Introduction

Efficiency is not always in quantity and in translation services we can see how this happens. Medicine is like another language and when translated it is still difficult to understand. Would it not be hard if you are translating such language to another and then to another different language? Of course it is, instead of translating to another we and they upon to another, just translated into one language but with the perspective of another language. Still this is quite the cumbersome. English Language Learners (ELLs) have this problem, and we have learned the importance of maintaining a healthy environment on ELL of the Hispanic/Latino community. A translation services model has to be thought of to solve for another mapping issue of this problem.

Methods

Instead of creating a translations services model and then implementing it in selected clinics, I used a model based on pre-existing ideas which answer to the three levels or three structures of the pre-definition of translation services:

1. political
2. healthcare field
3. the relationship of a clinic with its community

I searched through previous articles and research papers that focused on translation services and focused on one of the levels. I found three papers that do such a thing. The first paper focuses on the relationship of the clinic and community and translation programs. The second paper focuses on how information is distributed and delivered. The third paper focuses on how policies affect the provision of translation services. These three papers are the basis of the foundation of my model.

Conclusion

There are these structures that need to be worked on: the government level, the health care level, and the community level. It will be hard to work on these levels and the three levels in cooperation or even find some sort of consensus. It is not as I am stating these levels are not willing to cooperate with each other, but still cooperation and understanding is hard. After this happens and with such clinic having the best translation service to fill them, they translations services a whole will be developed better, but not solving the entire problem but taking out more of the bad words without them growing more and more. Also his opinion needs to be developed for future programs, models, and ideas, since there is cooperation in the three levels, with hope that appropriate action has been delivered.
Addressing Latina/o Students’ Identity Development in Engineering and Mathematics

Oscar Perez, 2012-2013 El Puente Intern

In collaboration with Dr. Sylvia Celis-Díaz-Pacheco, Dr. Carlos López-Rivas, Dr. Mónica S. Patiño, and Dr. Daniela Llanos
Spring 2015, University of New Mexico

Introduction

This research poster is representative of the reception of a research project that is carried out through an interdisciplinary approach by the programs of bilingual mathematics education and computer science at UNM. Given the overwhelming number of culturally and linguistically diverse students who are low in STEM fields, the Advancing UO University in Mathematics and Engineering (ACMME) Project’s central aim is to design and implement an integrated curriculum in mathematics and engineering to include three groups of students.

By implementing ACMME, students are able to explore their critical thinking and problem-solving abilities. These skills and self-identity can be used in a positive way to create the STEM leaders of the future. This is an overview of the ACMME project that explores the framework that will be carried through during the summer of 2015.

Research Questions
1. How does student participation in the ACMME program affect their mathematical and engineering identity?
2. What are the characteristics of the curriculum that successfully support student learning?
3. What characteristics of the curriculum will successfully promote the integration of mathematics and engineering?
4. How do social interactions in the ACMME program support student learning, identity development, and appropriation of scientific discourse practices?

Theory

The ACMME project is based on the principles of critical race theory (Pygmalion, 1979) that argue that social influences such as parents, teachers, peers, and culture are largely responsible for development of higher education.

Different factors play a significant role in the participation of underrepresented students in the fields of science, technology, engineering, and mathematics.

Identity development is initially an underlying process.

There are four important ways in which we can categorize students’ identities, particularly those students regarding engineering:

(1) Their self-beliefs in what they see as students (academic identity);
(2) Their affiliation or attachment to their engineering programs, courses, or universities (academic program identification);
(3) Their beliefs in what they are and how their identity is manifested in an academic program (gendered identity);
(4) The extent to which these other categories are significant (gendered identity).

Researcher effect can be divided in half of the identity development, Wang (1999), says that “We are always simultaneously dealing with specific situations, participating in the historical context of prior practices, and involved in becoming certain persons. As researchers, our identities incorporate the past and the future as the ongoing process of negotiating the present” (p. 15). Our students are exposed to social and academic settings and interactions that shape their way of seeing the world. It is usually logical to expect students to develop a STEM identity if the student is not consistently acquainted with these students.

Findings

Participants showed their interest in taking part in engineering and mathematics in the beginning of the program due to the encouragement of their parents, teachers, and counselors. However, the interest in the development of an engineering and mathematics career decreased as the program progressed.

