end of a huge booming economy and wages were high in Mexico. All that changed.

When most of us think about Mexico, think about places like this, unless we've done research in the right places. (See Graphic 1)

(Graphic 1, Slide 3)

These Markets in the center of the city that we all go to as tourists to buy cute things. (See Graphic 2)

(Graphic 2, Slide 6)

But the reality is really quite different. This is the sort of area, in the Mixteca-Alta, Oaxaca, that is sending people here. It's a really arid area. It's been over-farmed and over-grazed since the Spaniards arrived. At the time that the Spaniards arrived this was considered one of the "garden spots" of Mexico. It produced a great deal of the grain and other products that fed Mexico City. But today almost nothing grows up there. You see little patches of corn, maize, in certain parts and goats running all over the place. The only thing that really grows up there is illegal substances, but that's a different story.

(Graphics 3 & 4, Slides 7 and 8)

if you go to the parts of southern Mexico that are now sending people here, you find the phenomena called "minifundismo" This is the process by which the land has been broken up over the centuries due to inheritance patterns. (See graphic 5) In the state of Oaxaca, for example, in the valley, which is probably the richest part of the state, the average holding for a farmer and his family is something like 2.5 hectares, which is about 3 acres. Each stripe in the picture represents one person's holding. So they don't have enough to grow food for the family.

(Graphic 5, Slide 9)

Where they do work it's hard, there is very little mechanized agriculture in the country. This is partly has to do with the small size of holdings. Affording a tractor is just not efficient, affordable or even possible. Traditionally, people from these areas moved to the cities of Mexico. In the 1970s, we studied the migration from rural Mexico into the cities.

Because wages were rising, people working in construction, as paper sellers, or fixing cars, could do alright. Not great, but they could support their families and live on it.

If we go to Mexico and stay, we rarely see the kind of poverty people are living in now. It is hidden away. These are some pictures from Acapulco. If you've been there, did you ever see this?

(Graphics 6&7, Slide 17 &18)

So this is what we want to look at. (See Graphic 8) This is the hourly compensation of Mexican Workers, from 1965 to 1998, shown as a percentage of the compensation for US workers. It hasn't changed much since 1998. This is based on statistics from the Bureau of Labor Statistics, World Bank and Instituto Nacional de Estadística Geografía y Informática (INEGI – Mexico).

(Graphic 8, Slide 28)

You can see the boom I was talking about from 1965 and through the 1970s. There was real growth of wages in Mexico. It was an artificial propping up of the value of the peso with Mexican oil revenues and borrowing money on the international market. Very often when I talk to people here about the crash that occurred in the early 1980s, they say to me "Oh those Mexicans, don't they know better than to borrow money?" And I just say "Well talk to Congress, today."

The thing I always talk about is that whenever I was on a plane to Mexico city. Inevitably I would be sitting next to some banker from some little bank in Arkansas, or Louisiana, in the smallest towns, who had opened an international lending division, because they heard that there was oil money in Mexico. And they were going to go down and lend money to someone damn-it, and they didn't care who it was. They knew that because oil at the time was climbing it was the most secure loan they could give. And I tried to point out that it was a double-edged sword. People were pushing money down there and it was cheap at that point.

Well there was a collapse that occurred in the early 1980s, and you can see what happened to the hourly compensation of workers. And this is when you begin to see the early flow of migrants to the United States, mostly to Texas, California and industrial places. When I talked to Mexicans, many would say "I'm going to go to where my grandfather went when he was a Bracero." They might have the name of a family that their grandfather had worked with in Oregon or California, or Poughkeepsie, New York of all places and they would go there and say "Hey, I need work."

This kept going on and then there were economic reforms under Salinas and then NAFTA brought wages back to about fifteen percent of US hourly compensation. And with some fluctuation, it stayed at between ten and fifteen percent of the hourly compensation for workers here. Now the curious thing about this is that except for the boom period, the relationship between wages here and the United States has remained almost the same over time. What I like to say is that if you look at a worker in Mexico in a comparable position to a worker in the United States, a good rough estimate is that the worker in Mexico will make in a day what the worker in the United States will make in an hour. That has stayed that way almost consistently since World War Two, except for that period in the 1970s. And I'm not an international economist, and I don't know how to explain that, but something is going on that doesn't have to do with market economics.

