



INDIANA COMMISSION ON  
**HISPANIC/LATINO AFFAIRS**

*ICHLA*

INDIANA

**REPORT OF FINDINGS &  
RECOMMENDATIONS**

2004 – 2005

**Mitchell E. Daniels, Jr., Governor  
Amy Mendoza – Hernandez, Executive  
Director**

## TABLE OF CONTENTS

<b>I. INTRODUCTION &amp; BACKGROUND</b>	<b>3</b>
<b>II. INDIANA’S HISPANIC/LATINO POPULATION</b>	<b>3</b>
<b>A. Demographics</b>	<b>3</b>
<b>B. Identity</b>	<b>5</b>
<b>C. Culture</b>	<b>6</b>
<b>III. HISPANIC/LATINO ISSUES IN REVIEW AND RECOMMENDATIONS FOR ACTION</b>	<b>7</b>
<b>A. Language/Cultural Barriers &amp; ICHLA Public Forums</b>	<b>7</b>
<b>B. Education Subcommittee</b>	<b>7</b>
1. Indiana Limited English Proficiency (LEP) and English as a Second Language (ESL) Data	9
2. No Child Left Behind (NCLB) Funding for Indiana Title III State Formula Grants	10
3. Hispanic/Latino SAT Scores	11
4. Hispanic/Latino Results on Indiana Statewide Testing for Educational Programs (ISTEP)	12
5. Higher Education & the DREAM Act	13
<b>C. Business/Economic Development Subcommittee</b>	<b>15</b>
1. Labor	16
2. Minority Business Certification	20
3. Indiana Hispanic/Latino Buying Power	20
4. Skills Training/Professional Development Initiatives	21
<b>D. Driver’s License/Immigration Subcommittee</b>	<b>22</b>
<b>E. Health Subcommittee</b>	<b>24</b>
<b>F. Civil Rights &amp; Housing Subcommittee</b>	<b>27</b>
1. Hispanic/Latino Voter Participation	28
2. Employment Discrimination	28
3. Public Safety	28
4. Legal System & Court Interpreters	28
5. Housing	29
6. Community Development	29
<b>G. Other ICHLA Research Topics and Community Projects of 2005</b>	<b>30</b>
1. Civic Education	30
2. Migrant Population	30
3. Accessibility to Government Services & State Information	32
4. Translation of Access Indiana Website	32
5. The Hispanic/Latino History Project	32
6. “A Healthy Indiana,” The 5 <sup>th</sup> Annual Statewide Conference on Hispanic/Latino Issues	33
7. Public Forums	33
8. Opening Ceremony for Hispanic/Latino Heritage Month	33
9. Partnerships	34
<b>IV. ICHLA RECOMMENDATIONS</b>	<b>34</b>
<b>V. ACKNOWLEDGMENTS</b>	<b>38</b>
<b>References</b>	<b>39</b>

## **I. INTRODUCTION & BACKGROUND**

Created in 2003, the Indiana Commission on Hispanic/Latino Affairs (ICHLA) is charged with identifying issues affecting Hispanics/Latinos in the State of Indiana, promoting cooperation and understanding between Indiana's Hispanic/Latino communities and other communities throughout the state and reporting to the Governor and Legislative Council regarding Hispanic/Latino issues and recommendations for action. As previous Commission reports have documented, the Hispanic/Latino population has grown immensely over the past several years, and the most recent growth has occurred in Indiana's rural counties. Every year, the Hispanic/Latino population continues to increase, currently the population estimate is at 269,267 or 4.3% of the total Indiana population.

In addition to contributing to Indiana's workforce, culture, diversity and quality of life, the Hispanic/Latino population confronts a number of challenges in every day Hoosier life. General issues prevalent in most areas for Spanish-speaking Hispanics/Latinos are language and cultural barriers. The general lack of recent data collection regarding Hispanics/Latinos in general was also a prevalent issue in analyzing issues affecting Hispanics/Latinos.

The rapidly increasing Hispanic/Latino population presents a number of challenges and opportunities in education, health, business, economic development, transportation and various other areas. This report represents many months of research, data collection and input from various areas throughout the state. The report includes a review of Hispanic/Latino issues and recommendations for state action.

In 2004 and 2005, the Commission took a proactive approach in developing strategies for data collection and for receiving public input on the relevant Hispanic/Latino issues from across the state. This report showcases both the current and the continuing research that the Commission has initiated through the use of city and town public forums, research initiatives from each subcommittee and input from regional Commissioners and the public during monthly Commission meetings. This report contains a brief summary of each subcommittee report that is separated by area of research.

## **II. INDIANA'S HISPANIC/LATINO POPULATION**

### **A. Demographics**

The Hispanic/Latino population is currently the largest minority group in the country, and a significant portion of the population is immigrant. The U.S. Census reports that there are currently over 40 million "Hispanic" individuals residing in the U.S. In a December 2005 report titled, *Immigrants at Mid-Decade: A Snapshot of America's Foreign-Born Population in 2005*, the Center for Immigration Studies reported that 7.9 million people had moved to the United States in the past five years, making it the highest five-year period of immigration to the United States on record. The report indicated that there are 35.2 million foreign-born people living in the United States and that an estimated 9 to 13 million are in the United States illegally.

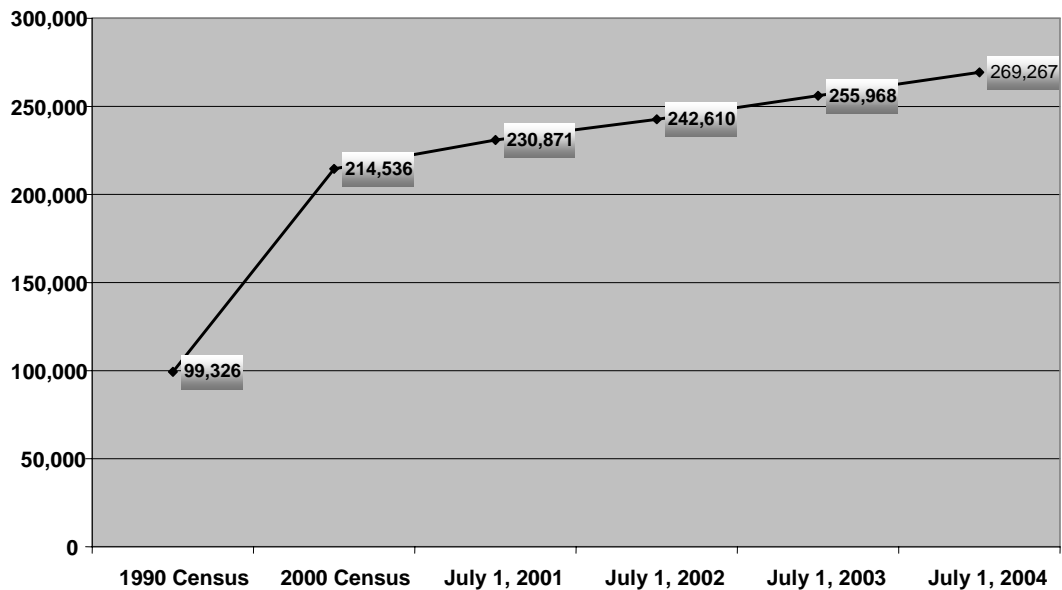
Indiana is home to many Hispanics/Latinos and a significant immigrant population. According to the 2004 U.S. Census Bureau annual population estimates, the Hispanic/Latino population in Indiana is currently estimated at 269,267 and has been steadily increasing. This number is believed to be much higher because many Hispanics/Latinos have been counted in the 120,272 persons that reported themselves as "some other race" or in the 104,841 persons that were counted under the category of "two

or more races.” The largest increases in Indiana’s Hispanic/Latino population have occurred in rural counties.

Indiana’s strong economy, high demand for laborers, readily available housing and inviting family environment attract Hispanic/Latino newcomers who in turn make significant economical and cultural contributions to Indiana. In recent years, Indiana has experienced rapid growth in Hispanic/Latino owned businesses, media, and leadership. Furthermore, the Hispanic/Latino labor force in Indiana has provided considerable support to the economic development of the state, by filling thousands of jobs that otherwise would have risked relocation. Significant portions of both documented and undocumented Hispanics/Latinos in Indiana communities face considerable barriers in meeting daily necessities and in obtaining health care, education, language, childcare etc.

As seen in Figures 1 and 2, the Hispanic/Latino population steadily increased in Indiana since 1990. The 2004 Census reports that the current Hispanic/Latino population estimates are 269,267, or 4.3% of Indiana’s total population of 6,226,531. ICHLA believes that these estimates are much higher because many Hispanics/Latinos were counted in the 120,272 persons that reported themselves as “some other race” or in the 104,841 persons that were counted under the category of “two or more races” (U.S. Census Population Estimates 2004).

**Figure 1: Estimated Increase in Indiana’s Hispanic/Latino Population, 1990-2004**



Source: U.S. Census Bureau Population Estimates, 2004

**Figure 2: Indiana's Demographics, 2004**

Population Type	Total Population	Percent of Total Population
Total	6,226,537	
White	5,529,707	89%
Black	548,269	8.9%
<b>Hispanic/Latino</b>	<b>269,267</b>	<b>4.3%</b>
Asian	73,013	1.2%
2 or More races	66,215	1.1%
American Indian or Alaskan Native	17,532	0.2%
Native Hawaiian and Other Pacific Islander	2,833	0.0005%

Source: U.S. Census Bureau Population Estimates, 2004

Since the 1990 U.S. Census, counties such as Crawford, Davies and White have had over 700% increases in their Hispanic/Latino population, while Cass County has had an increase of over 1300%. Dubois, Hendricks, Montgomery and other counties have also been heavily impacted, with a 400+% increase in their Hispanic/Latino population. The Bureau of Citizenship and Immigration Services (BCIS) reports the number of undocumented immigrants in the State of Indiana at 45,000. As of the year 2006, ICHLA estimates that these numbers have very likely increased.

**Figure 3: Top Ten Indiana Counties with the largest Hispanic/Latino Population, 2004**

	Hispanic/Latino Population	Rank
Lake	66,017	1
Marion	47,535	2
Elkhart	22,726	3
Allen	17,392	4
St. Joseph	14,729	5
Tippecanoe	9,446	6
Porter	8,854	7
Hamilton	5,213	8
Kosciusko	4,461	9
Noble	4,201	10

Source: U.S. Census Bureau Population Estimates, 2004

**B. Identity**

The diverse Hispanic/Latino population does not share a common culture or language. Depending on place of origin, Hispanics/Latinos may speak a variety of languages, including Spanish, Portuguese, indigenous dialects, etc. They also celebrate different holidays and utilize different customs and practices in culture. The trait that all Hispanics/Latinos share, however, is ancestry to different countries in Latin America.

Many Hispanics/Latinos speak Spanish, English and more commonly both languages. Some prefer to be referred to as Hispanic while others prefer the term Latino. The U.S.

Census explains that "Hispanic" or "Latino" individuals classify themselves in one of the specific Hispanic or Latino categories listed on the Census 2000. As previously mentioned, these classifications include: Mexican, Puerto Rican, Cuban, etc. as well as "other Spanish, Hispanic or Latino." Furthermore, origin can be considered as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. It should be noted that people who identify their origin as Spanish, Hispanic or Latino may be of any race (U.S. Census Bureau 2000).

Hispanics/Latinos who speak Spanish only, most of whom are immigrants, express views that are distinguishing from native-born individuals. Those who speak English and Spanish or English only share views more similar to the mainstream, native-born population (Fry et. al 1-3).

### **C. Culture**

Hispanics/Latinos do not share one common culture; they come from a variety of countries and states across America, and their culture is most commonly defined by the rich contributions made to society through different religious practices, traditional customs and celebrations. One trend in culture that is prevalent among many Hispanic/Latino groups is the priority and importance of family above other areas. Religion is also a staple of Hispanics/Latinos nationally, with 70% of Hispanics/Latinos being Catholic, 23% Protestant, 6% with no religious preference or other, and 1% practicing other world religions (Espinosa et al. 14). Churches are often viewed in the community as a trusted source, where many Hispanics/Latinos attend to worship, socialize and receive social services.

The ICHLA was formed to identify and study the barriers of assimilation that most Indiana Hispanic/Latinos face. The remainder of this report will discuss the action steps that the ICHLA has taken in 2005 to research, study, identify, address, and resolve the many issues and concerns that face Indiana Hispanic/Latino residents.

