

Activity: Supporting Details

- Choose one or more topic sentences related to immigration to Minnesota. Read the articles related to the topic.
- Write a paragraph or essay made of multiple paragraphs with selected details you have learned from the articles. Be sure to put the details in your own words.
- Then print a copy to turn in or submit the paragraph to your teacher as an email.

TOPIC SENTENCE #4: The towns and rural communities of Greater Minnesota are responding to the increase in immigration.

Articles to read for supporting details. Take notes , putting the ideas in your own words.

You Said What?

By Cara Hetland

May 4, 1999

Communities and schools provide education programs so immigrants and their families can learn English. These programs are changing as educators learn better ways to teach English as a second language. Seven years ago in Worthington, there was typically one student of color in a classroom. Today, nearly half the class is minority.

While the new residents learn a new language and culture, Some feel there should be lessons in tolerance for the rest of the town.

JERELYNE NEMANICH PLAYS A MATH GAME with her 24 first-grade students. Carlos Cazares stands at the chalk board competing with 3 classmates to see who can solve the addition problem first. The winning team gets crackers. The seven-year old, dark hair and dark eyed Carlos is among half the class who speak a language other than English. Carlos says math is okay but he would rather write stories about his family - especially his father.

Cazares: He plays with me and he takes me to the Pizza Hut.

Carlos and his family moved to Worthington three years ago from Mexico. None of them could speak or comprehend English. Carlos now works at advanced levels in his English as a Second Language or ESL class. He understands his teacher, can read and write in English, and can converse with other English-speaking kids.

One-third of the students at Worthington's Central elementary school are students of color. They

speak eight languages. ESL teacher Amy Trksak encourages families to continue speaking native languages at home and not try to help teach English.

Trksak: Because otherwise the younger kids you do have at home will grow up speaking broken English, and then it's really hard to teach them to speak English correctly and they may end up speaking broken English the rest of their life.

Trksak and other ESL experts encourage families to practice words together but it's more important to be literate in their own language first. This is very different from ESL education of 20 years ago. Veteran teacher Connie Evans says English as a second language has evolved because the type of student is changing. Many can speak their native language but are not literate.

Evans: We're seeing a different type of student coming to us. Not only language-delayed, but other social and emotional concerns. The progress the child makes in school is not necessarily because of the language, but because of other factors surrounding that. It could be the home influence. Many of them are separated from their families. It could be they have not had a lot of basic-language learning in their first language.

Luz Cazares is concerned her younger children like Carlos are starting to use more English than their native Spanish. She says it's difficult for them to communicate with their father who works full-time and has not learned any English.

Luz says her family must learn English to survive. She spends several days a week on language instruction. It's a class designed for adults to practice conversational skills by talking about their lives and experiences.

The class also acts as a support group for Worthington's newest residents to talk about their experiences at local stores and clinics. Luz says as she learns for herself, she wants to help others.

Luz: Because I like to help my children with homework. I like to help some of my friends who don't speak English because they have to work the whole day and they need to go someplace where they don't speak Spanish.

The petite 35-year old mother of four has long dark hair and a nervous giggle. She's quick to point out all the positives of life in rural Minnesota. She prefers small-town living, and doesn't want to criticize the people of the town she calls home. Some people are nice and some are not. A problem she tries to solve herself.

Luz: Yes, I have problem but I try to learn more everyday. If I have to go to school, I try to study more words that we have to use in the school. If I have to go to the clinic, I have to read more clinic words, so I know what I have to say in the clinic. I have to study everyday different things, different words because if I have to use different words everyday, I have to study.

Sue Salzwedel teaches ESL classes for adults. She says Luz has a healthy attitude, but she would prefer more tolerance in town.

Salzwedel: I think that training needs to be done in the community. That's what I think. To understand it's just basically people skills is what it boils down to. I don't see it happening but I would like to see it happen.

Teaching tolerance is subtle business in Worthington, Minnesota. The mayor has developed a welcoming program for new immigrants and translation services are available. There's an annual cultural event for residents to learn about different cultures. Even in the schools, posters decorate the walls with poems stressing similarities - not differences - and saying "You're the one who can

make the peace. "

Keeping the peace is a difficult lesson for 16-year old Luis Cazares, the oldest child in the Cazares family. He's in eighth grade at Worthington Jr. High School. At first glance in this gym class, he fits right in playing volleyball. But he's been suspended three times this year for fighting.

