

Indiana Commission on Hispanic/Latino Affairs 2010 Annual Report

www.in.gov/ICHLA



Table of Contents

Preface from the Executive Director	2
ICHLA Commissioners	3
Latinos in Indiana	4
INversión 2010 Statewide Virtual Strategy Summit	5
Subcommittee Annual Reports	6
Appendix 1 - 2010 Statewide Strategy Guide	20
Appendix 2 - 2010 Statewide Virtual Strategy Summit Participant Packet	36
Appendix 3 - 2010 ICHLA Strategic Plan	41

Preface

The growth and maturation of Indiana’s Latino population has mirrored in many ways that of the state itself, flourishing with opportunity and developing an identity rooted in the core values of hard work, family values, and both individual and communal responsibility. Notwithstanding, Latino communities in different parts of Indiana have had considerably diverse experiences and thus provide diverse perspectives on any number of important issues. Indeed, even the term “Latino” fails to capture the true spectrum of backgrounds, beliefs, and customs of the many Hoosiers who have come here from Latin America and the Caribbean.

The dedicated and committed commissioners of the Indiana Commission on Hispanic and Latino Affairs have been selected to represent their communities because of their individual experiences, expertise, and understanding of the major challenges Latinos face. The passion and professionalism with which they have continuously approached this charge have yielded important impacts across the state.

This truly has been an exciting year, one in which ICHLA adopted a new strategic direction and sought to foster the kinds of lasting partnerships with and between organizations that can transform the state’s approach to Latino issues. It is true that commissioners examined business, civil rights, education, and health care challenges faced by Latino Hoosiers. Perhaps more importantly, however, they began working with social service agencies, non-profit organizations, municipalities, and the private sector to get away from community-by-community thinking while encouraging the development of a statewide, collaborative framework for addressing our needs.

While great strides were made, much remains to be done. We are all excited about the coming year, and we look forward to all that lies ahead of us.

A handwritten signature in black ink, appearing to read 'Daniel Lopez', with a stylized flourish extending from the end.

Daniel Lopez
Executive Director

ICHLA Commissioners

Senate Lay Member Appointments



Herb Hernandez
Ft. Wayne
Chairman



Christian Gallo
Lafayette
Secretary



Richard Espinosa
Ft. Wayne



Pedro Ledo
Ft. Wayne

House Lay Member Appointments



Freddie Thon
South Bend
Vice-Chairman/Treasurer



Ralph Flores
Munster



Lisa Kusiak
Munster



Pat Rios
Indianapolis

Governor Member Appointment



Alfredo Gonzalez
Indianapolis

Senate Members



Senator Frank Mrvan
Senate District 1
Hammond



Senator Greg Walker
Senate District 41
Columbus

House Members



Rep. Mara Candelaria-Reardon
House District 12
Munster



Rep. Richard McClain
House District 24
Logansport

State Agency Designees



Jamal L. Smith
Dept. of Civil Rights



Tina Little
Dept. of Corrections



Michelle Stein-Ordoñez
Family and Social Services Administration



Shanida Sharp-Byrnes
Dept. of Education



Andrea Perez
Dept. of Health

Latinos in Indiana – An Overview

According to 2009 data gathered by the United States Census and Stats Indiana, there are roughly 350,000 Hispanics currently residing in Indiana. While the heaviest concentrations continue to populate Lake and Marion counties, others, such as Elkhart, St. Joseph, Tippecanoe, and Allen have also experienced significant increases in their Latino populations since 2005. This continued growth into new areas throughout the state has presented municipal and county governments and organizations with both exciting opportunities and difficult challenges, further accentuating the continued need for greater partnership, greater collaboration, and greater resource-sharing at the state and local levels.



Between 2002 and 2007, the total number of Latino-owned firms and businesses nearly doubled, while total receipts by those firms grew by 117%. Both totals far exceeded national averages and were among the highest in the Midwest, a testament to the entrepreneurial spirit so prevalent among Latinos as well as the strong business climate Hoosiers have enjoyed this decade. Moreover, these figures, gathered by the Census as part of the Survey of American Business Owners, have likely further increased during the past three years. As a result of this growth, many Latino communities have thrived and Latino business owners are gaining more and more access to the important private and public sector resources available to help their companies flourish. They have in large part helped to bring an important diversity to Indiana's marketplace and have made Latinos a much sought-after economic purchasing force for businesses all over the state.

Additionally, the past decade has seen a consistent increase in the graduation rates for Latinos across Indiana and in the number of Latino students matriculated at institutions of higher education. These trends are expected to continue as a larger number of organizations dedicated to addressing Latino education issues and providing resources and financial assistance to Latinos in Indiana continue to blossom. New collaborations between schools and the private sector have also yielded greater internship and extra-curricular opportunities for Latino students, and programs to engage Latino parents have begun to show positive results in boosting academic performance from an early age.

Still, the need for greater support and the continued development of social infrastructure remains prevalent for most Latino communities throughout Indiana. Latino business owners continue to lag behind their counterparts when considering the number of firms capitalizing on state and local resources and certification programs. These programs and the agencies administering them can often be difficult to navigate, and Latinos continue to seek opportunities to gain access and important information.



Further, almost 25% of all Hoosier Latino families remain linguistically isolated according to the Census. This presents difficulties for these families in accessing assistance programs, communicating with teachers and school administrators, and utilizing public resources designed to

benefit those most in need. Moreover, while college matriculation numbers are on the rise, degree completion rates have remained stagnant.



This is an indication that while more Latino Hoosiers are enrolling in college, keeping them enrolled and providing them the resources to increase attainment rates remain considerably pressing challenges.

Local and State agencies must continue to adapt and adjust to the ever-changing demographics of the populations they service. Additionally, community organizations and schools must work to share resources and seek partnerships that are effective in encouraging the continued prosperity and development of Latino communities and the families residing in them, helping them to access those resources available to them and providing them the encouragement and information they need to remain vibrant and attain long-term success.

Indiana, just like most of her populations and communities, continues to change almost daily. By creating a statewide framework, Latino leaders, their counterparts in other communities, faith-based organizations, schools, and government agencies can continue to work together to address these challenges and capitalize on the economic prowess and cultural diversity that Hispanic Hoosiers bring to the table.

On September 24, 2010, the commission carried out its first-ever statewide strategy summit with more than 240 participants from across the state attending five regional campuses. The goal was simple: to create a forum for social service agency leaders, community organization personnel, educators, government officials, and businesspeople to share and discuss the important strategies and programs currently being implemented in their communities and across Indiana. This was not a conference. Active participation was a requirement, and at the end of the process the commission was able to construct a statewide series of recommendations and strategies for addressing Latino needs in the areas of education and healthcare.



With the generous assistance of Ivy Tech, participants were asked to travel no more than a few miles to one of five regional campuses – Gary, South Bend, Fort Wayne, Indianapolis, and Bloomington. As a result, we were able to garner participation from leaders without the resources or time to travel to Indianapolis from other parts of the state. Instead, we utilized video conferencing technology and Ivy Tech staff to share information across Indiana, have breakout sessions locally, and communicate important challenges and strategies in a cost-effective and efficient way. Additionally, we were able to maximize participation and lower overhead expenses at the same time, a responsible and diligent use of taxpayer funds made available to the commission.

We were also fortunate to have two incredible experts introduce our major areas of focus, *Latino Parental Engagement in Schools* and *Familial Nutrition Strategies and Diabetes in Latinos*. Presented by Dr. Magdalena Herdoiza-Estevez from Indiana University-Southeast and Dr. David Marrero from IU’s School of Medicine, respectively, our topics covered a number of the most pressing difficulties facing Latinos in Indiana and across the nation. Additionally, both of our guest presenters have extensive practical as well as academic experience in their fields, an ideal blend of true community understanding and university background that enabled them to share invaluable insights with participants seeking new and innovative strategies.

Finally, the 2010 Statewide Strategy Guide that was developed as a result of this resource-sharing process was distributed to participants and contacts all over Indiana, and feedback has been extremely positive. Of course, we have continually stressed that the only real value of such a document lies in its implementation, and the commission has since begun following up community by community to ignite the types of ideas contained in the Guide on the local level. In addition, the commission was careful that each strategy and recommendation in the guide be accomplishable in a way that is budget-neutral, given true collaboration and re-prioritization. The Guide is included in this report under Appendix 1, and all participant materials distributed at the event are included in Appendix 2.

Members:

Chairperson: Michelle Stein-Ordoñez, Indiana Family and Social Services Administration

Waldo Mikels-Carrasco, Notre Dame Institute for Latino Studies

Aida McCammon, Indiana Latino Institute

Andrea Perez, Indiana State Department of Health

Joy Mahoney, American Diabetes Association

Carol Dixon, American Diabetes Association

Cynthia Rivas, Healthy East Chicago

Daisy Davila, Mexican Consulate

Perla Williams, La Plaza

Daniel Soto, City of Bloomington

Diana Montiel, Elkhart General Hospital

Susan Johnson, Volunteers in Medicine – Monroe County

Gilberto Perez, Northeastern Center

Gloria King, Wishard Hospital

Guadalupe Lewis, Casa Mateo

Morella Dominguez, Indiana Minority Health Coalition

Hilda Brady, Citizens Health Care

Liliana Casillas, Indiana University

Miriam Acevedo-Davis, La Plaza

CHALLENGE: Rising Rates of Obesity, Diabetes, and Heart Disease in Latino Communities

There exists a clear link between extraordinarily high obesity rates among Latinos in Indiana and other health concerns, most specifically diabetes and heart disease. These public health challenges can often be tied back to socio-economic factors and a lack of awareness about healthy lifestyle options and prevention strategies.

As incidences of obesity and, subsequently, diabetes and heart disease continue to rise, Latino-serving healthcare systems and the Latino families they serve share in the ever-increasing costs and loss of quality of life."Moreover, lifestyle habits seem to be passed from one generation to the next, creating long-term habitual problems within such communities.

