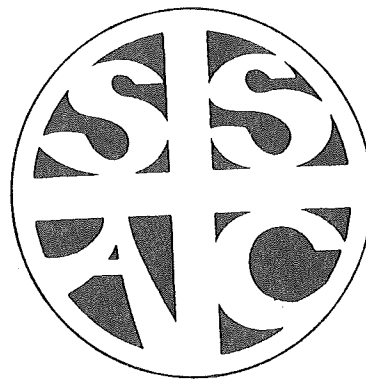


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REPORT

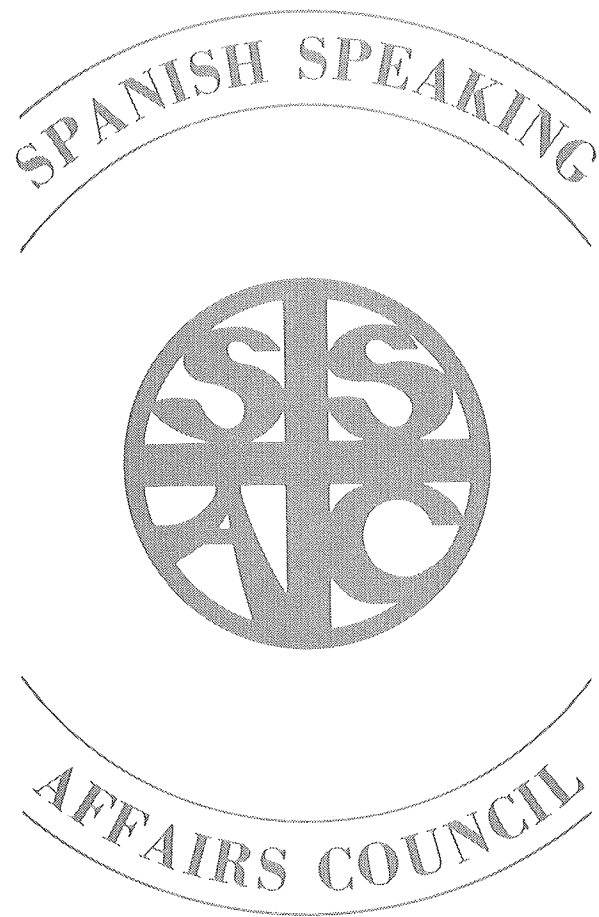
to the

LEGISLATURE



SPANISH SPEAKING AFFAIRS COUNCIL
506 Rice Street
St. Paul, Minnesota 55103

March 1st, 1984



SPANISH SPEAKING AFFAIRS COUNCIL
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REPORT TO THE LEGISLATURE
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Spanish Speaking Affairs Council

REPORT TO THE LEGISLATURE

March 1, 1984

INTRODUCTION

According to the January 26, 1984 issue of John Naisbitt's TREND LETTER:

A biweekly update on the megatrends transforming our lives, "The last decade saw the U. S. evolve into a nation of extraordinary ethnic diversity. Each year a half-million immigrants legally entered the country. Nobody knows how many more crossed the border illegally and stayed."

"And now the 1980's mark the decade when the myth of the melting pot has finally exploded. A time when we no longer strip new immigrants of their language and traditions."

"For the first time in history, the U. S. encompasses in meaningful numbers almost every race and nationality in the world.....Prime among them is a remarkable variety of Spanish-speaking and Asian-American peoples....But for sheer numbers and impact, nothing compares to the influx of Hispanics."

"This year for the first time, more than half the pupils enrolled in the Los Angeles Unified School District are of Hispanic ancestry. In just 15 years, their share jumped from 20 to 51 percent, while white, non-Hispanic enrollment fell from 54 to 21 percent. The proportion of non-Hispanic Black students remained the same about 21 percent."

"Many question whether local economies are capable of absorbing so many newcomers. Especially the growing Hispanic populations in Florida, Texas

and California. I believe that local initiative can handle the problem. Evidence suggests that local efforts to assimilate the foreign-born, and to address their needs, not only are more appropriate than federal legislation but are more effective."