In the first year, students’ self-beliefs in their identity were manifested in their identity development, which led to the development of the program. In the second year, students’ self-beliefs in their identity were manifested in the engineering identity development, which was the least significant in the development of the program.

Future Directions

In the program, students will have the opportunity to explore different career options and participate in different activities related to STEM. This will allow the students to develop a STEM identity, which will be significant in the development of the ACMME project.
LATINO STUDENT ENGAGEMENT & RESEARCH FOR INSTITUTIONAL CAPACITY

ERIK NAVA. EL PUEBLO INTERN 2012-2013. CBRII FELLOWSHIP MASTER, DR. MAGDALENA AVILA
CBRII COLLOQUIUM – SPRING 2013. UNIVERSITY OF NEW MEXICO

PURPOSE

COMMUNITY BASED RESEARCH PROJECT: SHARING KNOWLEDGE, ENGAGING LATINO STUDENT LEARNERS & CBPR
1. Faculty Mentorship with SHRF faculty. CBPR expert and RWWI Senator
2. Coordination of leadership workshops and strengthening community partnerships
   ***Support Latine student success and leadership
   ***Increase student scholarship and professional opportunities
   ***Build university/ institutional capacity
3. Conduct Mini Literature Review on CBPR
   ***Keywords: Community Based Participatory Research, Latinos and Educational Empowerment Approaches

PROJECT ACTIVITIES

*Collaborate with community, faculty and research practitioners:
  1. Health Science Center Information Training at Libraries
  2. Collaboration with Tom Schramm (NMDOH Community Epidemiologist) for Community Mapping Workshop. Held May 2, 2013 at UNM
  3. Zinmanis Latinos, facilitated by New Mexico Community Data Collaborative (NMCDCC) at Hispanic Neighborhood Data with Online Maps
*Coordinate workshops for UNM students and EI Fellows interns:
  1. South Valley Community Seminar, Lourdes Silva and Darret Elles
  2. Ted Talk workshop for UNM student leaders
*Fall CBPR Summit with CBRII (student voice) Establishing Guiding Principles for Engaging in Research with Latinos/Chicanos Community

CBPR ISSUES

Scenarios now: community based research, participatory action research, participatory research, mutual inquiry, feminist participatory research, community partnered participatory research

Issues of Gender, Race, Class, and Culture are central to CBPR.

Involves academic researchers from multiple fields: public health, education, economics, social work, urban planning, health and human services, community based organizations

Diffs from traditional research in many ways: instead of creating knowledge for the advancement of a field or knowledge's sake, in an accumulative process, incorporating research, reflection and action in a cyclical process.

COMMUNITY BASED PARTICIPATORY RESEARCH LITERATURE REVIEW

The focus of my literature review was to analyze Community Based Participatory Research (CBPR). CBPR is best described as a research method that is equal to the community and the expert. It provides an equal balance of participation and collaboration. The researcher is not only entering a community to gather data, but to share in a research process that is positive and meaningful.

My primary review consisted of analyzing mainstream CBPR, CBPR and health, and CBPR within Latino leadership. The approaches taken in these research articles was a CBPR approach where the community is not an authoritative position or control of the community, but instead on the same level. It creates the collaborative is mutual. With the community and the researcher must get something out of the research and have a constant transfer of knowledge.

The benefits of using the CBPR approach are clear: instead of using old methods and approaches, the researcher put aside a community members' ideas and focus, the researcher must go back to the community, CBPR also means involving people from the community in an actual participatory manner. The person studying also accepts IRB approval prior to serving a community.

Results from using the CBPR approach can include: educational materials, health prevention workshops, community mapping, and more.

CONCLUDING REMARKS

I truly believe that the CBPR approach is a research approach that should be taken in most research cases. The community is the most important part of the research therefore it should be taken seriously. Having leaders within the community and the University of New Mexico can lead to recommendations that have public policy implications.

Building institutional capacity is essential not only for the student, but also for the initiation. The success of the student is dependent on the success of the students. This means that if an individual at UNM is successful, then the effort for UNM is mutual.