OBJECTIVE: Obesity, Diabetes, and Heart Disease Education and Awareness Assessment Project

Having a clear and thorough understanding of the services being provided with respect to obesity, diabetes, and heart disease in Latino communities throughout Indiana is essential to determining the areas, programmatic and geographic, where gaps persist. The ICHLA Health Subcommittee was tasked with working with local and statewide partners to formally survey the landscape, determine if sufficient information on Latino health programming was available, chart services currently being provided, and evaluate the effectiveness and reach of these programs in an effort to understand where resources, elimination of duplication, and greater efficiency and effectiveness would be needed. Additionally, the survey will facilitate the process of goal and metric development for the subcommittee and ICHLA as a whole for calendar year 2011.

Capitalizing on the resources and time generously provided by Waldo Mikels-Carrasco of the Institute for Latino Studies at the University of Notre Dame and Dr. David Marrero of the Indiana University School of Medicine, and Director of the Diabetes Translational Research Center, the Subcommittee's first step was to obtain data from The Office of Minority Health within Indiana State Department of Health (ISDH) to establish some baseline information with respect to basic Latino health issues. Below is the noted data from the CDC's Behavioral Risk Factor Surveillance System (BRFSS) report from 2008.

2008 BRFSS

Ever told you had a heart attack

White, non-Hispanic = 5.0%

Black, non-Hispanic = 4.6%

Other race, non-Hispanic = 3.2%

Hispanic = 2.9%

Ever told you had angina or coronary heart disease

White, non-Hispanic = 5.2%

Black, non-Hispanic = 3.2%

Other race, non-Hispanic = 2.6%

Multi race, non-Hispanic = 4.8%

Hispanic = 4.2%

Ever told you had a stroke

White, non-Hispanic = 2.7%

Black, non-Hispanic = 5.5%

Other race, non-Hispanic = 1.2%

Multi race, non-Hispanic = 3.9%
Hispanic = 2.7%

Ever been told you had diabetes

White, non-Hispanic = 8.8%
Black, non-Hispanic = 14.6%
Other / Multiracial, non-Hispanic = 9.8%
Hispanic = 14.6%

Adults who had a body mass index greater than 25.0 (overweight or obese)

White, non-Hispanic = 61.1%
Black, non-Hispanic = 68.3%
Other / Multiracial, non-Hispanic = 45.1%
Hispanic = 67.5%

Next, the Subcommittee and partners sought to identify specific diabetes and heart disease health education programs targeting Latino populations throughout Indiana in order to lay the groundwork for formal programmatic evaluation. The committee reviewed a side-by-side comparison of two existing community programs for diabetes education for Latinos, Proyecto Salud in Columbus and Dame Tu Mano in Elkhart, and the national Diabetes Education Empowerment Program (DEEP) model used in several Indiana communities to train local social service and health education personnel. In an effort to gain a better understanding of these and comparable programs, the group reached out to nationally-recognized field experts with respect to their research and findings on both DEEP and the national Salud Para Su Corazón model. A summary of these communications is briefly outlined.

Diabetes Education and Empowerment Program (DEEP)

Dr. Aida Giachello is the main researcher for DEEP, a model established at the University of Illinois at Chicago Midwest Latino Health Research, Training, and Policy Center (<http://www.uic.edu/jaddams/mlhrc/Programs/DEEP.htm#DEEPfiles>). In 2009, the Diabetes, Prevention and Control Program and the Indiana Tobacco Prevention within the Indiana State Department of Health collaborated with the Indiana Latino Institute to train individuals from Latino organizations within Indiana as health promoters for DEEP, and it has since been implemented widely in communities throughout the state. Dr. Giachello noted that the program undergoes ongoing evaluations and quality improvements following each implementation.

Moreover, local community organizations have worked with ICHLA to educate commissioners on the merits and processes attached to DEEP. Ms. Aida McCammon of the Indiana Latino Institute (ILI) has offered to provide free training to ICHLA Health Subcommittee members following ILI's

annual conference at the end of October 2010, and Dr. Giachello has agreed to provide research and assistance to the group in evaluating the implementation of DEEP by the organizations serving Latinos in 2011.

Salud Para Su Corazón

Dr. Hector Balcazar is the main researcher for Salud Para Su Corazón, a Promotora Outreach model. During an in-depth conversation, Dr. Balcazar indicated that the program is set to be formally evaluated by the Centers for Disease Control (CDC) and the National Institutes of Health (NIH). He provided more recent research papers for review by ICHLA Health Subcommittee members and agreed to be available to assist the Commission in any formal evaluation it will make of the program in 2011.

NEXT STEPS: Evaluating Existing Programs and Bridging Gaps

As the process of surveying the landscape came to its conclusion and discussions about evaluation began, it became exceedingly clear that no comprehensive State level database of diabetes education programs for Latinos is available. Not having a full understanding of existing programming would make a complete and thorough evaluation process obsolete. As a result, a partnership was developed between ICHLA, the Health Subcommittee, and the Community Health Engagement Program (CHEP) staff of the Indiana Clinical Translational Sciences Institute to develop a statewide Diabetes programming scan to garner the necessary data. The survey will be conducted by the close of 2010 and will be distributed electronically throughout the state by CHEP, the Indiana Minority Health Coalition, and the Purdue Extension Program staff. A statewide response rate of 75% will be considered successful and sufficient to the development of a comprehensive database.

Upon completion of the Diabetes scan, a formal evaluation of the overall landscape of diabetes programming in Indiana in an effort to identify any existing geographic and programmatic gaps. This will facilitate future partnerships with local agencies and current partners to provide the necessary training and implementation to ensure that those gaps be bridged efficiently and effectively with long-term, metric-based solutions. Additionally, an evaluation vehicle will be developed through this partnership to analyze the effectiveness of the implementation of the DEEP model by agencies servicing Latinos in targeted regions of the state.

The partnerships with CHEP and the Institute for Latino Studies have provided a model for the ICHLA to follow in establishing a systematic process for evaluating and addressing other pressing health concerns upon the completion of the Diabetes scan. By utilizing existing resources and aligning the goals of the group with those of other organizations, ICHLA has been able to maximize measurable impacts while working with reputable organizations to help fulfill their collaborative and individual objectives. Dr. Marrero, who also serves as Co-Chair of CHEP, is taking the lead to fund and conduct the survey for ICHLA.

The completions of first the 2010 goals as well as the 2011 ones will help identify gaps in services and provide recommendations to address health promotion for Latinos statewide. Throughout the process, ICHLA will keep Ms. Heinrich of the Diabetes Prevention and Control Program and Ms. Holt of the Office of Minority Health informed as sister agencies within State government who also are stakeholders in these efforts.

CHALLENGE: Access to Capital in Community Building Efforts

Access to capital for business development is a key issue facing growing Hispanic and Latino small business owners in Indiana. Having sufficient capital to make immediate investments that can have long-term benefits is a barrier for continued development, and traditional banks and lending institutions are often unwilling to make small loans to businesses that don't have a long track record of success. Even organizations such as the Small Business Administration generally promote start-up loans of up to \$25,000, far more than most small business owners can afford and without the peer incentive programs in place that can dictate how successful the program ultimately is.

The concept of micro-lending is one that has had tremendous success in numerous countries, and even in some communities in the United States. The Indiana Housing and Community Development Authority (IHCDA) is sponsoring a micro-lending program using their funding and working through Community Action Programs in regions across Indiana, and ICHLA has entered into discussions to potentially serve as a pilot model for applying this system in Hispanic and Latino communities.

OBJECTIVE: Business Expansion and Entrepreneurship Program – Latino Pilot Project

The Subcommittee partnered with the Indiana Housing and Community Development Authority, which developed a micro-lending program aimed at sparking community-by-community development around Indiana. Working as liaisons between the IHCDA and the Latino community, a pilot program was begun in Fort Wayne to recruit and prepare Latino small business owners wishing to pursue these loans as a means of accessing capital needed for expansion. A Memorandum of Understanding was formalized between ICHLA and the Community Action of Northeast Indiana, a Fort Wayne non-profit community organization that will serve as lender for the pilot.

A total of \$3,000 was granted for this loan program from ICHLA to CANI for direct use in micro-lending. This amount will fund six \$500 "Business-builder Loans." The program will involve business plan development and training for micro-businesses in basic business practices that will help them flourish with new injections of capital. Additionally, it will enable up-and-coming Latino entrepreneurs to establish or improve their credit while paying back a manageable loan and developing the foundations needed for long-term business success.

Similar systems are being used extensively in Mexico and the Middle East. In the United States, it is somewhat already in existence, though it has never been directly applied to Hispanic communities. ICHLA will serve as conduit between CAPs and Hispanics in their community, sponsors of and partners in the program, and counselors for borrowers. Finally, CANI will report directly to ICHLA commissioners each quarter to update them on the status of the loans that have been obligated.

NEXT STEPS:

In January 2011, the recruitment process for identifying potential loan recipients will commence. This will include marketing the program in both Spanish and English to the greater Fort Wayne community as well as making concerted and direct outreach efforts to Latinos by utilizing community centers, local organizations, and churches. Additionally, one ICHLA commissioner will serve as a member of the CANI loan approval board to ensure that ICHLA's interests in the project are being protected.

In addition to the \$3,000 allotted for direct loan funding, ICHLA has also designated a maximum of \$3,000 to help CANI promote the program to Latino entrepreneurs and throughout the community, establish bilingual trainings and workshops, and translate important documents needed for program completion. CANI will work with ICHLA to determine what steps are necessary, and ICHLA commissioners will make the funding available once they are approved by the commission.

Finally, another \$6,000 (\$3,000 for direct lending, \$3,000 for additional expenses) has been designated by ICHLA for use in a parallel project in another part of the state. The Executive Director is currently working with IHCD to identify potential partners statewide and establish a similar program in another community.