A summary of the ICHLA subcommittee reports are included as are the ICHLA recommendations for addressing the issues that were identified.

### III. HISPANIC/LATINO ISSUES IN REVIEW AND RECOMMENDATIONS FOR ACTION

#### A. Language/Cultural Barriers & ICHLA Public Forums

The ICHLA has identified that in all areas of interest to the Hispanic/Latino community, language barriers are a prevalent issue. This does not mean that it is a barrier for every person who is Hispanic/Latino, since a large portion of the population is bilingual. However, for a significant portion of the Hispanic/Latino population, and every new group of immigrants to the U.S., it is a critical issue. Language barriers exist in many situations, such as:

- Health care interpreters are not available
- Limited English Proficient (LEP/ESL) students do not receive sufficient class materials due to low state funding for (LEP/ESL) programs in school districts
- New immigrants do not understand street signs due to the inability to obtain an Indiana driver's license

For those with lower educational levels, the language barrier is much deeper than the divide between English and Spanish. Although state and local agencies have taken initiatives to translate documents into Spanish language, hire bilingual employees or interpreters, etc., the barrier still remains for those individuals who are illiterate in their native language.

A consistent theme emerged from the public forums that ICHLA conducted throughout the state during the year 2005. The following are the reoccurring concerns voiced by those in attendance:

- General lack of awareness regarding state and federal programs, issues and available resources
- Those forum participants that read the newspapers or listened to Spanish radio or television complained that the issues affecting their communities or any state information that they may have needed to be informed of was rarely covered
- A lack of data or research regarding issues that affect the Hispanic/Latino residents of Indiana

#### B. Education Subcommittee

The ICHLA Education subcommittee was comprised of commissioners, professors, school psychiatrists, teachers, community leaders and other individuals from Indiana communities across the state. This committee was tasked with researching education-related issues that affect Indiana's Hispanic/Latino community and reporting these issues and recommendations back to the Commission. During 2005 the Education Sub-committee researched the following areas:

- **Limited English Proficient (LEP) Student Issues**
- **Hispanic/Latino test scores/drop-out rates**
- **Lack of bilingual and culturally competent teachers and staff**
- **Access to a quality education**
- **DREAM Act**

#### Subcommittee Findings and Input

The following are barriers that must be addressed by the state in order to improve the quality and access to education for the Indiana Hispanic/Latino communities:

- The socio-economic status of Indiana's migrant population as well as that of the undocumented population
- Better access to quality education: due to the low poverty level of many Hispanic/Latino families, many are forced to live in neighborhoods with

- schools that lack sufficient funding and resources to address the special needs and language barriers of this population
- Parents of the Hispanic/Latino children lack the resources, education, language capabilities and cultural understanding to assist their children with homework or school related issues such as parent-teacher conferences
- Indiana schools, particularly those in the rural areas, are poorly equipped, under-funded and lack the resources to provide individual attention for Hispanic/Latino students
- Undocumented parents of students may prefer to have their children work in order to help satisfy the family's economic needs rather than attend school
- Hispanic/Latino children are denied access to higher education due to high, out-of-state tuition fees
- Lack of researching Hispanic/Latino immigrant migration patterns and how those patterns might be affecting Indiana schools and the graduation rates as they relate to Hispanic/Latino students
- Implementation to develop an outreach plan between the Indiana Department of Education in collaboration with the ICHLA that will address the drop-out rate of Indiana Hispanic/Latino children
- Lack of developing standards for Limited English Proficiency (LEP) programs or English as a Second Language (ESL) programs
- Limited campaigning or recruiting of bi-lingual teachers within Indiana public-school systems

The Indiana Accountability System for Academic progress of the Indiana Department of Education (IDOE) reports that during the 2004-2005 school year, approximately 52,408 Hispanics/ Latinos (5%) out of a total of 1,021,243 students were enrolled in Indiana public schools. In comparison to Indiana public schools, 2,828 Hispanic/Latinos (4%) out of a total of 74,149 students were enrolled in Indiana non-public schools.

According to the Indiana Department of Education the Hispanic/Latino graduation rate in Indiana has remained steady at 85% for many years. Figure 1 illustrates that although 85% of Hispanic/Latino children are graduating from Indiana high schools, they have still remained the population with the lowest graduation rates for the state. Indiana educators believe that the reported graduation rates of Hispanic/Latino children may be distorted by the transfer rates of those immigrant/migrant students who often move out of a school district before the end of the school year.

**Figure 1: Indiana Graduation Rate by Ethnicity, 2003-2004**

White	91%
<b>Hispanic</b>	<b>85%</b>
Black	86%
Multi-racial	86%
State Average (Public)	90

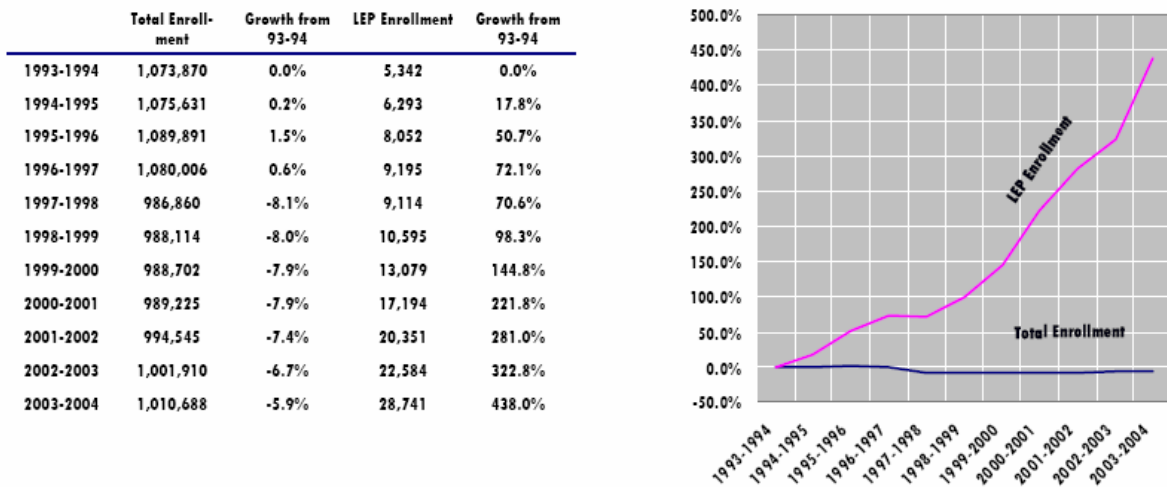
Source: Indiana Accountability System for Academic Progress of the Indiana Department of Education, 2005



## 1. Indiana Limited English Proficiency (LEP) and English as a Second Language (ESL) Data

According to the Council of Chief State School Officers, in the past ten years, the State of Indiana has experienced the fourth highest rate of LEP student growth in the nation. Between the years 1993-2004, Indiana has seen over a 200% increase in the LEP/ESL student population. As seen in Figure 2, the LEP growth in Indiana has risen to 430% during the 2003-2004 school year.

**Figure 2: Indiana's Limited English Proficient Student (LEP) Growth, 1993-2004**



Source: U.S. Department of Education's Survey of States' Limited English Students and Available Educational Programs and Services, Indiana Department of Education, 2004.

The Indiana Department of Education reports that in 1999, the Indiana General Assembly allocated \$700,000 for all non-English speaking programs in the State of Indiana, which averaged \$75.00 per LEP student. With the increasing influx of Hispanics/Latinos to Indiana, LEP/ESL program costs have increased and many school districts have reported that the additional cost per student ranges from \$800 to \$1,800 depending on the program design and implementation process. Currently, in Indiana there are no state standards for ESL/ LEP programs; therefore, there has not been a consistency in how the programs are designed, implemented, or delivered to students. The ICHLA was unable to find specific evaluation methods or Indiana data on the effectiveness of these programs. As Figure 3 indicates, while the number of LEP students reported in the state has more than tripled since 1999, this allocation amount of \$700,000 has never increased. In 2005, the allocation for non-English speaking programs averaged only \$21.90 per pupil.

**Figure 3: Indiana Non-English Speaking Program Allocations**

	School Year 1999-2000	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005	School Year 2005-2006
<b># of LEP students</b>	9,114	13,079	17,194	20,351	22,584	28,741	<b>31,900</b>
<b># of School Corporations receiving Funds</b>	207	219	231	218	217	222	<b>225</b>
<b>State Allocation</b>	\$700,000	\$700,000	\$700,000	\$651,000	\$700,000	\$700,000	<b>\$700,000</b>
<b>Per Pupil Allocation</b>	\$75.00	\$53.58	\$40.71	\$31.99	\$30.99	\$24.36	<b>\$21.91</b>

Source: Indiana Department of Education, 2005

## **2. No Child Left Behind (NCLB) Funding for Indiana Title III State Formula Grants**

LEP and immigrant students also receive Title III formula funds from the federal No Child Left Behind Act of 2001 (NCLBA). This Act is designed to close the achievement gap with stronger accountability for results, flexibility for states and school districts when using federal funds, the utilization of proven effective educational programs and practices, and greater options for parents, including the ability to transfer students out of school districts that fail to meet educational standards (U.S. Department of Education).

Limited English Proficient Students are also known as English Learners (ELL) (U.S. Dept. of Ed., par. 10). As of 2003-2004, 95% of these Indiana LEP students were served through Title III funds (IDOE, Division of Language and Minority Migrant Programs 6). In fiscal year 2005, the No Child Left Behind Act allocated approximately \$5,657,432 towards Indiana LEP student funding (NCELA). In 2005, Indiana also received a federal immigration allocation of \$938,598 from NCLBA (NCELA). These funds are used in those school districts experiencing at least a 14% increase in immigrant students (Indiana Department of Education, Division of Language Minority and Migrant Programs). In fiscal year 2004-2005 the following six districts qualified for additional funding due to a significant increase in immigrant student population:

1. **School of East Chicago - 100%**
2. Anderson CSC - 94%
3. Hamilton Southeastern - 52%
4. Indianapolis Public Schools - 22%
5. South Bend CSC - 16%
6. MSD of Wayne Township - 14%

Source: Indiana Department of Education, Division of Language Minority and Migrant Programs, 2005-2006

East Chicago (Lake County) received the most immigrant funding in the State of Indiana between the years 2004-2005, as it experienced a 100% increase with the student immigrant population. The aforementioned school districts received immigrant funding for program activities such as family literacy services, mentoring, tutorials, basic instructional services, parent outreach, acquisition of curricular materials and educational software. With the support of funding provided by the No Child Left Behind Act, states will better

provide assessments and accommodations for LEP and immigrant students (U.S. Department of Education).

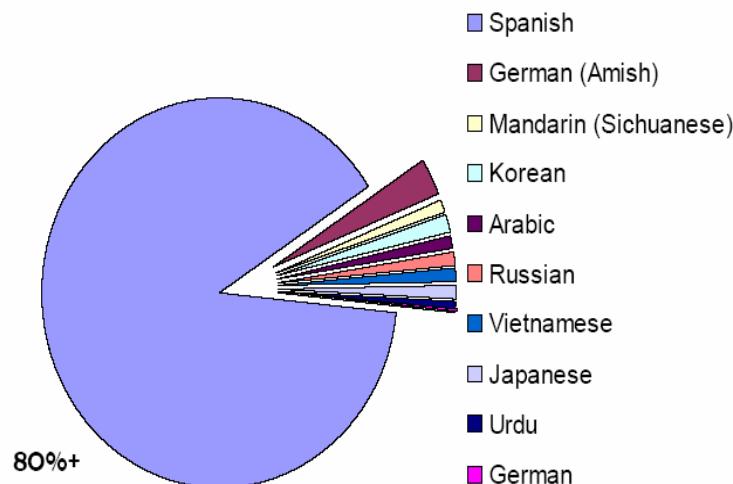
During the 2004 – 2005 fiscal school year, the following school districts, have had the highest number of LEP students:

1. **West Noble School Corporation 22.94%**
2. Goshen Community Schools 22.76%
3. Community Schools of Frankfort 19.97%
4. River Forest Community Schools Corporation 19.05%
5. Elkhart Community Schools 17.49%
6. Whiting School City 16.95%
7. Westview School Corporation 15.93%
8. Logansport Community Schools Corporation 14.55%
9. School City of Hammond 13.31%
10. Concord Community Schools 12.74%

Source: Indiana Department of Education, 2005

During the 2004-2005 school year, the LEP student population spoke over 225 native languages. Figure 4 demonstrates that over 80% of the LEP students spoke Spanish as their native language during the 2004 – 2005 school year.