Luis: One boy come and push me into the locker and he hit me right here and I turn around and we fight. The teachers come and get me and I get suspended for three days.

Luis says it's tough being different. He sticks close with other Mexican students - a self segregated group. Part of that is survival, part of it is the adolescent pain of junior high and part of it is the fear of making a mistake with their English.

It's easier for the younger kids to adapt as they grow up in a mixed society. Mistakes are more easily overcome, and kids are eager to learn and in turn help their parents and older siblings.

A newly-developed program, "Even Start," is federally funded. It teaches literacy to parents and pre-school children. This is the first year for the program in Worthington. The primary goal is language instruction, with some focus on parenting skills. The children in the room are eager to show off their English.

The programs in Worthington are free to families and they are well-attended. It's a sign that the city's new immigrant population wants to learn, which some say shows a commitment by the immigrants to wanting to fit in. It also shows a commitment by the community leaders that they are welcome in Worthington.

A summer at language camp

By [Bob Reha](#), Minnesota Public Radio

August 20, 2001

As Minnesota's population has become more diverse communities, small rural towns have faced a series of challenges. Perhaps the most basic is communication. Many new immigrants are unable to speak English. Often, it's the children in a family who learn English first. Although local schools are making progress, they fear lessons learned during the school year, might be forgotten during summer vacation.

A dozen people, from retirement age to college student, mingle in the kitchen of Viking Elementary School in Pelican Rapids. The attire for the day is strictly casual. The breakfast menu consists of yogurt, cereal, juice or milk and toast.

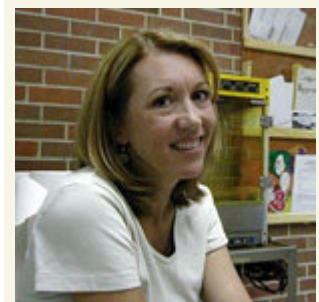
The group sits at a table in the gym and reviews plans for the day. One leads a group that will buy food for lunch, another heads the group that will cook it. All the volunteers will teach. Once plans are finalized, Bud Philbrook, president and co-founder of Global Volunteers, leads a short English lesson for the group, entitled "How to Speak Minnesotan."

Global Volunteers is a St Paul-based nonprofit organization. For the past 17 years it's provided volunteers an opportunity to travel worldwide, tutor children and teach conversational English. The group has been invited to Pelican Rapids by the town's multicultural committee and the school district.

"We're doing what we call an English Language Summer Camp. We do these all over the world. This is the first time we're ever done one in the United States," according to Philbrook.

Fifty kids, from kindergarten to sixth grade, attend the camp. They are the children of refugees and immigrants; people from Mexico, Vietnam, Somalia, and Bosnia. Most of the children's parents have moved here to work at the local turkey processing plant. Philbrook says the school has done a good job teaching the children how to speak English. But English is not their primary language at home, and over the course of the summer, lessons learned at school can be forgotten.

"Then they come back in the fall and it's difficult for them. It's difficult for anyone to learn in another language, just I studied Spanish for 20 years and still can't get it. Think about learning in another language," Philbrook says.



Kayless Miltich, who teaches English as a second language at Viking Elementary School, believes the summer camp will help the kids with just more than their language skills.

Philbrook says the idea isn't to discourage the kids to forget their homeland or stop using their native language; it's to give them the tools they need to succeed in their new home. Philbrook says if someone would have told him five years ago the Summer English Language Camp would be needed in Minnesota, he wouldn't have believed it.

"It truly is amazing how quickly this has occurred in this state. It's not just in Pelican Rapids; it's in rural communities and in urban communities all over the state," he says.

Carol Conzelman sits on a stool and reads to six students. The kindergarten-aged group of three boys and three girls listens closely to Conzelman read from *Little House in the Big Woods*.

"Kids are so intuitive," she says. "Sometimes they might not know the words, but if you're just reading a story, they can pick up a lot more than you think," she says.

Volunteers use other techniques. Kids are given words like "big," "bigger" and "biggest" and then asked to perform an action to visualize the word for the other students. Then there's the time-honored technique of walking to the blackboard and writing out the word with chalk.

Kayless Miltich teaches English as a Second Language at Viking Elementary School. She believes the summer camp will help the kids with just more than their language skills. "I'm concerned about their self esteem of who they are and I want them to be able to feel good about who they are; that this is really neat. This is cool. I speak more than just one language. Some of them speak three languages," says Miltich.