Members:

Chairperson: Shanida Sharp-Byrnes, Indiana Department of Education

Co-Chairperson: Lauren Harvey, Indiana Department of Education

Andrea Bueno, Indiana Office of Community and Rural Affairs

Beth Meece, Southwest DuBois County School Corporation

Carol Carrington, Crawfordsville Community Schools

Ellen Kruelwitch, Elkhart Community Schools

Marilee Updike, Indianapolis Public Schools

Mary Alice Navarro, La Plaza Indianapolis

Tanya Webb, Ivy Tech Community College

CHALLENGE: Programming and Opportunity Awareness for Young Latinos

Exposing Latino youth to formative extracurricular opportunities and programming designed to widen their knowledge and expectations has been identified by the ICHLA Education Subcommittee as an essential component to closing the continually growing educational achievement gap. In many parts of the state, such programs exist and are an effective way of engaging this target demographic. When discussing these opportunities with community leadership and members of the general public, however, too often awareness of such opportunities is low. Additionally, many students and parents alike do not understand the scope of services available to them, nor do they have a sound grasp on where information on such resources can be obtained.

Helping young Latinos capitalize on the extra-curricular opportunities available to them is an important charge that the ICHLA Education Subcommittee has taken on. By identifying existing leadership and internship programs around the state, ensuring that students are being made aware of such opportunities by working with local school boards and community organizations, and assisting students in the process of preparing resumes, interviewing, and submitting materials, ICHLA will increase the numbers of Latinos in the Governor's Fellowship and other important programs across the state. Moreover, this will allow ICHLA to track students, monitor their progress, and establish with them long-term, lasting relationships.

OBJECTIVE: Latino Youth Opportunity Online Clearinghouse Development

In the past, private organizations have sought to consolidate information about these opportunities. Many, however, no longer exist, and it is becoming exceedingly clear that a true need for a one-stop-shop approach to identifying and providing information about these services, scholarships, youth programs, and other opportunities is needed.

The Education Subcommittee began discussing the need for engaging Latino youth around the state in extra-curricular activities and encouraging applications for leadership seminars, programs, and scholarship opportunities. Several members expressed their concerns that while these opportunities were often abundant in many areas, knowledge of them was often waning and organizations often lacked the ability to effectively communicate with Latino families. Moreover, the lack of consolidated information made seeking out these activities and programs a time-consuming and somewhat challenging endeavor, which all acknowledged would be particularly pressing upon those families most in need.

Members were asked to research opportunities in their regions that could be included in a region-by-region clearinghouse of youth services to be housed on the ICHLA website. In order to place parameters on what information and resources would be included, it was decided that the most glaring gaps for information were for scholarship and internship opportunities, youth recreational programming, and municipal and local family services.

In June, Members submitted their findings and a regional list was created on the ICHLA site at <http://www.in.gov/ichla/2419.htm>. Information has continually been added and updated, though the need to gather further information and include more resources from more parts of the state is apparent. Currently, links and brief descriptions to such opportunities in Ft. Wayne, Northwest Indiana, Lafayette, and Indianapolis are listed, as well as a number of statewide programs.

NEXT STEPS: Promotion and Awareness of the Clearinghouse

As the clearinghouse becomes more and more comprehensive, it is the goal of the Subcommittee to continue positioning it in communities to maximize the number of Latinos who are taking advantage of the information provided. This will be tracked using Google Analytics or similar software that will allow ICHLA to monitor the traffic to the page. While some promotion of the site and the clearinghouse as a resource was initially made, little follow-up was done and awareness remains anecdotally low.

Additionally, more and more opportunities continue to be made available to Latino students and families, and it is imperative that these be tracked and included in order for the site to remain a relevant and useful source of information. This will have the additional value of driving traffic to the ICHLA site, where constituents can learn about other initiatives that might impact them or their communities.

CHALLENGE: Parental Education and Resource Awareness

According to a 2003 study by the Pew Research Center, the composition of the Hispanic population in the United States is currently in the midst of a significant shift whereby “births are outpacing immigration as the key source of growth” (Suro & Passel, 2003). As a result of this shift, by

2009 nearly 90% of Hispanic children under the age of 18 were born in the United States, a statistic that has significant implications not only for them but for their families. While the majority of these children (79%) are fully fluent in English, their parents – often first-generation immigrants themselves – are very often not. Additionally, 40% of parents of second-generation students have attained less than a high school education.

While the family unit in Hispanic and Latino families tends to be extremely strong and a powerful source of influence on children, making parents of second-generation students aware of the resources available to their children can be a difficult task. Often, these parents don't fully understand the state and federal educational systems, the process by which students can apply for financial aid or scholarships, the supplemental educational resources in place to help minority students, and the overall significance of attaining educational success through post-secondary degrees.

And additional challenge stems from cultural perceptions of formal education. It is significant that in nearly all surveys conducted to establish attitudes toward education, Latino parents overwhelmingly indicate a high value placed on educational attainment for their children. In similar surveys, however, teachers and administrators often indicate that Latino parents are not as engaged in the schooling of their children as their counterparts from racial groups. This can be tied to varying attitudes about the role of schools, teachers, and formal education in other cultures, something that must be transformed if Latino students are to have the educational successes of their counterparts.

OBJECTIVE: Enhanced Parent Education and Awareness Programming in Public Schools

Each public school district in the state of Indiana has its own way of connecting with Latino parents. Often, parent liaisons are the initial point of contact and have the opportunity to develop the most intimate relationships with families, making them an essential component of the information transmittal process. By attempting to engage parents on a community level, these liaisons can engage Latino parents who have traditionally experienced disconnect from schools.

One of the major barriers to this process is the difficulty that some districts have expressed in getting Latino parents to become further involved directly in schools. There are any number of cultural and socio-economic reasons for this, but some districts have succeeded in developing strategies of engagement that are demonstrating real results. Most often, these strategies have been coupled with other efforts to engage parents in Adult ESL programming, literacy programs, and other opportunities for Latino parents to familiarize themselves with their local schools and the overall American education system.

The Subcommittee began by exploring what strategies were being implemented in various districts around the state. By gathering this information, best practices could be established and shared throughout the regions for potential implementation. Moreover, this would allow for the identification of gaps in service that could be filled through collaborations with existing community resources and organizations. In the end, it became clear that while nearly every school district has at least one individual responsible for tracking ESL services, most districts do not

have specific parent liaisons for the Latino population. Moreover, many school districts are working in tandem with local social service organizations, but gaps persist in ensuring that parents are receiving the information from the schools they need to be active advocates for their children.

NEXT STEPS: Intake Centers and Community Engagement

Enhanced collaborations between school districts and local colleges and universities, among other organizations, are critical. Many such collaborations exist, such as the one in Monroe County between the district and Indiana University, and working through these partnerships to develop regional intake centers would help to create the point of contact and clear channel for information distribution that is lacking in many areas.

Moreover, programs exist currently aimed at engaging parents though participation is often low. Working with organizations that have already achieved measured and tangible success in bringing Latino families into the schools, such as the New Neighbors initiative in New Albany, would facilitate the dissemination of important strategies throughout the state that can help other districts improve their own participation numbers.

The ICHLA subcommittee will look to broker relationships with private sector partners and institutions of higher education that might yield resource support for the enhancement of existing programming aimed at engaging Latinos and the development of intake centers for school districts throughout the state.

CHALLENGE: Capitalizing on Minority Business Resources

Often times, Hispanic and Latino-owned small businesses are not aware of the free resources available to them through the state of Indiana. The Minority and Women’s Business Enterprise certification program is one such resource, offering free training seminars, providing information on potential business opportunities with the state, and facilitating an exchange of information between large and small companies throughout Indiana.

Currently, a relatively small number of Latino-owned businesses are certified with the state as MWBE. Of these, more than 35% are located in Indianapolis. The reality is that a lack of awareness about the program definitely exists, particularly in communities outside of Indianapolis. While certainly not the only factor that can result in business development, MWBE can be one of a number of important tools to be taken advantage of by small businesses as they grow and compete in the Indiana marketplace.

OBJECTIVE: M/WBE Training Seminar Series

Latino small businesses should serve as an important element in the foundation of strong communities throughout the state. With this in mind, the Business Subcommittee set out to work with local organizations, Chambers of Commerce, and the Indiana Department of Administration to bring together a series of M/WBE Certification Training workshops to educate Latino small business owners on the resources available through the State. ICHLA was responsible for acting as conduits between the State trainers and the communities, helping local groups promote the event and encouraging Latino business participation.

In the end, one training was carried out in South Bend at the La Casa de Amistad Community Center with more than 30 small business owners in attendance. Terrie Daniel, Director for the M/WBE Division of IDOA, conducted the training and assisted the participants by answering questions and discussing the resources available through the program.

NEXT STEPS:

Over the coming five months, the Subcommittee will work with IDOA and local partners to schedule and carry out additional trainings in other cities throughout the state where a strong ground-level small business climate exists. Additionally, ICHLA will provide follow-up information and work through local organizations to ensure that existing and potential business owners are able to complete the certification process after training completion. Moreover, trainings will be scheduled in conjunction with other similar events, such as women’s business trainings, to ensure enhanced participation and coordination with other organizations and agencies.

In looking ahead at next year's strategic planning process, ICHLA will look to diversify the Subcommittee membership to include additional individuals with business backgrounds and improve participation and representation from the southern portion of the state. New projects and points of emphasis for the group will include closing the technology gap for businesses owners and potential business owners, something that will help enhance their community presence and access to information and resources currently available electronically.

INTRODUCTION

The ICHLA INversión 2010 Statewide Virtual Strategy Summit brought together more than 240 community leaders from throughout the state to five regions, people from a variety of personal and professional backgrounds committed to finding comprehensive and collaborative solutions to some of the most pressing challenges facing Latinos in Indiana. This was no ordinary conference. Instead, this was an opportunity for problem-solvers to share their experiences and strategies, explore new relationships with other stakeholders, and develop innovative ways to more efficiently and effectively address these obstacles. With the help of Ivy Tech Community College, each of our regions was connected via video technology, and participants were able to engage each other from all across the state.