*The fight against disparities can be won only if the most oppressed communities can be fully engaged as partners in exploring and in taking action to address the health and social problems in which they – not experts – are worst affected." – Andersen, 2003; Wells & Norris, 2003.
INTRODUCTION

Albuquerque Hispanic Chamber of Commerce (AHCC) strongly believes that supporting youth and families is critical to maintaining Albuquerque's growth. AHCC offers academic scholarships to students graduating from high school with a goal to help them achieve access to higher education.

AHCC Scholarship

The Hispanic Chamber of Commerce provides three different types of academic scholarships to Hispanic students over the past two decades.

The scholarships are intended to support student education aspirations and help students succeed as productive citizens of New Mexico.

(1) AHCC Scholarship
(2) Opportunity Scholarship
(3) La Beca Del Alcalde Scholarship

Methods and Research Question

The research study was designed using qualitative methods to gather information from the scholarship recipients to gain an understanding of the impact the scholarship has had on the students.

When asked about the type of institution students attended, 51% of the AHCC recipients reported that they attended a 2-year institution.

Four and Six Year College Graduation Rates in New Mexico by Ethnicity

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>4 yr Grad</th>
<th>6 yr Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>7%</td>
<td>23%</td>
</tr>
<tr>
<td>Asian</td>
<td>12%</td>
<td>46%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10%</td>
<td>34%</td>
</tr>
<tr>
<td>Native American</td>
<td>9%</td>
<td>24%</td>
</tr>
<tr>
<td>White</td>
<td>18%</td>
<td>43%</td>
</tr>
<tr>
<td>Overall</td>
<td>12%</td>
<td>38%</td>
</tr>
</tbody>
</table>

For more information, please contact:

Dr. Edith Kooi, Director Emerita, WNMU, Albuquerque Hispanic Chamber of Commerce, 505-277-6000, edithkooi@unm.edu

UNMAYS Conference, Albuquerque, NM, 2012

Article Reference available upon request
Introduction
This pilot study examines the effects of community-based learning on student success at an institution of higher education in the Southwest and contributes to the small but growing research on this subject. The purpose is to determine the impact of a Community Based Learning course on the academic, educational, and career aspirations of students enrolled in a Chicana and Chicano Studies program at the University of New Mexico. A total of 16 students were enrolled in the 2012 Fall semester course. This study examines the impact of Community Based Learning on eight students who were required to perform service activities at off-campus sites located in Albuquerque, New Mexico. The pilot study was conducted in order to develop and refine the model of Community Based Learning in the Chicana and Chicano Studies Program.

Preliminary Thesis
The preliminary findings of the study indicate that students enrolled in the Community Based Learning course gained an increased sense of social responsibility and enhanced their academic and professional skills sets as well as enhanced their critical awareness and cultural competency skills.

Methodology of the Study
The study examines the impact of community based learning in three areas: student educational enrollment, student clarity in regard to career or professional aspirations, and student commitment to civic involvement and community service. The researchers developed three instruments intended to draw out information pertinent to the three major themes. These included a survey instrument, individual interviews, and a focus group. The research questions guiding the study were:

1. How does community based learning impact Chicana and Chicano Studies students and their learning?
2. How does community based learning impact the educational and career goals of Chicana and Chicano Studies students?

Description of the Community Based Learning Course (CBL)
The CBL course was offered in Chicana and Chicano Studies in New Mexico. Each student committed 4 to 6 hours of weekly service at a community-based site or non-profit organization in Albuquerque, New Mexico. The students met weekly with an instructor and completed a common set of readings and written assignments. Guided readings and reflective activities were designed to integrate student learning within the academic field of Chicana and Chicano Studies as well as other fields of study that emphasize community based or civic engagement. In addition, student participants provided a short progress report on their community based learning project. At the end of the semester, students gave a final presentation that summarized the findings of their community based learning project.

Student Profiles:
1. Julie worked as a salesperson compiling a database of orders and sales for the agricultural co-op, Agriculture Network.
2. Eva developed a blog for an immigrant's rights center, El Centro Igualdad y Derechos.
3. Julian conducted art based learning activities at El Centro Igualdad y Derechos, a center for immigrant’s rights.
4. Serena planned and organized events for Basement Films, an independent micro cinema.
5. Ivan worked in a music therapy program at Casa Angelica, a home for severely disabled children.
6. Orsula worked with staff to provide support for families served by with Peanut Butter and Jelly Therapeutic Services.
7. Adam developed marketing materials for the Hubbell House, a historic site.
8. Ofelia assisted the staff of Bocadillos, a female-owned business, to produce and market and their products for local schools.