We can look at wage growth in Mexico since 2000. These are INEGI and Banco de Mexico data. Wage growth in Mexico was sort of chugging along, but in 2000 it began

to drop again. If you hear about this latest push of people coming through its because of this drop in real wages in Mexico. Part of that is because of NAFTA. One of the effects of NAFTA has been that cost of living, except for housing has risen dramatically. The only reason housing hasn't risen is that people are living in the kinds of conditions I showed you. For example, I remember going in to a grocery store or super Mercado, and most of the products are from the US now, and they are priced at US prices. I read one Banco de Mexico statistic that said that since 1980 real wages had dropped seventy percent in Mexico. I don't know if that is true. If that is true the Mexicans are awfully patient people. You can't imagine that happening in Eastern Europe without a revolution or something. Or perhaps they are all coming to the United States.

They are coming here and working and sending lots of money back. According to Banco de Mexico data, there have been remittances of 4.5 billion dollars in the second quarter of 2004. This is why this is such a delicate topic now in the relationship between Mexico and the United States.

I also want to talk about who these people are leaving behind. They are not just free agents.

(Graphics 9-14, Slides 21-25)

There's a range of folks who are coming. One of these women's husband is an engineer, and he is working as a construction worker in Georgia now. So you have a whole range of people coming. The stereotype that it is poor workers who can't do anything else is one that we need to get out of our minds.

So I just wanted to give you some idea of where folks are coming from and the kinds of conditions that are causing them to have to move. Thank-you very much.

Mexican Consul: Armando Ortiz-Rocha

Title: A talk by Armando Ortiz-Rocha, Mexican Consul General for the Carolinas

It's a great pleasure being here this morning. My good friend Nolo and I met some weeks ago in Raleigh and he talked to me about this conference. I was so pleased to have been invited this is a great opportunity to share some information and thoughts with all of you. When we discussed the format, I told Nolo, well I have been accustomed to working for the Mexican government, to many formal seminars, meetings and conferences like this, so I prefer to come more as an individual instead of just as a diplomat. I told Nolo if I come just as a diplomat, I couldn't talk freely. This is a great

university with so much prestige and with this liberal atmosphere. This is the type of opportunity I really enjoy.

Since you know so much about Mexico, I don't want to bore you with information that you may already have, but I will give you just some highlights about the Mexican government in the US and our population here. I will give you some arbitrary statistics, because all statistics are really arbitrary, and each of us have our own statistics regarding population. I am sometimes provocative.

Let me tell you that I have a long bureaucratic time, thirty-seven years in public life. I have really enjoyed working for a little over thirteen years representing Mexico's consul in the US. This is my fourth jurisdiction, before this worked in three different jurisdictions in Texas. Mexico has the largest representation in the US than any other country has in another one in the world. We have forty-five consulates in the US, plus two are opening in the coming weeks. WE will be opening in Little rock Arkansas and St. Paul, Minnesota. Besides the forty-five plus the embassy in Washington. There are eleven offices in Texas, California ten, Arizona five, Florida two, and the rest are disseminated among the territory of this great country.

The newest consulates were opened at the end of 2000, and among those was Raleigh, as well as Omaha, Nebraska, Las Vegas, Nevada and Indianapolis in Indiana. The new jurisdiction in Raleigh took both Carolinas. It was the end of president **Cedillos'** administration there was a political opportunity to open those four new offices. So the Mexican government decided to open them knowing that they would be understaffed. And they have remained understaffed since then. In Raleigh we have just **fourteen'** positions trying to assist more than half a million Mexicans that are within our jurisdiction. Our estimate is that there are not less than 400 thousand in North Carolina, and not less than 100 thousand in South Carolina. We were just last week in Columbia for a mobile services consulate, I will explain that later on. Every time I say our I handle this fear, some people look at each other. They believe that the Mexican population in South Carolina could be reaching 150 thousand or even 250 thousand. Nobody knows how many there are.