This strategy plan is an attempt to synthesize the large amounts of information that were collected at each of our regions and across Indiana. The conversations were expansive, and these in no way are the only problems and challenges being faced by our communities in the state. Far more information was provided than can be captured here, and we encourage readers to contact partners on the participant list provided at www.in.gov/ichla to learn more about these and other initiatives. Moreover, we understand that not all strategies make sense for all communities. This plan, then, simply outlines what consensus issues were constant across regions, briefly outlines a small number of the programs already in existence, and provides suggestions for new strategies that might be tailored to fit communities in some iteration.

In all cases, we are encouraging collaboration, not duplication. Amazing programs exist throughout the state, and this Strategy Summit and this plan hopefully provide readers with some insight into what is already being done. The hope is that partnerships fostered through this process will continue to grow and give rise to more effective programming rather than more of the same. We want to identify what is truly working and put it to use throughout the state, all the while weeding out those programs that don't achieve these ends and redirecting energy and resources to new approaches.

Again, you'll note that not every piece of information, strategy, or experience was included. Rather, as much information as could be digested was broken down into relevant topics, and this will hopefully initiate a process that will yield further community conversations and yield some tangible, practical, and impactful results.

Education

PARENTAL ENGAGEMENT AND A FAMILY-CENTRIC APPROACH TO EDUCATION

Developing strategies meant to engage Latino parents and enhance their understanding of and participation in the formal educational process of Indiana's public school system is a critical element to addressing the growing educational achievement gap. It is significant that in study after

study, Latino parents consistently indicate that the educational success of their children is one of their most important issues, yet those same studies often highlight the need for greater engagement between Latino parents and the schools that service their families.

All regions noted in this discussion that school districts should be using family-centric strategies, focusing resources and attention on bringing parents to the schools and helping them develop the comfort with and understanding of the system. This will allow them not only to remain informed and become active partners in the educational development of their children, but it will give them the tools necessary to become passionate advocates for their children's rights.

Existing Programming

Several existing programs and initiatives aimed at bridging this existing gap between Latino parents and schools were mentioned in the different regions of the state during this discussion. The New Neighbors program in New Albany, for example, has created a framework for community joint ownership of the responsibility of reaching Latino families. By pooling the resources and human capital available through the New Albany schools, Indiana University-Southeast, and the greater community, a structure is now in place that allows for true direct communication with parents and creates the cultural competency so critical to the long-term success of any such program. Perhaps most interestingly, IU-Southeast's Education faculty has received similar training and is now building competency into their own syllabi, ensuring that students graduating from that program – essentially, Indiana's education leadership of tomorrow – will have received the training they'll need to effectively service the local Latino population.

Other models of engagement that have been successfully implemented include the one initiated by North Township in Lake County, whereby parents of school-aged children receiving public assistance are required to sign contracts indicating their commitment to participation, attend all mandatory parent-teacher meetings, and personally pick up their children's report cards. Collaborating with the East Chicago and Hammond school districts, this policy has created a greater sense of involvement and accountability on the part of Latino parents and has fused the educational and municipal efforts to generate collaborative success.

Other programs throughout the state have had similar success. Latino parent liaisons in Bloomington, South Bend, Lake County, and Indianapolis have made strides in accessing and educating growing Latino communities. Additionally, the existence of intake centers throughout the state was noted as an important component to being able to fully engage Latino parents and develop important awareness about ancillary and tangential programs available through the schools and local colleges and universities.

Consensus Strategies

- Encouraging school districts to realign priorities to make intake centers for Latino parents a reality; or, work with private sector partners to create an annual funding source. Efforts have been made in several school corporations to fund these centers. Collaborations

between multiple school corporations to form one intake center for the region could be an adequate start, make it easier to garner private dollars, and demonstrate their effectiveness and need through tangible and metric-based data collection.

- Partnerships between local faith-based organizations, social service agencies, and the individual schools will allow access to Latino parents in places more greatly identified as “comfort zones.” Multiple regions identified lack of bilingual staff at schools and overall intimidation as reasons that Latino parents hesitate to engage the schools of their children. By partnering with churches and community centers, school personnel can still have communication with Latino parents, encourage their participation, and help them take advantage of existing programming.
- Wherever possible, school corporations should be looking to hire bilingual educators and staff in an effort to facilitate a sense of comfort for Indiana’s growing minority population, be it with respect to Latinos or those of other backgrounds. While many school corporations and individual schools do have bilingual Latinos in the classrooms and on staff, other regions have fallen behind. Similarly, universities and colleges should be investing a portion of their recruitment dollars toward identifying high-achieving Latinos for careers in education.
- A number of the regions indicated that many Latino parents could not participate due to demands with other children, transportation, and work. Providing information on public transportation to parents as they register their children for school could help alleviate travel issues. Many schools currently do provide this information, but again the need for a “friendly face,” liaisons, and intake centers are accentuated. Additionally, schools could tap into churches or local colleges to find volunteers to watch younger siblings of children whose parents attend parent-teacher conferences or PTA meetings. This is something currently being done in many places throughout the state and could be made to be essentially budget-neutral by leaning on colleges or community volunteer groups.
- Communities should bring together municipal and faith-based leaders, community organizations, public and private schools, and local colleges and universities to provide parental awareness sessions to local Latino parents. By pooling resources, facilities could be made available – preferable at “comfort zone” locations for parents – and instructors from the community could be identified. Several communities have or currently have iterations of this initiative, however in order for it to truly thrive it must be owned by all key community stakeholders. By having comprehensive and collaborative conversations, each unit can identify those resources they can provide and a community-wide effort to provide Latino parents with a better understanding of all that is available to them and their children can be executed.

Additional Important Strategies and Recommendations Discussed

- Use PTAs to build programming through which Latino parents “educate” ESL teachers about cultural competency. Education is a two-way street.

- Build coalitions. Models that work incorporate all aspects of life important to Latinos, from churches to community centers to schools to volunteer networks.
- Materials sent home to parents should be bilingual for Spanish-speaking parents, which will allow them access to the important information being distributed through the schools. Whenever possible, partner with colleges or volunteer groups to translate materials.
- Communities and surrounding areas should develop comprehensive surveys of the educational resources available to be translated into Spanish and provided to Latino parents.
- Volunteer interpreters – perhaps Spanish students from local colleges – should be recruited to attend PTA meetings so that Latino parents can feel comfortable attending.

TECHNOLOGY COMPETENCY FOR LATINO PARENTS

A major component to increasing all-around access to information and enhancing understanding and educational participation for Latino parents involves closing the technology gap. As more and more information becomes available electronically, Latino parents who lack basic technology and computer skills are often left without a time-effective way of communicating with their children’s schools. Having access to email and the internet will inevitably allow parents to communicate with teachers and administrators on their own time.

Of course, other challenges exist that could potentially serve as barriers to this enhanced communication. Clearly, the language barrier is a concern. Linguistically-isolated Latino parents who gain basic technological skills might still find it difficult to communicate to education personnel who are not themselves bilingual. However, these basic skills are essential as individuals also develop the language skills necessary to communicate and as schools increase the number of bilingual personnel servicing this population.

Existing Programming

The certification and non-certification programs pieced together by Monterrey Tech and delivered through various Purdue Extensions throughout the state are an important and often underutilized service to the Latino public. Coursework and general education is provided in a number of different areas, including basic tech skills and language enhancement courses for adults. There are costs associated with this programming, such as licensing and facilities, but partnering with community organizations, community colleges, or four-year colleges and universities might allow for a collaborative resource-sharing relationship. Moreover, churches or social service organizations might be willing and able to provide transportation to existing regional centers a few miles away. Grants and private funding sources could be obtained to help offset costs if organizations can demonstrate a reach beyond their immediate community, another important aspect to cross-community collaboration.

Many municipalities, such as South Bend and Fort Wayne, offer computer skills training as part of Recreation programming. Fees and the lack of bilingual instructors may serve as a barrier, however these fees are generally low and might be offset if partnerships can be reached with city governments. Bilingual or Spanish-speaking individuals could be recruited to volunteer an hour a week to provide classes in Spanish utilizing the facilities and equipment already available through the municipality. If basic classes are subsidized, cities might see increased revenue from Latinos who later choose to take more advanced courses. Moreover, this service would help Latinos better engage teachers and schools and would give them another vehicle to advocate for their children.

Consensus Strategies

- Strengthened partnerships between 2-year and 4-year colleges and the communities in which they reside would facilitate the closing of the existing technology gap. Of course, many Latinos may be wary of coming to a college campus, as again the issue of “comfort zone” is an important one. However, college staff may be willing to volunteer their time and expertise to help provide technical training at churches, local schools, or even public libraries.
- Student groups, Latino alumni associations, and even college and university computer classes could be encouraged to volunteer their time and expertise to provide basic training in Spanish to Latino parents. Again, the issue of time – classes could be held on the weekends or evenings – and childcare – organizations such as local churches or even municipalities could provide for supervision on a volunteer basis – would have to be addressed, and community-centric approaches would have to be developed to do so. Training by students could be incorporated into their service requirements or class projects.
- Nearly all new funding proposals made available through the federal government require collaboration between communities and research organizations. If such partnerships can demonstrate a true need and impacts such trainings would have, colleges might be more receptive to collaborating with community organizations in order to replace their technology inventory. In exchange, colleges and universities could allow usage of facilities for organizations servicing Latino communities to provide training in Spanish.
- Enhancing and expanding upon programs like the ones available through Monterrey Tech would be valuable in helping Latinos gain skills needed across a variety of topics. Certificate and non-certificate programs alike provide important competency in basic computer skills. Currently, this programming is provided through Purdue Extensions throughout the state, so partnering with them and other community colleges, organizations, churches, and local schools to combine resources might allow costs to be offset and grow the reach of the information and training being provided.