"Three years after the Mariel boatlift, for example, Cuban refugees are being successfully absorbed into Miami's economically strong Hispanic communities. As consumers, they pump new life into the neighborhoods....And in south-central Texas, the large growing Hispanic community is gaining strength, both economically and politically."

"The U. S. Hispanic nation is the fourth largest in the world. And a substantial share-- 40 percent of that population-- is less than 18 years old. Just wait until they get older....."

In Minnesota, even though the numbers are smaller, the same trends in the considerable growth of the Hispanic community are being followed. Over 40 percent of Minnesota's Hispanic-heritage population is less than 19 years of age. In Humboldt High School, located in Saint Paul's West Side, over 35 percent of the student population is of Hispanic descent. The Hispanic community in the United States and including Minnesota will continue to grow at a rapid pace.

AL PRINCIPIO: In the beginning

For many years, there existed a strong desire on the part of Minnesota's Hispanic-heritage community to be equitably represented in state government. As a result of these concerns and the efforts of the Hispanic community's leadership, the state legislature created the Council on Affairs of Spanish Speaking People, commonly referred to as the SPANISH SPEAKING AFFAIRS COUNCIL, during the 1978 legislative session. (Minnesota Laws, 1978, Chapter 510).

The council, which is composed of seven members appointed by the governor with the consent of the Minnesota State Senate, advises the governor and the legislature on the nature of the issues and concerns confronting Minnesota's 52,000 permanent Hispanic residents and the unique problems encountered by the 12,000 to 18,000 Spanish-speaking migrant agricultural workers who come to work in Minnesota every year.

During the last few years there has been;

- a considerable increase in the state's Hispanic population. In particular the resettlement of Cuban entrants and the arrival of Central American and Caribbean refugees.
- a large increase in the resettlement of migrant agricultural workers.
- an increased awareness on the part of Hispanics of their socio-economic and educational status and a strong desire to be recognized and afforded equal representation at all levels of government.
- increased political involvement on the part of Hispanics.
- a strong desire for the betterment of the economic status of Hispanics.
- increased demands on the part of the different sectors of the Hispanic community for better representation and involvement. This has been particularly true of "grassroots" or local level residents and Hispanic women.

The legislature, in attempting to address the many issues and concerns of the Hispanic community, has mandated that the Spanish Speaking Affairs Council (SSAC):

- recommend legislation designed to improve the economic, social and educational status of Spanish-speaking people,

- advise the governor and the legislature on the issues and disabilities confronting the Spanish-speaking people and migrant agricultural workers,
- serve as a conduit for the Spanish-speaking community to state government,
- perform studies designed to suggest solutions to problems in areas of education, employment, human rights, health, housing, social welfare and others,
- implement programs designed to solve problems of Spanish-speaking people.
- develop areas of cooperation and coordination with other state agencies,
- serve as a referral agency to assist Spanish-speaking people in securing access to state agencies and programs,
- serve as a liaison with the federal and local governments and private organizations, and
- publicize the accomplishments of Spanish-speaking people and their contributions to the state.

During the past five and a half years, the council has initiated a series of programs and projects to address these legislative mandates. These efforts can be best divided into three major phases.

PHASE I: July 1, 1978 to June 30, 1980

This was the council's developmental and administrative phase. The primary activities during this period included:

- extensive involvement of the Hispanic community through the council's four task forces and its regular meetings.
- complete development of the council's administrative structure.
- recommendation of major legislative items (e.g. the Bilingual Education Act, funding for minority studies at the University of Minnesota, funding for Hispanic scholarships in higher education institutions and legislation to assist migrant farm laborers.
- sponsorship of various seminars, conferences and workshops to define and prioritize Hispanic issues and concerns.