Fun is a big part of the learning process. Games are used to reinforce lessons taught in the classroom. Two years ago Muhammed Hussein Ahmabdee, 14, and his family moved to Pelican Rapids. He speaks slowly and carefully when using his new language. He's proud to master a new language.

Local officials are optimistic the camp is having the desired effect. News of the program is generating some interest in other communities. A second language camp is scheduled for Worthington in October and Austin city officials have spoken with Global Volunteers about the possibility of bringing the program to their city.



Two years ago Muhammed Hussein Ahmabdee, right, his brother Abraham, and the rest of his family moved to Pelican Rapids.

Pelican Rapids High School is improving its grades

by [Bob Reha](#), Minnesota Public Radio

January 24, 2006



Students in Elaine Johnson's class learn to speak and write in English. (MPR Photo/Bob Reha)

Report cards are an important part of a student's education. But what happens when a school gets a poor report card? Progress reports are a part of the No Child Left Behind law. The federal law requires that schools achieve certain goals in many different areas like attendance, graduation rates and test scores. Two years ago, officials at Pelican Rapids High School were told their school needed to improve and so far their efforts appear to be successful.

Pelican Rapids, Minn. — It is lunch time at Pelican Rapids High School, 600 kids will file through the cafeteria, pickup trays, get their food, sit down and eat.

The first day of a new semester can be a confusing time; Principal Glen Moerke says there are some new faces. One hundred new students will start classes this year, but another 100 will leave school.

Moerke says it's unusual for a small, rural district to have that kind of turnover, but Pelican Rapids isn't your average small town. The community is diverse; it's popular with immigrants and refugees who have found jobs at the local turkey processing plant.



Lunchtime at Pelican Rapids High School

In the school there are kids from Bosnia and the Ukraine, many of the new students are from Somalia and Mexico. For 25 percent of the kids at Pelican Rapids, English is a new language.

Two years ago this school failed to meet the federal mandates established in the No Child Left Behind law. Moerke says students had low scores in reading and math.

For some students, language is at the heart of learning problems. One teacher works with students on their English, Glen Moerke says the work is

literally hands on.

"You'll see her work with the mouth of a student on shaping it and shaping the lips and shaping the tongue and how to force the tongue into the back of the mouth," says Moerke. "Those are the things she knows, so they learn pronunciation, they learn, this word and this picture go together kind of thing."



Glen Moerke

The work is paying off. This year, the school is meeting the No Child Left Behind standards. If they do it again they'll be off probation. If a school fails to meet federal standards, students can transfer out and parents can ask for individual tutoring. If a school doesn't improve in five years, local officials can lose control. Moerke says there is a sense of relief and accomplishment at the school, but that doesn't mean everyone is convinced the No Child Left Behind law is working. Elaine Johnson teaches English as a second language.

"Sometimes I think decisions are made by people who aren't totally aware of what the real world is like in a school like ours," says Johnson.

Johnson has a part-time teacher's aide, but no other full-time teacher to assist her. Johnson uses some unique techniques to teach the kids.

As a part of a history lesson, Johnson plays the old country song, the Battle of New Orleans. She'll use plastic toys so when kids learn a word like alligator or goose they can say it and see it.



She'll pass out markers and white boards to the kids and pronounce a word, the kids will then write it down on the board. They'll hold it up, if it's written correctly, they move on to the next word, if not they try again.

Johnson says it's hard but rewarding work, she believes one of the key elements in teaching these kids has come outside of the classroom.

*Students
learning English*

"A big thing that's happened is that we're seeing more of our people from the other countries, especially Mexico, realizing the importance of finishing up the entire 12 years of the regular school," says Johnson.

Johnson says the school has reached out to adults from immigrant families; there are night classes for people who want to learn English. The classes are popular because they help parents understand, it's important for their kids to stay in school.

Osmand Diriye works at the local turkey processing plant. He brought his family from Somalia three years ago and is enrolled in one of the classes.



Diriye wants to continue his education, once he conquers English, he wants to tackle Spanish, he believes becoming multi-lingual will help him get a better job.

"If I can learn three languages, Somalia, English and Spanish, maybe I can become a translator or I can learn to work in human services, which is my dream," says Diriye.

Osmand Diriye

Diriye is pleased with the Pelican Rapids school system and believes the school is doing a good job teaching his six children. He says it's difficult for his family to learn a new language and customs, but it's a challenge he thinks they will master.