Additional Important Strategies and Recommendations Discussed

- By partnering with public libraries and recruiting volunteer services, a system can be developed whereby computer literacy training is coupled with weekend reading programs to provide parents and children alike an incentive to participate. While the child is in the reading program, parents are taught computer literacy.
- By pooling community resources, identifying potential partnerships for grants, and leaning on local private funding sources, develop parent education centers whereby Latino parents who register their children for ESL programs can receive computer literacy training.

PROGRAMMATIC OPPORTUNITIES FOR LATINO STUDENTS

Across all regions, group discussions centered around the continued need for opportunities, both curricular and extracurricular, available to Latino students. Exposing Latinos to experiences outside of their norm is critical developing in them the expectations for success, the understanding of what is achievable through education, and the mentoring necessary to help prepare them for the future.

Research indicates that children only aspire to that with which they are familiar. Internships, summer scholastic programming, and work experiences are all important to developing expectations, and they can help to facilitate the lasting mentor-mentee relationships and friendships that can have positive ramifications into their professional careers. While these initiatives are often costly, many currently exist that can be enhanced or blended to provide a wider range of Latino students with these types of critical experiences.

Existing Programming

A number of these types of programs exist currently throughout the state and have already had an enormous impact on Latino students. Organizations like the United States Hispanic Leadership Institute, Project HOPE, Project Stepping Stone, and MESA serve hundreds of students every year and provide them with the experiences so needed in transforming and shaping their futures. Moreover, these organizations often boast Latino leaders on their boards that can serve as exemplary models of what is achievable through hard work, discipline, and personal responsibility.

While these are some of the programs that were discussed by the regions, any number of similar programs exist here in Indiana. However, as with similar programming, knowledge of their existence as well as an understanding of how to apply is not always significant in some communities. Many schools and organizations do an excellent job of recruiting students or encouraging them to apply, but it is sometimes challenging for these organizations to reach students in certain regions. Strategies must be aimed at finding new ways to communicate with these disenfranchised students to encourage them to participate in this type of programming.

Consensus Strategies

- Many Latino students have to help provide for their families during the school year and in the summers. In Indiana, just fewer than 20% of high school students work, though more than 54% of those work more than 20 hours a week. By soliciting the help of private companies or organizations, stipends could be provided to participants to allow for greater participation among a wider demographic of Latinos in Indiana.
- A number of existing programs are limited in size because of manpower and associated costs. “Localizing” these programs would enable communities to recreate the experiences in a community-centric way and could be made feasible by partnering with local colleges and universities, churches, community centers, and schools.
- Incorporating teen mentorships into existing programming can help students develop the lasting peer relationships to serve as a support structure long-term. Some programs that currently utilize this technique bring back program graduates to help lead discussions or workshops.

Additional Important Strategies and Recommendations Discussed

- Lean on Hispanic chambers of commerce, of which there are several throughout the state, to partner for mentorship and internship opportunities. Liability and stipend payment issues must be worked out ahead of time.
- Work with university alumni associations to develop mentorship programs. These can serve to fulfill service opportunities for the associations and expose high school Latino students to existing college opportunities. These can be spear-headed by churches or existing community organizations.
- Advocate to local elected leaders about positions and internships in their offices. Every year, positions are filled for US House and Senate page programs. Latinos are drastically underrepresented.
- Civic engagement and leadership development are critical. USHLI has a variety of programs aimed at this issue, but greater participation in the political process, voter registration, and civic education from an early age is important to developing future Latino leaders into true decision-makers.

CLOSING THE COMMUNICATION GAPS

Schools, community organizations, all levels of government, and other stakeholders share the incredible responsibility of ensuring that parents of all backgrounds have access to the important information that is critical to the educational success of their children. All too often, Latino parents are not aware of their rights, of the resources available to them through the schools, and of the opportunities that exist for their sons

and daughters to achieve in the classroom. Bridging this communication gap requires a realignment of resources and a realization that traditional vehicles of communication may not work for Latino families in all communities.

Strategies aimed at providing information to Latino parents are crucial if agencies and organizations are ever to reach these individuals in substantial numbers. Many schools send information home with students that never reaches parents. Too often, documents are not translated into other languages, so parents in linguistically isolated households (according to the United States Census Bureau, 24% of Latino households in Indiana are linguistically isolated) do not fully understand the nature of the materials being sent home. While many organizations provide language training for adults and many native Spanish speakers participate, it is important to recognize that the process of language acquisition for adults is a tedious and sometimes difficult one. Nonetheless, information about education is something all parents in Indiana should have access to.

Additionally, information specifically for Latino families about youth programming, scholarship opportunities, and family resources are rarely found in one place. A significant number of programs and resources are generally available to Latinos throughout Indiana, and yet many families have little to no knowledge of their existence. Marketing and advertising can be costly, but utilizing community partners to spread the word should simplify the process and keep costs low.

Existing Programming

Spanish-language community radio and print outlets are important tools for providing much needed information to parents about their children's schooling. Several communities throughout the state have been able to effectively utilize community radio stations, for example, to produce bilingual or Spanish-language programming. Often times, these programs can be produced at little or no cost while providing an important source of information to Latino families, provided stations are willing to donate or negotiate rates for air time. HOLA Bloomington is one example of programming that works, with a strong listenership and a variety of topics covered throughout the weeks and months that help organizations tap into Latino communities.

Local Spanish-language newspapers, newsletters, and bulletins are another effective way to disseminate information among Latino populations. Indianapolis has several, as do other regions in the state. However, areas outside of major cities and more rural parts of the state don't always have these outlets available to them. This communication gap has made it increasingly difficult for these families, often young parents with young children, to get the information they need to advocate for their children in schools. All regions in this discussion noted the importance of enhancing the number of bilingual options available for the public, either through print or radio, as a means to provide information about local schools and businesses.

Consensus Strategies

- Support for community radio is essential. Private organizations and businesses must step up to provide the basic resources available to enhance existing programming or initiate programming where none exists. For those Latinos that lack that computer or even literacy skills to be able to garner information in other ways, radio is the least expensive and most practical vehicle to ensure that they have the information they need to be accountable for the success of their children. Moreover, grants are often available through the federal government that would allow communities to jointly provide programming.
- Print outlets are also extremely important vehicles. Several exist throughout the state, though some have closed recently, and most are local or regional in nature. Other communities take advantage of newsletters or bulletins that are distributed at Latino “comfort zones,” such as churches or local organizations. Encouraging schools to provide information in Spanish, or identifying local Latino leaders who could volunteer to translate materials, would make it possible for Latino families to obtain their information through these vehicles on a consistent basis. Dollars that are currently spent on creating materials sent home through students, which often never make it to the parents, can be diverted by schools or the Department of Education to promote a more community-centric approach.
- The development of a clearinghouse for information and resources would be important to creating the sort of one-stop-shop that would benefit Latino parents who don’t know where to search for recreational programs or have time limitations. ICHLA has begun to create such a database on its website, as well, and other organizations currently have something similar, but identifying resources through the private sector to print these materials would certainly expand their reach and give Latino families a place to turn for information on a variety of opportunities and programs. By partnering across community lines, organizations can demonstrate an impact on a wider population and distribute the materials through churches and community organizations across a wider segment of the state’s Latino population.

Additional Important Strategies and Recommendations Discussed

- Host one strategy summit per year where communities from across the state can share their experiences and forge new partnerships.
- Share resources: If one community is able to capitalize on community radio programming air time and another is not, periodically a broader range of issues can be discussed and the segment can be taped and shared with leaders from other areas for distribution.

OBESITY, DIABETES, AND HEALTHCARE

NUTRITIONAL AND LIFESTYLE AWARENESS AND EDUCATION

Similar to nearly every other obstacle facing Latinos, a lack of understanding and awareness about some of the most basic elements of nutrition and recreation is at the heart of many of our health-related problems. Of course, genetic factors are not insignificant and play a major role, particularly with respect to obesity and diabetes, in dictating the number of incidences of these health challenges faced by Latinos every year, but there is no doubt that simple modifications in diet and lifestyle can pay enormous dividends in helping to curb some of the more daunting statistics and trends.

The true challenge exists in bringing educational resources to the client, rather than relying on Latino clients to find their ways to these outlets. There are any number of reasons why this can be difficult, but finding strategic partnerships that can effectively get the word out to the maximum number of Latinos in any given community should be a central goal.

Another major challenge indicated by all the regions with respect to education and awareness deals with discrepancies between rural and urban populations. While many health networks and coalitions operate in more heavily populated areas, many of Indiana's rural Latino populations do not have a good grasp on what services exist or what proper nutrition and exercise can mean for one's health. Expanding the reach of existing educational initiatives is an important factor in bridging that existing gap.

Existing Programming

Every region highlighted the importance of enhancing current education and awareness plans aimed at Latino communities throughout the state. It is true that a number of health fairs and informational sessions take place year round in different parts of Indiana. One example is the Hispanic Health Coalition in Elkhart, which brings together a major health fair in the area each summer that draws thousands of people for free screenings and informative workshops. Additionally, the HHC tracks those tested in order to facilitate follow-up, a significant challenge for many organizations. Memorial Latino Outreach in South Bend also provides follow-up, tracks progress, and even provides cookbooks and other materials showcasing proper nutritional alternatives in a culturally-relevant way.

Similar health fairs take place constantly, as do programs aimed at educating children from an early age. Groups like Healthworks in South Bend, a children's museum, offers health education programming for children, teens, and parents. Health Visions networks throughout the state also offer direct services and educational information and have significant reach through bridges and relationships that have been built over time with the communities they serve. These groups partner with national and state agencies and organizations to provide the types of information that could be critical to developing sound nutritional habits among Latino families, but gaps still exist in linking these efforts with the greater population in need.