This is one of the regions in the US that has been growing so much. As we have heard in some presentations, there are not only Mexicans coming from Mexico, but also from the west and central part of the US to the east. Because of so many economic opportunities and many other of the ingredients that were included in the previous presentations. I have not found in public life any more complex issue than migration. There are so many angles to look at migration.

For instance, being at the border, which is so dynamic, I was posted at El Paso between El Paso and Ciudad Juarez. That is the heart of the borer between the US and Mexico. I was posted there for seven years and thirty-seven days.

I am delighted to be here in this room because it's so different. I can tell you that North Carolinians and even South Carolinians are very warm and cordial people. I don't know how or why you are still in a good mood allowing so many immigrants to come from so many place sin the world and especially Mexico.

You know the first Mexican consulate established in the US was at New Orleans and has unfortunately been closed. That was in the late 1850s. The second in was San Antonio, which is the oldest remaining one, inaugurated in 1861, so we have been here for a long time. We began issuing **matriculares consulares'** or registration of our people in the

US in 1871. So when you hear the controversy over ****matriculares consulares**** remember that this is something we have been doing for more than 130 years in the US with different formats, for different purposes. Now we are handling a new high security ****matriculares consulares**** because you cannot live in the US, you cannot have a normal life, you do not exist in this country if you do not have a social security number or a photo ID picture. You do not deserve to live this life.

All consulates, we do the same. We just adapt our working instruments depending on the peculiarities of the region, of the population, and even the political atmosphere in the different places around the country. Right now there is what I call the anti-immigration tsunami. You can see and feel the waves everywhere – different levels, different dimensions of waves – but waves are everywhere. Why? Well I am a diplomat, I won't tell you why because I would be very critical of your government. Diplomats really have to be very cautious and we shouldn't be bothering the receiving country's governmental structures.

Should I dare to critique your government I should also begin criticizing mine just to be even. If you want at the end we can open that discussion because it's very sad visiting here and listening to Dr. Murphy's presentation, which was splendid, talking about poverty in Mexico. Talking about the distribution of wealth in Mexico. It's so sad to see fifty percent of our people living in those conditions and even worse. We have 105 million Mexicans just in Mexico. President Fox has said "Our nation has extended into the US, so we are not 105 million we are 125 million." And that includes the Mexican-American community.

Now you know the big discussion about the Mexicans casting their votes with the population of the US. How many? We don't know for sure. Generally statistics accept we have 10 million Mexicans living in the US, I personally think it is more. It may be 30 to 40 million Mexican nationals. Of those, five million on legal grounds and the rest undocumented, as we call them in Mexico, and it's not just a euphemism.

I want something that has to do with semantics. You say here "illegal" in your culture which is a felony, a criminal. But in Spanish, to say illegal is synonymous with crime. That's why we say undocumented people. Because the first time they enter this country with out documents, it's not a felony. After being removed or deported or excluded. The second time they come with no documents it's a felony. And they should be processed, prosecuted and put in jail. You have some millions put in jail every year.

INS authorities -- not INS but these bureaus that have taken the place of INS – when are they going to start realizing the structure, and the roles? They have been struggling because they made such an ambitious restructuring of so many agencies, that they don't find really their way. They will take several years from now to figure it out. And this has disrupted communication, negotiation, and collaboration with Mexico. It has not been totally derailed. We are making efforts both sides, not to lose this minimum communication and dialogue. But the bilateral relationship has been disrupted in recent years. And that has to do with the unfortunate events of September 2001.

