

GRASSROOTS CAPACITY BUILDING INITIATIVE: FINAL REPORTS

Prepared by Lilleana Cavanaugh, Latino Community Network
to the Honorable Director and members of the Ohio Commission on Hispanic/Latino Affairs

Background

The focus of the Grassroots Capacity Building Initiative is to build the capacity of private sector organizations in offering the services that will help Latinos living in communities throughout Ohio.

The initiative is divided in three phases. The first provided training for organizations in the areas of grant writing and legislative advocacy with a mini-grant opportunity for organizations to apply the lessons learned in the training. The second phase included a legislative visit day where participants were able to discuss their own unique issues and priorities with elected officials in meetings facilitated by the Ohio Latino Affairs Commission. The third and last phase was originally slated for fiscal year 2009, as a community foundation project. In Phase III, eight key community foundations across Ohio will be invited to direct a portion of their grant funds and issue a call for proposal to support initiatives which will address the greatest needs of the Latino residents in their service area.

In 2008, the Commission conducted workshops in eight cities across Ohio and provided over 70 organizations and 100 individuals training opportunities, concluding with a mini-grant opportunity which funded eight initiatives across the state.

This report is divided in three sections:

Section 1: Programs that are still active and will end before December, 2009

Section 2: Final reports for completed programs

Section 3: Final Report for the Keystone Mini-match grant opportunity.



1. ONGOING PROJECTS TO END BEFORE DEC 31, 2009

Project: A Bridge to Building Capacity for Hispanics

Grantee: Youngstown State University, Youngstown.
Award Amount: \$10,000

Synopsis: The program seeks to build a model to systematically increase the capacity of Hispanics in the Compute Science field. This is achieved by creating a competitive bridge of role models. The program will provide an educational path for Hispanics to succeed in higher education and in their future careers by developing the capacity of Hispanics and minorities in Computer Science.

Project: Bilingual Mental Health Counseling Program

Grantee: Family Service of Greater Cincinnati, Cincinnati.
Award Amount: \$10,000

Synopsis: The Family Service Counseling Program will increase its capacity to better serve the Latino population of SW Ohio. Primary goal of the program is to serve those who are unable to access mental health services in the region, due to the lack of bilingual therapists who accept clients without insurance, Medicaid, or offered at a reduced rate. The program will provide couples and family mental health counseling in Spanish to the population within 2-3 weeks of referral.

Project: Bilingual Information and Referral Coordinators *

Grantee: Casa Amiga, New Carlisle.
Award Amount: \$10,000

Synopsis: The program focus is to promote the acculturation of the Latino immigrants to the Clark County Area, increase cultural awareness and minority inclusion. Most importantly, the project will assist and protect migrants by educating them about their rights and responsibilities while residing and working in Clark County.

*Project has ended and final report will be received by September 2009.



2. FINAL REPORTS

Project: Hispanic Business Certification Program

Grantee: Hispanic Business Association, Cleveland.

Award Amount: \$10,000

Synopsis: In keeping with HBA core and operations, the organization will create and implement procedures to make required certifications available to Hispanic businesses. The required certifications will be in line with the City of Cleveland, Cuyahoga County, Regional transit Authority, Cleveland Board of Education, State of Ohio, Cleveland Metropolitan Housing Authority, and other regional contracting entities.

Activities and Accomplishments:

Last year OCHLA funded HBA's Hispanic Business Certification Program (the "Certification Program") through its Grassroots Mini-Grant Initiative. The purpose of this report is to share HBA's accomplishments with regard to this program.

The Certification Program entailed three separate phases as discussed herein:

Phase I: Analysis of Existing Business Documentation

Through the use of HBA staff and volunteers, all of HBA's business files were reviewed and organized with the purpose of identifying potential candidates for MBE Certification, or other industry specific certification. The results of the review and audit revealed that most businesses lacked a corporate record book with supporting corporate formation documents (required for certification), in addition have a federal employer identification number. Based on the foregoing, HBA contacted the identified businesses and provided assistance to update their corporate records, including but not limited to, completing and filing Articles of Incorporation or Organization with the Ohio Secretary of State and completing and filing Form SS-4 with the IRS to obtain a federal employer identification number. HBA also identified businesses that were not eligible for certification as they did not meet the minimum existence requirements. As such, HBA will track these businesses and alert them as to when they are eligible for certification.

HBA also recognized that its electronic database of business information did not accurately capture and organize its collected business information. As such, HBA created a customized program in Microsoft Access to accurately reflect its maintenance and reporting needs. Multiple entries and inaccurate entries were remedied by HBA staff.