PHASE II: July 1, 1980 to June 30, 1983

This second phase actually began on May 9, 1980, when the council sponsored

the highly successful SOMOS UNO, SOMOS FAMILIA: (We Are One, We Are Family) Hispanic Conference. As a result of this conference four major areas of involvement were established for the council:

- Employment and affirmative action
- Economic development
- Hispanic women's issues and concerns
- Legislation

However, the underlying theme during this period was the "creation or development of additional resources for the Hispanic community", in particular its community based organizations and economic development structures. The council proceeded to develop or create this additional resources. In order to carry out this underlying objective, some of the council's task forces were terminated and new task forces and committees were created. These included:

- the Communications Task Force,
- the Employment and Affirmative Action Task Force,
- the Economic Development Task Force, and
- the Legislative Task Force.

Also, because of the increased awareness of the critical needs of Hispanic women, the council created a special Hispanic Women's Committee as part of the Communications Task Force. During PHASE II, the council

- developed a comprehensive Hispanic employment project. Because of the reduction in federal funds, it was not possible to implement the project in its entirety. However several project components were implemented,
- coordinated recruitment and training programs with the Department of Employee Relations' Training Division, which resulted in an increase of employment of Hispanics within the state system.
- established a referral system for employment related problems and concerns.

- played a key role in the creation of the Minnesota Hispanic Chamber of Commerce.
- sponsored two comprehensive conferences dealing with Hispanic women's issues and concerns. These conferences led to the creation of the Hispanic Women's Economic Development Corporation and the "UN PRIMER PASO (A First Step) Motivational Project, which is designed to motivate junior high school age Hispanic girls to enter post secondary education.
- provided considerable technical and administrative assistance to CASA DE ESPERANZA (House of Hope), a shelter for Hispanic women who are victims of domestic abuse.
- established an ad-hoc committee to develop the Minnesota Hispanic Technical and Professional Education Project, a comprehensive and coordinated program to identify, recruit, train and place Hispanics in the technical, engineering and professional fields. The council has assisted the project in receiving over \$83,000 in funding from private sources.
- formed a 17 member Hispanic Education Advisory Committee to President Peter McGrath, University of Minnesota, to advise the president on the issues and concerns relating to the education of Hispanics at the University and to make recommendations to improve the educational opportunities for Hispanics.
- assisted in the development of a bilingual-education program for the Aztlan Cultural Organization, which is composed of a group of Hispanic inmates at the Minnesota Correctional Facility at Stillwater. The council also assisted the group in securing office space and in resolving problems with the institution's administration.
- participated in the development of a Cuban Refugee Resettlement Program in Minnesota and worked directly with volunteer groups in resettlement of Cubans.
- successfully advocated for an increase in funding (from \$450,000 to \$3,200,000) for the Department of Education's Limited English Proficiency (LEP) Program, also known as the Bilingual Education Program.
- successfully recommended that the legislature establish a \$60,000 program, under the auspices of the Minnesota Higher Education Coordinating Board, to identify, recruit and assist Hispanic students to enter post-secondary education.

PHASE III: July 1, 1983 to June 30, 1985

As was noted earlier, PHASE II was governed by two basic council policies:

- that the council will aggressively develop new resources for Minnesota's Hispanic community and establish a series of independent programs in the areas of education, employment, economic development affirmative action and Hispanic women's issues, and

- that the council will not seek additional funds, other than that provided by the legislature, so as not to compete with community based Hispanic organizations for the same sources of funding.

However, it became apparent that in order for the council to continue as an effective and viable organization, it needed to increase its own funding.

Therefore, on December 1982, the council, for the first time since its creation, sought an increase of \$70,000 in funding for the 1983-85 Biennium.

Both Governor Al Quie and Governor Rudy Perpich recommended that the council's budget be increased. The state legislature denied this increase in funding.

Consequently some of the council's proposed Fiscal Year 1984 projects were postponed or reduced in scope and the proposed addition of a Research Analyst was canceled.

On Saturday, April 2, 1983, the council's Executive Committee met to outline long range plans and to re-establish priorities. Because of the legislative mandate to raise \$10,600 in non-state funds, PHASE III began with a radical shift in council policy.