The Melting Pot in the Nation's Ice Box

By Dan Gunderson

November 9, 1999

One of the largest window and door makers in the world is located in the small town of Warroad in northern Minnesota. Marvin Windows provides about 3,000 jobs, many to farmers who have left the land or need a second income.

A growing number of the workers are Laotians, attracted to Warroad by relatively good-paying jobs and small-town life.

WARROAD IS A PRETTY TYPICAL small Minnesota town of less than 2,000 people. Downtown you'll find a couple bars and restaurants, a hardware store, and a bank. Conspicuous by its presence on a side street is the Asian Market.

The tiny store is a constant of bustle of shoppers and conversation. Cheerfully answering questions and ringing up merchandise is Khamsing Chanthanvong, affectionately known around Warroad as "Store Man."

Chanthanvong: I came here the first time in 1983. Warroad is kind of my town, I love it. Most of the town is very very nice. Furthermore, I like Marvin Window, you know.

It's difficult to know the number of Laotians in Warroad. Some were resettled here as refugees. Others came on their own. Many followed family. Chanthanvong says there are about 65 families, and he expects more to come because there are jobs at Marvin Windows.

Boneham Siserath followed two brothers to Warroad. He lives in a new, decidedly middle-class, housing development a couple miles outside Warroad. He and his wife work at Marvin Windows. Siserath says he left Laos with very little education. Now he says he's living the American dream.

Siserath: They pay me pretty good pay. I talk with a lot of people, some have two-year, four-year college. They still work side-by-side. Well, nothing wrong with me.

But Siserath says a good job is not the reason he came to Warroad. He came here to give his kids an opportunity for a better life.

Jeff Siserath is a junior at Warroad High School. He says the family lived in Hawaii before moving to Warroad. He says classes are much smaller here and it's just a nice place to live.

Jeff Siserath: You know, not gang violence. Nobody brings guns to school. Not a lot of trouble. Everybody knows everybody, friendly.

For a high school student, there are some drawbacks to small-town life, at least from his high school student perspective.

Siserath: No shopping mall, stuff like that. No gathering place for people to have talk, fun, hangout. Things like that.

Boneham Siserath says the frigid northern Minnesota winter has also been a bit intimidating. His siblings, eight-year-old Maryann and five-year-old Adam, on the other hand, say winter is the best part of living in Warroad.

The Laotian influx has brought some changes to Warroad. Asian food and culture is finding a

place in the land of lutefisk and lefse.

The local school has level diversity unseen at other rural Minnesota schools. Superintendent Dave Kragness says there are 79 Laotian students, about six percent of the student body. That's slightly less than the American-Indian student population in Warroad.

Kragness: Most schools here in northern Minnesota are white-American. We don't have a lot of different nationalities, other than Swedes and Norwegians.

The school district recently started an English-as-a-second-language program. Language has been a barrier for some students. Superintendent Kragness says that's reflected on state test scores where some Laotian students struggle with the reading portion.

But Kragness says there's been remarkably few cultural clashes, and he sees educational benefits for all the students.

Kragness: When Mr. Fermwell talks to the kids about U.S. history, they get a perspective from another country and, I think, world history, you see a lot of dialogue exchanged in the classroom that other places wouldn't have.

Marvin Windows officials say a labor shortage will be one of the greatest impediments to growth in the next five years. With jobs available, it's likely the Laotian population of Warroad will continue to grow.

Reaching out to immigrant farmers

By [Rob Schmitz](#)

Minnesota Public Radio

August 14, 2002

In Fairbault, a U.S. Department of Agriculture employee is making a special effort to reach out to Minnesota's growing immigrant population. Gregg Bongard thinks he's discovered a new approach to farming that could change the face of agriculture in the U.S.

A couple of years ago, Gregg Bongard visited a farm in Northfield owned by a Hmong family. That day, he says, he saw the future of farming in America.

"We were out there on the farm with the young family, and the three or four-year-old was napping in the van. They called for him, and the first thing that he grabbed when he woke up was a hoe," Bongard says. "We all just kind of looked. There he was with a hoe."

Bongard works with the Farm Service Agency, a branch of the USDA that acts as a lender for farmers.

For Bongard, the toddler standing with a hoe is an image with big implications. Bongard says nowadays, farmers usually own thousands of acres planted with one or two cash crops, much of it grown for export.