Phase 2 – Collaborate with Certification Agencies to Expedite Certification Process

HBA conducted staff and business owner training with the City of Cleveland, RTA, the North East Ohio Regional Sewer District and Cuyahoga County. HBA identified that business owners did not appreciate or fully understand the benefits of obtaining certification. To address this issue, HBA worked with the City of Cleveland, Cuyahoga County and Minority Business Solutions to provide monthly group and individualized presentations to fully educate business owners to the certification process.



Phase 3 - Certification Completion and Approval

Based on the efforts made by HBA during Phase 1, HBA identified 30 businesses eligible for certification. HBA proactively completed certification applications for those businesses and thereafter commenced marketing strategies to engage the identified businesses in the remainder of the certification process. To date, HBA has accomplished the following:

- HBA assisted seven companies obtain certification who had previously never been certified;
- Obtained an additional 59 certifications (City, County, CMHA, Section 3) within 37 companies;
- Assisted in obtaining Lead Abatement certification with 5 companies;
- Assisted in buyer support based on the updated vendor list; and
- Increased awareness of the Hispanic business presence within the NE Ohio business community.

New Programming Efforts

While the OCHLA Mini- Grant funds have been exhausted, research and organizational efforts expended in the Certification Program have built a foundation upon which HBA will be launching a larger scale procurement assistance program within the fall, entitled HBA Connects, and further described as follows:

HBA Connects is a comprehensive procurement assistance program for both Hispanic vendors and public and private buyers. The focus of the program is to expand business opportunities for Hispanic vendors, by providing streamlined information about public contracting and purchasing opportunities while fostering business-to-business exchange and partnerships in the private sector with the services as described in greater detail. The program is also aimed at assisting private and public buyers in achieving their commitments to diversity and inclusion by identifying Hispanic vendors that meet their needs. In greater detail, HBA provides the following support:

1. **BUYER SUPPORT:** *HBA Connects* aims to provide companies and agencies looking for products and services with resources and consultative services with Hispanic firms that meet their requirements. Services include:

- Access to Vendor Database (classified by NAICS, gross revenue, expertise and experience) of qualified Hispanic companies meeting the following requirements (“Program Requirements”):
 1. A prospective vendor must be a for-profit business with growth potential that is at least one year old, with minimum gross revenue of \$50,000 and majority Hispanic ownership;
 2. A prospective vendor must have the following: a quality assurance program and manual, accounting system and procedures that are consistent, an employee who is comfortable using email to download attachments and browse government and private websites for required information; and
 3. A prospective vendor must be able to prove the presence of in-house production capabilities or access to production through subcontractors to provide goods and services to the government or private entities and provide at minimum three references of past performance history of the same.
- One-on-one Buyer consultation to find the “best match” firm for the job;



- Subcontractor identification on prime contract awards; and
- Use of HBA's facilities as a venue for conducting outreach sessions and use of HBA staff to promote buyer services.

2. **VENDOR SUPPORT:** *HBA Connects* simplifies and streamlines the procurement process for Hispanic vendors. Through *HBA Connects*, vendors receive a variety of business support services:

A. Intake and Support Counseling

- After a prospective vendor is identified as a good candidate for the program by fulfilling the Program Requirements, the prospective client is entered into the HBA Vendor Database. Prospective vendors who do not fulfill the Program Requirements meet with HBA staff to develop criteria and resources necessary to meet the Program Requirements. Vendors meeting the Program Requirements meet with HBA staff to develop an action plan as further described below.
- The action plan details the business goals and expected outcomes, along with recommendations for achieving the goals. HBA staff schedules and directs the vendor to various specialists (both in-house and through the use of strategic partnerships) to implement the action plan, which could include workshops, one-on-one mentoring, loan assistance and other specialized services.

B. Access to the Marketplace

- Access to our online Bid Opportunities Calendar
- One-on-one technical assistance with the procurement process including certification application and bid preparation;
- Email news alerts about bid opportunities, both private and public, as well as other procurement related news such as procurement events and opportunities to meet buyers at trade shows, seminars and other events;
- Access to information about contractor training opportunities;
- Online information about major development projects in Cleveland and NE Ohio

C. Post Award Compliance Assistance

3. **MINORITY/WOMEN BUSINESS ENTERPRISES (M/WBE) SUPPORT** *HBA Connects* helps Hispanic and woman owned businesses with the M/WBE certification process:

- M/WBE certification requirements, application and instructions;
- Assistance with obtaining the necessary supporting documentation;
- Review of application package to ensure it is complete; and
- Online resources for minority & woman owned businesses



Conclusion

The Certification Program has increased Hispanic business contracting opportunities, encouraged entrepreneurship and has contributed to the economic development of the Hispanic community. We look forward to developing our procurement services in the future in a comprehensive and complex manner through HBA Connects.

