

The 2000 U.S. Census Report showed Latinos to be the nation's fastest-growing ethnic group in the United States. According to the Tomas Rivera Policy Institute, nine of the ten fastest growing Latino counties in the U.S. are in the Southeast, and in Georgia the Latino population increased by 300 percent between 1990 and 2000. Georgia's Latino population is expected to reach 1 million by 2007, with many experts predicting that the community will grow even more, with large numbers of undocumented immigrants flocking to the state to participate in Georgia's expanding economy.

Despite the significant contributions Latinos make in the state they are facing challenges and barriers in becoming a part of Georgia's society and economy. To address these challenges, the Office of the Vice President for Public Service and Outreach initiated its Latino Initiative in July 2001. Beginning with a two-day conference for educators, community leaders, and professionals, entitled *The Power of Latinos for a Stronger Georgia* the Latino Initiative encourages teaching, research, and outreach activities that can enhance the well-being and prosperity of the Latino population in Georgia and the Southeast.

Faculty and staff representing a variety of disciplines across the University contribute to Latino-related programs and activities through their teaching, research, and service. Additionally, the Office of the Vice President for Public Service and Outreach works with faculty and staff throughout the University on the Latino Initiative, as well as with other schools and state agencies. Over the past several years these collaborations have resulted in the creation of numerous programs, ranging from K-12 education and nutritional counseling to leadership training and economic development, designed to increase access and opportunity for Georgia's vibrant and growing Latino community. We are pleased to present this report that catalogues the efforts throughout UGA's schools, colleges, public service units, and other campus units that are aimed at providing assistance and support to Georgia's Latino citizens.

I would like to thank **Dr. Paul H. Matthews** of the UGA Center for Latino Achievement and Success in Education for his dedication to this project and his hard work in compiling and editing this report.

Sincerely,

A handwritten signature in black ink, appearing to read "Art Dunning". The signature is written in a cursive, flowing style.

Art Dunning  
Vice President for Public Service and Outreach and Associate Provost

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## COMPILATION OF LATINO-RELATED PROGRAMS AT UGA

### Institutional Initiatives

The University of Georgia recognizes the importance of addressing the needs of the growing Latino community, building on the community's assets, and helping to identify resources to enhance the quality of life for Latinos in Georgia. Several major initiatives exist on campus to help ensure that efforts to support Latinos in Georgia and on campus are institutionalized, well organized, and systematically addressed. Many of the specific activities undertaken by these initiatives are profiled later in this document.

The **Latino Advisory Board** was convened in 2003 by the **Office of the Vice President for Public Service and Outreach** in response to the presence and needs of the Latino community in Georgia, as part of a campus-wide initiative to build awareness and coordinate the development, implementation, and assessment of teaching, research, and outreach programs and activities related to the Latino population. The Latino Advisory Board includes representatives from the **Office of International Public Service and Outreach**, the **Center for Latino Achievement and Success in Education (CLASE)**, the **Fanning Institute for Leadership**, the **Small Business Development Center**, the **Center for Latin American and Caribbean Studies (CLACS)**, the **Georgia Center for Continuing Education**, the **Office of Institutional Diversity**, the **Cooperative Extension Service**, and numerous academic units, including the **School of Social Work**, the **College of Family and Consumer Sciences**, and the **College of Education**. The Latino Advisory Board meets regularly to facilitate communication about Latino initiatives across unit boundaries, hosts speakers with Latino expertise, sets goals for outreach and institutional efforts pertaining to Latinos, and supports networking of campus-wide Latino and Hispanic faculty, staff, and initiatives.

**The Center for Latin American and Caribbean Studies (CLACS)** brings Latin American and Caribbean culture to the UGA campus by sponsoring educational activities, artistic performances, and interdisciplinary research, teaching, and public service projects, in coordination with Latin Americanists from UGA, other universities, the community at large, and abroad. CLACS is directed by **Brent Berlin** and **Paul Duncan**, and is a university-wide center that includes 189 UGA faculty members from numerous departmental units on campus; representatives of the three student associations from the region (Hispanic, Brazilian, and Caribbean), graduate students from the region, and community members (i.e., business owners, social service organizations, and members of the general public interested in Latin American, Caribbean or Hispanic issues). CLACS administers an Undergraduate Certificate Program in Latin American and Caribbean Studies; administers graduate field research summer travel awards to Latin America; sponsors symposia, conferences, and workshops; maintains an electronic discussion listserve; and promotes and participates in public service/outreach initiatives serving the Athens-area Hispanic community. CLACS also collaborates on Latin American ethnobotanical gardens, and sponsors numerous events related to Hispanic Heritage Month each fall. For more information, see <http://www.clacs.uga.edu>.

The **Center for Latino Achievement and Success in Education (CLASE)** was established in 2003 with grant funding from The Goizueta Foundation. Housed in the **College of Education**'s Office of Educator Partnerships, CLASE is an educational resource center providing professional development and resources for K-12 educators working with Latinos in Georgia. Its goal is to improve the education of Latinos in Georgia by raising awareness, providing high-quality information and professional development opportunities for school personnel, and by creatively leveraging university, school and community resources to foster the achievement of Latinos in Georgia. CLASE is staffed by **Bernadette Musetti, Paul Matthews, and Elida Perez-Knapp**, with assistance from **Michael Padilla** and **Heather Edelblute** (Office of Educator Partnerships), and numerous graduate students.

CLASE's first three years of operation have been funded primarily by a grant from The Goizueta Foundation and have also received support from the Board of Regents Hispanic Task Force and the Title II/Improving Teacher Quality State Grants program.

In 2003-04, CLASE worked extensively with 11 teams of educators from around the state, and with 13 teams in 2004-05. These participants engaged in professional learning via CLASE's summer institute, renewal conferences, and networking within and across teams, while creating and implementing an action plan to improve education of Latino students and families at their schools. CLASE also administered an English to Speakers of Other Languages endorsement program with statewide cohorts, resulting in approximately 200 teachers receiving the ESOL endorsement. CLASE maintains informational listserves and a website; supports local tutoring programs; participates in numerous local initiatives for Latino outreach; supervises and supports graduate assistants; presents and publishes information on Latino education in Georgia; and sponsors Latino-education-themed conferences and workshops. For more information, see <http://www.coe.uga.edu/clase>.