Immediately efforts were initiated to secure these funds. Three basic premises were followed:

- the council will not enter the area of social service delivery so as not to compete with existing Hispanic community organizations for the limited social service funds,
- the council will develop new programs or projects that are not presently available in the Hispanic community, and
- the council's Fiscal Year 1984 Program of Work will be designed to reflect this new direction in council policy.

The council's Executive Director was instructed to develop a project for possible funding. On September 6, 1983, less than ten weeks after the beginning of the 1984 Fiscal year, the Council was successful in obtaining a \$21,800 grant from the Dayton-Hudson Foundation to establish the Minnesota Hispanic Leadership Project.

Desde el principio.....from the beginning, when the council established its administrative structure, labored to encourage the active participation of the Hispanic community and established a series of legislative initiatives; through its growing years of developing additional and independent resources for the Hispanic community to the present search for its own resources, the creation of new Hispanic leadership and the re-establishment of legislative initiatives, the council has struggled to improve the socio-economic, political and educational status of the state's Hispanic community in a positive and dedicated manner.

PLAN DE ACCION: Program of Work

The Council established its Fiscal Year 1984 Program of Work (Appendix A) based on the following factors:

- the need to obtain non-state funding,
- continued limited budget and limited staffing, and
- a change in priorities, from developing resources for the Hispanic community to strengthening its own resources.

This program of work focused on four major areas:

- legislation
- leadership development
- long range planning
- communications and public relations.

In addition the council continued four on-going projects:

- participation in the Statewide Affirmative Action Committee (SWAAC)
- quarterly publication of the council's newsletter AL DIA/Update
- participation in the Minnesota Association of Government Communicators
- maintain liaison with other state agencies and organizations.

In the past, the council's staff provided extensive technical support to Hispanic community organizations. Because of limited staff, it was decided to phase out of the following activities:

- Hispanic Women's Economic Development Task Force
- UN PRIMER PASO: Hispanic Motivational Program
- CASA DE ESPERANZA
- Aztlan Cultural Organization

Due to staff changes, the council is undergoing a major administrative reorganization which will have a considerable impact on the Fiscal year 1984 Program of Work. These staff changes can be best illustrated in the following tables.