Submitted by:
 Stephanie M. Mercado
 Executive Director

Budget Allocation of Award

First week	Revise, analyze, correct and organize physical and electronic files. Visit and obtain forms, training and applications from certifying entities.	40 hours	\$1800
Second week	Schedule a contractor's meeting for potential MBE/FBE contractors, pre-fill all potential applications, prepare presentation, and call/email prospective contractors with list of missing information.	40 hours	\$1800
Third Week	Contractor's meeting, fill certification application, make corrections, and submit application accordingly. Update database, collect evaluation form, and document corrective actions.	40 hours	\$1800
Next five month	there will be twenty hours every month allocated solely for certification process. It will include; reporting, contractor's meetings/application process and submittals, data updates and staff meetings.	100 (20 hours each month)	\$4,400
Last Week	Ensure all steps and procedure are in place and approved by HBA.	20 hours	\$100
Total		240 hours	\$10,000



Project: Improving College Retention for Hispanic Students

Grantee: Terra Community College, Fremont.

Award Amount: \$10,000

Synopsis: The emphasis of this project is to increase outreach to area Spanish speaking residents to increase participation in higher education and increase retention among current Latino students. Terra currently employs an individual to do outreach and mentoring for our Hispanic students. Our intent is to increase the number of hours that Bonnie is available and provide an informational venue for Spanish speaking families.

Activities and Outcomes

The emphasis of this project was to increase outreach to area Spanish-speaking residents, to increase participation in higher education, and increase retention and recruitment among Hispanic students.

Terra Community College's intent was to increase the number of hours that a staff member would be available to students and to provide an informational venue for Spanish-speaking families in the College service delivery district.

Increasing the number of hours that Bonnie Cruz Weaver, the College's Hispanic Outreach Specialist, worked was the greatest challenge that we faced. Bonnie began a professional development program for licensure as a public school administrator during the grant. Her obligation to her full time job doing elementary school outreach in the Fremont Public School System and her new endeavor with classes stretched her very thin. But, she did work with our students and mentored and guided them during the fall and spring semesters at Terra. Albeit, it wasn't the extended hours we had hoped for, she did work more hours than she formerly worked the previous year.

Two other significant components of the grant included an outreach activity and an informational piece that could be used for recruitment purposes. At the end of the spring semester (April 30, 2009) as a celebration of the academic year, the Hispanic student population and their families were invited to campus. The event centered on the idea that if students were invited with their parents and siblings there would be a better opportunity to continue the dialogue about higher education. The evening was devoted to motivating and encouraging students and their families to continue on and to persevere even when the task of going to class everyday seemed difficult.

The final component of the grant was developing and producing an informational piece that could be used by families to help them understand what was needed to apply and enroll in classes at Terra Community College. The Enrollment Checklist is available in Spanish for distribution in the Admissions Department at Terra and is also available on the College website.

The balance of the grant will be utilized for the final components of the Hispanic outreach efforts in Fall 2009, when students return to campus.

The budget summary for this project:

Staff Salary and Benefits Expensed	\$4,261.67
Printing Hispanic Enrollment Checklist Brochure	\$25.85
Community Outreach Event	\$725.12
TOTAL	\$5,012.64
Reminder to be used for Outreach in Fall, 2009:	\$4,987.36