To further institutionalize the focus on Latino education within the College of Education, a national search is currently underway for **The Goizueta Foundation Distinguished Chair of Latino Teacher Education**, funded partially through an endowment from The Goizueta Foundation. The Chair will lead and coordinate Latino/a educational and research efforts on the UGA campus and within Georgia, as a faculty member and executive director of CLASE. The Chair will work to direct CLASE, integrate Latino-oriented research across disciplines, disseminate research findings, secure extramural funding, and provide leadership to establish a consortium for the educational advancement of Latino/a children and youth with other colleges and universities in the state of Georgia. The search for the Chair is coordinated by **Karen Watkins** and **Michael Padilla** (College of Education). See <http://www.coe.uga.edu/clase>.

## **Recruitment and Retention of Latino Students**

The University of Georgia has a number of initiatives underway relating to the recruitment and retention of Latino students, including providing information directly to potential applicants; support services and financial aid for graduate and undergraduate Latino students; and on-campus programs for middle and high school students that familiarize them with higher education and the University of Georgia.

The **Office of Undergraduate Admissions** has a bilingual admissions counselor (**Milagros Legra**) and conducts regular outreach presentations through a variety of venues. For instance, in 2004-05, Legra or other Admissions staff spoke at Hispanic Town Hall Meetings sponsored by the Hispanic Scholarship Fund; the National Hispanic College Fair at Riverwood High School in Atlanta; a bilingual college fair in Charlotte, NC; as well as on-campus information sessions sponsored by the Center for Latin American and Caribbean Studies and by Catholic Social Services. The Office of Undergraduate Admissions also administers **The Goizueta Foundation Scholarships**, providing \$3,000 awards to Spanish-English bilingual students with financial need. Admissions staff have also been invited to participate in panel discussions at conferences for counselors of Latino students and for bilingual family-school liaisons sponsored by the **Center for Latino Achievement and Success in Education** (CLASE). A Spanish-language version of the Admissions website will be available starting summer 2005. See <http://www.admissions.uga.edu>.

CLASE, in collaboration with the Graduate School, also administers **The Goizueta Foundation Graduate Scholars Fund Assistantships**, which support Latino and non-Latino bilingual graduate students with expertise and interest in Latino educational outreach. In 2003-04, two Latina graduate students were awarded these assistantships, and in 2004-05, five Latino and one non-Latino student were supported. For 2005-06, seven students will receive 1/3-time assistantships for providing assistance to CLASE's Latino educational outreach programs. See <http://www.coe.uga.edu/clase/staff.html>.

The Office of Registrar and Office of International Education collaborate on an **Out of State Tuition Waiver Program** for currently enrolled Latino students in financial need with meritorious academic standing. Part of this initiative also serves to target recruitment from less represented Latino countries to campus. The **Office of International Education** also works with immigration advisors, the Graduate School, and the Office of Undergraduate Admissions to facilitate university acceptance and immigration visas for students from Latin America, Spain, Portugal and other Latino countries. See <http://www.uga.edu/oie>.

Individual faculty and staff at the University frequently provide outreach and presentations aimed at recruiting prospective Latino students for UGA. For example, Error! Contact not defined. (Grady College of Journalism and Mass Communication) spoke to students at Cedar Shoals High School in Athens on the need for Latinos in professions related to mass communication and journalism. **Elida Perez-Knapp** and other CLASE graduate students and staff have helped facilitate programs that include information about university attendance—for instance, via the MALDEF Parent-School-Partnership training, middle school Latina mother-daughter programs, and state-wide conferences. **Fausto O. Sarmiento** (Office of International Education) and other faculty members have spoken about Latino issues to new students at UGA and have taken part in recruiting tours for prospective Latino students sponsored by the Office of International Public Service and Outreach. Such recruiting tours have targeted Latino students from Dalton State and other two-year colleges, to encourage them to transfer to UGA.

On campus, several student-led organizations work to improve opportunities for Latino students in high schools and on campus. The **Hispanic Student Association**'s goal is to preserve and promote the Hispanic culture throughout UGA and the Athens community, and to assist Hispanic and Latino students as they adjust to UGA. Its annual events include Fiesta Latina and Spring Gala

(<http://www.uga.edu/hsa>). The Hispanic Student Association is supported on campus by **Minority Services and Programs** in the Office of the Dean of Students (<http://www.uga.edu/msp/index.html>).

The **Students for Latino/-a Empowerment** work with local middle and high school Latino students to encourage them to attend college and to help make them aware of the application process. They have attended several local college fairs, including one at Clarke Central High School in Athens sponsored by the Hispanic Scholarship Fund. HSA and SLE members are also helping staff on-campus programs such as Steps to College and Vamos a la Universidad (see below); some members' accomplishments have been profiled by publications of the **Office of Institutional Diversity** (<http://www.uga.edu/diversity/newsletter/news.htm>).

The **Hispanic Law Students Association** works to increase awareness of legal issues for Latinos inside and outside the legal community, to increase enrollment of Hispanic/Latino students, and to support Hispanic/Latino students. See <http://www.law.uga.edu/hlsa>.

The College of Education's **Teachers for English Language Learners (TELL)** program, coordinated by **Betsy Rymes** (Language and Literacy Education), is designed to increase the number of highly qualified bilingual teachers in Georgia's public schools. Participants are awarded financial, social, academic, and on-site support to earn professional certification (the program is funded by Transition to Teaching Grant from the Office of Innovation and Improvement of the U.S. Department of Education). Participants commit to teaching three years in a high-need school in Georgia. The majority of these students are Latino, and this program provides excellent support and networking to help increase the number of bilingual, bicultural teachers statewide. Its goals are to increase the population of highly qualified, bilingual public school teachers in high-need school districts in Georgia; to create career ladders that will serve bilinguals of all levels of education; and to provide bridges between programs, bilingual non-certified community members and public schools that need bilingual teachers. For more information, see <http://www.coe.uga.edu/tell>.