Let me go back to the Mexican Consulate and what we do. We issue documents to our nationals: a lot of passports and these ****matriculares consulares**** and powers of attorney, and birth certificates. We certify the sending of the bodies of the Mexican deceased here in the US. Just in our office, we have 300 deceased Mexicans that we have to send back their bodies to Mexico every year. Three hundred. Most of them died in fatal accidents. Most of them related to alcohol, not drugs but alcohol. That's a very

sad situation. Some die in hospitals or just of regular diseases, or labor related accidents. We help people with some money. About half of the families receive some money from the Mexican government through the consulate.

That leads me to the second area, which is protection and legal affairs. We provide legal assistance and orientation to our people. We work with consulting attorneys at law. We have experts in immigration, labor, and criminal -- really all fields of law. We deal with family problems, abduction of children, people getting divorced in one or the other country, child support, emergencies, hospitals. So we protect the rights, the interests and the dignity of our people. We try to do that in the best possible manner.

The third area we have at the consulate is what we call "promotion." That is the promotion of traditional merits: tourism, commerce, etc, -- and community efforts. That's a special area we have in our office. We are trying to promote projects regarding education, health, community organization, culture and even sports. They are very good efforts. We have been supported by some institutions . We need to create networks. We need to help our people to organize better.

That's one of the challenges for the future: how to organize our communities. Our communities are so recently arrived here, but they are totally disseminated and dispersed. We are working with the database of the ****matriculares consulares**** we issue. We know where are our migrants coming from Mexico, we have a general picture. We know that the main constituents from this area are from ****Gerrero**** and Vera Cruz. Both coasts are represented.

During this year, we are going to break these statistics. Why? Because once a month we take one week to take the mobile services of the consulate to different places. We cover the geography of both states, or we try to do so. We are doing this between February and November. So that covers ten events a year. We can't do more because we don't have enough physical resources, we work very consistently. It's a very intense but very gratifying experience. Everyday at our office we assist between one, two or three hundred people. Most of them show up personally, others on the phone, through e-mail, etcetera. We used to issue 150 documents each day last year. Now a days we are issuing like 110 or 120. there is a new computerized system that has been developed in Mexico City. They are working that new system that is much more ambitious then the previous one. In order to have a better database, to have our documents issued with more credibility and security. This is supposed to be state of the art technology, but the problem is that we are working very slowly with this new system. We don't have room to go back to the old system.

At each event last year, we were able to produce almost 600 documents in a single day. We were able to assist 1200 people in a single day during this weekend mobile-services consulate in different places like Charleston, or Greenville, or Asheville, Booneville etc. We try to cover the regions. We have seen how our people are dispersed. Mexicans are everywhere, everywhere. I would compliment the list that Dr. Griffith included in his presentation. I think landscaping is a big activity, with all the golf courses. And also restaurant services in general, and hotels. You cannot go anywhere where you don't find Mexicans in the kitchens or cleaning the rooms in the hotel, in addition to the other activities that you mentioned.

So our community is everywhere. Big impact. A lot of children. You can see many people coming with a lot of kids, many women are pregnant, the demographic explosion. In our office there is a great interest in birth certificates for this reason. The

other thing is powers of attorney, because people are not going back to Mexico. This was created by the 1996 reform on migration and it has produced exactly the opposite result for which it was intended. Circularity has been cut, people are staying here even if they don't want. Not all would like to be in this country for a permanent basis. You cannot use those absolute words. But many are sending remittances for building their houses in Mexico. You can see a construction boom in Mexico with those remittances. Many people are really looking forward to going back to Mexico. Many people say "Well, this is very boring to live here because it's just work and work and work, and send money to Mexico."

The other day just in Columbia this last weekend, there were just two things that were a little astonishing. One of the information we need in their applications is to establish a human contact here in the US if there is an accident or something. One of the men, who was in his thirties, eleven years here, and he didn't have any contact. We interviewed him more thoroughly, we asked "Why, being here eleven years, you cannot give us the name of a friend or a relative?" He said "Nope, I don't know anybody. I just work and work and work and send money, money, money, back to Mexico. I don't know anybody here." For eleven years. That was a very strange situation.