But he thinks this trend may be challenged soon by the state's newest faces - Hmong, Somali, Ethiopian, and Iraqi - all who came with centuries of farming tradition.

Bongard says some of them have figured out how to make farming much more profitable, while using a fraction of the resources of the average cash cropper. The answer, Bongard says, can be found in many ways new immigrant farmers do business.

A big, modern farm can have \$500,000 invested in machinery. Bongard says immigrant farmers can cut that down to around \$5,000 to \$10,000.

"Many of these minorities use machinery that you would've thought they found lying by the side of the road," Bongard says.



Gregg Bongard is a loan manager at the Farm Service Agency in Fairbault, Minn. Bongard says many of the new immigrant farmers have ideas that will soon start to change the face of agriculture as we know it in the United States. *(MPR Photo/Rob Schmitz)*

Immigrant farms are also more labor-intensive, but they don't have to buy or maintain expensive machinery. As a result, they often get larger returns on their farm than big farms that operate on razor-thin margins.

In addition, Bongard says, most immigrant producers aim their goods at a local niche market - cutting distribution costs, and increasing their profits.

On a recent day, Bongard visits Minneapolis to meet with Sami Rasouli and Bile Soldat. Rasouli is from Iraq and Soldat is from Somalia. Both are Muslim business owners that want to start farming.

Bongard arrives at Sinbad's, a restaurant on Nicollet Ave., owned by Rasouli. Rasouli is in the back of the restaurant, helping his master baker make pita bread. The two make the bread from scratch, kneading and pounding the dough. Rasouli serves this bread at his restaurant.

Bongard is not here to talk about bread. He's here to talk about meat - specifically, goat and lamb meat. Rasouli serves Halal meat at his restaurant - meat from animals ritually slaughtered in Muslim tradition.

Currently, Rasouli has to have the meat shipped from Australia, New Zealand, or Uruguay, because there isn't a stable supplier of Halal meat in the United States. The meat is slaughtered abroad, and then it takes three months to arrive to his store in a frozen crate.

Rasouli says each store in the Twin Cities that sells Halal meat goes through a 40,000-pound crate of it each month. Each crate costs \$60,000.

Rasouli and Bile Soldat, the Somali owner of the Minnesota Halal Market in Minneapolis, sit and chat with Bongard over some Turkish coffee.

Rasouli tells Bongard that he and the 14 other Halal meat dealers in the Twin Cities have decided it's about time to start raising and supplying their own meat.

"Fifteen stores in the Twin Cities alone each need a container. This is a huge amount," says Rasouli. "The Somali community increased rapidly in the state of Minnesota, and don't forget there are many of them in other cities and other states that use this product, too. So if we have



Minneapolis business owners Sami Rasouli and Bile Soldat. Rasouli, an Iraqi, owns Sinbad's Cafe and Market in Minneapolis. Soldat, a Somali, owns the Minnesota Halal Market.



Bakers Tony and Omar work for Rasouli at Sinbad's Cafe and Market. Here they are making pocketbread. (MPR Photo/Rob Schmitz)

this project available and materialize, I think this will be a big supplier in the state and across the nation."

"Probably one day, you'll hear of Little Somalia or Little Baghdad next to Ortonville by creating this."

- Sami Rasouli, owner of Sinbad's Cafe in Minneapolis, who plans to open a meat processing plant in rural Minnesota

Unlike many of their immigrant peers, neither Rasouli nor Soldat have any farming experience. The closest Rasouli came was in the 1970s, when the Iraqi government forced him to leave Baghdad to teach at school in the countryside. But together they have an impressive business acumen, and they're getting extra help from Bongard.

Rasouli and Soldat want to become the first stable supplier of goat and lamb meat in the United States. Bongard is helping them by putting them in touch with already existing sheep and goat herders around the state, as well as introducing them to bankers, government and non-profit agencies that might be able to assist them.

Bongard says the biggest challenge at this point is finding a lender for their business. Rasouli explains why.

"To get a loan - which is in Arabic 'khorbahassana' - this means a loan with good intention, or loan without interest," says Rasouli.

The Qu'ran forbids charging interest on a loan.

Bongard hopes he can help Rasouli and Soldat find a lender who will give them a fixed rate on their loan that would be capitalized as principal, and then could be paid in advance.

Rasouli says they are more than ready to take out the loan for the business, and he says they even have a location for the business in mind.