On-campus programs for Latino middle and high school students also provide an important venue for raising prospective future students' awareness of the University of Georgia. For instance, the **Latino Youth Leadership Program** (Fanning Institute for Leadership), coordinated by **Maritza Soto Keen**, brings 25-30 Latino teenagers each summer for a campus program developing their leadership capacities. The program, which began in 2003, is an on-campus leadership- and education-focused program for Latino youth ages 15-19, with demonstrated leadership potential, from across the state. Students accepted into the program learn about leadership theory, take part in hands-on activities, and commit to developing and implementing a project in their home communities. The program includes a summer component and an additional workshop the following spring. See <http://www.fanning.uga.edu/Latino/Leadership2004.htm>.

The **Steps to College Program** provides on-campus instruction for local Latino high school students during the summer. In collaboration with the Clarke County School District, the month-long program includes classes for both English language learners and advanced bilingual students in language arts, mathematics, and science. Steps to College was funded from 2001-2004 by the **Board of Regents Hispanic Pilot Project**, and in 2005 by the **Office of the Vice President for Public Service & Outreach**, and is coordinated by **Christine Burgoyne**. Prior years' participants are being tracked for

drop-out, graduation, and post-secondary education enrollment. For more information, see <http://www.uga.edu/hispanicproject/stc.html>.

A new program for 2005, “**Vamos a la Universidad: A Summer Experience for Talented Latino Writers**” (Georgia Center for Continuing Education), provides four weeks of intensive academic program in critical thinking, reading, and critical writing for 40 gifted Latino middle-school students. Coordinated by **Christine Burgoyne**, the program serves six northeast Georgia counties and is supported by a grant from the Jack Kent Cooke Foundation Innovation Fund. See <http://www.gactr.uga.edu/press/2005/Mar/22/032205writing.phtml>.

A new **Spanish-language Web site** allows potential students and their parents to learn about the **College of Family and Consumer Sciences (FACS)** at the University of Georgia. The site was launched on Feb. 16 and is the first UGA Web site to offer complete information in Spanish about a college and its majors.

The Web site can be found at <http://www.fcs.uga.edu/spanish> and is directly linked to the FACS home page. The site includes information on the college’s four departments and 11 majors. It also includes links to the UGA admissions site and to Eco Latino, the Spanish newspaper published by Athens Newspapers Inc. There also are links to the Hispanic Scholarship Fund Web site, which has information on scholarships available to Latino and Hispanic students.

Recruitment materials are only the latest of a series of efforts by the College of Family and Consumer Sciences to reach Georgia’s burgeoning Spanish-speaking population. FACS also has translated brochures related to foods and nutrition and housing issues into Spanish. In addition, the FACS Extension programs have translated all of their materials into Spanish since 2003. The FACS Extension program also has several staff members who are fluent in Spanish in offices across the state, in addition to three faculty members who are native Spanish speakers.

## **Service-Learning Programs Involving the Latino Community**

Across campus, University of Georgia faculty, staff, and students are engaged in projects that provide hands-on experiences working with the Latino community in diverse topics such as law, health, and education. Service-learning benefits both the community to which the outreach is provided, and the university students involved, who learn to apply their education and training in engaging, multicultural settings. Many of these service-learning initiatives involve the **Pinewood Estates North Mobile Home Park** in Athens, site of the **Oasis Católico Santa Rafaela Mission** and home to some 200 Latino families. **Sister Margarita Martin** and the other nuns at Oasis actively engage the local and university community in efforts to effectively serve the Latino community.

Approximately 100 University of Georgia students per year engage in service-learning by offering tutoring to the Latino elementary school residents at Pinewood Estates. This **Oasis Tutorial Program**, which began in 2003 through the College of Agricultural and Environmental Sciences, is now supported by the Center for Latino Achievement and Success in Education (CLASE), which provides graduate and undergraduate student workers to assist Oasis Católico staff with program administration

and oversight. (The Office of International Public Service and Outreach has also provided partial funding for program support.) Tutors work one-on-one or in small groups with Pinewood Estates children, helping with homework, reading, and English acquisition, and also participate in games and community events with the children. In 2004-05, CLASE graduate student **Lisa Bush** also implemented a weekly art and literacy club for additional enrichment. Children receiving tutoring report better grades and comprehension, while tutors also gain improved cultural understanding, applied practice in working with Latino students and families, and other benefits. For more information, see <http://www.coe.uga.edu/oasis>.

Many of these UGA student tutors, who represent dozens of majors from across campus, receive academic service-learning credit for participation, either in a dedicated course for **ESOL Service Learning** (taught in 2004-05 by **Bernadette Musetti** of CLASE) or as part of other coursework they are taking. For instance, in Fall 2004, approximately ¼ of all students taking additional lab credit in the introductory educational psychology course EPSY 2020 did their outreach at the Oasis site.

Latino-oriented service-learning is also expanding to other venues in the Athens area, such as the Garnet Ridge Boys and Girls Club and the Thomas Lay Community Center. The English Education program has also developed their **TAPPP (Teaching As Principled Practice Project) Into the Community** outreach to serve the Pinewood Estates community. Pre-service undergraduate English teachers tutor for 12 hours each in the fall semester. They also initiate other services such as food and clothing drives. Fall 2005 will be the third year of this program, coordinated by **Peter Smagorinsky** (Language and Literacy Education).

The **Learn and Serve Hispanic Healthcare Pilot Project**, directed by **Glenn C. W. Ames** (International Public Service and Outreach) in conjunction with the Athens Regional Library Community Learning Center, Athens Regional Medical Center, and Oasis Católica Santa Rafaela, involves students with the local Hispanic community and provides a series of healthcare seminars. Four seminars were organized for the spring semester 2005, led by two undergraduate students and two graduate students. The seminars were on access to health care for the Hispanic community; diabetes education; prenatal and infant care; and medical forms and vaccination records.

Bilingual students can also receive service-learning credit for using Spanish for community involvement via SPAN 4090, **Practicum in Service-Learning**, coordinated by **Teresa Pérez-Gamboa** (Romance Languages). Students work directly with the Spanish-speaking population in the Athens area in planned and systematic activities coordinated with a variety of community organizations. Students have, for instance, assisted at local elementary schools with parent-teacher conferences, and provided translation at community events.