Preliminary Findings
The preliminary findings are based on a random sample of 6 out of 10 test participants. (6 of 7 students enrolled in the course by the second week of class completed the survey), an interview (6 of 8 students completed the interviews), and the focus group (7 of 8 students participated in the survey).

The results of the survey questionnaire demonstrate the following:
- 6 of 7 students were involved in volunteer or service learning or civic engagement activities prior to taking the course.
- 5 of the end of the course, more students agreed that community work can help students understand the class lectures and reading materials.
- 100% of the students agreed with the statement that “the idea of combining work in the community will make the course worthwhile.”
- There was an increase in the number of students who asked for feedback in this statement: “I feel comfortable doing projects in the community.”
- 100% of the students at the end of the course agreed that they feel a sense of responsibility to serve their communities.
- An increase occurred in the number of students who agreed that they feel prepared to formulate an original question.
- 100% of the students agreed that they are comfortable at the proposal for work in the community.

Sample Outcomes
1. 3 students presented papers at the National Association of Chicana and Chicano Studies in San Antonio, Texas, April 2013.
2. 3 students conducted a workshop on CBL at the National Impact Conference in Albuquerque, New Mexico, April 2013.

Key Sources
**Youth Involvement in Resistance Movements**

**Introduction**
Historically, youth have been at the forefront of various movements. They have led controversial bus rides, school walkouts, strikes, and acts of civil disobedience that have placed them in risk of physical injury, detention, and even deportation. This research analyzes youth participation in resistance movements across history. The study explores the impact youth have made and continues to make in U.S. society. It will specifically look into the immigration reform movement and investigates how youth have been leading it.

**Preliminary Thesis**
The immigrant youth movement of the past five years can be characterized as a transformative social movement because it has three critical elements: critique of social oppression, youth are motivated by a desire for social justice, and youth utilize civil disobedience and direct action to challenge punitive institutions and laws.

**Methods**
1. Conducted a literature review on contemporary youth social movements.
2. Reviewed primary sources including newspaper articles, videos, and press conferences.
3. Engaged in participant observation activities from April 2012 to the present in New Mexico.

**Conclusion**
Through this analysis, it is evident that youth have been a major driving force behind many resistance movements throughout the history of the United States. Youth have risen to the occasion and have become catalysts for much needed change not only in the Civil Rights Movement, but also in the recent immigrant Youth Movement. By using the methodological framework of Daniel G. Solórzano and Dolores Delpaz Bernal (2001) on Transformative Resistance, it can be concluded that youth critiques of anti-immigrant legislation and their efforts to counter oppressive conditions faced by immigrants can be categorized as a transformative social movement.

**Framework**
In order to analyze youth participation in social movements, I adopted and applied the methodological framework of Daniel G. Solórzano and Dolores Delgado Bernal (2001) on Transformative Resistance. There are four types of oppositional student behavior which are based on "...the following two intersecting dimensions: (a) Students must have a critique of social oppression, and (b) students must be motivated by an interest in social justice" (Solórzano & Bernal, 2001, pp. 316-317).

1. **Reactive Behavior:** It is not considered a resistance behavior because there is no critique of sustaining social and oppressive conditions and there is no motivation to achieve social justice.
   - Example: A student that acts out in school, or in the community for no real reason or without a goal to achieve social justice.

2. **Self-defeating Resistance:** It is seen as the traditional form of resistance in schools. Students do not have a critique of the oppressive conditions, but the motivation and drive to achieve social justice exists.
   - Example: A student that drops out of high school due to their critique and dislike of the educational system, but then their action affects them negatively and fails to transform or change the opposing conditions.

3. **Conformist Resistance:** Students are driven by social justice, but do not have a critique of the underlying oppressive systems. "They offer 'Band-Aids' to take care of symptoms of the problem rather than deal with the structural causes of the problem (Solórzano & Bernal, 2001, p. 319)."
   - Example: A student that tries to fix the high number of student drop outs by offering tutoring and other services to deter students from dropping out. They’re goal is to achieve social justice, but without a critique of the social, cultural, or economic forms of oppression, it does not offer the greatest possibility for social justice" (Solórzano & Bernal, 2001, p. 319).