**Figure 4: Top 10 Native Languages of Indiana’s LEP Student Population, 2004-2005**

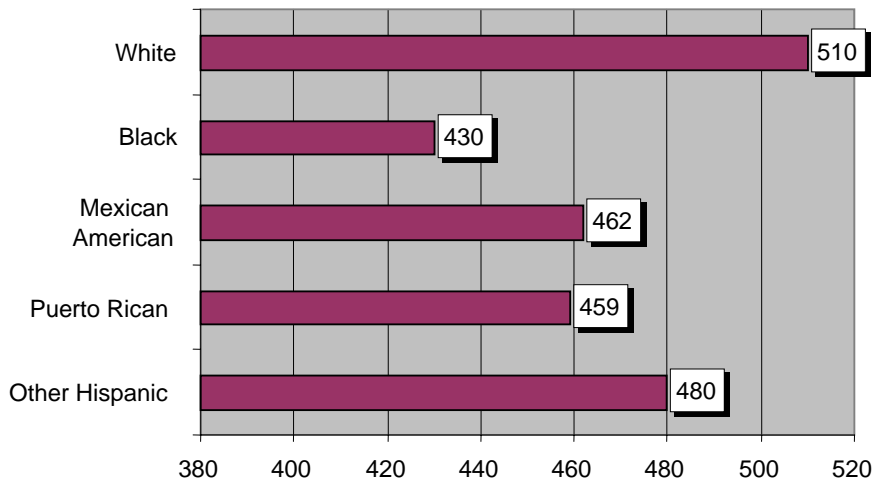


Source: Indiana Department of Education, Language Minority & Migrant Program, 2005

### 3. Hispanic/Latino Statewide Academic Testing (SAT) Scores

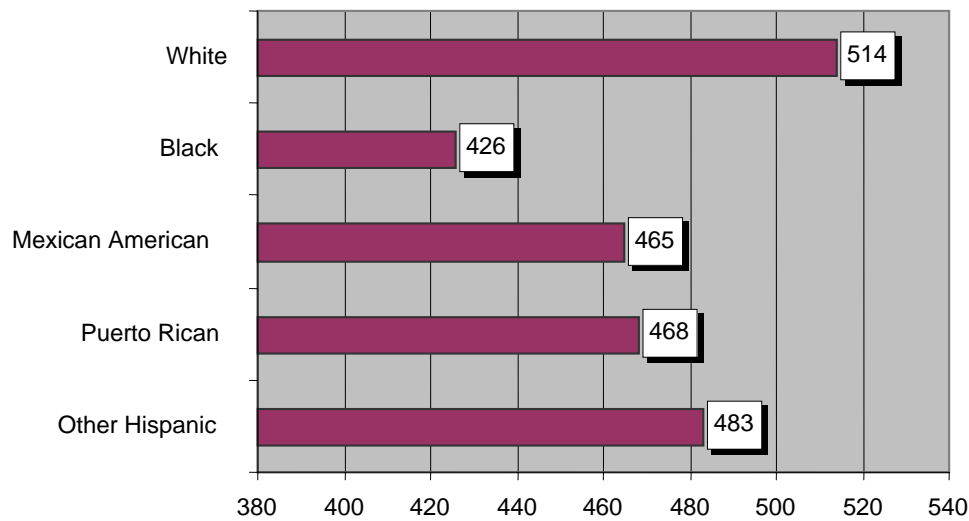
Figures 5 and 6 illustrate 2005 Indiana Hispanic/Latino student average SAT scores. Students scored higher on both Verbal and Mathematics testing (480 Verbal/483 Mathematics) than the national average (463 Verbal/469 Mathematics) for the Other Hispanic student category. Figure 5 illustrates that state Mexican-American students scored higher on the SAT Verbal testing than state Puerto Rican students, whereas, Figure 6 shows that state Puerto Rican students scored higher on the SAT Mathematics testing than state Mexican-American students. All three Indiana categories which include Mexican-American, Puerto Rican & Other Hispanic scored higher than the national average with both Verbal and Mathematics SAT testing; with the exception of state Puerto Rican student Verbal score of 459 in comparison to the national Verbal score of 460.

**Figure 5– Indiana SAT Scores by Ethnicity, 2005**  
**Verbal**



Source: Indiana Department of Education, 2005

**Figure 6– Indiana SAT Scores by Ethnicity, 2005**  
**Mathematics**

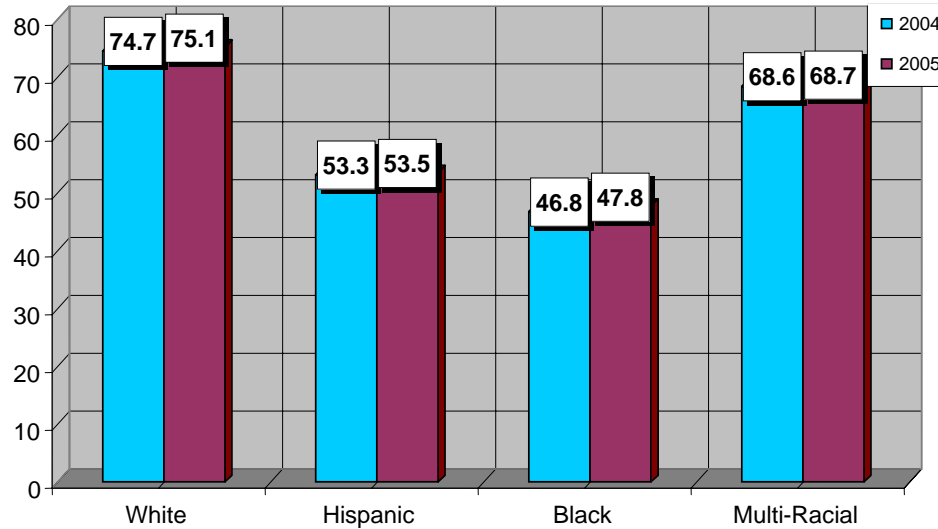


Source: Indiana Department of Education, 2005

**4. Hispanic/Latino Results on Indiana Statewide Testing for Educational Programs (ISTEP)**

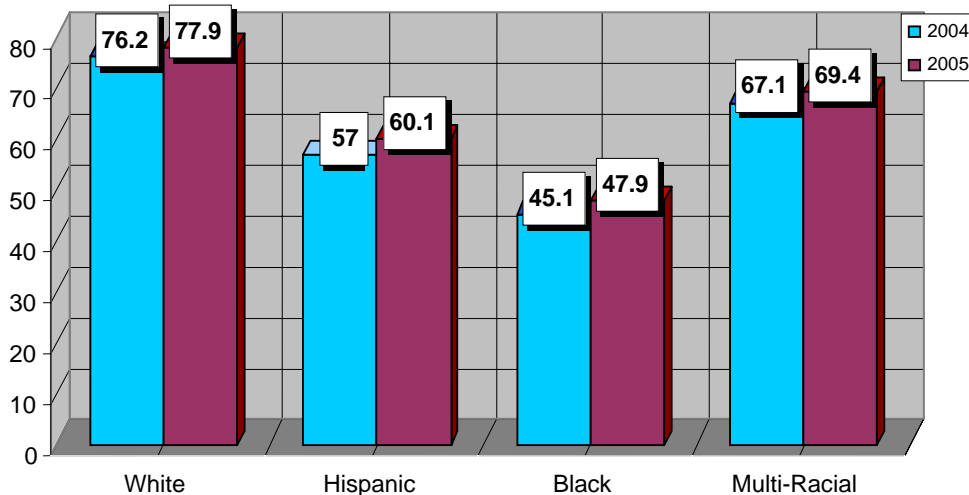
Figures 7 and 8 illustrate an increase in Indiana ISTEP testing scores for all student groups within both Language Arts and Mathematics between the year 2004-2005. Hispanic/Latino students rank second to lowest with ISTEP testing scores, with Black students receiving the lowest scores between the year 2004-2005. Both Black and Hispanic students had lower test scores than whites and multi-racial students.

**Figure 7: Indiana ISTEP Percent Passing (Mathematics) by Student Group, 2004-2005**



Source: Indiana Department of Education, 2005

**Figure 8: Indiana ISTEP Percent Passing (Language Arts) by Student Group, 2004-2005**



Source: Indiana Department of Education, 2005

**5. Higher Education & the DREAM Act**

According to the Manhattan Institute for Policy Research, approximately 52% of all U.S. Hispanic/Latino students graduate high school each year, and of those students only 16% leave high school college-ready (Greene 1). Many of these students will pursue a postsecondary education; whereas, less than 60,000 will complete a bachelor’s degree by age 26 (Fry 17). A public source from Indiana University’s Purdue University’s Indianapolis (IUPUI) administration indicated that 29,950 students are enrolled at the IUPUI campus as of January 2006. Of this student population, 624 (2.1%) students reported their heritage as that of Hispanic decent; whereas, 149 (23.9%) of those students claiming Hispanic heritage were considered “undocumented” or without a measurable Social Security number. In 2004, IUPUI reported approximately 217 (5%) Hispanic/Latino

graduate students enrolled on campus. A 2004 report showed that Ivy Tech Community College of Central Indiana had enrolled 398 (4%) undergraduate students of Hispanic/Latino descent (La Plaza et al. 14). Ball State University reported 1 non-resident alien student enrolled in the freshman undergraduate class of 2005. However, there were only 5 non-resident alien students overall enrolled between the freshman and senior undergraduate levels. Ball State University's 2005 enrollment records also indicated that there were 75 Hispanics/Latinos enrolled in the 2005 freshman class alone, as there were 272 Hispanics/Latinos enrolled overall between the freshman and senior undergraduate classes of 2005. Information was not available for Ball State graduate students enrolled as Hispanic/non-resident aliens.

Current research shows that students in Indiana are going to college and at the same time, more students are dropping out of Indiana high schools (The Indianapolis Star 2005).

Primarily students of lower income status, students of color and first-generation students are less likely to attend/prepare for post-secondary education. Hispanics/Latinos are less likely to take loans to pay for college. According to a Pew Hispanic Center report, most of these students attend community colleges that are more affordable. Furthermore, college knowledge deficits are larger among Hispanic immigrant parents than Hispanic native-born parents (Fry 13 -16).

### **The Dream Act**

The ICHLA Education Subcommittee will monitor the progression and status of the federal Development, Relief, and Education for Minors Act (DREAM Act). The DREAM Act is currently pending in Congress, and would facilitate access to postsecondary educational opportunities for immigrant students who currently face barriers in achieving higher education and provide a path to U.S. citizenship for hard working, immigrant students who are raised in the U.S. These immigrant students share the same dream of pursuing a higher education just like their native born peers. Unfortunately, their immigrant status may prevent them from making college education affordable. For example, many states do not offer in-state tuition rates, most private scholarships, state and federal grants and loans nor the ability to work legally in the U.S. are many reasons why immigrant students cannot pursue their endeavors.

First introduced in 2001, the DREAM Act bill failed to pass the 107<sup>th</sup> Congress. In November 2005, it was reintroduced into the 108th Congress of the US Senate (Ruge et al. 272). The DREAM Act would repeal Section 505 of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (IIRIRA), which discourages many states from offering in-state tuition rates to undocumented students wishing to attend postsecondary institutions in the states in which they reside. If the federal government repeals this provision of the IIRIRA, the DREAM Act would restore states' rights in determining specific criteria for state residents wishing to pursue a higher education. Immigrant students would adjust their status to that of a legal permanent resident on a "conditional basis". The "conditional basis" requirements for six years are based on age, specific academic requirements, long-term U.S. residence, and good moral character. Furthermore, the conditional basis of a student's legal permanent residence would be changed to "permanent upon completion of specific tasks within six years (Lazarin 1-2)."

Since 2001, there have been several states that have already enacted or are considering passing similar state legislation to the federal "DREAM Act." The states of California, Illinois, Kansas, New York, Oklahoma, Texas, Utah and Washington have all enacted legislation that will allow in-state tuition to undocumented immigrant students who have completed a high school education and meet specific criteria. Texas was the first state to do so in the year 2001. The states that have similar legislation under consideration

include Arizona, Colorado, Florida, Hawaii, Maryland, Massachusetts, Michigan, New Jersey, New Mexico, Oregon, Rhode Island and Wisconsin (Ruge et al. 269).