LISTA PARA INSCRIBIRSE
 Terra Community College

www.terra.edu

- Vista Terra**
 La mejor manera de saber si usted le va a gustar Terra es visitandonos! Llama al departamento de Admisión y Inscripciones al (419) 559-2349 o envía un correo electrónico a admission@terra.edu para inscripciones. Familias y amigos son bienvenidos.
- Aplica para inscribirte**
 Completa la aplicación para inscripción. Las aplicaciones están disponibles en www.terra.edu.
- Provee transcripciones de las escuelas anteriores**
 Provee transcripciones a la oficina de datos localizada en Roy Klay Hall, Edificio A, salón 200, extensión 2333. Incluye los siguientes documentos:
 - **Transcripciones de Preparatoria:** Entrega las calificaciones de todas las preparatorias a las que hayas asistido.
 - **GED:** Entrega copia del certificado del CED (Diploma de Equivalencia General).
 - **Creditos Acumulados:** Entrega todos los certificados con horas de creditos acumulados.
 - **Transferencia de Estudiantes:** Entrega la transcripción oficial de los colegios a los que asististe previamente. La transferencia de creditos sera evaluada y los resultados te serán enviados por correo.
- Aplica para asistencia financiera**
 Aplicar para asistencia financiera electrónicamente ahorra tiempo. Primero te registrarás para obtener un clave (PIN) en www.pin.ed.gov. Después, completa la Aplicación Gratuita de Asistencia Federal a Estudiantes (FAFSA, siglas en inglés) en línea en www.fafsa.ed.gov. El # de código de Terra es 000278. Después aplica para una beca en Terra. Especialistas están disponibles para asisterte en Roy Klay Hall, edificio A, salón 100, extensión 2344.
- Completa la evaluación de colocación**
 Evaluación para colocación es requerida a todos los nuevos estudiantes: buscando una carrera y cualquier estudiante que desee tomar matemáticas, inglés y otros cursos con registros previos de colocación. La colocación puede ser establecida suministrando las calificaciones de ACT, código #3353 o completando la evaluación COMPASS. Contata la oficina de admisión y inscripciones para hacer una cita. Practica de preguntas están disponibles en línea en www.act.org/compass.
 Mi cita es el _____ a las _____ en el edificio A, salón 100.
- Reúnete con un consejero**
 Todos los estudiantes buscando una carrera les recomendamos que se reúnan con un consejero antes de registrarse para clases. El consejero va a revisar sus metas académicas y le ayudará a seleccionar las clases que son adecuadas a sus metas.
 Mi cita es el _____ a las _____ en el edificio A, salón 100.
- Registrar para las clases**
 Después que te hayas reunido con un consejero, usa el portal de los estudiantes para registrarte para las clases, <https://my.terra.edu/>
- Asiste a un taller de transición**
 El Taller Transición del Alumno Nuevo da a los estudiantes información sobre como tener éxito en Terra. Los talleres son ofrecidos antes de cada semestre.
- ¡Recuerda, estamos aquí para ayudar!**
 Si necesitas asistencia con una clase, estas buscando consejo para tu carrera, estas buscando Servicios Especiales o si usted quisiera que alguien le revise su selección de clases, podemos enviarte en la dirección correcta.

2830 Napoleon Road
 Fremont, OH 43420
 419.559.2349
 o llame gratis
 866.AT.TERRA, ext. 2349



New Forms for Spanish Speaking Students (also available online)

Rev. 04/09



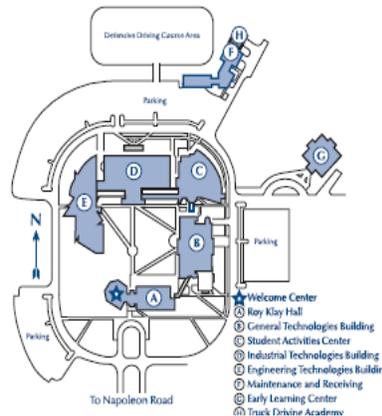
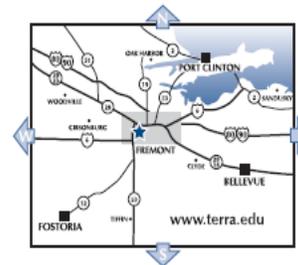
TERRA
 COMMUNITY COLLEGE

CAMPUS & AREA MAPS

2830 Napoleon Road
 Fremont, OH 43420

419.559.2349
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 866.AT.TERRA, ext. 2349

www.terra.edu



Direcciones:

- De Cleveland:**
 al oeste en Ohio Turnpike toma la salida 915
 al sur en Ruta Estatal 53
 al este en la calle Napoleon
- De Columbus:**
 al norte en US 23
 al norte en Ruta Estatal 53
 al este en la calle Napoleon
- De Cincinnati:**
 al norte en I-75
 al este en US 6
 al norte en la Ruta Estatal 53
 al este en la calle Napoleon
- De Toledo:**
 al este en Ohio Turnpike tome la salida 915
 al sur en la Ruta Estatal 53
 al este en la calle Napoleon
 o:
 al este en Ohio Turnpike tome la salida 815A, Elmora
 al sur en la Ruta Estatal 51
 al este en US 20
 al sur en Ruta Estatal 53
 al este en la calle Napoleon



Community Outreach Event



Project: ECHHO College Fair & Hispanic Student Support

Grantee: Central State University, Wilberforce.

Award Amount: \$10,000

Synopsis: The project will expose, encourage and eventually educate Latino High School students and their families about the importance of postsecondary education and the process of applying for college and financial assistance. Funds will also be utilized to establish support programs for Latino students currently enrolled/planning to enroll at CSU, tutoring in English assistance for those in High School to successfully pass the OGT test and/or ACT.