4. **Transformational Resistance:** Both dimensions exist, students have both the critique of the oppressive conditions and their goal is to achieve social justice.

**Youth In Action**

[Images of youth engaged in various social justice activities]
Youth Involvement in Resistance Movements

Introduction

Historically, youth have been at the forefront of social movements. They have led with unyielding voices, spreading vital ideas and actions of civil resistance. Their roles have often proven to be essential in creating change for the betterment of society. The civil rights movement, youth participation in resistance, and women's movement are some examples of youth involvement to make C-U history. They will not only lead the change but also ensure that the problem-solving actions they have taken.

Preliminary Thesis

The immigrant youth movement of the past five years can be characterized as a transformative social movement because it has had critical outcomes ranging from social movements, youth training, a desire for justice, and youth action that challenges policies, institutions, and laws.

Methods

1. Conducted interviews with contemporary youth social movements.
2. Reviewed primary sources including newspaper articles, books, and journal articles.
3. Engaged in participant observation from April 2013 to the present in New Mexico.

Conclusion

Throughout his analysis, he identified the youth movement as a driving force behind many resistance movements throughout the history of the United States. Youth movement is the engine that has become an analysis for more activist change not only in the Civil Rights Movement but also in the Queer Liberation Movement. By using the historical frame of reference of civil rights, discontent and Deaf Queer Movements (1970s), he found that youth have become a driving force in the transformative social movements. It can be concluded that youth have become a driving force by engaging in a transformative social movement.
Toma p-ARTE:
Youth Involvement Through Art

By Ivan Gonzalez
Chicana & Chicano Studies, University of New Mexico

Introduction/Purpose
Undocumented youth have been at the front of the struggle against the unjust treatment of immigrants in the United States. By speaking out and organizing, youth have educated and mobilized themselves and their communities against these injustices. This poster focuses on the impact of art education on undocumented youth in Albuquerque, New Mexico during the Fall 2013 semester.

Impact of Community Based Learning Project

I learned effective ways to work with youth and children.
I learned new skills like teaching art and developing and completing educational projects.
I learned that parents, family members and community organizers appreciated the work I did with youth and children.

Project Description
I chose to do a project using art tools to develop identity. I developed the idea from reading “El Plan de Santa Barbara”. Toma p-ARTE is an art initiative with the goal of empowering Albuquerque Dreamers in Action, el Centro de Igualdad y Derechos. This semester long project included weekly one-hour art sessions with youth from the 6th to 12th grade, including community members. The workshop employed different art approaches tied to a topic of the week. Toma p-ARTE offered youth a chance to use art to communicate their voices and stories about immigration.

Recent and Current Projects
Student and community participants in Toma p-ARTE were involved in creating the following art projects:

- Banner: Leaving our Shadows Behind, January 2013
- Banner: Immigration Day, January 2013
- Banner: Keeping Families Together, March 6, 2013
- Mural: La Zona De Los Moros, April 2013

Acknowledgments:
Chicana and Chicano Studies
El Centro de Igualdad y Derechos
El Centro de la Raza
Center for Regional Studies
Southwest Hispanic Research Institute
A Quality Improvement Project: Advancing Access to Local and Fresh Foods of the East San Jose Elementary School Community, Albuquerque, NM

Analia Coca, Jesus E. Vega-Sanchez, El Puente Interns 2012-2013
Cynthia Grajeda, ESI Health Educator & Mary M. Ramos, MD, MPH, University of New Mexico

Background

East San Jose Elementary School is a dual-language school. All students at this school qualify for free/reduced lunch. The neighborhood is low-income, and this has many implications when it comes to food access. This school is known for focusing on school-wide obesity prevention and enhanced nutrition. They have recently received a national award from the Alliance for a Healthier Generation for their obesity prevention work. Yes, 40% of the children at East San Jose ES are overweight or obese, per 2012 data from the New Mexico Department of Health.

Purpose

To inform the obesity prevention efforts at East San Jose Elementary School (ESJ) through a parent survey to identify:

- the awareness of parents at ESI about Farmers’ Markets;
- the percentage of SNAP EBT and WIC recipients at this school community;
- the knowledge of parents that both SNAP EBT and WIC can be used at local Farmers’ Markets;
- interest among ESI parents in obtaining fresh locally grown food.