According to federal law, undocumented students are not prohibited from admission into state institutions or higher education. Every student must meet an institution's academic requirements for admission (Ruge et al. 262). Universities within the State of Indiana have the ability to set their own standards for tuition, unlike those of other states. The DREAM Act adheres to immigration status, which is a federal issue. The State of Indiana alone cannot regulate immigration reform.

The ICHLA Education Subcommittee will continue to explore other opportunities for all immigrant and Latino students in the area of education. This subcommittee will develop a collaborative effort with Indiana University Trustees and other Indiana colleges that would be directly affected by such state legislation to explore, address and offer alternative solutions.

### **C. Business/Economic Development Subcommittee**

The ICHLA Business/Economic Development Subcommittee was comprised of commissioners, business owners, community leaders and other individuals from Indiana communities across the state. This sub-committee is tasked with researching economic development and business-related issues that affect Indiana's Hispanic/Latino community and reporting on related issues and challenges to the Commission. During 2005 the Business and Economic Development Subcommittee researched the following areas:

- **Labor**
- **Minority Business Certification**
- **Hispanic/Latino Buying Power**
- **Skills Training/ Professional Business Development Initiatives**

### **Subcommittee Findings and Input:**

The Business/Economic Development Subcommittee was able to identify many key statistics and findings through research initiatives, public forums, and testimony from various commission meetings throughout the year. While many issues remain prevalent in the Hispanic/Latino business community, the Subcommittee has recognized the following areas as issues that command further research and analysis: Labor, minority business certification, buying power, skills training and professional development. The subcommittee reported that these focus areas would determine the potential growth and level of competitiveness for the Hispanic/Latino business community in regards to today's market place and for future development. The ICHLA Business and Economic Development Subcommittee highly recommends that the State of Indiana address the following subcommittee findings:

- Hispanic/Latino workers face some very specific problems: Immigration status, obtaining a driver's license and English-language training
- Many Hispanic/Latino immigrants in Indiana do not have full authorization to work in the United States
- Many undocumented Hispanics/Latinos who are working in Indiana comply and contribute to Indiana and the United States tax base by filing taxes through their respective Individual Tax Identification Number (ITIN)
- Many Indiana Hispanic/Latino workers are employed in entry-level jobs that require little English, but future advancement potential depends on language proficiency
- A major barrier for Hispanic/Latino workers is obtaining a driver's document that will legally allow these workers transportation to work
- The State of Indiana should recruit, hire and appoint more Hispanic/Latino personnel to various state departments, commissions, agencies and boards

- The Subcommittee emphasizes the correlation between higher educational attainment and income
- The Subcommittee recommends that business owners offer mentorship/internship programs in partnership with local high schools, universities and community centers to better demonstrate the financial value of attaining higher education
- Hispanic/Latino owned businesses must take advantage of both national and state economic development programs
- Coordinate a community outreach campaign that will educate the Hispanic/Latino public about the Minority and Women's Business Enterprises Division (MWBED) of the Indiana Department of Administration and educate how this department offers a free state sponsored certification process for all minority and/or women business owners
- Develop a process of notification of state business opportunities, access to training opportunities, advocacy services and other opportunities to contract with both government entities and private companies
- Strengthen and educate Hispanic/Latino business owners through the state certification process; this is imperative for continual growth and participation in lucrative state contracts
- Establish strategies to address both language and cultural barriers that may be factors for determining the low Hispanic/Latino participation in formal networking events
- Form a collaborative effort to address the issue of printing the state certification forms in both English and Spanish and establish a task force to study the possibilities of accepting ITIN numbers for state business certification
- Expand the scope of the English Works program managed by the Indiana Department of Education (IDOE) and the Indiana Department of Workforce Development (IDWD)
- Recruit, hire and train adult education specialists to teach English as a Second Language (ESL) with instruction focused on job safety
- Increase the capacity of local Indiana adult education programs in delivering effective workplace ESL instruction to companies in their communities.
- Develop documented strategic partnerships for potential business opportunities with minority owned businesses in Indiana
- Provide start up information for businesses in Spanish and provide classes for businesses going to the next level, preferably after the first 5 years of existence.

## **1. Labor**

The Hispanic/Latino labor force in Indiana has provided considerable support to the rapid economic development of the state, by filling thousands of jobs that otherwise would have risked relocation. Although many Hispanic/Latino workers maintain more than one job, a large discrepancy still persists between the national household median income and the Hispanic/Latino household median income. As displayed in Figure 1, the national household median income for 2004 was \$44,389, while the national Hispanic/Latino household median income was only \$34,241. In addition, the Indiana household median income for 2004 was \$42,195, while the Indiana Hispanic/Latino household median income was only \$37,718. While the national unemployment rate in 2004 was 5.5%, the national Hispanic/Latino unemployment rate was 7.1%.

Figure 1 also shows that the Indiana unemployment rate for 2004 was 5.3%, while the Indiana Hispanic/Latino unemployment rate was 9.2%. The Indiana and national



household median income and unemployment rate differences may be attributed to lower levels of education among Hispanics/Latinos, which may result in lower paying jobs and difficulties in gaining job promotions. In addition, Figure 2 compares the different race and sex categories of Indiana's workforce during 2004.

**Figure 1: Indiana and U.S. Household Median Income & Unemployment Rate, 2004**

<b>2004</b>	<b>Household Median Income</b>	<b>Unemployment Rate</b>
<b>U.S.</b>	\$44,389	5.5%
<b>U.S. Hispanic/Latino</b>	\$34,241	7.1%
<b>Indiana</b>	\$42,195	5.3%
<b>Indiana Hispanic/Latino</b>	\$37,718	9.2%

Sources: U.S. Census Bureau Estimates, 2004  
The U.S. Bureau of Labor Statistics, 2004

**Figure 2: Indiana employment status of the civilian non-institutional population by sex and race annual averages, 2004**

(In thousands)

Population Group	Civilian non-institutional population	Civilian labor force		Employment		Unemployment	
		Number	Percent of population	Number	Percent of population	Number	Rate
<b>Total</b>	4,725	3,160	66.9	2,993	63.4	167	5.3
Men	2,290	1,674	73.1	1,588	69.3	87	5.2
Women	2,435	1,486	61.0	1,406	57.7	80	5.4
<b>White</b>	4,250	2,855	67.2	2,717	63.9	138	4.8
Men	2,066	1,526	73.9	1,453	70.3	73	4.8
Women	2,184	1,328	60.8	1,263	57.9	65	4.9
<b>Black-African American</b>	361	233	64.4	209	57.9	23	10.0
Men	163	105	64.4	95	58.0	10	10.0
Women	198	128	64.4	115	57.9	13	10.1
<b>Hispanic/Latino</b>	167	126	75.6	114	68.6	12	9.2
Men	87	76	87.7	71	81.4	6	7.2
Women	80	50	62.4	44	54.7	6	12.3

Source: U.S. Bureau of Labor Statistics, 2004

Although many Hispanics/Latinos do not maintain a degree of higher education, their work ethic does not go unnoticed by many Indiana business owners. A 2005 collaborative study by the Indiana Department of Workforce Development, Indianapolis Private Industry Council and Central Eight Workforce Investment Board shows chronic skill shortages in the Region 5 area (Boone, Hamilton, Hancock, Hendricks, Johnson, Madison, Morgan and Shelby Counties) and also includes interviews and surveys by Region 5 employers regarding the effectiveness of the Hispanic/Latino workforce. Data from the report, titled *Strategic Skills Initiative*, shows that “Hispanics/Latinos were praised repeatedly by regional employers... those employers in warehousing indicated that their workforce is already 50 percent Hispanic/Latino and although language is a problem, immigrant workers are said to have a good work ethic and the willingness to accept offered wages.” The study also shows that Hispanic/Latino workers face two particular problems: Immigration status and English-language training. A number of Hispanics/Latinos in Indiana do not have full authorization to work in the United States. However, many undocumented Hispanics/Latinos who are working in Indiana comply and contribute to Indiana and the United States tax base by filing taxes using their respective Individual Tax Identification Number (ITIN). The second quandary for Hispanic/Latino workers is English-language training. The study shows that many Hispanic/Latino workers are employed in entry-level jobs that require little English, however, their future advancement potential depends on English language proficiency. This study also reported that most Hispanics/Latinos have the desire to learn English, but would rather earn money than take classes.

On the national level, Hispanics/Latinos continue to lack representation in professional occupations while comprising the second-largest group of workers in the labor force

behind whites. A 2005 study from the Pew Hispanic Center, titled *The Occupational Status and Mobility of Hispanics*, shows that both white (35.5%) and Asian (46.4%) workers are more than twice as likely as Hispanic/Latino (17%) workers to be found in management, professional and related occupations (Figure 3).

**Figure 3: Employed persons by occupation and race, U.S. 2005**

	Hispanic	Black	Asian	White
Total, 16 years and over ( <b>thousands</b> )	18,632	15,313	6,244	116,949
<b>Percent</b>	100.0	100.0	100.0	100.0
Management, professional, and related occupations	17.0	26.0	46.4	35.5
Management, business, and financial operations occupations	7.1	9.5	15.7	15.1
Professional and related occupations	9.9	16.5	30.7	20.4
Service occupations	23.8	23.9	15.7	15.2
Sales and office occupations	21.5	26.3	23.3	25.4
Sales and related occupations	9.4	9.8	11.6	11.9
Office and administrative support occupations	12.1	16.5	11.7	13.5
Natural resources, construction, and maintenance occupations	19.1	7.1	4.4	11.6
Farming, fishing, and forestry occupations	2.1	0.3	0.2	0.8
Construction and extraction occupations	13.1	4.2	1.7	7.0
Installation, maintenance, and repair occupations	3.8	2.6	2.5	3.9
Production, transportation, and material moving occupations	18.6	16.7	10.1	12.3
Production occupations	10.1	7.6	7.3	6.4
Transportation and material moving occupations	8.6	9.1	2.8	5.9

Note: Estimates for the above race groups (white, black or African American, and Asian) do not sum to totals because data are not presented for all races. In addition, persons whose ethnicity is identified as Hispanic or Latino may be of any race and, therefore, are classified by ethnicity as well as race.

Source: U.S. Bureau of Labor Statistics, 2005/Pew Hispanic Center

Additional data from this report also demonstrates that the record economic expansion of the 1990s did little to lessen the gap between Hispanics/Latinos and whites. In fact, the opposite occurred; “the gap between the occupational distribution and status of Hispanics/Latinos and whites grew larger during the 1990s, which was a consequence of a shift in the employment structure across industries that affected two groups of workers differentially.” Thus, recent gains in employment of Hispanic/Latino workers have not translated into improvements in their occupational status. The Business and Economic Development Subcommittee suggests that this could be one barrier that may lead to the frequent increases of the Hispanic/Latino poverty rate on both the state and national level.

**Figure 4: Indiana and U.S. Poverty Rate by Race/Ethnicity, 2004**

	IN #	IN %	U.S. #	U.S. %
<b>Hispanic</b>	68,570	32	12,099,170	29
<b>Black</b>	172,530	33	11,548,010	33
<b>White</b>	650,780	12	23,226,560	12
<b>Other</b>	26,260	15	3,607,660	19

Source: U.S. Census Bureau, 2004

## **2. Minority Business Certification**

In order to remain competitive in today's market place, minority businesses, especially Hispanic/Latino owned, must take advantage of state and national economic development programs. The Minority and Women's Business Enterprises Division (MWBED) of the Indiana Department of Administration offers a free state certification process for minority and/or women business owners. According to a 2005 MWBED report, only 74 Indiana Hispanic/Latino owned businesses were certified with the state. This low number could be attributed to the many pitfalls that Hispanic/Latino owned businesses encounter through the certification process. For instance, the level of inexperience by Indiana Hispanic/Latino business owners in a particular field hinders the opportunity and creates obstacles in becoming certified or gaining contracts through the state procurement process. Another pitfall includes the requirement that all business owners must be legal U.S. citizens. Lastly, many Indiana Hispanic/Latino owned businesses that lack diversification continually lose the opportunity in gaining niche or general contracts through the state procurement process; therefore, the incentive to become certified remains stagnant among the Hispanic/Latino business community. According to the Indiana Department of Administration, the most commonly owned Hispanic/Latino businesses are of the following:

- **Building and construction**
- **Cleaning and janitorial services**
- **Legal services**
- **Office supplies**
- **Project management**
- **Promotional merchandise**
- **Writing and translating services**

## **3. Indiana Hispanic/Latino Buying Power**

Indiana has experienced a vast amount of buying power (the personal income available after taxes, not including money that was borrowed or saved in previous years) from the Hispanic/Latino community and from other minority communities throughout the past decade. A recent report from the University of Georgia's Selig Center for Economic Growth titled, *The Multicultural Economy of 2005: America's Minority Buying Power*, shows that the Hispanic market in Indiana is greater than the economies of Mali and Armenia and could surpass those of Uganda and Nepal by 2010. Figure 5 data shows that the Hispanic/Latino buying power in Indiana was \$4.9 billion in 2005 and will increase in 2010 to \$7.1 billion. These figures are attributed in part to the increased growth of the state's Hispanic/Latino population combined with recent increases in the number of Hispanic/Latino owned businesses. A study conducted by the U.S. Department of Commerce found that nationally Hispanic/Latino owned businesses grew four times faster than the number of all U.S. firms.