The **Latino Law Program**, supported by the Carl Vinson Institute of Government and the School of Law, provides other service-learning opportunities for UGA students. The program began with a needs assessment to determine the law-based learning needs of Latinos in the Athens area. Project director **Anna Boling** worked with a law professor and three law students, who developed presentations on selected law-based topics which were presented at Catholic Social Services and Pinewood Estates North Mobile Home Park. Partial funding for this project was provided by the UGA Office of the Vice President for Public Service and Outreach.

The School of Law's **Family Violence Clinic** also partners with Catholic Social Services for service-learning support of the Latino community. The Family Violence Clinic is a teaching law office designed to help low income victims of domestic violence, including Latinos, gain civil protective orders in Clarke and Oconee Counties. When available, students who speak Spanish screen callers and provide legal advice and assistance. Otherwise, caseworkers at Catholic Social Services in Athens speak to and screen clients. Additionally, director **Susan Schaffer** has trained two case workers at Catholic Social Services as lay advocates to assist Latino clients at hearings, as interpreters, and in meetings.

## **Instruction and Coursework Related to Latinos**

University of Georgia faculty offer a range of **coursework** available on topics related to Latinos and to Latin American culture, history, language, etc. In fact, over 150 courses (3000-level or above) from over 30 different departmental prefixes campus-wide, are represented in the listing of Latino- or Latin American-related options for the undergraduate **Certificate in Latin American Studies** (see the downloadable list at the Center for Latin American and Caribbean Studies (CLACS) website, <http://www.clacs.uga.edu/certificate.html>, for more information on this certificate and the courses available).

Within this range of coursework, many classes focus specifically on Latinos in Georgia and the United States. **Latino-oriented courses** offered at the University of Georgia include, for instance, SPAN 2550 (Latino Literature, Language, and Culture); ANTH 3540 (Multicultural Health Care); WMST 3250 (Issues in Women's Studies: Latinas in the US); ROML 4860/6860 (Topics in Afro-Hispanic Identity); HIST 3260 (Latinos & Latinas in the United States); SOWK 6082 (Cultural Diversity in Social Work); ENGL 2400 (Multicultural American Literature: African American and Hispanic American Writers); and FRES 1010 (Linguistic Diversity in the Hispanic World). Additionally, in 2005 new graduate and undergraduate courses were created, including EDUC 5710/7710 (Issues in Latino Education) and ELAN 4620/6620, a service-learning course for applied instruction of English to Speakers of Other Languages.

In 2005 CLACS received a two-year, \$140,000 Title VI Undergraduate International Studies and Foreign Language (UISFL) Program grant, which will provide CLACS with the necessary financial resources to launch **an undergraduate major and minor in Latin American and Caribbean Studies**. Part of this initiative will include the development of no fewer than a dozen new courses in departments throughout UGA focused on Latin American and/or Latino content. Additionally, CLACS will work with CLASE to develop Latin America/Caribbean area studies and heritage language workshops for middle and high school teachers of north Georgia.

Individual faculty members are also integrating Latino-oriented activities and themes into their coursework, for instance, by ensuring that course readings and service-learning activities include a focus on Latino populations. As a further example, **Lynn Bryan** (Science Education) is developing documentaries of everyday life in rural Mexican classrooms from video footage, to be used in undergraduate science education courses at UGA. This project, in collaboration with the Partnership for Reform in Science and Mathematics (PRISM), will enhance science teachers' preparation for

working with Latino students, helping the teachers understand instructional practices from Mexico, sociocultural practices, and culturally responsive ways to teach science.

Through the UGA **Office of International Education**, a number of **Study Abroad** initiatives are available for students wishing to study in Latin America. During the summer sessions, study abroad programs are available for thirteen universities in Argentina, Brazil, Costa Rica, Mexico, Peru, and Spain. Additionally, UGA has semester-abroad programs at five universities in Costa Rica, Ecuador, Spain, and Mexico. In these programs, students are enrolled in UGA courses during a fall or spring semester abroad; some 40 students and 5 faculty participated during 2004-05. Additionally, UGA students can participate in semester- or year-long reciprocal exchange programs with ten partner universities in Brazil, Mexico, Chile, or Ecuador. In these programs, tuition costs are paid to the home university; last year, 13 students and 11 faculty members participated. See <http://www.uga.edu/oie> for more information.

In January 2005 the **Center for Latin American and Caribbean Studies** (CLACS) held a meeting at UGA's Ecolodge facility in Costa Rica with Venture Fund grant funding, to develop the framework for a UGA study abroad program with the Latin American Sister Gardens (Argentina, Chile, Colombia, Costa Rica, Ecuador, and Peru). This planned study abroad will provide UGA students with the opportunity to experience Latin American culture through a multidisciplinary program attractive to both social and biological science majors.

The College of Family and Consumer Sciences also sponsors a study abroad program to Costa Rica, which includes time at UGA's Ecolodge. **Julia Atilas** (Child and Family Development) and **Sharon Nickols** (Family and Consumer Sciences) took 25 students to this program in 2004, providing courses such as CHFD 4900 (Family and Child Development: A Costa Rican Perspective) and HACE 4900 (Leadership).

In the College of Education, **Michael Padilla**, **Heather Edelblute** (Office of Educator Partnerships/CLASE), and **Martha Allexaht-Snyder** (Middle School Education) have led summer international experiences for educators. The **Culture and Content in Latin America** program took 24 Georgia educators in 2004 or 2005 to either Mexico (Xalapa, Veracruz) or Costa Rica for two weeks, to learn about the educational systems, culture, and language. Focal areas included science, math, and social studies education. Educators then prepared an applied project in their home school or district. Funding was provided by Title II/Improving Teacher Quality State Grants. For more information, see <http://www.coe.uga.edu/clase> or <http://www.uga.edu/internationalpso/pro10.html>.