Methods

An anonymous 20-item survey was developed and distributed in both English and Spanish. Surveys were distributed in April 2013 to all students (ESI) at ESI to be completed by their parents.

- The survey included:
  - Demographics
  - Questions about currently being recipients of SNAP EBT and/or WIC
  - Participants’ knowledge and use of local Farmers’ Markets, and the barriers to their not attending.
  - A Likert scale measuring how interested participants were in purchasing fresh locally grown food.
- The data that completed all surveys first, received a blender-like smoothie party as an incentive.

Results

369 survey were completed (approximately 60% response rate by parents, the survey responses were predominantly parents, 45 years old, and Hispanic (Table 1).

Key Findings

- Limited or no awareness of Farmers’ Markets is a major barrier to them being used by ESI parents.
- Two-thirds of ESI parents (70%) expressed interest in obtaining fresh locally grown foods.

SNAP

- Half of the survey respondents receive SNAP.
- Nearly half of all SNAP recipients (53.1%) had attended a Farmers’ Market, yet only 13.3% knew they could use their SNAP EBT at Farmers’ Markets.

WIC

- Among survey respondents, 16.6% receive WIC checks.
- Among those receiving WIC, 53.5% who had attended Farmers’ Markets, and 37.2% had knowledge that they could use WIC checks at local Farmers’ Markets.

Spanish Language

- In comparison to those parents who spoke English, Spanish only speakers were less likely to have attended a Farmers’ Market (p = 0.02) yet more likely to express interest in purchasing locally grown fresh foods (p = 0.001).

Conclusions & Next Steps

Despite this community’s interest in obtaining fresh locally grown foods, a lack of awareness of Farmers’ Markets is a barrier to them being used. There is a striking lack of knowledge about using SNAP EBT food stamps and WIC checks at local Farmers’ Markets. Given the bicultural population at East San Jose Elementary School receiving SNAP EBT, a promotional campaign about this benefit should be considered. All promotion materials should be bilingual because ESJ parents are predominantly Spanish speakers. Planning efforts are underway to increase awareness of and increase the use of Farmers’ Markets by the ESJ community.

Funding Acknowledgments

El Barrio de la Raza
Chicano Indian Mexican Studies
Southwest Research Institute
Graduate Research Center
UNM School of Architecture
A Quality Improvement Project: Advancing Access to Local and Fresh Foods of the East San Jose Elementary School Community, Albuquerque, NM

Ana Lisa Coca, Jesus E. Vega-Sanchez, El Puente Interns 2012-2013
Cynthia Grajeda, ESL Health Educator & Mary M. Ramos, MD, MPh, University of New Mexico

Background
East San Jose Elementary School is a dual language school, 80% of the students speak English and Spanish at home, and 20% of the students speak Spanish only. The school is characterized by a high percentage of low-income, rural students. As a result of this, many of the students do not have access to quality nutrition and healthy food options, which are crucial for their academic success and overall health.

Purpose
To evaluate the effectiveness of a quality improvement project to increase access to fresh produce in the community, specifically targeting low-income families.

Key Findings
- Few of the students' families had access to Fresh Farmers' Markets and VFP recipients at the school.
- The knowledge of parents about SNAP and WIC recipients was limited.
- There was a significant difference in the knowledge of parents about SNAP and WIC recipients between English and Spanish-speaking families.

Methods
An anonymous 25-item survey was developed and distributed to all students and parents. Surveys were collected in April 2011 for all students (235) at the school to be completed by their parents.

Results
100% of the survey was completed (approximately 90% responded to the survey). The survey respondents were predominantly Spanish-speaking families and 75% of the respondents (32 parents) indicated that they would like to have access to Fresh Farmers' Markets.

Conclusions & Next Steps
Despite the community's interest in Fresh Farmers' Markets, the lack of awareness and knowledge about SNAP and WIC recipients is a significant barrier. The results indicate that there is a need for educational programs and outreach initiatives to increase awareness and knowledge about SNAP and WIC recipients at Fresh Farmers' Markets.

Funders
This project was funded by El Puente Community Health Center.