Activities and Outcomes:

The main purpose for applying the OCHLA Grant was to expose , encourage and educate the local Hispanic student on College Access. The goal was met through different events coordinated by Central State University and partners such as:

- ECHHO – Educators and Community Helping Hispanic Onward
- DPS – Dayton Public School , Montgomery County
- Winton Wood High School – Cincinnati , Ohio
- Middletown High School – Middletown, Ohio
- Centerville High School – Centerville , Ohio
- Dayton Hispanic Catholic Ministry – Dayton, Ohio
- Greater Dayton Hispanic Chamber of Commerce – Dayton, Ohio
- East End Community Center – Dayton, Ohio
- SHPE – Society of Hispanic Professionals Engineers – Wright Patt Air Force Base

Outcomes

From the different events coordinated with OCHLA Grant funding, there were two activities that were well attended and motivate students to attend college:

- ECHHO College Fair – 195 students attended from which 12 applied to Central State University. It was the first time that E.C.H.H.O had such number of attendees.
- Future Latinos Engineers – 101 students attended which 2 applied to CSU. The event gathered parents, students and professionals to encourage and expose students into engineering projects.

Progress

In order to continue encouraging students to attend college, the students who attended the Future Latinos Engineers have been contacted by Wanda Canales. OCHLA grant has help to promote education and expose Hispanic students to disciplines of studies such as engineering .



Conclusion

The balance of the grant will be used by Fall 2009 fund final program components, including:

- Hispanic Leadership Youth Summit – to expose and encourage Hispanic students in leadership training. It will also strength young Hispanic leaders to advocate for Local Latino issues.
- CSU Latino Foundation – will serve as financial resource for organizations who serve Hispanic students attending college, provide scholarship and cover cost for events that promote Hispanic inclusion.

Central State University
ECHHO College Fair and Hispanic Student Support Service Grant

PROPOSED BUDGET ALLOCATIONS

	Amount
Marketing/Printing/Mailing	\$ 1,900.00
Transportation	4,500.00
Event support	1,300.00
Honorarium	1,500.00
Tutoring	<u>800.00</u>
Total request from OCHLA	\$ 10,000.00

ECHHO College Fair and Hispanic Student Support Service Grant

PROPOSED BUDGET ALLOCATIONS

	Amount
Marketing/Printing/Mailing	\$ 326.38
Transportation	814.75
Event support	3,183.15
Honorarium	1,413.98
Tutoring	<u>540.00</u>
Total Expenditures as of 06/30/09	\$ 10,000.00



Project: Latino Youth Initiative

Grantee: East End Community Services, Dayton.

Award Amount: \$9,448

Synopsis: The Latino Youth Initiative Program aims to provide a space for Latino youth to explore their culturally enriched identity and how to make meaning of their presence within the larger American society. The pilot program will target two groups of 15 participants each where they will learn about personal growth and identity, family and cultural influences, and social values. The program will also train adults on the “Promotores” Program to learn how to work with Latino youth effectively.

Accomplishments by key objectives:

Youth will acquire resiliency skills and developmental assets

- 90% of participants show that they were learning new knowledge or expanded on existing knowledge topics covered

Youth will have a greater understanding of their cultural heritage

- 90% feel enthusiastic that there is a program specifically designed to work with Latino youth
- 86% increased their knowledge on how their culture influences them

Youth will increase knowledge of who they are; hence, skills for building positive self-esteem

- 89% increased their knowledge of definition of “values”
- 90% learned about what constitutes a positive self esteem

Youth will increase knowledge about resiliency skills in order to develop better decision-making processes, healthy relationships, and goal setting for career and personal growth

- 90% of participants learned and practiced decision making processes; including evaluating positive and negative consequences. Participants identified personal short-term and long-term goals that they wish to accomplish; and also identified two personal unhealthy habits that they wish to modify.
- 90% expressed better understanding of what comprises a healthy relationship. For example, aggressiveness versus assertiveness; honesty versus dishonesty
- 97% increased their knowledge specifically on teen dating violence
- 100% increased their knowledge on potential careers of interest in higher education

Provide a variety of supports to the family of the youth that attend the program

The Latino Family Advocacy Program provided support to families in need of participating youth. Assistance included information and referral to area schools, family dynamics, health providers, and general advocacy.

Evaluation by Students of the Program:

A. What Youth Learned on Selected Topics

1) Legal/Immigration Status and Laws:

The majority of participants felt comfortable talking about their own legal status and/or how the recent immigration raids have affected them. A participant stated “I am here legally but my father was



deported almost a year ago; this is very difficult for me and my family.” Another participant stated “my family and I are here legally but it is very sad when my friends have to go back home or leave the school because their parents have been deported.”

It was clear that the participants felt that they could share personal experiences within the group without fear of being judged and feeling outcast. During the individual interviews and group sessions, participants shared similar opinions about immigration and law enforcement such as “if you don’t have an ID you can be deported and leave your family behind.” And “the police need to at least knock on the door.” Even at their young age, they have strong opinion about what they perceived a negative sentiment towards immigrants in the United States, a youth stated “I don’t like how people kill people over immigration.” And “people judge you by how you look, sometimes you don’t even have a chance.” Some students felt that immigration laws prevent “Americans” from seeing foreigners as people – as they are categorized by different statutes which determine whether they have access to health care, education, and work .