Since fall 2000, students interested in improving their command of Spanish can also choose to live in a **Spanish Language Community** in Mary Lyndon Hall on campus through a program sponsored by **Romance Languages**, **University Housing**, and the **Vice President for Instruction**. Participants receive language credit, have priority registration for language courses, and interact socially with other students in the target language. The Spanish Language Community is coordinated by **Betina Kaplan**. See <http://www.rom.uga.edu/langcomm/>.

**Continuing education, professional learning, and staff development credit units** are provided for participants in a number of Latino-oriented outreach and educational initiatives. For instance, in collaboration with the **Georgia Center for Continuing Education**, the breadth of offerings is

represented by credit-bearing coursework such as a **Certified Turfgrass Professional** course in Spanish (Crop and Soil Sciences, and Plant Pathology) and a **Principles of Turfgrass Management Certificate** in Spanish via distance learning (Crop and Soil Sciences, Agricultural Extension); a **First-Time Homebuyers** course in Spanish (Comprado de Vivienda por Primera Vez) (Professional & Personal Development), and an on-line **ESL Grammar** course (Professional & Personal Development). Additionally, participants in activities such as the Effective Counseling for Latinos Conference (CLASE and Counseling and Human Development Services), the Bilingual Family-School Liaison Conference (CLASE), the Finding Unity in Diversity Project (Language and Literacy Education), the CLASE Summer Institute, the CLASE International Experience for Educators in Mexico and Costa Rica (College of Education), and other trainings, received credit for participating.

## **Latino-Related Conferences, Workshops, and Campus Events**

The University of Georgia sponsors numerous on-campus and off-campus events, presentations, and conferences related to Latino and Latin American initiatives, designed to promote awareness of Latino issues among the university community as well as the community at large. These span a gamut from presentations by national and international experts on Latino topics, multi-day regional conferences, and cultural celebrations.

On June 6-7, 2005, the University of Georgia hosted **Finding Solutions: Latinos and the Socioeconomic Development of the Southeast**. This conference was presented in collaboration with the Consulates of Mexico, Guatemala, Honduras, Colombia, Costa Rica, and Chile; Emory University, Kennesaw State University, the University of South Carolina, and University of North Carolina–Greensboro; CIFAL Atlanta, a partnership between the United Nations Institute for Training and Research and the City of Atlanta; GALEO, the Georgia Association of Latino Elected Officials. UGA coordinators included **Trish Kalivoda** (Public Service and Outreach), **Jorge Atilés** (Family and Consumer Sciences), **Bernadette Musetti** (CLASE), and others. This conference, held at the **Georgia Center for Continuing Education**, focused on Latino workforce issues including skill development, education and access to education, leadership development, and legal, immigration and financial issues. Other topics included the role of the Latino workforce in the socioeconomic future of the southeast, and in particular, the southeast's economic and community development. It also involved discussion of potential solutions to barriers to Latino socioeconomic development and to the problems facing the Latino workforce, including legislative measures, policy development, and multilateral agreements. The conference had five concurrent tracks with a summary of issues, best practices in states around the southeast, and discussion of the feasibility of implementing each practice. See [http://www.uga.edu/outreach/artman/publish/Latinos\\_05.shtml](http://www.uga.edu/outreach/artman/publish/Latinos_05.shtml).

During spring semester 2005, the **CLASE Seminar Series on Latino Education**, sponsored by the Center for Latino Achievement and Success in Education (CLASE) and the Dean's Office (College of Education), brought four nationally-known experts on Latino education for campus visits and keynote presentations. Presenters included **Angela Valenzuela** (University of Texas-Austin), who discussed the impact of Texas's high-stakes accountability system on Latino students; **Luis Moll** (University of Arizona), presenting on bi-literacy; **Toni Griego Jones** (University of Arizona), who investigated Hispanic parents' contributions to teacher preparation programs; and **Rosa Hernández Sheets** (Texas Tech), who presented on diversity-oriented pedagogy.

Since 2000, the **Center for Latin American and Caribbean Studies (CLACS)** has sponsored annually a series of events related to **Hispanic Heritage Month** in September and October. In 2004, CLACS Hispanic Heritage Month activities included a Latin American Film Festival with screenings at the Georgia Museum of Art; live music venues by bands such as Imagen, Hermanos Calero, Tamboricua, Rua 6, and others; and Latino-oriented presentations and discussions by UGA faculty including **Catherine Pringle** (Ecology), **Jose Alvarez** (Romance Languages), **Carolina Acosta-Alzuru** (Grady College of Journalism and Mass Communication), **Fausto Sarmiento** (Office of International Education), **Thomas (Tony) McCutcheon** (School of Music), **Maritza Soto Keen** (Fanning Institute for Leadership), and **Patricia Richards** (Sociology). Additional activities included presentations and readings by Venezuelan poet and scriptwriter **Leonardo Padron**; **Elizabeth Oglesby** (University of Arizona); **John Hammock** (Tufts University); and **Sam Zamarripa** (Georgia state senator), **David Casas** (Georgia state representative), and **Jerry Gonzalez** (Georgia Association of Latino Elected and Appointed Officials).

During fall 2004, the College of Education's **Multicultural Task Force** sponsored a series of Brown-Bag Lunch seminars, including a presentation by **Paul Matthews**, **Bernadette Musetti**, and **Elida Perez-Knapp** (CLASE) on Latino education in Georgia, as well as a presentation on on-line teaching resources for working with Latino students by **Darlene Rodriguez de Schaefer** (The Goizueta Foundation Graduate Scholar). See [http://www.coe.uga.edu/clase/ed\\_resources.html](http://www.coe.uga.edu/clase/ed_resources.html).

In October 2004, the **Center for Latino Achievement and Success in Education (CLASE)** and Abraham Baldwin Agricultural College coordinated a two-day **Latino Family-School Liaison Conference**, including presentations by CLASE staff **Elida Perez-Knapp**, **Paul Matthews**, and **Bernadette Musetti**. Over 80 bilingual family-school liaisons from K-12 schools around Georgia attended the conference, which focused on networking, professional development, and issues of working with Latino students and families. Partial funding was provided by the USG Board of Regents Hispanic Pilot Project.