**Figure 5: Indiana Minority Buying Power**

(In thousands)

Race	1990	2000	2005	2010
<b>Hispanic</b>	\$1,047,786	\$3,272,047	\$4,866,103	\$7,108,853
<b>Asian</b>	\$697,716	\$1,628,561	\$2,546,026	\$3,897,539
<b>Native American</b>	\$141,690	\$318,554	\$413,035	\$560,672
<b>African American</b>	\$4,475,644	\$8,954,318	\$11,276,805	\$14,887,163

Source: University of Georgia Selig Center, *The Multicultural Economy of 2005: America's Minority Buying Power*, 2005

#### **4. Skills Training/Professional Business Development Initiatives**

Throughout Indiana, business employers and members of business and community organizations are continually responding to the growth in the Hispanic/Latino population. It is evident that many new Hispanic/Latino immigrant workers lack skills such as math, reading, writing, problem solving, teamwork and the ability to communicate professionally. Fortunately, there are programs in Indiana that center around the development of English literacy and other work related skills.

One example of Indiana's commitment to life-long education is the English Works program administered by the Department of Education (IDOE) and the Department of Workforce Development (IDWD). The IDOE agreed to recruit, hire, and train 32 adult education specialists to teach English as a Second Language (ESL) with instruction focused on job safety in 35 Indiana businesses for a seven-week period over the summer of 2000. IDWD agreed to recruit the companies and pay the instructional costs of the course. Both departments allocated staff to develop the program, with IDOE's Division of Adult Education providing daily administration of the instructional program. The success of these summer programs led to the development of a two-year initiative, the purpose of which was to increase the capacity of local Indiana adult education programs in delivering effective workplace ESL instruction to companies in their communities. IDOE recently renamed the English Works program to Adult Education Works in Indiana. The Adult Education Works in Indiana focuses on the past curriculum of the English Works program, but also looks to identify issues, implement customized training, evaluate return on investment and focus on continuous improvement. Since 2000, an estimated 1,934 employee learners and over 100 companies have been served and 105 teachers have been trained.

The Minority and Women's Business Enterprises Division (MWBED) of the Indiana Department of Administration also offers training courses for minority and women owned businesses that desire to contract with the state. For instance, one of the training courses involves procurement training in which minority and women business owners are educated on the methods of solicitation used in the state's purchasing process. Another training course administered by MWBED educates about contract compliance. MWBED representatives educate the contracting community about contract audits of utilization with minority and women owned businesses regarding state contracts. Lastly, the opportunity to learn how to market to state government is offered through the means of educating the

minority and women's business community about public information available on-line that could be used as resources and leads for marketing goods and services to the state.

#### **D. Driver's License/Immigration Subcommittee**

The Driver's License and Immigration Subcommittee was comprised of commissioners, immigration attorneys, the Mexican Consulate, professors, representatives of the Sagamore Institute for Policy Research, insurance agencies and other individuals from Indiana communities across the state. This subcommittee is tasked with researching issues and challenges relating to Hispanic/Latino access to the Indiana driver's license and other immigration related issues that affect Indiana's Hispanic/Latino community. This subcommittee researched the following areas and provided reports that were released in 2005 and 2006:

- **REAL ID ACT**
- **Indiana Bureau of Motor Vehicle Requirements**
- **Economic Impacts to Indiana**
- **Affects of the REAL ID ACT on Indiana Hoosiers**

#### **Subcommittee Findings and Input**

The Driver's License and Immigration Subcommittee was formed in response to growing public concern regarding changes to the Bureau of Motor Vehicles (BMV) policy that restricted access to the Indiana driver's license. On February 23, 2005, the subcommittee presented its first report titled, "Hispanic/Latino Access to the Indiana Driver's License: A Report on the Challenges of Obtaining an Indiana Driver's License." This report covered both federal and state policies regarding a driver's license and reported on the REAL ID Act and its impact on the Indiana Hispanic/Latino community. This report also included vital findings and provided Indiana policy makers with insight on identifying any challenges to obtain an Indiana's driver's license.

The subcommittee submitted the following recommendations to the Governor and the Indiana Legislative Council in 2005:

- The Governor and BMV Commissioner should require a review of administrative policy regarding issuance of the driver's license
- The BMV should re-evaluate the legal presence requirement restricting immigration access to the driver's license
- The BMV should allow the ITIN to be substituted for the SSN; allowing those immigrants who are ineligible for an SSN to apply for a driver's license, register and title their vehicles
- The BMV should maintain its policy with the Affidavit of Ineligibility for people ineligible for the ITIN or the SSN
- The Governor and legislature should create a task force that will study issues related to immigrant access to a driver's license
- The BMV should improve training for its employees on all forms of acceptable documentation under BMV policy and cultural sensitivity awareness
- The BMV should update and improve translated versions of the Indiana Driver's Manual and other documents as the English language versions are updated
- A Driving Privilege Document is recommended only if another form of documentation cannot be implemented; this document must be in accordance to the human rights policy

On May 11, 2005, President Bush signed the REAL ID Act of 2005 into law. This Act directly conflicts with the 2004 Intelligence Reform and Terrorism Prevention Act by

mandating prescriptive federal driver's license standards. The REAL ID Act does not provide any specific information on state documentation requirements when issuing driver's licenses or identification documents that do not adhere to the REAL ID guidelines. All 50 states must comply with the requirements pertaining to the Real ID Act by May 2008. A 12-15 month pilot program will allow any concerns or issues with the project to surface. This timeframe will allow Indiana to address various project concerns or findings before May 2008.

On January 31, 2006 the Driver's License and Immigration Subcommittee released a follow-up report titled: *A Follow-up Report on the Challenges of Obtaining an Indiana Driver's License*. This report reiterated that the current Indiana driver's license policy renders some Hispanic/Latino Hoosiers ineligible to obtain an Indiana driver's license. It also provided recommendations and policy alternatives to remedy specific driver's license issues related to the unlicensed motorist of the State of Indiana.

The subcommittee partnered with the Indiana Bureau Motor of Vehicles, the Sagamore Institute for Policy Research, the Indiana Department of Correction, state and local law enforcement officials, immigration officials and attorneys, representatives from the insurance industry, labor groups, civil rights advocates, district and appellate court judges, state legislators, local universities, county officials and the general public.

The follow-up report proposed alternative solutions to Indiana by introducing various alternatives and offering a comparative analysis of Tennessee's Driving Certificate and Utah's Driving Privilege Card. Tennessee's driver's license policy has drawn national attention from both state policymakers and immigrant advocates. Currently, the State of Utah is leading the nation in its response to the Real ID Act and its timeliness and innovation in addressing the immigrant driver's license issues. After addressing the oversights of Tennessee's driver's license policy, the State of Utah enacted a law that revokes the use of an Individual Tax Identification Number (ITIN) for obtaining a Utah Driver's License or a State Identification Card. Those individuals using an ITIN will be issued a Driving Privilege Card rather than a "Driver's License."

The follow-up report also included a 2005 study from the Selig Center for Economic Growth which depicted Indiana's Hispanic/Latino buying power as **\$ 4,866,103,000.00**. In addition to this study, the Sagamore Institute for Policy Research proposed **\$16,533,000.00** in economic savings if the State of Indiana implemented a driver's document.

The subcommittee follow-up report made the following recommendations to the Indiana Legislative Council and Governor Mitchell E. Daniels Jr. in 2006:

- Develop and implement an Indiana Driver's Document Pilot Program
- Develop and establish a project task force to research, develop and implement a "Driver's Document"
- The project should be piloted in one rural county (Cass County) and one metropolitan county (Marion County) for a period of 12-15 months
- Pass legislation for an Indiana Driver's Document, pending success of the Pilot Program
- Establish a bi-partisan task force or committee that will study, address and advise and/or promote its findings, as this task force must also follow immigrant migration patterns across the United States
- Establish additional support for the Driver's Document from the following agents: the insurance industry, state and local law enforcement, interstate compact states, Indiana immigrants and the general public
- Continue to provide relevant training for BMV employees

- Continue to provide updated Spanish translated versions of the Indiana Driver's Manual and other pertinent documents as the English versions are updated
- Re-evaluate the legal presence requirement restricting immigrant access to the driver's license
- Carefully review the possibility of BMV employees accepting bribes for issuance of a Driving Certificate which recently occurred in the State of Tennessee
- Individuals receiving the Driver's Document must be required to purchase insurance
- Implement a renewal policy of three years, thus, reducing waiting time, administrative and agency costs, confusion
- Develop a "fact sheet" that will explain the impact of any changes regarding Indiana law, Driver's License or Driving Document policies
- Make clear the distinction between a state's law enforcement duties and federal immigration procedures
- An audit process must be available to ensure that all BMV employees are following the proper policies and guidelines regarding an issuance of a Driver's Document
- Indiana should require the renewal of a Drivers Document every three years
- Allocate additional funding for BMV employees regarding immigrant driving policies
- Legislate anti-discrimination clauses by working with other state agencies
- Create a Driving Document that may be used as valid identification for verification purposes by non-governmental entities

Indiana must develop the following proactive solutions to the issues that surround the REAL ID Act: Review driving policy changes from other states, utilize Indiana's research institutions and implement a solution that will meet the national requirements of the REAL ID Act. The Driver's License/Immigration Subcommittee will continue to monitor Indiana driving issues and will further inform both the Governor and the Indiana Legislative Council regarding the importance of complying with the federal requirements of the REAL ID Act while maintaining state sovereignty.

### **E. Health Subcommittee**

The Health Subcommittee was comprised of commissioners, health care physicians, representatives of state health agencies and other individuals from Indiana communities across the state. This subcommittee was tasked with researching health-related issues in the areas of health disparities, preventative care practices, health diseases and other related issues that affect Indiana's Hispanic/Latino community. The subcommittee also reported its findings and recommendations to the commission. During 2005 the Health Subcommittee researched the following areas:

- **Hispanic/Latino health issues raised by language and cultural barriers**
- **Uninsured Latinos and high insurance rates**
- **Specific diseases/conditions or health related issues specific to the Hispanic/Latino community**
- **The lack of qualified health care interpreters and translators**
- **Barriers to quality health care for Indiana Latinos**

### **Subcommittee Findings and Input**

There are many barriers for Indiana Hispanics/Latinos in receiving quality health care. In terms of access to care, many Hispanics/Latinos and other minorities often receive low quality health services and are much less likely to receive access to routine medical procedures and other forms of preventative care. Language and cultural barriers are the primary deterrent to receiving quality health care; there is a general lack of bi-lingual medical staff that can relate to and serve this targeted population, and these disparities



affect the overall health of the Hispanics/Latinos in Indiana. The Health Subcommittee presents the following findings:

- Environmental influences have a strong impact on Hispanic/Latino health. Air pollution from industry, toxic waste disposal sites and other geographic characteristics linked with poverty and minority status often results in severe health implications for Hispanics/Latinos.
- One of the most important issues in Hispanic/Latino health care is the lack of qualified health care interpreters and translators. The Indiana Commission on Health Care Interpreters and Translators has performed much research on this issue and defined a health care translator as, “A professional who specializes in the translation of written medical documents from one written language into another.” The Commission also defines a health care interpreter as, “A professional interpreter who works primarily in the field of health care facilitating the oral or visual/spatial communication between the provider and the patient and his or her family” (Indiana Commission on Health Care Interpreters and Translators 10). This area of research is on-going.
- There is a need for proper translation of prescription signage, disease and preventative care educational materials and a Medical Resource Manual to be distributed throughout the Hispanic/Latino community.
- Currently, the State of Indiana lacks a state-wide system to train and certify health care interpreters. Many hospitals across the state may rely on the patient’s bilingual family members or friends to interpret. This often results in misunderstandings between the physician and patient and many times misdiagnosis. The ICHLA will research this further in the 2006 subcommittee.
- Affordable health insurance is a primary concern of the Health Subcommittee. Studies have shown that many Hispanics/Latinos do not have health insurance and are unable to pay for health services. This is due to the general lack of knowledge about health insurance and the fear that many Hispanic/Latino immigrants have when obtaining health insurance through employers due to immigration status. According to a May 2005 Associated Press article, health care interpreters from Memorial Hospital in Logansport, Indiana visited area employers to explain the health care benefits available for their Hispanic/Latino workers. This initiative dramatically increased the percentage of insured Hispanics/Latinos being treated in Memorial Hospital from 3% to 40%. Misconceptions still exist regarding health insurance, such as the belief that health insurance can be obtained after an accident that resulted in permanent health ailments or on an as needed basis when a health condition arises.
- Workforce Diversity Issues: There is a lack of qualified bilingual or Hispanic/Latino physicians in Indiana. Current research has shown that minority physicians are more likely to focus on minority health disparities, and engage in such activities as treating those on Medicaid, caring for the uninsured and working in underserved areas (Holt 2004). In 2001, the Indiana Healthcare Professional Development Commission reported that only 2.5% of active physicians were Hispanic or Latino. Figure 1 further displays the relatively low distribution of Indiana Hispanic/Latino medical school graduates during 2003-2004.