Consensus Strategies

- Implementing collaborative models for communities is the most effective way of creating lasting impacts. Organizations often carry out important educational programming that provides excellent information and opportunities for growth, but limited manpower, expertise, and resources can make it challenging to generate true follow-through. Health screenings, for example, do little to change communities if those who are screened never receive care or follow up on results, but tracking these individuals can help to drive real long-term impacts. By partnering with local colleges and universities or organizations with competency in analyzing statistical data and organizing communities (i.e.; churches, community centers, and volunteer groups), organizations can work together to generate measurable and tangible results in their communities.
- Work with private funding sources and corporations to expand programs to rural areas. Some initiatives of this nature exist, but often times Indiana’s rural populations – both Latino and non-Latino – do not have access to the same informational resources as do their counterparts in larger metropolitan areas. Ensuring that programming has reach outside of urban concentrations can help drastically curb trends in outlying areas and create habitually good familial nutrition throughout the state.
- Many Latinos, even many with health insurance coverage, do not regularly receive check-ups or take preventative measures to ensure good health. While education about nutrition and exercise is certainly important, more basic conversations about the importance of prevention and the general cultural differences that may exist for some populations can be extremely important to long-term health. Many such initiatives exist, and partnering in regions where this is lacking would be optimal.
- Transportation barriers are many times significant obstacles. Educating the public on mass transit options and bringing local public transportation personnel to speak at churches and community centers can help dispel myths that might exist. A lack of bilingual personnel might be a challenge, but identifying potential volunteers to serve as translators can ensure that the message is received.
- Provide Latino families with healthy alternatives, such as cookbooks including healthy variations of traditional Latino foods. One version is provided through the American Diabetes Association.
- Organizations and leaders must better utilize the various radio and print media outlets that service the Latino communities to ensure that messages about existing programming are reaching the population.

Additional Important Strategies and Recommendations Discussed

- Insurance coverage, or lack thereof, is another significant obstacle to preventative and proper care. Financial literacy initiatives to help Latino families budget for needed health expenses can perhaps address some of these challenges long-term. Additionally, ensuring that all eligible Latino families are taking advantage of state and federal programs providing coverage is important. Using church or community center outlets to initiate these discussions might facilitate a broader reach.

- As with other issues, having one centralized clearinghouse or database for existing resources – such as that produced by the Hispanic Health coalition of Elkhart – would be helpful in simplifying the process of obtaining information for Latinos. By pooling resources, tabulation, creation, and printing costs can be offset.
- Encouraging organizations to provide alternative and culturally-relevant recreational and exercise programs catered specifically to Latino audiences, such as Salsa classes.
- Advocating that municipalities and counties translate their Parks and Recreation materials to Spanish for those linguistically isolated families will increase Latino participation, demonstrate goodwill, and enable Latinos to truly engage in all of the services being offered through the use of local taxpayer dollars.

OVERCOMING LANGUAGE BARRIERS

Even as non-native speakers of English seek to improve in their ability to communicate in their adopted language, the provision of services and one’s access to available resources should not be made impossible due to language difficulties. Many, many programs exist throughout the state to help Latinos learn English, however approximately 24% of Latino households remain linguistically isolated. Strategies to help these families access important sources of information and assistance should focus primarily on realizing long-term outcomes, even while shorter-term efforts ensure that Latinos receive what they need.

As all regions discussed the need to address the language barriers throughout Indiana, one phrase in particular was particularly significant. “Bilingual is good. Bicultural is better.” Often, documents that are translated from English into Spanish can lose meaning or important information or fail to be culturally relevant. Organizations that have staff who not only speak the language but who understand the cultural challenges associated with these issues are much better suited to be able to serve Latino populations.

Existing Programming

Currently, many organizations in Indiana are providing materials related to general health, obesity, and diabetes in Spanish. HealthVisions Midwest and the Reach/ALCANCE program in Hammond, El Campito, Inc. in South Bend, the Indiana Latino Institute, and many other agencies and groups are committed to ensuring that language challenges do not obstruct the provision of information and services. However, it can often be costly and time consuming for government agencies, smaller non-profit organizations, or local churches to translate materials that have already been produced in English. Additionally, many agencies do not have truly bilingual personnel who can provide health information to individuals in Spanish directly, either. Others may have bilinguals on staff, but they are not always culturally competent to be able to effectively provide the level of service necessary.

While the Northern Indiana Medical Interpreters Association develops standards for medical interpretation and provides trainings to interested parties, a great need still exists throughout the state. A lack of standards sometimes results in subpar service for linguistically isolated Latinos, often causing significant damage to those in most need of care. The City of Bloomington's Commission on Hispanic/Latino Affairs is currently working on a project to develop interpretation capacity, as well, but the adoption of national standards by Indiana would facilitate the better provision of services in both the short- and long-terms.

Consensus Strategies

- Generating materials that are at appropriate literacy levels is critical to ensuring that Latino families have true access to the resources they need. Often, materials created by agencies or organizations are technical in nature and not easily decipherable by all Latinos. Organizations should check with experts at local colleges and universities.
- Organizations in the same region should share resources available for translating of documents and educational literature concerning health-related topics. Many organizations do not have the manpower to carry out these efforts on their own, but relying on a partner agency – perhaps in exchange for a service or a very small fee – can help offset major costs and allow all organizations to provide valuable materials bilingually.
- Adult ESL classes are critical to helping close the overall communication gap for Latino families. While a number of organizations and sites do provide these services, driving up participation numbers is often challenging and a number of different factors play a role in making participation on the part of adult Latinos difficult. Fewer sites with more resources might help make this possible. Rather than having multiple organizations in a region perform this service, some can perform this service while others provide for auxiliary services, such as childcare, food, and transportation.
- Encouraging organizations to hire bilingual and multicultural staff, whenever possible.
- Adopting established national standards as a state for interpreters would ensure that Latinos are able to communicate with their medical service providers and speak for their children.

Additional Important Strategies and Recommendations Discussed

- Indiana must continue to develop the human capital necessary to be able to provide adequate services to Latinos in all regions. This begins with students, parents, and schools being accountable for and ensuring that Latino students are prepared for and exposed to

opportunities in the medical professions. Colleges and universities must recruit better prepared Latinos, and we must provide them the incentives to return to their communities and provide services in a culturally competent way.

- Materials that are produced and available in Spanish must be distributed in a way that cost-effectively reaches the public. Health fairs are often a good idea, but partnering with churches and volunteer organizations, as well as with state government agencies, public libraries, and WorkOne Centers, could provide greater reach to those disenfranchised individuals who may never attend more structured community events. Developing a community coalition model is important.
- Partnering with local colleges and universities could provide a synergy that is mutually beneficial. Finding opportunities to develop materials in Spanish or jointly apply for grants would enable the universities to establish needed community partnerships, gather data, and even identify potential subjects. Community organizations could lean on these institutions for grant-writing assistance or even funding for translating or distributing materials.

CAPITALIZING ON EXISTING PROGRAMMING

All too often, opportunities for partnerships in communities go untapped because organizations feel they lack the personnel to develop such bridges. In many instances, multiple organizations or agencies in communities are providing or attempting to provide duplicated services, and recruiting participation from the same Latino communities often results in a less efficient expenditure of resources and manpower.

Instead, organizations should be looking to capitalize on existing programming across Indiana, with potential partnerships forming even between organizations whose missions are not exactly the same. Indiana, along with the rest of the nation, has entered a new area for both public and private funding, one in which resources are limited but need continues to grow. As a result, all agencies must do what they do best and depend on partner agencies in the community to shoulder some of the burden.

Existing Programming

YMCAs, Boys and Girls Clubs, and municipal parks departments offer a wide variety of activities aimed at developing responsible and healthy nutrition and fitness habits in young children. All too often, Latino children do not participate, as parents cite language issues, lack of awareness, costs, and transportation as major factors. However, other options exist in most communities. One example is the Latino Center for Wellness and Education in Lafayette, which has developed after school programming to ensure that Latino children remain active.

Additionally, several Urban League agencies throughout the state, such as the Fort Wayne Urban League, offer a wide variety of sports and fitness activities for young Latinos. Faith-based organizations, such as the Northwest Indiana Catholic Youth Organization, also have developed

fitness and recreation programming. These and the many other similar services being provided in every community around the state should serve as able partners for other agencies to support, be it by providing awareness and promotion, transportation services, or resources.

Consensus Strategies

- Strategic partnerships must be developed with local YMCAs or Boys and Girls Clubs to enhance participation of Latino youth in existing programs. This would allow them to do what they do well in providing the programming, while community organizations use their bridges and influence to market the value to Latino families.
- Working with local recreation organizations to provide culturally-relevant programming for Latinos, such as Zumba or Salsa lessons, will encourage Latino participation while attracting non-Latinos seeking these experiences.
- Programs that engage Latinos in their “comfort zones” are the most effective. Look to develop or expand upon programs, as has happened in Marshall County, that come to Latino homes and teach healthy cooking habits. Similarly, Kosciusko County has after school programs that work with young students on developing better cooking and nutrition skills. Perhaps such programs that already exist for the general population can be identified and enhanced to service Latinos through a collaborative community process.

Additional Important Strategies and Recommendations Discussed

- Develop bussing or transportation strategies to ensure that children and families in rural areas can have access to a wide variety of recreational and fitness opportunities. Working through local transportation agencies, such as Bloomington Transit/Rural Transit in Monroe County, grants could be obtained for this purpose, and universities who use these same bus systems on their campuses can be effective partners, as well. Additionally, private funding through local corporations could serve as an effective means of generating resources and community support.
- Encourage local hospitals to provide bilingual workshops and information sessions for Latino families on important topics, such as mental health and diabetes. Mental health is particularly critical because taboos concerning the subject persist today. Moreover, programs like the Bienvenido program are exceptional at facilitating discussions on mental health issues. Bienvenido, a national program operating throughout Indiana’s northeastern region, has done a wonderful job of creating synergies with other organizations to address behavioral health challenges.
- Identifying non-traditional partners is another way in which resources can be maximized and real impacts enhanced. Targeting Minor League Baseball or the PGA, for example, were discussed in South Bend as an effective means of developing unique programming that might attract adequate funding opportunities.