2) Reasons People Migrate to the United States

Overall, participants felt that whether they are first or second generation, their parents came to the United States to seek a better life for the family academically and financially. However, the majority of them do feel based on their own experiences or through the experiences of others, that life in the United States is not portrayed accurately in their country (Mexico).

Some participants stated “it is not what they say it is, we are discriminated against “ “with this economy is hard to find a job.” Also, some of them expressed the limitations that their families encounter in terms of access to services or ability to secure good employment: “it is hard because they don’t speak good English.”

3) Education

Surveys showed that although participants understand that education is important to have a better life, they often find themselves grappling with a wide range of challenges that often times make it difficult to finish school, attend college, or achieve the academic success that they know they are capable of.

Such challenges can be related to being bullied by their own peers. Some students stated “other students tell you to go back to Mexico.” This is very difficult for Latino youth, as this is the age where appropriate social development and the cultivation of positive relationships occur. Having feelings of not belong to or feeling part of the larger group, often makes them feel “depressed, isolated, and having strong feelings to not finish school.” Some of them saw their bilingualism as an advantage because when they get bullied they can “respond in Spanish.”

Students also reported that they perceive that teachers can have lower expectations from Latino students in terms of their capability to learning and complete task, “teachers sometimes tell you that you can’t do it”; “teachers expect you to learn less.” Students express their desire to be told “you can do it.” Additionally, participants also expressed some of the pressures that they feel sometimes within their families. They spoke about a link between having financial means here, their ability to help family in their home country and ability to continue school “if family has money, there is pressure to go to school. If there is no money, there is pressure to work to help families here or Mexico.”



Not surprisingly, participants also spoke about how different schools are depending if the school are in poor neighborhoods versus those that are perceived to be more affluent “is hard to do homework, when there are not enough school supplies.” “going to a rich school is different than going to a poor school.” “sometimes it is very hot in the classrooms.”

Recent talks and media commentary on immigration policies have led youth and their families to learn about limited opportunities undocumented students have when it comes to higher education. Participants expressed their disappointment and sadness “what’s is the point of continuing school or finish high school, if undocumented students do not have the same opportunities here.” “undocumented students can’t have financial aid to attend college.” This topic was extremely sensitive to the group and their parents alike.

After this session, the Latino Family Advocacy Program provided support, information and assisted families in exploring alternative possibilities to assist their children take college classes after their high school graduation. Parents struggled with how they will communicate with their children about these limitations and still encourage them to excel in high school.

4) Poverty

Participants provided insightful information about different ways that they perceived poverty within their communities. Overall, youth view being wealthy from a material perspective. Meaning, someone is rich if they have “cute and new clothes” or if “you have a car” This was particularly interesting because it shows that someone is deemed to be “rich” based on what they have to show now, this in troubling because youth lack financial education in terms of savings, living within one’s means, retirement, investments, and credit worthiness.

5) Family Relationships

Youth expressed desire to improve or establish better relationships with their parents. They stated “sometimes it feels that they don’t know or understand the pressures we feel as Latinos and what to carry on as if everything is ok.” Youth seem to understand that they live in two different worlds “the Latino world” and the “The American world.” They want parents to initiate dialogue with them about their realities as youth, they do not want to initiate because “if we approach them, we feel that we are putting more burden on them, but if they approach us then is ok.”

Youth were explicit in what they feel they want from their parents to improve their relationships. Collectively they stated, “although we understand that parents and us are influenced by our heritage, we want parents to understand better the stages of our development as teenagers and the century in which we live.” “I would like for parents to learn to hear our perspectives before they rush to punish us.” “to pay more attention to what we are going through.” “we would like our parents to trust us more.” “would like to spend more time with them as a family.” ”to try different ways to explain things to us and be calm.” Additionally, youth noted that although there are generational differences, they share common experiences, although in different levels, when it comes to feeling marginalized, and discriminated against.

Program Successes:

- Program has allowed participants to participate in community events and improve their leadership abilities and carry out tasks
- Participants want to continue with programming and would like to raise funds to help cover costs.