Also in fall 2004, **Fausto O. Sarmiento** (Office of International Education) coordinated an international education lecture, **Doing Business with Chile**, for interested members of the university community, featuring the Vice Rector of the Universidad de Viña del Mar, Chile.

In spring 2004, the **Institute on Human Development and Disability**, University Center for Excellence in Developmental Disabilities (College of Family and Consumer Sciences), offered several presentations on diversity. In May, **Irma Alvarado** convened a **Multicultural Resource Round-up Workshop** for the state and district offices of Family and Children's Services. In February, a **Core Seminar on Multicultural Awareness** was presented by **Jenny Manders** and **Irma Alvarado**. This workshop, targeting service providers for children with disabilities and their families, focused on cultural awareness, ways to increase multicultural awareness, respect in multicultural settings, recognizing multicultural awareness practices and current statistical data of trends in multicultural areas. IHDD staff have also conducted similar outreach presentations in Decatur, Macon, and elsewhere. See <http://www.ihdd.uga.edu>.

Also in February 2004, the **Center for Latino Achievement and Success in Education (CLASE)** and **Counseling and Human Development Services** (College of Education) offered a two-day

professional development conference, **Effective Counseling for Latino Students**. Coordinated by **Elida Perez-Knapp** and **Pam Paisley**, the conference targeted K-12 school counselors and other school personnel working with Latino students and families. Over 100 school counselors from around the state attended, networked, and learned about issues for counseling Latinos, including foreign transcript evaluation, setting high expectations, engaging families, gang prevention, community resources, appropriate program models for English learners, and more. Partial funding for this conference was provided by the Board of Regents Hispanic Pilot Project.

## **Academic Publications and Presentations on Latino-related issues**

University of Georgia faculty, staff, and graduate students provide hundreds of Latino-themed presentations and publications of articles, books, and more to the academic community and the community at large. This dissemination of information spans a tremendous gamut of topics. Rather than attempt an inclusive list of academic citations, we profile here several of the themes of Latino-oriented research and publications to highlight the range of UGA faculty and graduate student interest and expertise.

In the Franklin College of Arts and Sciences, **Stephanie Bohon** (Sociology) has presented and published on numerous topics pertaining to Latino immigration to the state, ranging from demographic characteristics of Latinos in Georgia, to educational and transportation barriers faced by Latino immigrants.

In the Grady College of Journalism and Mass Communication, **Carolina Acosta-Alzuru** has published numerous articles on different aspects of the Latino “telenovela” (soap opera), including their representation of feminism and of women, and aspects of Latino networks’ televised game shows.

At UGA’s Institute on Human Development and Disability, **Irma Alvarado** has published and presented on Mexican-origin immigrant mothers’ experiences in state Early Intervention Programs for children with disabilities. IHDD staff, including **Mary Rugg**, **Zolinda Stoneman**, and **Irma Alvarado**, have also developed and presented on a “strengths-based portfolio for children and adults with disabilities” which has been translated into Spanish and other languages (<http://www.ihdd.uga.edu>).

At the Selig Center for Economic Growth (Terry College of Business), **Jeffrey M. Humphreys** has researched and published on minority buying power and the multicultural economy. He also has produced a study for the North Carolina Institute for Minority Economic Development on these topics.

In Plant Pathology (College of Agricultural and Environmental Sciences), **Alfredo Martinez** and **Marco Fonseca** have published and presented extensively in Spanish and in English on providing training for Hispanic landscape workers, on turfgrass management and plant diseases for Hispanic workers, and other topics.

In the College of Education, Center for Latino Achievement and Success in Education (CLASE) faculty **Paul Matthews** and **Bernadette Musetti** have presented and published in areas including

heritage language instruction for gifted Latinos, effective programs for Latino students in Georgia, and resources for Latino education. **Melisa Cahnmann** (Language and Literacy Education) and others have published on bilingual identity, pre-service Latino teachers, bilingual education, and math education for diverse learners. **Lynn Bryan** (Science Education) and colleagues published on the Mexican education system and its implications for teaching science and other fields in the U.S.

In the College of Family and Consumer Science, **Jorge Atiles** has presented and published on housing, transportation, and educational needs of Latino migrants in the South. **Julia Marlowe** (Housing and Consumer Economics) has led research on pre-paid phone cards and consumer fraud among Latino consumers.

## **Latino-Related Outreach and Consulting Projects**

One of the missions of the University of Georgia is “a commitment to excellence in public service, economic development, and technical assistance activities designed to address the strategic needs of the state of Georgia along with a comprehensive offering of continuing education designed to meet the needs of Georgia's citizens in life-long learning and professional education.” The University is ensuring that this mission includes a focus on Latino and Hispanic issues, as the following descriptions demonstrate.

Several University of Georgia faculty provide expertise on Latino issues at a broader level. The Vice President for Public Service and Outreach, **Art Dunning**, is serving a three-year term on the Board of Directors of the Latin American Association, an Atlanta-based non-profit organization that provides transitional services for Latinos who require the knowledge and skills necessary to fully participate in the larger community. **Jorge Atiles**, Family and Consumer Sciences Associate Dean, serves on the Governor’s Latino Commission for a New Georgia as a Latino Housing Task Force Member. **Michael Padilla**, College of Education Director of Educator Partnerships and of CLASE, also serves on the Governor’s Latino Commission as a member of the Education subcommittee.

At the **Small Business Development Center**, Minority Business Development consultant **Eduardo Lopez** regularly consults and presents workshops in Spanish to assist Latino entrepreneurs across the state in starting small businesses. He also helps the banking community understand issues related to lending to Latinos. Small Business Development consultants provided technical assistance and consulting services to a total of 215 Latino entrepreneurs during 2004, resulting in the creation of new Latino businesses and expansion of existing Latino businesses in Georgia. For additional information, see <http://www.sbdc.uga.edu>.

**WUOG 90.5 FM**, the University of Georgia’s student-run radio station, has since 2003 offered weekly radio programming including “**En español desde las 8**,” a Spanish-language program featuring both popular music in Spanish, and news and commentary. The program is hosted by Spanish-speaking university graduate students, alumni, and faculty, including **Enrique Carrión** and **Jorge Gonzalez**. The program also publicizes local community and university Latino-related events and interviews individuals and programs serving the Latino community.