CONCLUSION

The various discussions around the state and the statewide conversation facilitated as part of the INversión 2010 Statewide Virtual Strategy Summit all brought to light a number of challenges that Latinos in Indiana face with respect to education and health. Of course, it is impossible to capture all of your hard work in one document, however the spirit of the dialogue and the momentum generated from this event cannot be overstated. We sincerely hope that you'll take the time to explore how these strategies as well as the new partnerships you may have formed can help you enhance the service you provide.

It is extremely easy to simply continue providing the same programming in the same way through the same partners, whatever the results. Eliminating wasted resources and manpower, seeking new and more efficient ways to provide even better service, and identifying strategic alliances with those in your community who can help enhance your product is much more challenging and risky because it involves the kind of self-evaluation that so many individuals and organizations would rather do without.

ICHLA has begun this process on our end. We have sought newer, better, and more cost effective ways to serve Latinos in Indiana, and we seeking to spark conversations and collaborations that help to bring about the kinds of changes that need to happen in our state. We hope you will seek to do the same with your organizations, that you'll look to engage new allies from the participant list and tailor new strategies, be they these or others, to improve your services.

Thank you for your participation, and we're looking forward to continuing the dialogue!



ABOUT ICHLA

MISSION

The Commission on Hispanic/Latino Affairs is a non-partisan state agency working toward economic, educational, and social equity, including promoting cooperation and understanding. The Commission identifies, measures, and reviews programs and legislation and researches challenges and opportunities affecting the Hispanic/Latino community. The Commission identifies solutions and provides recommendations to the governor and legislature.

VISION

The Commission on Hispanic/Latino Affairs will bring together community organizations, State agencies, municipal leaders, and local activists in a collaborative way to address the various challenges facing Hispanics and Latinos and to seek proactive, creative solutions that will have lasting impacts on the State of Indiana.

Dear community leader:

Thank you for joining us for the 2010 ICHLA INversión Statewide Virtual Strategy Summit!

The time you spend sharing your experiences and strategies with Hoosier leaders just like you from around Indiana is the first step in a comprehensive process to create a statewide framework for addressing some of the most pressing challenges facing our Latino communities. A thorough understanding of the types of initiatives underway in other municipalities and counties is a critical component to ensuring that our own strategies are as effective as they possibly can be.

Ronald Reagan said, "By working together, pooling our resources, and building on our strengths, we can accomplish great things." Well, he was right. Now more than ever, it is critical that we come together to share ideas, strategies, resources, and experiences in a way that benefits the people we are all serving on a daily basis.

Indiana is blessed to have an abundance of dedicated and effective community organizations led by committed people like you. You continue to give endlessly, asking little in return, because you understand the value of the role that you play in aiding those Latinos that need it most. It's time to take the next step in Indiana, to see the big picture and begin to truly think as a state about the best ways to address our challenges in a way that is efficient, measurable, and collaborative. Thank you for taking this step with us.

The Indiana Commission on Hispanic/Latino Affairs is honored to facilitate this meeting because we know how much Latino Hoosiers depend on you and the potential that exists for a truly comprehensive, statewide framework. Enjoy the conversations, and we're looking forward to following through in the months ahead!

Sincerely,



Danny Lopez
Executive Director



G. Herb Hernandez
Chairman

**ICHLA INversión 2010 Statewide Virtual Strategy Summit
Friday, September 24, 2010**

I. Breakfast/Registration/Meet-and-Greet (8:15am-9am)

II. Pre-Taped welcome remarks from the Governor (9am-9:05am)

III. ICHLA Welcome (9:05am-9:10am)

- a. The importance of building consensus
- b. Why statewide dialogue is important

IV. Topical Session #2 (9:10am-9:45am) – Dr. David Marrero

- a. Strategies for Promoting Healthy Eating Habits in Latino Families
 - i. A synergistic and collaborative approach to curricular and extra-curricular education programs for healthy eating
 - ii. A Case Study

V. Breakout session #1 (9:45am-10:20am)

- a. Groups work individually in their regions
 - i. Regional challenges
 - ii. Regional solutions
 - 1. What has worked/What hasn't worked
 - iii. Regional information sharing
- iv. **Regions develop list of consensus challenges and solutions**

VI. General Session #1 (10:20am-11:10am)

- a. Each region presents their findings
- b. Statewide challenges/solutions are assembled and listed
- c. Q&A

VII. Lunch (11:10am-11:45am)

VIII. Topical Session #1 (11:45am-12:20pm) – Dr. Magdalena Herdoiza-Estevez

a. Early Intervention Strategies for Lifting Graduation and Matriculation Rates

i. Understanding the main challenges

ii. A Case Study

IX. Breakout Session #2 (12:20pm-12:55pm)

a. Groups work individually in their regions

i. Regional challenges

ii. Regional solutions

1. What has worked/What hasn't worked

iii. Regional information sharing

iv. Regions develop list of consensus challenges and solutions

X. General Session #2 (12:55pm-1:45pm)

a. Each region presents their findings

b. Statewide challenges/solutions are assembled and listed

c. Q&A

XI. Closing Remarks (1:45pm-2pm)

a. What's next?

b. Implementing a statewide model

2010 STRATEGIC PLAN

MISSION

The Commission on Hispanic/Latino Affairs is a non-partisan state agency working toward economic, educational, and social equity, including promoting cooperation and understanding. The Commission identifies, measures, and reviews programs and legislation and researches challenges and opportunities affecting the Hispanic/Latino community. The Commission identifies solutions and provides recommendations to the governor and legislature.

VISION

The Commission on Hispanic/Latino Affairs will bring together community organizations, State agencies, municipal leaders, and local activists in a collaborative way to address the various challenges facing Hispanics and Latinos and to seek proactive, creative solutions that will have lasting impacts on the State of Indiana.

EXECUTIVE SUMMARY

A focused, step-by-step approach to addressing some of the many challenges facing Hispanics and Latinos throughout the state of Indiana is necessary in order for the Indiana Commission on Hispanic/Latino Affairs to affect meaningful, impactful changes over the short, medium, and long terms. This plan, a constantly evolving and malleable working document, creates clear, specific objectives and subsequent strategies to be implemented in response to needs that have been consistently identified in Hispanic and Latino communities across the state.

By organizing these objectives and strategies in a way that utilizes existing subcommittees to carry out short, medium, and long term timelines, ICHLA will be able to set deadlines for the attainment of specific goals and implement strategies clearly and systematically. Ultimately, this will help ICHLA fulfill its mission of working toward economic, educational, and social equity.

EDUCATION SUBCOMMITTEE

Members:

Chairperson: Janie Duke, Indiana Department of Education

Co-Chairperson: Lauren Harvey, Indiana Department of Education

Andrea Bueno, Indiana Office of Community and Rural Affairs

Beth Meece, Southwest DuBois County School Corporation

Carol Carrington, Crawfordsville Community Schools
Ellen Kruelwitch, Elkhart Community Schools

CHALLENGE 1: Young Latino Professional Engagement

Exposing Hispanic and Latino youth to experiences in professional settings is pivotal to opening doors for future professional and personal development. Too often, low and moderate income students in both high school and two-year college settings are not afforded access to these leadership opportunities through the existing educational system, and developing extra-curricular educational components is crucial to allowing them to expand the hopes and dreams for the future.

The state of Indiana and the Office of the Governor offer a certain number of unpaid fellowship positions, called Governor's Fellows. Unfortunately, very few Hispanic students take advantage of these opportunities, stemming from a lack of awareness that such programs exist.

Similar summer leadership seminars and programs exist for high school students, as well. While they are plentiful, a communication gap exists between Hispanic and Latino students and the agencies, organizations, and businesses providing these opportunities.

OBJECTIVE 1: ICHLA OJT/Leadership Program

Pairing young Latino students with successful business leaders in the community is an optimal way to create lasting relationships, spur confidence for youths and an understanding of business practices, and empower participants to visualize all the possibilities for success that are available to them in Indiana.

By working with Indiana's public schools and local chambers of commerce throughout the state on the development of program guidelines, ICHLA can assist Latinos from moderate-income families find growth experiences with some of the top Latino-owned companies. This program is to be developed over the 2010-2011 fiscal year to be implemented in Summer of 2011.

KEY STRATEGIES (LONG-TERM PROJECT)

ICHLA will solicit feedback and ideas from the Greater Indianapolis Chamber of Commerce's Hispanic Business Council in an effort to garner much-needed focus on insight into potential challenges and opportunities of any such program.

ICHLA Education Subcommittee members will identify a specific geographical area that will serve as the focus for any such program to be created over the course of the coming year.

ICHLA Education Subcommittee members will develop application instructions, marketing materials, and guidelines for counselors and teachers who are recommending students for the program.

ICHLA Education Subcommittee Chairperson will present the materials to ICHLA Commissioners for final approval.

ICHLA will approach the local chamber of commerce or other business entities in the area selected for pilot project to garner support and partnership on the project.

ICHLA Education Subcommittee will finalize details for a training seminar to be conducted prior to the commencement of the program in 2011, including recruitment of speakers and partners, development of itinerary and workshop materials, and selection and confirmation of location.

ICHLA Education Subcommittee will present final details for the program to ICHLA commissioners for final approval.