- Participants and their families had opportunity to enjoy
- Parents who have found out about program and whose children did not participate in the project have verbally indicated that they want their children to participate when program starts again
- Participating youth were very committed to the program
- Transportation was provided for youth and their families to participate in events
- Program is conducted completely in Spanish language
- Great group cohesiveness
- There is coordination among all professionals involved
- Parents have verbally reported how pleased they are with outcomes of program
- Gift certificate drawings as positive reinforcements
- Participants enjoy the meeting (program) space
- Weekend programming allows students to participate
- Program has allowed students to go on field trips
- Having the financial resources to buy supplies allows for the program to thrive
- Students have provided positive verbal feedback about program

Challenges:

- Creative ways need to be developed to allow parents to have more participation in the program. This was a challenge because parents of the youth often worked seven days a week.
- Scheduled classes needed to be postponed due to weather during winter months.
- Monies needed to be reallocated to pay for transportation to allow the youth and their families to participate
- Although we have a good enrollment (22 Latino youth) we have identified barriers that may have prevented enrollment from being higher
- Fear of participating due to immigration-related arrests and deportations

Suggestions to improve programming:

- Participants would like to be paired with a mentor
- Participants expressed desire for the sessions to be longer in length. They felt that the topics were very appropriate and would have liked to explore them in more depth.
- Participants expressed that both females and males would benefit if some sessions would be addressed together such as gender roles.
- Participants also stated that they would like more time to enjoy music and fellowship with one another before the beginning of each session
- Participants enjoyed the off site workshops and activities and would like to have more field trips
- Participants would like to have a “girls group” to emerge for the program so they can continue to talk about their challenges and successes as young Latina girls and to provide support to one another
- Any future programming needs to advertise that transportation is available
- Participants enjoyed the opportunity to participate in community activities and would like to have more opportunities that they can engage in
- Have a series of sessions with parents before programming with youth starts (this will allow for parents to learn reinforcement techniques; therefore, enforcing new information learned by the students)
- Allow young men to participate in the older group; which currently is comprised of older females



Proposed Budget Allocations

Staffing	Any Notes	Amount
Program Assistant	11 weeks	2,970.00
Clerical support	10 weeks	265.50
Latino Family Advocacy, Manager	Promotores Sessions	13,076.92
Printing/postage		100.00
Mileage/transportation		200.00
Event outreach		1,605.00
Supplies		780.00
Admissions		100.00
Stipends		1,000.00
Resource materials for adults		400.00
Occupancy--phones, etc.		2,000.00
Admin/overhead		570.00
	Total	23,067.42
Request of OCHLA		9,448.00

Actual Budget Allocations of Award (\$9,448)

	Any Notes	Amount
Latino Family Advocacy, Manager	Wages	5510.90
Transportation for Youth		232.50
Event outreach		998.74
Supplies		868.40
Admissions		493.31
Stipend for Program Assistants		1,000.00
Educational Software for Youth		344.15
	Total	9448.00



Project: West Side Hispanic Indoor Soccer League

Grantee: The Salvation Army, Cincinnati.

Award Amount: \$9,638

Synopsis: The program proposes to implement an indoor soccer league for Hispanic males, ages 14 years to adult. It will offer the group meeting place where both players and spectators can enjoy the game for socialization. Family members may attend and will have a variety of activities available to them.

Activities and Accomplishments:

Program goals were to:

- Provide members of the Hispanic community living in Price Hill and adjacent neighborhoods on Cincinnati's West Side a safe and affordable place to gather for recreation and socialization.
- Implement an indoor soccer league for Hispanic males ages 14 years – adult to promote health and fitness, leadership, teamwork, life skills development and character building.
- Bring Hispanics of different nationalities, ethnicities and skill levels together for personal growth and group development, and to enhance their self-esteem and standing in the Hispanic community.
- Serve non-soccer playing family members with a variety of activities.

All of the above goals were successfully met, and continue to be, thanks in large part to financial support from the Commission. A debt of gratitude is due to the members of the Commission, and to Salvation Army officers, Captains Wilder and Dora Garcia, for their enthusiasm and hard work.

The Hispanic Ministries Futsal League, which started in September 2008, consists of 8 teams of 8 players each. The teams use the facilities at The Salvation Army's West Side Corps for their games. They get together every Saturday evening for three games, starting at 5:30 pm, 6:30 pm and 7:30 pm, respectively. The games have been a fun, community building event, as family members and friends attend to cheer on their favorite team and players.

A lovely Award Ceremony and dinner awards held on Saturday, May 16, 2009 when the end of the Winter 2008-2009 Futsal League Championship was reached. The program began immediately after the last game was played. Preparations began early in the day. The trophy tables were set up, and a delicious champion's dinner of chicken, rice and other favorites was cooked by a member of the Craft & Sewing Club. A total of one hundred players and guests enjoyed the final games, the meal and the awards ceremony.

The Champion Team was LOS DEL SUR, with OLIMPIA and WEST SIDE coming in second and third respectively. The first place Scorer was Derly Gonzalez from team LOS DEL SUR. Two games were played before the dinner and ceremony began. The last game decided the championship.