The other thing that we have discovered in this mobile services consulate, is that more professionals from Mexico are coming. There is increasing migration from the ****Distrito Federal**** -- from the Ciudad de Mexico and from the surrounding cities and states to Mexico City. In the long run, this will increase the ration of the much more educated. Here in this region, more than ninety percent come from rural areas. They are very low educated in formal terms. Many of them do not even know how to read and write in Spanish.

That is why we are giving impulse to some educational projects that are called ****classes comunitarias****. There is one in Brunswick, which is one of the models for the east region that was open one or one and a half years ago. If you are interested, after I break monologue and establish this dialogue in five minutes, we can give you much more details. We are working with the school districts and the community colleges. In north Carolina there are fifty-eight community colleges. There will be a delegation of 25 members, including many presidents of community colleges to North Carolina, at the end of this month, on march 29th to April 2nd or 3rd. They will be traveling to Mexico City because they are exploring some collaborative agreements, besides INEA, which is the ****Instituto Nacional de Educacion por Adultos**** which has programs for adult literacy. In these ****classes comunitarias**** people can continue their studies of primary and secondary high school level. They can use long distance education from Mexico. Now these will be replaced by the more extensive use of the internet. So this ****clase comunitaria**** in Brunswick is a program that has to do with all these educational components. These community colleges representatives are going to Mexico headed by Dr. Martin Lancaster, who is the president of the ******** of community colleges. They are going to be talking to ****HUNAM**** and the ****Instituto Polytechnico Nacional**** The IPN, which is a technological institute or university, very similar to the community colleges here, was founded in the 1930s by the president ****** in order to help people in rural areas. It is more or less the purpose of the community colleges. If people cannot go to a traditional university, and study a traditional career, they can afford having some type of technological education.

En espanol: Creo que ********

La pelicula, sombrero de diplomatico

The name of the office is consulate. The title of the people who work for the consulate is consul. It's a little cumbersome. Sometimes in Spanish, we are calling ****"Senor Consulado"***** Mr. Consulate, but that is the name of the office.

As I said before, I would rather talk as an individual and give you my opinion or to share my thoughts with you. I don't want to worry with so much of this information, but it's something so ample. I hope it will give you some grounds for this dialogue. Thank-you very much!

Faculty Working on Research on Immigrant Issues

Dr. Sharon Morrison, Cultural Adaptation Resources Project (CARP)

The "Cultural Adaptation Research Project" (CARP) performed a multi-disciplinary study which identified community resource networks involved in assisting immigrant / refugee groups to meet their nutrition and health needs. The goal was to move to the next level in uncovering feasible best practices for agencies providing services to immigrants and refugees. Two of the major findings were 1) that agencies that intentionally target services to immigrants and refugees were much more successful in reaching these communities than those that simply allow immigrants' access to services and 2) that the provision of auxiliary services such as transportation, referrals and information were essential to the outcome of providing services for immigrant and refugee services. The findings of the study were verified with staff community members at the Center for new North Carolinians.

Maura Nsonwu, Lead Safe Housing Program

From abstract of an article on the project: While culturally competent practice in social work has been increasingly emphasized in recent years, information and research, especially relating to specific health hazards such as lead exposure among immigrant groups, has not been widely available. This paper describes a lead safe housing project in Greensboro, North Carolina, an area experiencing changing cultural demographics due to an influx of immigrants and refugees. The authors explore lessons learned working with four major immigrant groups: African, Latino, Laotian and Montagnard. Implications for operationalizing diversity issues in practice are explored with attention to cultural differences within these four groups. Additionally, ways to accentuate the strengths among cultural groups in dealing with lead as a potentially harmful toxin are suggested.

Article: "Operationalizing Diversity Issues in lead Safety Education: Lessons from a Multicultural project in North Carolina." Forthcoming in ****

Dr. Martica Bacallao, Latino Family Intervention Project

Intervention research, with Latino immigrant family groups, multi-method study
 Psycho-social intervention activities
 Intervention research using mixed methods
 Do a pre-test, and 3 month post-test and 6 month post-test
 Provide services and do case management, also test as a pilot project
 Article under review