OBJECTIVE 2: ICHLA Involvement Identification Program

Helping young Latinos capitalize on the extra-curricular opportunities available to them is an important charge that ICHLA can take on. By identifying existing leadership and internship programs around the state, ensuring that students are being made aware of such opportunities by working with local school boards and community organizations, and assisting students in the process of preparing resumes, interviewing, and submitting materials, ICHLA will increase the numbers of Latinos in the Governor's Fellowship and other important programs across the state. Moreover, this will allow ICHLA to track students, monitor their progress, and establish with them long-term, lasting relationships.

KEY STRATEGIES (SHORT-TERM PROJECT)

Subcommittee will seek out other available opportunities for young Latinos, such as the SEED program, the Senate and House page programs through Indiana's various Members of Congress, and the Leadership Forum program.

Subcommittee will reach out to their business contacts and local school boards for candidate recruitment and to promote opportunities through various channels.

CHALLENGE 2: Parental Education and Resource Awareness

According to a 2003 study by the Pew Research Center, the composition of the Hispanic population in the United States is currently in the midst of a significant shift whereby "births are outpacing immigration as the key source of growth" (Suro & Passel, 2003). As a result of this shift, by 2009 nearly 90% of Hispanic children under the age of 18 were born in the United States, a statistic that has significant implications not only for

them but for their families. While the majority of these children (79%) are fully fluent in English, their parents – often first-generation immigrants themselves – are most often not. Additionally, 40% of parents of second-generation students have attained less than a high school education.

While the family unit in Hispanic and Latino families tends to be extremely strong and a powerful source of influence on children, making parents of second-generation students aware of the resources available to their children can be a difficult task. Often, these parents don't fully understand the state and federal educational systems, the process by which students can apply for financial aid or scholarships, the supplemental educational resources in place to help minority students, and the overall significance of attaining educational success through post-secondary degrees.

OBJECTIVE 3: Exploring the Feasibility of a Statewide Parent Education and Awareness Program

Forging a statewide approach to educating Latino parents of school-aged children and raising awareness of existing resources are essential to laying the foundation for the next generation of Latinos. ICHLA's subcommittee on Education will begin looking at key elements to any such program and investigate the feasibility of its creation, including seeking out potential partnerships, engaging communities in conversations about the subject, and crafting curriculum for a potential 2010-2011 project.

KEY STRATEGIES (MEDIUM-TERM PROJECT)

Executive Director will visit IU-Southeast to study intricacies of the existing program and explore ways in which the model might be used to create a statewide approach for Indiana.

Education Subcommittee will identify school districts servicing significant Latino populations, those with ESL Coordinators, and establish what parental awareness and other education campaigns aimed at families are being instituted.

IUS New Neighbors Program Leadership will share information with ICHLA commissioners about the success of the programs.

ICHLA will solicit partnerships from community organizations and colleges/universities on the project, contact outreach coordinators to pitch the importance of community engagement, and formulate leadership teams in each area consisting of representatives from said organizations and ICHLA commissioners in the immediate area.

In collaboration with community organizations and local education leaders, develop curriculums for training and establish the length of said trainings.

Subcommittee members and Executive Director, working with each of the leadership teams, will develop marketing and promotional materials to solicit participation from the members of the Latino community in each city.

Subcommittee will report back to ICHLA commissioners about their findings and make recommendations for the 2010-2011 fiscal year.

BUSINESS SUBCOMMITTEE

CHALLENGE 1: MWBE Resources Awareness Among Small, Latino-owned Businesses

Often times, Hispanic and Latino-owned small businesses are not aware of the free resources available to them through the state of Indiana. The Minority and Women's Business Enterprise certification program is one such resource, offering free training seminars, providing information on potential business opportunities with the state, and facilitating an exchange of information between large and small companies throughout Indiana.

Currently, a relatively small number of Latino-owned businesses are certified with the state as MWBE. Of these, more than 35% are located in Indianapolis. The reality is that a lack of awareness about the program definitely exists, particularly in communities outside of Indianapolis. While certainly not the only factor that can result in business development, MWBE can be one of a number of important tools to be taken advantage of by small businesses as they grow and compete in the Indiana marketplace.

OBJECTIVE 1: MWBE Training Seminar Series

By partnering with local chambers of commerce, the Indiana MWBE Commission, and the Indiana Department of Administration, ICHLA can piggy-back on training already taking place to ensure that existing small and medium-sized business owners have access to information on the program and understand the process for registration. The goal is to increase both awareness and numbers of certified businesses, not just in Indianapolis but around the state. The role of ICHLA would be to act as conduits to the community, to facilitate training and learning opportunities, to attract attendance to training seminars, to make use of existing training and certification opportunities, and to ensure that training is being done in a manner that makes sense for individual communities.

ICHLA commissioner Representative Mara Candelaria-Reardon already has spearheaded such trainings in the past in Northwest Indiana, and the idea would be to use that model in other communities in the state.

KEY STRATEGIES (MEDIUM-TERM PROJECT)

Subcommittee chairman and executive director will work to recruit subcommittee members from across the state.

ICHLA should identify three cities or areas of the state that contain relatively high numbers of Latino business owners.

ICHLA will reach out to local organizations, including local Hispanic chambers of commerce, to solicit partnerships, encourage participation of these organizations, and garner help in attracting business participants.

ICHLA will work with local organizations, the MBWE Commission, and IDOA to schedule training opportunities in the three selected areas.

ICHLA commissioners will work with their contacts and local organizations to promote the training and ensure adequate attendance, with the goal falling between 15-20 business owners per session.

MBWE will carry out trainings.

CIVIL RIGHTS SUBCOMMITTEE

CHALLENGE 1: Access to Capital in Community Building Efforts

Access to capital for business development is a key issue facing growing Hispanic and Latino small business owners in Indiana. Having sufficient capital to make immediate investments that can have long-term benefits is a barrier for continued development, and traditional banks and lending institutions are often unwilling to make small loans to businesses that don't have a long track record of success. Even organizations such as the Small Business Administration generally promote start-up loans of up to \$25,000, far more than most small business owners can afford and without the peer incentive programs in place that can dictate how successful the program ultimately is.

The concept of micro-lending is one that has had tremendous success in numerous countries, and even in some communities in the United States. The Indiana Housing and Community Development Authority is sponsoring a micro-lending program using their funding and working through Community Action Programs in regions across Indiana, and ICHLA has entered into discussions to potentially serve as a pilot model for applying this system in Hispanic and Latino communities.

OBJECTIVE 1: Business Expansion and Entrepreneurship Program – Latino Pilot Project

Working with IHCD, ICHLA can partner on a revolving loan pilot program to be administered by a CAP in one of Indiana's regions. The program will involve business plan development and training for micro-businesses in basic business practices that will help them flourish with new injections of capital. Similar systems are being used extensively in Mexico and the Middle East. In the United States, it is somewhat already in existence, though it has never been directly applied to Hispanic communities. ICHLA will serve as conduit between CAPs and Hispanics in their community, sponsors of and partners in the program, and counselors for borrowers.

KEY STRATEGIES (MEDIUM-TERM PROJECT)

By working with IHCD, ICHLA must identify one community to serve as a potential pilot project.

Together with IHCD and the appropriate CAP, ICHLA commissioners will study existing similar programs and develop clear lending guidelines and protocols for borrowship.

ICHLA, IHCD, and the local CAP will create curriculum for a mandatory, one-day seminar for borrowers and carry it out.

IHCD and the CAP will distribute the first set of loans.

ICHLA commissioners will follow-up with CAPs and local borrowing businesses to gather information on the status of the loans and formulate a report to be included in ICHLA's larger report.

ICHLA will review the validity of the reported data and decide whether to pursue micro-lending in other communities in kind.

HEALTH SUBCOMMITTEE

Members:

Chairperson: Michelle Stein-Ordoñez, Indiana Family and Social Services Administration

Aida McCammon, Indiana Latino Institute

Andrea Perez, Indiana State Department of Health

Cynthia Rivas, Healthy East Chicago

Daisy Davila, Mexican Consulate

Daniel Soto, City of Bloomington

Diana Montiel, Elkhart General Hospital

Gilberto Perez, Northeastern Center

Gloria King, Wishard Hospital

Guadalupe Lewis, Casa Mateo

Hilda Brady, Citizens Health Care

CHALLENGE 1: Rising Rates of Obesity, Diabetes, and Heart Disease in Latino Communities

There exists a clear link between extraordinarily high obesity rates among Latinos in Indiana and other health concerns, most specifically diabetes and heart disease. These public health challenges can often be tied back to socio-economic factors and a lack of awareness about healthy lifestyle options and prevention strategies.

As incidences of obesity and, subsequently, diabetes and heart disease continue to rise, Latino communities face ever-increasing healthcare costs and other detriments to general quality of life. Moreover, lifestyle habits seem to be passed from one generation to the next, creating long-term habitual problems within such communities.

OBJECTIVE 1: Obesity, Diabetes, and Heart Disease Education and Awareness Assessment Project

Programming to increase awareness among Hispanics and Latinos concerning issues of health-related challenges related to obesity already exists through various state and federal public health and education agencies. Identifying the most significant factors resulting in these challenges is an essential first-step in creating any substantive plan for ICHLA to pursue. Additionally, partnering with other agencies to act as a conduit between them and the Latino populations they seek to serve is a crucial role that ICHLA can play in helping to ensure that information is reaching those who need it and increased awareness is indeed taking place.

KEY STRATEGIES (MEDIUM-TERM PROJECT)

Through the Health Subcommittee, ICHLA will analyze existing data and identify the major factors leading to the rise in obesity among Latinos in communities throughout Indiana.

Utilizing ICHLA commissioners as links to each community, the Subcommittee will identify the most prevalent existing programming that are already being carried out in these communities by other federal, state, and local agencies and evaluate the effectiveness and reach of each program.

In collaboration with these agencies, the Subcommittee will work to identify strategies it can efficiently carry out to ensure programming reaches those in the community who most need it.

At June's ICHLA meeting, Subcommittee members will report back to the greater commission on the status of the project.

Subcommittee will work with agencies to incorporate these strategies into existing programming.