TABLE I

SSAC COUNCIL STRUCTURE

as of 07/01/83

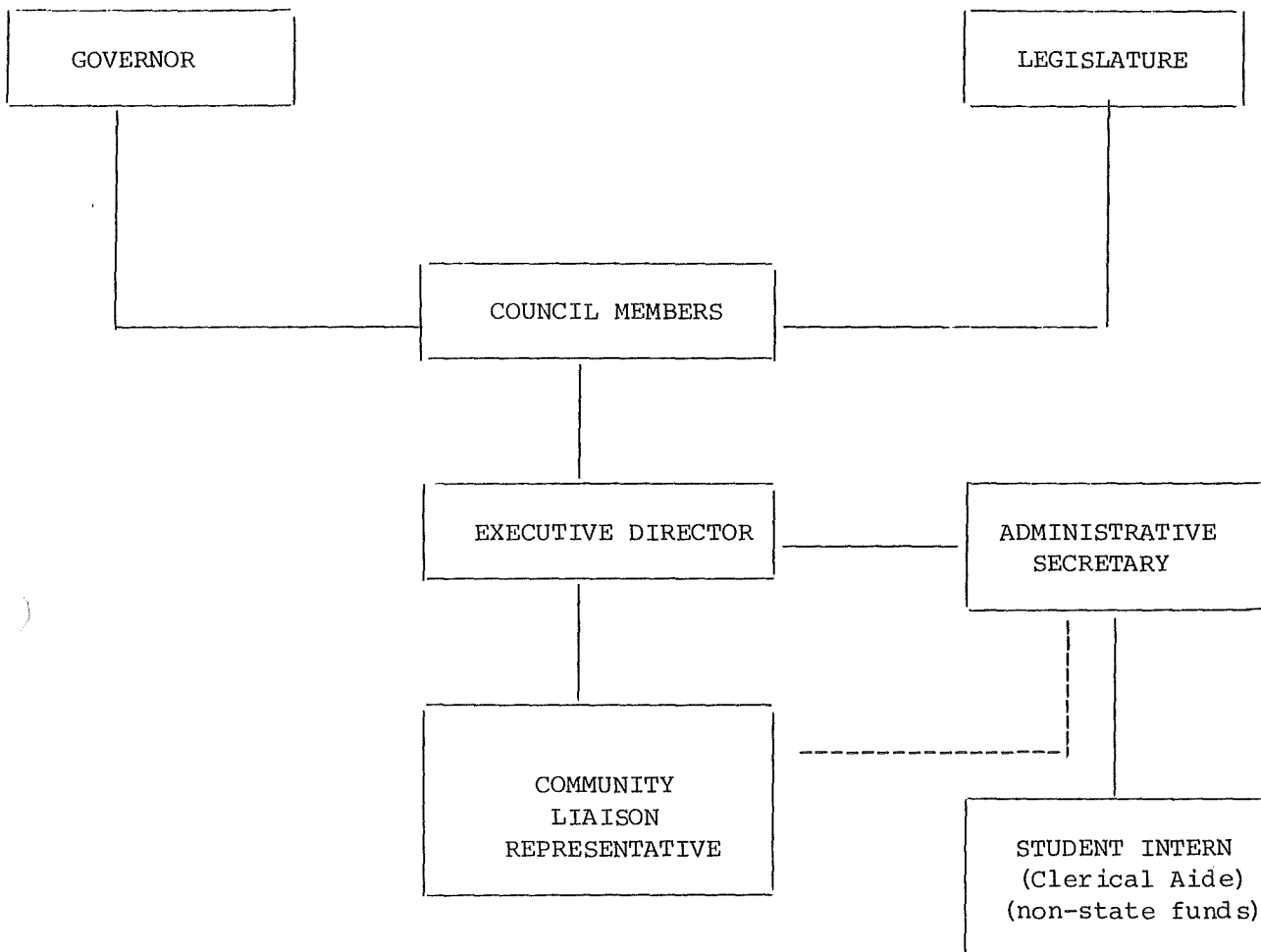