Team members played the game with much technical skill and composure. Good sportsmanship was displayed by all the players. When the trophies were given out – 3rd place, then 2nd, then 1st, and finally best player, there were positive words and congratulations all around. The night ended with good music and everyone pitching in to clean up and leave the place in great shape for the next day's activities. Hugo Gonzalez, the League Coordinator hired with OCHLA funds and now working for the corps was especially helpful in making this event a big success. More than \$6,000 of the OCHLA grant has been expended to date, with most of that paying personnel costs for the League Coordinator, a Score Keeper and referees. Team uniforms were purchased, as well as trophies and a limited amount of equipment. Based on unanticipated low demand during the warm months and resultant cost savings, plans are in place to extend the program through Fall & Winter 2009, when the players will return to be part of the Futsal League play.

As mentioned in a previous report, the program became more than just a place to play a game; it evolved as a social event for friends, relatives and neighbors of players. Captain Dora Garcia started a Craft & Sewing Club. Sewing machines are provided for those who already enjoy sewing, and also for those who want to learn. This club provides a social aspect, but also a skills-development component for those who can possibly use their sewing skills to generate income.

The Craft & Sewing Club meets every Thursday at the Westside Community Center, from 6:00 pm to 8:00 pm. Recently, some members of the Craft & Sewing Club participated in a weekend retreat for women at Camp SWONEKY, The Salvation's Army's camping facility adjacent to Fort Ancient in Warren County. The women who participated had a great time of fellowship, with activities, prayer and time for renewal.

The purpose for the grant has been fulfilled in so many ways. More than 100 men, women and children have benefited from the OCHLA grant. The activities and impact on individuals and families made possible by the grant will last far beyond the funding period.



West Side Hispanic Indoor Soccer League

Expenses	OCHLA Award	Expended to Date
Personnel		
<u>Salaries</u> *League Director (5 hrs. per week x 50 wks x \$10 per hour = \$2,500) *Ass't Director (5 hrs. per week x 50 wks x \$8 per hour = \$2,000) *Referee (3.5 hour hrs. per week x 50 wks x \$10 per hour = \$1,750) *Scorekeeper (3.5 hour hrs. per week x 50 wks x \$8 per hour = \$1,400)	\$7,650	\$4,868
<u>Employee Benefits, Taxes</u> * FICA for 4 part-time employees = \$585 Workers Comp = \$188	773	492
Sub-total	\$8,423	\$5,360
Non-Personnel		
Equipment/ Equipment-Related Expense; Supplies, Materials *2 goals at \$250 each = \$500 85 t-shirts at \$7 each (80 players & 5 officials) = \$595 6 soccer balls @ \$20 each = \$120	\$500 595 120	\$500 667 120
Sub-total	1,215	1,287
Total Expenses	\$9,638	\$6,647

An additional \$1,602.70 was spent on program supplies and materials, including water every week for the players, food for celebrations, trophies and other Futsal League Award Ceremony and Dinner supplies (\$549.79).



3. Keystone Mini-Match

The purpose of the Keystone Mini-Match was to engage key organizations across Ohio to develop project proposals and improve the capacity of Latino serving organizations. The offer made was a match guarantee of \$3,000 to \$5,000 for projects.

The opportunity was presented to five keystone organizations. These are defined as :

- Recognized organizations statewide
- A group that defines the community, and
- Has a history of service
- Latino led
- Latino operated.

OCCHA in Youngstown was the only organization that applied and received the grant.

Project: Monthly Literacy Classes

Grantee: Organización Cívica y Cultural Hispana Americana (O.C.C.H.A.)

Award Amount: \$3,000

Synopsis: The Monthly Literacy Classes program is part of OCCHA's workforce and economic development focus area. The purpose of this course is to provide participants with tools, information and guidance so they can be better stewards of their financial resources and understand how to handle credit, learn to do banking and become familiar with the financial processes in this country.

Activities and Accomplishments:

The following activities took place from January 2009 – May 2009. Monthly:

- Monthly finance literacy classes Utilizing Freddie Mac's bilingual credit smart curriculum and Smart Edge from GMAC.
- One hundred-fifty individuals benefited through workshops and over 500 individuals benefited through radio, media, newsletters, etc.

The 13 sessions included the following topics:

-
- Your Credit & Your Future
- Your Credit & Why It Is Important
- Managing Your Money
- Goal Setting
- Banking Surveys
- Establishing & Monitoring Good Credit
- Understanding Credit Scoring
- Thinking Like A Lender
- Restoring Your Credit
- Planning For Your Future
- Becoming a Homeowner / Mortgage



- Automotive Financing
- Bank and Insurance
- Becoming a Homeowner / Mortgage
- Automotive Financing
- Bank and Insurance

Budget Allocations & Report

- Project staff salaries part time	\$2,500
- Supplies (office, educational, etc.)	\$ 200
- Travel to distribute information about the program. Pick up individuals in our van for the sessions.	\$ 300
TOTAL	\$3,000