**Figure 1: Distribution of Medical School Graduates by Race/Ethnicity, July 1, 2003 - June 30, 2004**

	IN #
White	218
Black	5
Hispanic	6
Asian	25
Native American	0
Unknown	0
Foreign	0
Total	254

Source: Association of American Medical Colleges, Applicant-Matriculant File, 2004.

The American Medical Association reported in 2004 that there were only 197 Hispanic/Latino Nonfederal Physicians in Indiana, a marginal 1% of the 13,825 total (American Medical Association 2002).

- A major obstacle to health care access is the result of data collection issues. Current information about the biological and genetic characteristics of Hispanics/Latinos, African Americans and other minorities do not explain the health disparities experienced by these groups compared with other, non-Hispanic populations in the U.S. These disparities are often attributed to various factors, such as genetic variations, environmental factors and specific health behaviors.
- Accurate data collection is crucial in analyzing issues and providing services to limited English Hispanics/Latinos. With Indiana's growing Hispanic/Latino immigrant population, language data collection is essential. Indiana currently lacks updated data regarding specific Hispanic/Latino health issues: cancer, diabetes, heart disease and other issues such as insured and uninsured rates. Race and ethnicity or primary language is not commonly recorded unless individuals are insured through Medicaid or Medicare. In addition to this, the Office of Minority Health of the Indiana State Department of Health (ISDH) has recently reported the following data limitations:
  - Ethnicity, race and categories are simplifications of complex issues
  - Reporting entities do not measure race and ethnicity data consistently
  - Many state agencies have not updated statistical information on minorities
  - A lack of consensus exists among reporting entities when defining and measuring race and ethnicity
  - Death certificate classifications may alter the actual number of minority deaths.

Source: Office of Minority Health 2004 Report, Indiana Department of Health

- Racial and ethnic minorities, in particular Hispanics/Latinos, experience higher rates of morbidity and mortality than non-minorities. On a national level, Hispanics/Latinos display high prevalence of the following risk factors and conditions:
  - Chronic Obstructive Pulmonary Disease

- Asthma
- Accidents
- Suicide
- Obesity
- Teenage Pregnancy
- HIV/AIDS
- Diabetes

Source: Office of Minority Health 2004 Report, Indiana Department of Health

- The State of Indiana has reported the following:
  - Hispanic/Latino death rates for chronic obstructive pulmonary disease were reported at roughly 9.8 per every 100,000 Hispanics/Latinos. This is down from the 24.5 death rate reported in 2000 (Holt 29)
  - In 2002 about 11,850 Hispanic/Latino adults were estimated to have asthma (Indiana Joint Asthma Coalition 27)
  - 54.6% of Hispanics/Latinos were reported obese in 2002 (Centers for Disease Control and Prevention 2002)
  - In 2004, there were 294 cumulative AIDS cases reported in the Hispanic/Latino population
  - Hispanic/Latino teen births are at high numbers compared with other populations.
- The Indiana Department of Health reports that the top health conditions for Hispanics/Latinos in Indiana are as follows:
  - Diabetes
  - High cholesterol
  - Heart disease
  - High blood pressure

#### **F. Civil Rights & Housing Subcommittee**

The Civil Rights/Housing Subcommittee was comprised of commissioners, representatives of municipal governments, community organizations and other individuals from Indiana communities across the state. This subcommittee was tasked with researching civil rights/housing related issues that affect Indiana's Hispanic/Latino community and reporting findings and recommendations to the commission. During 2005, the Civil Rights/Housing Subcommittee researched the following areas:

- **Hispanic/Latino Voter Participation**
- **Employment Discrimination**
- **Public Safety**
- **Notaries Public**
- **Legal System and Court Issues**
- **Housing Issues**
- **Community Development**

There are many issues regarding civil rights that are critical to the Hispanic/Latino population. The ICHLA has identified key areas of concern to Hispanics/Latinos in Indiana through public testimony meetings/forums.

### **1. Hispanic/Latino Voter Participation**

During the 2005 Indiana Legislative Session, the Legislative Council passed House Bill 1439 titled, "Voter Identification." This new law requires a precinct election officer to ask a voter to provide proof of identification before the voter is permitted to vote. The law further requires that the identification is an unexpired document issued by the State of Indiana or the U.S. government and must display a photograph of the individual (Legislative Services Agency 2005). The Commission has received testimony at various commission meetings from individuals in the legislature and the community regarding the need to educate Hispanics/Latinos about the requirements of the new law. The Commission recognizes the need for education not only in English but also in Spanish. Voters who do not speak English still have a desire to participate in the democratic process and make a difference. Furthermore, civic participation will increase if language-minority voters are also aware of current voting requirements and procedures.

### **2. Employment Discrimination**

Employment related discrimination was one of the most popular topics discussed by those attendees of ICHLA's seven 2005 public forums. Many bilingual individuals reported that employers denied them full wages and did not provide benefits such as pensions, insurance, sick pay etc. In some cases, individuals reported being fired from their jobs without recent work compensation. These individuals testified that they spoke English and were residents or citizens of the U.S. Most testified that they had sought the assistance of community law centers and were later referred to lawyers who charged exorbitant fees deemed unaffordable. The Civil Rights/Housing Subcommittee believes that many undocumented workers have been experiencing the same situations and may not report work related incidents or discrimination due to fear of deportation.

### **3. Public Safety**

Many concerns pertaining to language and cultural barriers within public safety have been raised during the ICHLA forums and subcommittee meetings. This is often related to the lack of bilingual and bicultural staff, including police officers and dispatchers. Racial profiling is also an issue; many Hispanic/Latino individuals testify that they have been stopped by law enforcement officials without a probable cause while driving. Although some area law enforcement agencies are initiating an effort to train their officers, more cultural awareness or job-specific trainings should be promoted statewide. The Civil Rights/Housing Subcommittee will continue to research this need and will develop a plan of action in 2006.

### **4. Legal System & Court Interpreters**

In 2002, ICHLA previously recommended to Governor Frank O'Bannon the creation of a centralized system of expert interpretation in courtrooms for Hispanic/Latino individuals with limited English-speaking abilities. Through the efforts of the Race and Gender Fairness Commission, The Indiana Supreme Court was able to institute a statewide court interpreter certification system. The Indiana Supreme Court also appointed an advisory board to analyze and offer suggestions about the certification project. The Division of State Court Administration currently houses Indiana's court interpreter certification program and will also develop policies and implement training for judges, attorneys, and court managers. There are currently 20 court interpreters officially certified by the program in the State of Indiana (Indiana Supreme Court 2005). The State of Indiana must form a collaborative effort that should address the centralization of translations; one agency centrally located and available to all state agencies for document, form, policy, procedural and various other types of needed translations. The Civil Rights and Housing Subcommittee plans to address this issue in 2006.

## 5. Housing

Research currently shows that Hispanics/Latinos value owning a home but lack the resources to do so. Many issues currently exist within homeownership of the Hispanic/Latino community. The National Council of La Raza recently conducted a report titled, "Jeopardizing Hispanic Homeownership: Predatory Practices in the Home Buying Market." This report highlighted the following issues:

- Hispanic/Latino families are charged higher rates for their mortgages, as they are using the most expensive mortgages at twice the rate that whites due to lack of knowledge and citizenship status
- Hispanic/Latino families rely heavily on mortgage brokers
- Many Hispanic/Latino families are not participating in wealth-building opportunities: This can be attributed to inadequate fair lending practices and racial steering
- More than one in five Hispanic/Latino families do not utilize traditional mortgages to purchase homes: Mobile or manufactured housing loans are usually utilized by Hispanics/Latinos; this results in few protections and lack of accountability to the consumer

Source: National Council of La Raza 2005.

In recent years, the Indiana Civil Rights Commission (ICRC) had identified the need for community outreach and education in the Spanish-speaking community regarding predatory lending, fair housing practices and other housing issues. ICRC has taken a proactive approach in translating educational documents including: "Protect Yourself and Your Home from Predatory Lending" and "Affirmatively Furthering Fair Housing in your Community," "Indiana's Fair Housing Task Force." ICRC has also launched an aggressive community outreach campaign in which educational literature was distributed to 80 Indiana counties. The Civil Rights and Housing Subcommittee recommends forming a task force to provide follow-up research.

## 6. Community Development

In the past few years, companies such as J.P. Morgan bank have made efforts reaching out to the Hispanic/Latino community through investing in Community Development Corporations (CDC). La Raza Development Fund, a division of the National Council of La Raza, is one of few CDCs solely formed for the social and economic enrichment of the Hispanic/Latino community. The Community Reinvestment Act, intended to encourage depository institutions to help meet the credit needs of the communities in which they operate, focuses on low-to-moderate income levels for housing, mortgages and small business lending, as the Hispanic/Latino community is being integrated. Consequently, a low level of educational information still remains (English or Spanish) for organizations that may be interested in accessing the support and finding initiatives for housing and small business loans. La Raza Development Fund has visited Indiana on three occasions in an effort to allocate money to Indiana for community development. Since 2004, there has been \$8 million available through La Raza Community Development Fund to fund projects in Illinois, Ohio and Indiana.

According to the 2000 Census, the Hispanic/Latino population in Indiana was over 214,000, and only 18,484 Hispanics/Latinos maintained housing units with a mortgage. The Civil Rights/Housing Subcommittee recognizes the importance programs such as Wisconsin's Immigrant Lending Program in order to provide more accessible avenues to the American dream of owning a home. The Wisconsin Housing and Economic Development Authority (WHEDA) is a quasi-governmental organization in the State of Wisconsin. In 2004, the WHEDA, through legislation, created the Immigrant Lending Program, which funds qualifying mortgages by private lending partners serving immigrants with Individual Tax Identification Numbers (ITIN). In terms of community development, the subcommittee stresses the importance of outreach to the Hispanic/Latino community by

local banks and supporting more CDCs that focus on the social and economical enrichment of the Hispanic/Latino community.

## **G. Other ICHLA Research Topics and Community Projects of 2005**

### **1. Civic Education**

Civic education was a topic repeatedly discussed at the ICHLA forums and subcommittee meetings. Many individuals testified a need for the state and local governments to publish and provide civic educational documents that will educate all newcomers to the State of Indiana. The commission identified many communities that have already created or are in the process of publishing these types of materials in the Spanish language. The list below includes descriptions of current documents that are already offered in both English and Spanish:

- “Business Owner’s Guide to State Government” / “Guía Para Dueños De Negocios En El Gobierno Estatal”  
This guide discusses the most current requirements for any individual business in addition to the general requirements. Certain types of businesses require specific licensing or permitting requirements.
- “Resident’s Brochure” / “Una Bienvenida Cordial A Indiana, El “Estado Hoosier”  
This brochure addresses the following: Driver information, employment issues, wages and labor issues, state taxes, voter information, family services, older adult services, mental health issues, health care, children’s services, utilities, recreation and education.
- “Toll Free Numbers for State Agencies” / “Números Gratuitos De Las Agencias Estatales.”  
This resource offers Indiana state agency toll-free telephone numbers and a state on-line telephone directory.
- “General Indiana Facts” / “Hechos de Indiana”  
This resource includes various facts about the State of Indiana which include: facts/history, cities and towns, population facts, etc.
- “General Indiana Facts: The Booklet for Students” / “Hechos Generales De Indiana: Folleto Para Estudiantes”  
This resource provides educational pictures and general facts to the children of the State of Indiana. An question/answer section is also included in this booklet for students to test their Indiana knowledge.