TABLE II

SSAC COUNCIL STRUCTURE

as of 12/31/83

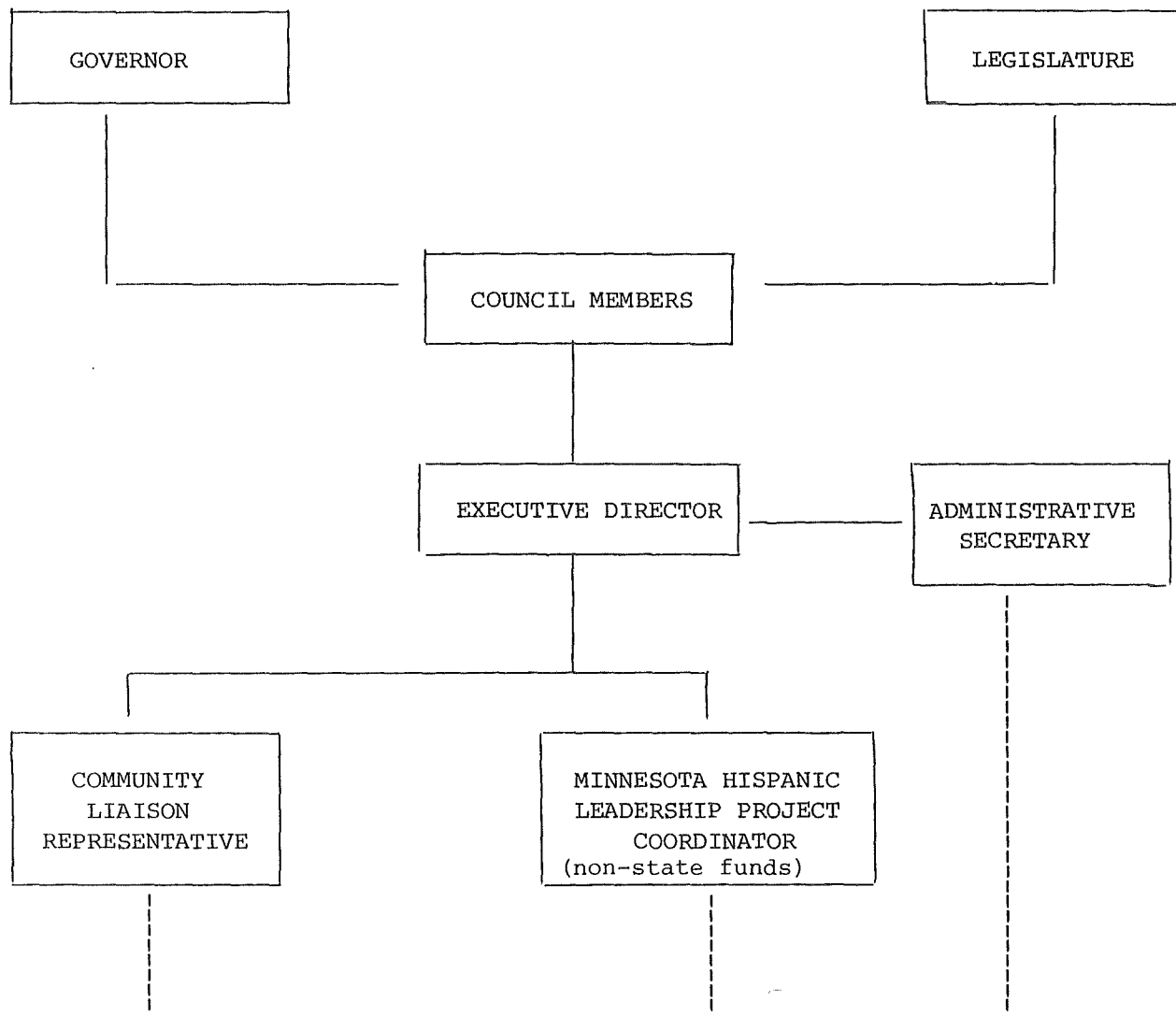
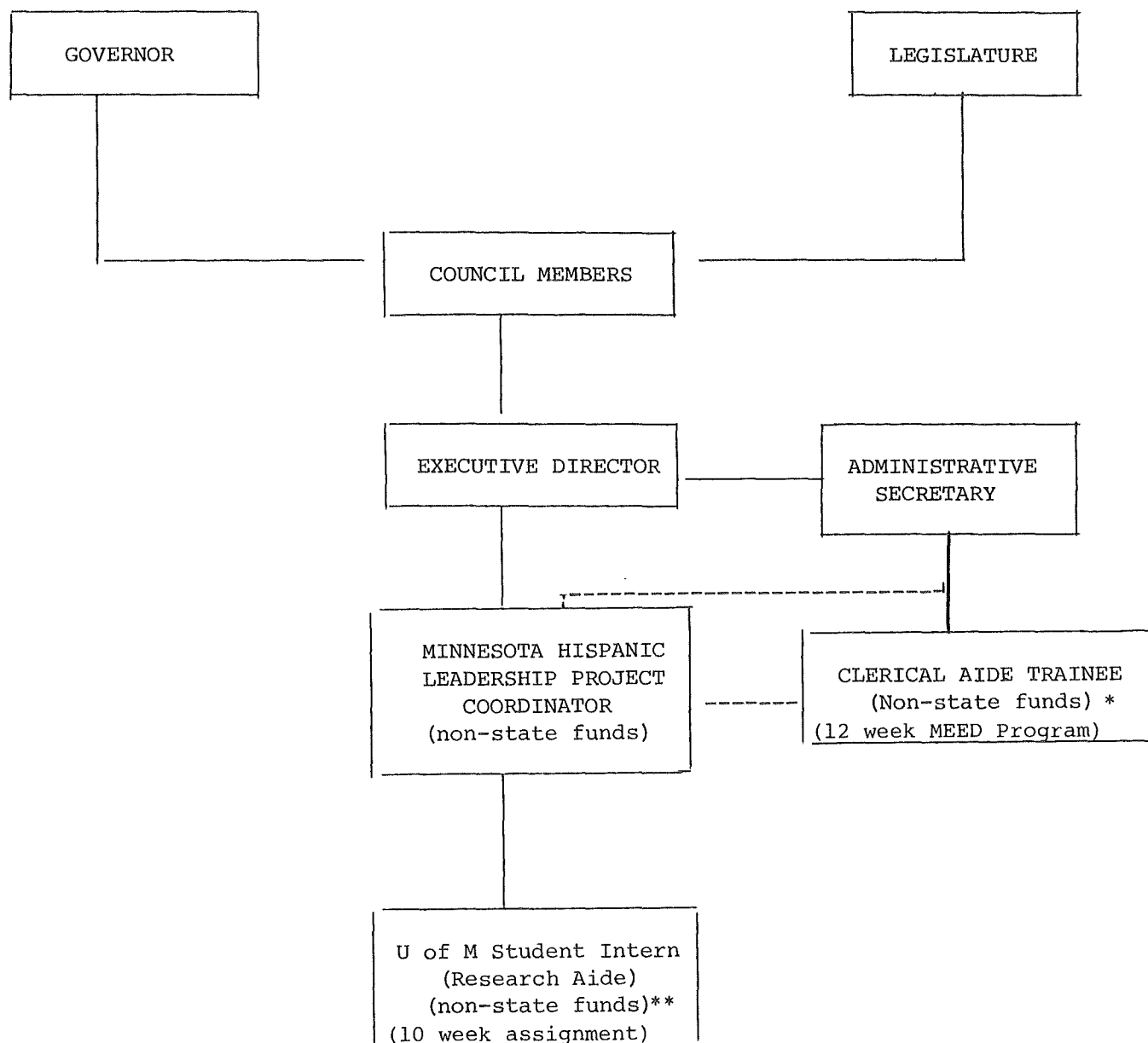