In April, the small western Minnesota town of Ortonville invited Rasouli to talk to local business leaders about Islam. With the contacts Rasouli made on that trip, he and Soldat plan to locate their slaughterhouse and distribution center in the town.

They plan to hire between 100 and 200 employees, from both the local population and a population of Muslims in the Twin Cities who want to resettle in a rural area.

Rasouli says this move to the countryside will not only help develop Ortonville, but will also bring many from the Twin Cities' Muslim population back to the land, and back to tradition.

"Lots of Somali and Arab people - they send their families to Arab countries to learn the religion and the language and the culture, and bring them back when they are ready to go to college. So instead of doing that, they can build their own community. Probably one day, you'll hear of Little Somalia or Little Baghdad next to Ortonville by creating this," says Rasouli.

On the way home from Minneapolis, Bongard reflects on his day with Rasouli and Soldat, comparing them with his other immigrant clients.

A lover of history, Bongard starts talking about the first farmers in this state - he uses the word "forefathers." He says most of Minnesota's forefathers who settled the land after the Civil War ended up failing at farming.

As he watches the green blur of soy and corn fields from the car, Bongard says he has a hunch this new wave of forefathers will finally get it right.

The Cultural Broker

By [Brandt Williams](#)

Minnesota Public Radio

November 2001

Todd County Hispanic Liaison Gloria Edin is passionate about the charge of her office. "All we want and all we ask for is that we be treated with respect and dignity and the same rights that every other individual in this country is afforded," she says emphatically. "That's all we want"

The Todd County Hispanic Liaison Office was created over a year and a half ago in response to the county's rapidly growing immigrant community. The office is a cozy storefront located right on the town's main commercial strip.

One of the main functions of the office is to help immigrants translate bills or negotiate the bureaucracy of county offices. Today a woman arrives with her two kids because she needs help getting her phone installed. A liaison employee talks in English on the phone with a phone company representative and then speaks to the woman in Spanish. Another man comes in because he's having trouble with his satellite dish and he needs someone to speak to the satellite company.

Edin, the daughter of a Mexican immigrant, says the office also serves non-Spanish speakers who want to communicate with the immigrant community. A white resident drops into the office to ask Gloria to write a note in Spanish to one of his tenants. He wants Gloria to tell them to pay their taxes. She writes the man a note and he leaves. The interaction is pleasant and cordial.

"We're a cultural broker for both sides," she says. "We are a place where people feel safe. I think that the Latinos feel safe coming here and I think the Anglo-European people feel safe coming here. We, hopefully, act as a bridge between both communities. So that they can come to a place like a middle ground. And we're that middle ground."

But Edin says the Mexican immigrants who live in Long Prairie face many challenges. Many don't speak English. And she says many of the people who come through her office tell her they've been discriminated against. She says many complain that police officers engage in racial profiling.

"The most common complaint that I've heard is that people feel that they were stopped based on their color," says Edin. "I would say that's 100 percent of the complaints that come through. People feel that they were unjustly stopped and they feel they were unjustly questioned. Many people feel that they, because they're Mexican, that the police feel they are undocumented."

Long Prairie Police Chief Steve Neet says he has asked for help from the Border Patrol office in Grand Forks, S.D. to help identify individuals who don't have identification or translate a conversation with someone who doesn't speak English. Sometimes those situations lead to deportations.

A Border Patrol official estimates that his office has been called on to remove 18 to 20

undocumented immigrants in the Long Prairie area in the last six months. However Neet says his officers aren't agents for the Border Patrol.

"The Border Patrol has a specific function, we have a specific function," says Neet. "We uphold the law in the state of Minnesota. We do the very best job we can. We treat anyone exactly the same. If you can't prove identification of who you are, we have a responsibility to find out who you are."

Neet says he's been applying for government grants from the U.S. Justice Department for money to hire a Spanish-speaking officer. In the meantime, he says the officers in his department are learning some Spanish. And he says they carry Spanish-English dictionaries in their squad cars.

Edin says much more needs to be done to improve relations between Mexican immigrants and the white residents of Long Prairie. She says she would to see her office expanded. However, as January 2002,s the office will be restructured. She says the powers that be want to see the office as being "less of an advocate."

Edin says her budget is \$60,000 a year. Todd County pays her for 25 hours of work a week. Edin says she actually works 50 hours a week. "We're obviously not doing this for the money," says Edin with a grin. "We're doing it because it's a very rewarding job and we love serving the Latinos in the area."

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