Upon inquiry, the State Information Center personnel often refer Indiana newcomers to their local chamber of commerce in which they reside. The Indiana State Library Data Center is another resource for civic information on the following: Demographics, economic statistics, unemployment rates, population & poverty estimates, and U.S. Census information. etc. (Indiana State Information Center). The ICHLA will develop a plan to implement a “Business Link” for Indiana Hispanics/Latinos that will make state information available in Spanish and include various links to other pertinent information. The ICHLA suggests forming collaborative effort to work with cities and towns throughout the State of Indiana in order to address similar types of “access to information” issues.

### **2. Migrant Population**

Agriculture is one of the state’s strongest labor sectors employing more than 8,000 migrant farm workers in various counties and rural communities. Most of the labor, conducted in fields and packing plants, is strenuous and generally requires a six-day work week. The majority of Indiana’s migrant agricultural workers are of Hispanic/Latino decent, filling the demand for seasonal labor where few of the State’s permanent residents seek due to low-pay and harsh working conditions. In addition, many Hispanic/Latino agricultural workers encounter substandard housing, lack of Medicaid or Medicare and ill treatment from their

employers. Although the migrant agricultural worker housing and work environment situation has seen little improvement, the state and federal government continues to implement procedures that strive to create equilibrium between resident and non-resident worker's rights.

An example of Indiana's commitment to migrant agricultural workers can be seen through the Consolidated Outreach Project (COP) which is a collaborative effort between the Indiana Division of Family Social Services Administration, Department of Education, Department of Workforce Development and the Indiana Health Centers, Inc. This project strives to aid the migrant agricultural worker in ways which the COP staff conducts outreach services through interviews and a needs assessment with agricultural workers and their families prior to referring them to available resources and services (food pantries, clothing, legal aid, medical and dental services, employment and training services, etc.). The COP program identified 4,706 unduplicated farm workers and their dependents in the State of Indiana. A 2005 study by the Consolidated Outreach Program showed the following:

- 64% Hispanic
- 2,768 males & 1,938 females
- 66% never married
- 74% have not attended school
- 74% live in labor camps
- 61% need interpreters
- 28% traveled from Texas
- 92% are uninsured
- 34% undocumented
- 6% enrolled in Medicaid or Medicare
- 94% live at 120% or less of the poverty level

Another example of local support can be seen through the creation of the Indiana Farm Worker Housing Focus Group comprised of various representatives from the Rural Opportunities, Inc. and other organizations. This focus group will look to create one comprehensive source of information on the housing needs of migrant farm workers in the State of Indiana. Their means of collecting data is to construct and conduct a survey and a housing needs assessment which will target Indiana's migrant agricultural workers in order to improve upon the knowledge about the needs of this population. The following components will be identified and studied in this assessment:

- Socio-Economic Demographic Profile
- Appliances/Fixtures Analysis
- Crowding Analysis
- Housing Cost Burden Analysis
- Housing Quality Exterior Survey

In terms of Federal assistance for migrant agricultural workers, the passing of the Agricultural Job Opportunity, Benefits, and Security Act of 2005 marks an important historical moment for U.S. farm workers. This legislation includes two parts: 1) A two step legalization or "earned adjustment" program so that farm workers can legalize their immigration status; and 2) Significant revisions to the H2A agricultural guest worker program. In addition, this bill will allow 500,000 or more farm workers to attain legal status and the following:

- The worker's spouse and minor children will be able to remain lawfully in the U.S. during the temporary resident status, but will not be eligible for work authorization. The spouse and minor children may adjust to permanent residency once the farm worker adjusts to permanent resident status.

- While legal status alone does not automatically confer higher wages or better working conditions, it does allow workers fuller access to their rights, the freedom to work for improved conditions, and the ability to leave farm labor someday and find work in other industries.
- The Act streamlines the paperwork and speeds up the process for employers to hire guest workers.
- The employer must provide housing at no cost, or an employer may choose to provide a monetary housing allowance instead of housing in cases where the governor of a state has certified that there is sufficient housing available.
- Employers will be required to pay at least the highest of: the state or federal minimum wage, the local “prevailing wage” for the particular job or an adverse effect wage rate.
- For the first time, H-2A guest workers will have the right to go to federal court to enforce their rights under the H-2A program which is an improvement over current H-2A law.

In terms of national organizations supporting the migrant agricultural worker, the Migrant and Seasonal Head Start Program (MSHS) exposes children of migrant agricultural to the English language and provides high-quality academic services. According to the MSHS, the children of farm workers are among the most economically disadvantaged students in the nation’s public schools, face constant interruption in their schooling due to issues of mobility, and have an increased likelihood of being identified as an English language learner. In addition, the MSHS states that the national high school dropout rate for migrant students has been estimated to range between 45% and 65%. The MSHS strives to provide coordinated services to mobile families from state to state.

### **3. Accessibility to Government Services & State Information**

The lack of Indiana-related information has been a recurring topic of Commission discussion specifically about laws, resources and programs. As previously mentioned, the State Information Center has available Spanish translations of educational materials such as state phone listings, a Welcome Guide to Indiana; this guide includes information on the services of the Bureau of Motor Vehicles, Department of Workforce Development, Family and Social Services Department of Education and others that offer services to Hoosiers, the Business Owner’s Guide to State Government and the Indiana Facts Booklet. Each publication provides contact resources for those wishing to obtain more information. Clearly, general information is already available in English and Spanish on resources and programs within the State of Indiana. Note: The State Information Office issues this information upon request.

### **4. Translation of Access Indiana Website**

Currently, the State of Indiana utilizes an automatic electronic translator to translate state internet pages from English to Spanish. The ICHLA has received testimony at various Commission meetings from professionals in the interpreting and translating industry stating that this electronic translator is inaccurate. The Commission stresses that, while the utilization of an electronic translation may be convenient and cost-saving, it does not produce an accurate translation in any context. Therefore, more resources should be invested in producing a proper, accurate translation of the State’s website and appropriate maintenance as required.

### **5. The Hispanic/Latino History Project**

The goal of the Hispanic/Latino History project is to educate all Hoosiers about the Hispanic/Latino population using historical information on Indiana’s Hispanic/Latino history. The project, which is a collaborative effort between the Indiana State Library and the Indiana Historical Society, was initiated by the ICHLA in 2005 and currently consists of



a Hispanic/Latino timeline documenting achievements for Hispanic/Latino Hoosiers and a pictorial display of various past and current Hispanic/Latino Hoosier leaders. In 2005, the project was displayed in the tunnel between the Indiana Statehouse and Government Center South. The project is under construction, with additions being made to document Hispanic/Latino holidays, celebrations, etc., information on Indiana's Hispanic/Latino veterans and other important information on the Hispanic/Latino population. The pictorial display will eventually consist of educational brochures, an interactive segment and other information gathered will be used later for a book project documenting Indiana's Hispanic/Latino leaders and Hispanics/Latinos in Indiana History.

## **6. "A Healthy Indiana," The 5<sup>th</sup> Annual Statewide Conference on Hispanic/Latino Issues**

The ICHLA hosted the 2005 Statewide Conference on Hispanic/Latino Issues to continue a dialogue which extended beyond four years ago, bringing Hispanic/Latino and non-Hispanic/Latino leaders together in order to exchange information and promote cooperation and understanding. The Conference theme, "A Healthy Indiana," was centralized on providing information and resources to practitioners working with the population on a local level, and developing cultural competencies and leadership development. The Conference consisted of an opening keynote speaker and was then followed by two sessions of workshops which focused on the following areas: Education, health, media, business and economic development, and civic participation and grass roots leadership. The Conference concluded with a closing keynote speaker who delivered additional words of inspiration to all attendees, with a focus on Hispanic/Latino students. Over 250 individuals attended the Conference. The Commission plans to host future conferences, with an emphasis on promoting understanding between communities and raising awareness of Hispanic/Latino issues.

## **7. Public Forums**

In 2005, the ICHLA voted to begin hosting public forums around the State of Indiana. The public forums were designed to achieve 4 main objectives:

- Inform community and local government leaders about the role and goals of the ICHLA
- Receive local input on Hispanic/Latino issues surrounding education, business/economic development, driver's license, health, civil rights & housing, civic participation, media and other areas.
- Perform local Hispanic/Latino needs assessments based on public testimony
- Identify key leaders in local areas

The Commission benefited from the forums by receiving local input on issues in all areas of interest to Hispanics/Latinos, much of which is displayed in this report.

## **8. Opening Ceremony for Hispanic/Latino Heritage Month**

On September 15, 2005, the ICHLA made history by hosting the first Indiana State Ceremony to officially recognize September 15, 2005 – October 15, 2005 as Hispanic/Latino Heritage Month. The Latino heritage ceremony consisted of a State Proclamation reading in both English and Spanish, an ethnic dance performance and various speakers who offered words of inspiration. The Commission hosted the ceremony in order to help promote understanding regarding the Hispanic/Latino community through culture and celebration. The Commission will continue to host similar ceremonies recognizing Hispanic/Latino heritage.

## **9. Partnerships**

Below are some of the many agencies that ICHLA has partnered with to host programs, provide data or recommendations:

- Office of the Governor
- Office of the Lt. Governor
- Indiana Department of Correction
- Indiana Bureau of Motor Vehicles
- Indiana Department of Revenue
- Indiana Department of Labor
- Indiana State Hispanic Chamber of Commerce
- Indiana State Library
- Indiana Historical Society
- Indiana Commission for Women
- Indiana Civil Rights Commission
- Martin Luther King, Jr. Holiday Commission
- Indiana Commission on the Social Status of Black Males
- Indiana Commission for Community Service and Volunteerism
- Multi-Agency Advisory Board, Indiana Head Start Program
- Rx for Indiana
- Indiana Horse Council

## **IV. ICHLA Recommendations**

### **Education**

- Establish support for the federal Development, Relief, and Education for Minors Act (DREAM Act) in order to provide access to higher education for many talented immigrant students. Increased higher education opportunities will equal future economic benefits for the state, including higher educated and skilled workers, lower poverty rates and other economic contributions
- Increase state allocation for the Non-English Speaking Program to the original \$750 per student which would increase the overall budget to approximately \$2,400,000
- Initiate an aggressive effort to recruit and retain more minority public school teachers; demographics of teachers should accurately reflect the demographics of the student population served in each school district
- Develop and implement professional development standards for teachers and staff in the areas of cultural competency and language training as needed based on student needs
- Support and expand English as a Second Language (ESL) classes, including advanced levels
- Revise and update State Information Center (SIC) educational documents (including Spanish translations and other language translations as needed) and aggressively disseminate this information in all 92 counties; information should be readily accessible at locations such as libraries, community centers, etc.

### **Business/Economic Development**

- Minority business certification application should be available both in English and Spanish
- State contracts should be posted on each department's webpage
- Certification of Hispanic/Latino businesses using ITIN

- Spanish classes needed for business, such as banks, realtors, car dealerships
- Recruit more Hispanics/Latinos in job core programs and other related workforce development programs
- More data collection is needed from the Department of Workforce Development to monitor Hispanics/Latinos in the workforce
- Companies should monitor and provide information on how many Hispanics/Latinos (documented and undocumented) are hired each year
- Resource manual or directory is needed about assisting organizations for entrepreneurs
- More education is needed on the benefits of being certified with the city, state and federal government
- Encourage local businesses to mentor high school students in demonstrating the financial importance of attaining higher education
- Increase the bilingual staff employed at state agencies
- Support the effort of the Minority and Women's Business Enterprise Division's goal of printing state certification forms in Spanish and making a stronger statewide effort to educate Hispanic/Latino business owners regarding state certification
- Implement an annual networking session for state certified Hispanic/Latino owned businesses where prime contractors and General Assembly members will be invited allowing each party to identify their wants and needs
- Encourage the development of a more concise and stimulating professional development training course that will address both the white and blue collar worker
- Encourage the development of a mentorship program for new minority and women owned businesses
- Encourage the General Assembly to propose legislation or a pilot program similar to Wisconsin's Immigrant Lending Program
- Encourage the establishment of more Community Development Corporations (COP) that will focus on the social and economical enrichment of the Hispanic/Latino community
- Encourage the Indiana Department of Workforce Development and the Indiana Department of Education to compile more data on the Hispanic/Latino workforce in order to monitor and develop programs that will allow faster transitions into professional occupations
- Encourage the continuation and expansion of programs that provide ESL training such as English Works and Adult Education works in Indiana (including work-safety issues)
- Encourage the Indiana Department of Administration and local banks to accept Individual Tax Identification Numbers
- Issue a business survey to all Indiana Hispanic/Latino owned businesses.
- Create an outreach program and procurement program involving the Hispanic/Latino business community and those universities in Indiana that maintain a diversity program
- Encourage the Secretary of State to require a listing of ethnicity on its state registration business applications
- Encourage the exchange of information concerning race and ethnicity of businesses owners in the state between the Secretary of State, Indiana Department of Administration and the Minority and Women's Business Enterprise Division

## **Health**

- Aggressively collect more data on the Hispanic/Latino population, including primary language data, health practices, etc.