At the **Carl Vinson Institute of Government**, **Gordon Maner** and **Peter Gess** will lead a group of elected and appointed officials from Georgia's city and county governments to Xalapa and Monterey, Mexico, in fall 2005. Fifteen key local government officials, as well as representatives of the Georgia Municipal Association, the Association County Commissioners of Georgia, and UGA will spend almost two weeks in Mexico to gain a better understanding of the cultural, historical and governance foundations that immigrants bring to Georgia's communities. The participants will help create a new course (and new components of existing courses) as part of the Vinson Institute's governmental training program. For more information, see <http://www.icdg.uga.edu>. Maner has also presented on cultural diversity issues for the Georgia Municipal Association.

Faculty and staff from Plant Pathology (**Alfredo Martinez**), Horticulture (**Marco Fonseca**), Food Science and Technology, and other departments in the **College of Agricultural and Environmental Sciences**, in conjunction with the USDA (Forest Service, Soil Conservation Service, Rural Development), Georgia Forest Service, and OSHA, have created the **Georgia Hispanic Specialists Group** to facilitate communication between business administrators and the Hispanic labor force and to promote awareness of cultural differences and their impact on productivity, workplace safety and human relations. To date, over 2000 individuals statewide have been impacted by educational programs conducted in Spanish and English at venues such as the Turfgrass Field Day, Mow and Grow Expo, Southern Nursery Association annual meeting, Georgia Agribusiness Council Training Series, International Tree Conference, and the Hispanic Green Industry Workers Workshop, as well as landscape personnel trainings. GHSG also produces articles and materials in Spanish for trade journals and magazines. See <http://apps.caes.uga.edu/urbanag/hispanic/GeorgiaHispanicSpecialists.htm>.

**Alfredo Martinez** (Plant Pathology) and colleagues also provide Spanish-language outreach and technical assistance to landscape and lawn companies on diagnosis, control, and management of plant diseases and other agronomical information. Martinez directs a workplace safety project for Hispanic landscape workers, funded with a \$105,000 grant from OSHA, and an integrated pest management pesticide reduction program in Spanish and English.

In the **Franklin College of Arts and Sciences**, **Stephanie A. Bohon** (Sociology) has shared information on Latino migration and demographics with a wide range of audiences, from state legislators, to lawyers, to serving as an expert witness in courtrooms across the state.

The **Center for Latin American and Caribbean Studies (CLACS)** collaborates with campus and community organizations on a number of Latino-oriented outreach programs. For example, in October 2004, Athens' first annual "**Día de la Mujer**" (Women's Day), organized by the American Cancer Society and Catholic Social Services of Athens, featured free community health services for Latina women and was attended by many Athens-area health and social service providers who work with the Latino community. In April 2005, CLACS and Catholic Social Services organized **Celebrate Diversity Now**, a Latin-Afro-Caribbean music benefit to support adult literacy and outreach for the Athens immigrant community. Sponsorship to support costs of organization was provided by CLACS, the Office of Institutional Diversity and the Office of Public Service and Outreach. CLACS is also developing a **Latin American Ethnobotanical Garden** with teachers and students of Fowler Drive Elementary School in Athens, which has a substantial Latino population. This program includes pre-K to 5th grade teacher training and workshops to develop curricula specifically tied to the garden.

Additional environmental education activities are planned at Pinewood Estates North, a trailer community of Latino residents, many of whose children attend Fowler Drive.

In the **College of Family and Consumer Sciences**, **Sharon Gibson's** work on poverty and families includes raising awareness of how these issues impact Latino families in Georgia. **Jorge Atiles** is a frequent consultant on Latino-related issues for diverse audiences, including policy-makers and legislators. He also oversees the College of Family and Consumer Sciences' Latino program development in extension, including the production of educational resources for use by extension agents, and programs about housing affordability, indoor air quality, and water and energy issues. **Family and Consumer Sciences Extension** provides educational programs to help Latinos address their issues in housing and environment, foods and nutrition, chronic disease prevention, food safety, child and family development, and financial management. The North Georgia Latino housing education project provided training for 20 paraprofessionals and 25 Latino families. For additional information, see <http://www.fcs.uga.edu/extension/impacts/2004/index.html>.

**Judy A. Harrison** and **Diane Bales** (Cooperative Extension Service) have developed a bilingual print and video curriculum for in-home child care providers on food safety, with funding from CSREES-USDA. **Maria G. Stephens** (Gilmer County Extension) has provided tax education to rural immigrants from Guatemala.

**Andrew Turnage**, **Marilú Montalvo** and staff from the **Georgia Traffic Injury Prevention Institute Hispanic/Latino Outreach Initiative** participated in nearly twenty Child Passenger Safety educational activities during 2004, reaching hundreds of Latino residents directly in Dekalb, Gwinnett, Fulton, Rockdale, Houston, Tift, and Chatham Counties, and thousands more via outreach through radio and television interviews and presentations such as Univisión's Safety First Fair. See <http://www.ridesafegeorgia.org>.

At the **McPhaul Family Therapy Clinic**, **Jerry Gale** (Child and Family Development) reports that the clinic has served over a dozen Hispanic clients, in Spanish and in English, since 2004. The clinic has two fluent Spanish speaking therapists, one therapist who can speak some Spanish, and one who speaks fluent Portuguese.

**Rebecca M. Mullis** (Foods and Nutrition) and her staff at the **Community Nutrition Intervention Lab** have developed and disseminated the "**Cucharadas Amorosas**" (Lovin' Spoonfuls) nutrition education program, which consists of two videos and accompanying handouts that teach healthy feeding practices for infants and toddlers ages birth to age 6 years. The information is geared towards low-income Latina mothers and caregivers, including day care providers of infants and toddlers. See <http://www.fcs.uga.edu/wellnessfirst/lovinspoonfuls/index.htm>.

In the **College of Education**, **Elida Perez-Knapp** (Center for Latino Achievement and Success in Education) and graduate students **Darlene Rodriguez de Schaefer**, **Leslie Rodriguez-Zeigler**, and **Marta Deán** work with middle and elementary schools in several north Georgia communities to create and implement "**Pláticas del Alma**," a Latina mother/daughter program, focusing on improving intergenerational communication, child rearing, and cultural and educational information.

**Perez-Knapp** and CLASE faculty **Paul Matthews** and **Bernadette Musetti** also provide regular outreach to schools around the state, including professional development for K-12 schools and educators working with Latino and English language learning students and families. Their outreach has been supported by numerous grants, including Title II/Improving Teacher Quality State Grants in 2003, 2004, and 2005. CLASE also provides Latino cultural awareness consulting and programs for community organizations, the judiciary, and others. See <http://www.coe.uga.edu/clase>. CLASE has twice sponsored **MALDEF Parent-School Partnership** Train the Trainers sessions, a two-day professional development seminar to prepare bilingual school personnel to offer local sessions of the parent education training through the Mexican American Legal Defense and Education Fund (MALDEF).

In June 2003, 2004, and 2005, CLASE sponsored week-long professional development “**Summer Institute**” conferences for school- or district-based teams of school personnel, with over 100 K-12 educators participating each year. Teams learned about issues of Latino education nationally, statewide, and locally, and worked with CLASE facilitators and outside experts to create action plans for Latino educational improvement at their schools. National speakers have included Dr. Eugene Garcia, Dr. Virginia Rojas, Dennis Parker, Eileen Kugler, the Center for Applied Linguistics, and others. UGA faculty and graduate students also participated as speakers and team facilitators.

Twice a year since 2003, CLASE has also conducted **follow-up workshops** at the **Latin American Association** in Atlanta, with these teams of educators working to raise Latino achievement. The one-day conferences include sharing from the teams on the effective programs and activities at their schools, as well as outside experts such as Dr. Christian Faltis (Arizona State University), Dr. Luis Moll (University of Arizona), and others.

**Jenny Penney Oliver** (College of Education Dean’s Office) and **JoBeth Allen** (Language and Literacy Education) coordinate the **Partnership for Community Learning Centers** outreach with the Clarke County School District. The Partnership schools, Chase and Gaines Elementary Schools, have large Latino populations, and the Partnership works with the school district, university, and community to meet the intellectual, social and cultural needs of all students. For more information, see <http://www.clarke.k12.ga.us/partnerships.htm>.

**Melisa Cahnmann** (Language and Literacy Education) directs **Finding Unity in Diversity (FUND)**, supported through the Title II/Improving Teacher Quality State Grant Program. Since 2003, teachers from Clarke and Fulton Counties have met regularly to expand their awareness of Latino students’ and families’ lives, and have visited Latino employment sites, met with Latino community leaders, learned about social services, met with Latino families, learned about immigration law, and reflected on curriculum development. Cahnmann also directs **Project STELLAR** (Support for Teachers of English Language Learners in Academic Requirements), an applied study designed to identify the linguistic, social and cultural challenges experienced by Latino, pre-service teachers in the College of Education. STELLAR is analyzing written materials and interviewing Latino students from the TELL program regarding errors in their English production, to help the students and their professors understand the errors and how to reduce them. This research is supported by grants from the University of Georgia Research Foundation (UGARF) and Office of the Vice President for Public Service and Outreach, Scholarship of Engagement Grants for University Engagement (SEGUE) program.

**Heather Edelblute** (Office of Educator Partnerships/CLASE), and **Martha Alleksaht-Snider** (Middle School Education) are conducting **Coffee: Connecting Our World**, an online learning community project between students in Turrialba, Costa Rica and Cumming, Georgia, in which students learn about each other's culture and the global economy through projects on coffee, the second most heavily traded commodity in the world. Participating students and teachers will acquire a better understanding of Latino cultures and the global economy through this project, which is funded by grant from the Office of the Vice President for Public Service and Outreach, Scholarship of Engagement Grants for University Engagement (SEGUE) program.

A number of university initiatives also benefit Latin American professionals through training and outreach. For instance, in the Grady College of Journalism and Mass Communication, **Lee B. Becker** (James M. Cox Jr. Center for International Mass Communication Training and Research) conducted a Workshop on **Health Journalism** in Trujillo, Peru in 2004, focused on such topics as developing sources for health stories, covering health epidemics, women's health issues, and techniques journalists can use to evaluate the quality of health care provided to the public. See <http://www.grady.uga.edu:16080/coxcenter/activities/activities03-04/act091.htm>.

**James Affolter**, **Jeff Lewis**, **Anne Shenk**, and **David Giannasi** are working with the **Jardín Botánico Culaciati** in Córdoba Province, Argentina. Cooperative programs and exchanges between the State Botanical Garden and the Argentine garden since 1995 have focused on medicinal plant conservation in the southeast USA and Argentina and development of the physical facilities of the Argentine garden. See <http://www.uga.edu/ethnobot/SisArgentina.html>. Affolter and Lewis, as well as Paul Duncan and Gregg Coyle, are also working to develop the Jardín Botánico San Luis at the **Ecolodge San Luis and Research Station** in Costa Rica. This will entail an emphasis on tropical cloud forest ecology, medicinal plants, and agro-ecology. See <http://www.uga.edu/ecolodge>.

**Stephen C. Nickerson** (Animal and Dairy Science) has provided technical information to improve the Colombian dairy industry. **Luke P. Naehner** (Environmental Health Sciences) has focused several years of research and presentations on investigating Peruvians with occupational exposure to traffic-related air pollutants and the impact of their exposure on their respiratory function, for populations in Trujillo and Arequipa. **Ernest W. Tollner** (Biological and Agricultural Engineering) has conducted pond design workshops in Tegucigalpa, Honduras, Guatemala City, Guatemala, and San Salvador, El Salvador to 200 farmers and government workers via USAID. (See <http://www.acuacultura.org/english/index.asp>.) **Pedro Villegas** (Avian Medicine) sponsors a week-long Conference on Poultry Diseases at the Georgia Center once every four years for Spanish-speaking veterinarians from all over the world.

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