- Work in collaboration with health agencies, community organizations and others to identify communication partners in all 92 counties; this will aggressively disseminate health information regarding health issues
- Recruit Hispanics/Latinos through communication partners to attend state health summits and other awareness events
- Allocate more resources and funds for community outreach to the Hispanic/Latino communities
- Ensure that Title IV of the Civil Rights Act of 1964 is enforced to protect individuals from discrimination based on race, color or national origin in health related programs and services that receive federal funding
- Support Workforce Diversity, Cultural Competency and Health Disparity Elimination Objectives as listed in ISDH's "Healthy Indiana- a Minority Health Plan for the State of Indiana" 2003 report
- Pass legislation that would create a statewide certification system for health care translators and interpreters as recommended in the Indiana Commission on Health Care Translators and Interpreters Final Report, 2004

### **Driver's License/Immigration**

- Develop and implement an Indiana Driver's Document Pilot Program
- Develop and establish a project task force to research, develop and implement a "Driver's Document"
- The project should be piloted in one rural county (Cass County) and one metropolitan county (Marion County) for a period of 12-15 months
- Pass legislation for an Indiana Driver's Document, pending success of the Pilot Program
- Establish a bi-partisan task force or committee that will study, address and advise and/or promote its findings, as this task force must also follow immigrant migration patterns across the United States
- Establish additional support for the Driver's Document from the following agents: the insurance industry, state and local law enforcement, interstate compact states, Indiana immigrants and the general public
- Continue to provide relevant training for BMV employees
- Continue to provide updated Spanish translated versions of the Indiana Driver's Manual and other pertinent documents as the English versions are updated
- Re-evaluate the legal presence requirement restricting immigrant access to the driver's license
- Carefully review the possibility of BMV employees accepting bribes for issuance of a Driving Certificate which recently occurred in the State of Tennessee
- Individuals receiving the Driver's Document must be required to purchase insurance
- Implement a renewal policy of three years, thus, reducing waiting time, administrative and agency costs, confusion
- Develop a "fact sheet" that will explain the impact of any changes regarding Indiana law, Driver's License or Driving Document policies
- Make clear the distinction between a state's law enforcement duties and federal immigration procedures
- An audit process must be available to ensure that all BMV employees are following the proper policies and guidelines regarding an issuance of a Driver's Document
- Indiana should require the renewal of a Drivers Document every three years
- Allocate additional funding for BMV employees regarding immigrant driving policies
- Legislate anti-discrimination clauses by working with other state agencies
- Create a Driving Document that may be used as valid identification for verification purposes by non-governmental entities

### **Civil Rights**

- Research and establish legislation for a “pilot program” modeled after Wisconsin’s Immigrant Lending Program, in an effort to provide more accessible options for owning a home
- Promote and expand efforts such as that of J.P. Morgan Bank who provides outreach through investing in community development corporations (CDC).
- Provide follow-up to research on Indiana Fair Housing initiatives, specifically predatory lending
- Expand the certified court interpreters program
- Partner with the Race and Gender Fairness Commission to research and address relevant topics
- Establish cultural training for all state emergency personnel – develop action plan for process and implementation strategies
- Study the immigrant pay issues and the discriminatory labor practices by Indiana employers of Hoosier Hispanics/Latinos
- Establish a community outreach campaign regarding “voter participation” and the translation of voting materials into Spanish

ICHLA has developed and is in the process of implementing a 2006-2008 Strategic Plan that will guide the Commission with on-going research topics while defining responsibilities for each Commission member.

## ACKNOWLEDGMENTS

The ICHLA would like to thank the following individuals for their contributions made to this report:

Frank Wilmot, Indiana State Library

Mistie Morales, Department of Correction

Alberto O. Hernandez, Art Photographic

Rick Desjarden, Department of Workforce Development

Ryan Marques, ICHLA Staff

Laura Barrett, ICHLA Staff

Indiana Department of Education

Attendees and participants of ICHLA meetings, subcommittee meetings, forums and conferences

## References

- Agricultural Job Opportunity, Benefits, and Security Act of 2005. The National Council of La Raza.
- Beck, Sandy, John Kansky and Katie Humphreys. Hispanic/Latino Health Data Collection in Indiana's Local Health Departments. Indiana Department of Health: Office of Minority Health State Partnership Project. August, 2004.
- Center for Disease Control and Prevention, Behavioral Risk Factor Surveillance System Survey Data, 2002. Retrieved: January 7<sup>th</sup>, 2006. [www.statehealthfacts.org](http://www.statehealthfacts.org).
- Espinosa, Gaston, Virgilio Elizondo and Jesse Miranda. Hispanic Churches in American Public Life: Summary of Findings. University of Notre Dame's Institute for Latino Studies. Vol. 2003.2. January, 2003.
- Families USA. One in Three: Non-Elderly Americans without Health Insurance. June, 2004. Retrieved: February 15<sup>th</sup>, 2006. [www.familiesusa.org](http://www.familiesusa.org).
- Family and Social Services Administration : Family and Children. Last Updated 21 February 2006. 21 February 2006 <<http://www.in.gov/fssa/families/>>.
- Fry, Richard. A report on "Latino Youth Finishing College: The Role of Selective Pathways." Pew Hispanic Center. 23 June 2004. Washington, D.C., Maryland. 17 February 2006 <[www.pewhispanic.org](http://www.pewhispanic.org)>.
- Greene, Jay P. PH.D. , and Forster, Greg PH.D. "Public High School Graduation and College Readiness Rates in the United States." Education Working Paper. Manhattan Institute for Policy Research. 3 (September 2003) : 22 February 2006 <[http://www.manhattan-institute.org/html/ewp\\_03.htm](http://www.manhattan-institute.org/html/ewp_03.htm)>.
- Hall, Sheri. "Minorities' pain often is treated too lightly." The Detroit News 3 March 2005. Retrieved: March 7<sup>th</sup>, 2005. [www.Indystar.com](http://www.Indystar.com): The Indianapolis Star.
- Holt, Antoniette, M.P.H., B.S.P.H. Office of Minority Health Report. Indiana State Department of Health. 2004.
- Housing Needs Assessment Proposal for Indiana's Migrant Agricultural Workers. Rural Opportunities, Inc. November, 2005.

Humphreys, M. Jeffrey. 2005. The Selig Center for Economic Growth: The Multicultural Economy 2005: America's Minority Buying Power. Volume 65, #3.

Indiana Commission on Health Care Interpreters and Translators Report: Findings and Recommendations. October, 2004.

Indiana Court Interpreter Certification Program. The Indiana Division of State Court Administration. Retrieved: February 21, 2006. [www.in.gov/judiciary/interpreter/](http://www.in.gov/judiciary/interpreter/)

Indiana Department of Education. Division of Language Minority and Migrant Programs. Title III, Language Instruction for LEP and Immigrant Students, Fall 2005 Administrative Workshops. 16 February 2006  
<<http://www.doe.state.in.us/lmmp/pdf/titleIIIdirectorpkt.pdf> >.

Indiana Department of Workforce Development. 2005. Strategic Skills Initiative.

Indiana Joint Asthma Coalition: The Burden of Asthma in Indiana. 2002.

Indiana Legislative Services Agency. Digest of Indiana House Bill 1439: Voter Identification. 2005

Indiana Supreme Court and The Commission on Race and Gender Fairness: Executive Report and Recommendations. 2002

Joyce, Joanne and Lance Ratliff. 2005. Strategic Skills Initiative: Root Causes Report of Economic Growth Region 5.

Kochhar, Rakesh. Pew Hispanic Center: The Occupational Status and Mobility of Hispanics. December 15<sup>th</sup>, 2005.

La Plaza. et al. "Hispanic/Latino Needs in the Indianapolis Area: An initial Overview Conducted on Behalf of La Plaza, Inc." La Plaza: Center for Urban Policy and the Environment. Indianapolis, Indiana. December 2005.

Lazarin, Melissa. "The DREAM Act" S.2075. National Council of La Raza. 21 November 2005. Washington D.C. , Maryland. 21 February 2006  
<<http://www.nclr.org/content/publications/download/2637> >.

Migrant and Seasonal Head Start Talking Points. The National Council of La Raza.

Minority Health Advisory Committee. Healthy Indiana – A Minority Health Plan



For the State of Indiana. Indiana State Department of Health. 2003.

“Missing in Action.” Left Behind: A Star Editorial Board Series. Indianapolis Star.com. 15 May 2005. 7 September 2005 <<http://www.indystar.com/apps/pbcs.dll/frontpage>>.

NCELA National ClearingHouse. The Growing Numbers of Limited English Proficient Students 1993/94-2003/04. 2005. 21 February 2006  
<[http://www.ncela.gwu.edu/policy/states/reports/statedata/2003LEP/GrowingLEP\\_0304\\_Dec05.pdf](http://www.ncela.gwu.edu/policy/states/reports/statedata/2003LEP/GrowingLEP_0304_Dec05.pdf)>

--. Policy & State Resources Page: Indiana. 2005. 21 February 2006  
<<http://www.ncela.gwu.edu/policy/states/indiana/index.html>>.

Riley, Antonio. Wisconsin Housing and Economic Development Authority. (Public Hearing) Proposed State Senate Bill 43 and State Assembly Bill 85. 4/21/05.

Ruge, Thomas R., et al. “Higher Education for Undocumented Students: The Case for Open Admission and In-State Tuition Rates for Students Without Lawful Immigration Status.” Indiana International & Comparative Law Review: Focus Issue: The Weaving of Culture, Values, and Law - Immigration Trends and Challenges 15.2 (2005).

The National Council of La Raza. Executive Summary: Jeopardizing Hispanic Homeownership: Predatory Practices in the Homebuying Market.

---. Title III Program and Evaluation Guidelines and Self-Assessment. 2005. 16 February 2006 <<http://www.doe.state.in.us/lmmp/docs/titleIIIself-assessment.doc>>.

U.S. Census Bureau 2000. Indiana Census 2000 Report. 2000. 21 February 2006  
<<http://www.census.gov/main/www/cen2000.html>>.

U.S. Department of Education. Stronger Accountability Fact Sheet: NCLB Provisions Ensure Flexibility and Accountability for Limited English Proficient Students. 19 February 2004. 17 February 2006  
<<http://www.ed.gov/nclb/accountability/schools/factsheet-english.html>>.

---. U.S. Department of Education homepage. 2006. 17 February 2006  
<<http://www.ed.gov/index.jhtml>>.

United States Department of Health and Human Services. Closing the Health Gap: HIV/AIDS. Retrieved: April 14, 2005. [www.omhrc.gov/healthgap/hiv\\_aids.htm](http://www.omhrc.gov/healthgap/hiv_aids.htm)

Wilson, Charles. “Language a medical barrier for Hispanics.” Associated Press 9 May 2005. Retrieved: May 13<sup>th</sup>, 2005. [www.fortwayne.com](http://www.fortwayne.com) : The Fort Wayne Journal Gazette.

*ICHLA*

INDIANA COMMISSION ON HISPANIC/LATINO AFFAIRS  
402 W. WASHINGTON ST. RM. W252  
INDIANAPOLIS, IN 46204  
317-233-5048  
[HTTP://WWW.IN.GOV/ICHLA](http://www.in.gov/ichla)