TABLE III
SSAC COUNCIL STRUCTURE

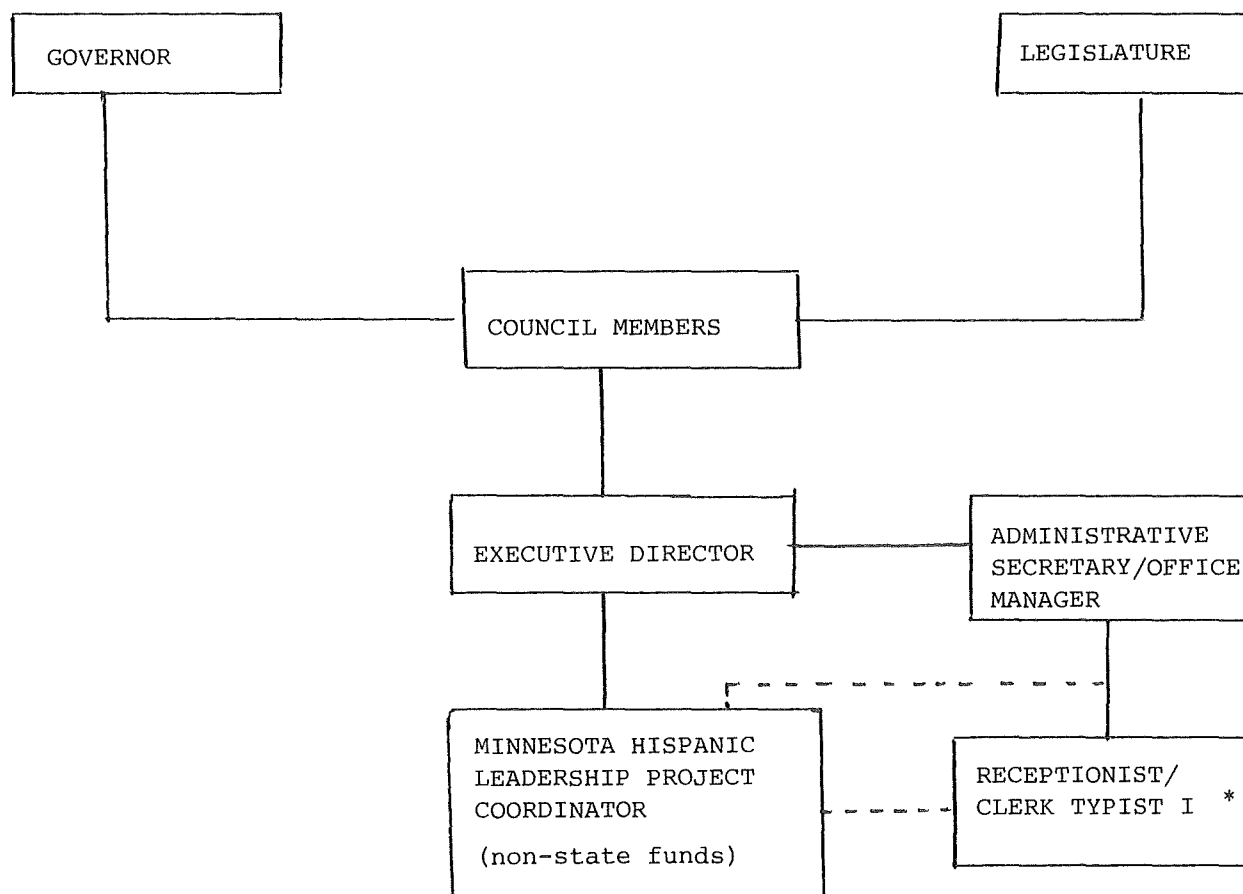
as of 3/15/84



* funding for this temporary position to come from MEED Program and the Hispanic Leadership Project grant.

** funding for this temporary position has been secured from the 3M Company through the YMCA Metro Internship Program

TABLE IV
SSAC COUNCIL STRUCTURE
as of 6/01/84 (Proposed)



* The Community Liaison Representative position will be phased out and be replaced by a bilingual receptionist/clerk typist. Because of limited funds position will remain vacant from 02/01/84 to 04/04/84.

OBJETIVOS LOGRADOS: Accomplishments

During the first six months of the Fiscal Year 1984 Program of Work (July 1, 1983 to December 31, 1983) the council:

- developed the Minnesota Hispanic Leadership Project and obtained \$21,800 for its implementation.
- published a position paper on the lack of employment opportunities for Hispanics within the state system.
- recommended over 60 Hispanics for appointment to boards and commissions.
- distributed over 300 informational packets on the state's Open Appointments process.
- assisted the Minnesota Hispanic Technical and Professional Project in obtaining a \$32,000 grant from the St. Paul Companies.
- sponsored a forum on Central American issues and concerns at which Congressman James Oberstar met with fifty-five Minnesota residents from Central American countries.
- established the administrative structure for the Minnesota Hispanic Leadership Project and hired a Project Coordinator.
- obtained a \$1,800 grant from the 3M Company for a University of Minnesota Student Intern. The grant is being processed through the YMCA Metro Internship Program.
- restructured the Legislative Task Force and held a series of meetings to plan for the 1984 Legislative Session.
- sponsored a one-day Hispanic Leadership Conference on November 29, 1983.
- recruited a long-range planning consultant.
- published two quarterly issues of AL DIA/Update newsletter
- completed all phase out items in the 1984 Program of Work (see Appendix A).
- re-defined staff activities and re-established priorities.
- developed the Minnesota Hispanic Job Seeking Skills Development Project in cooperation with 3M Company, the Saint Paul Companies, Pillsbury and Hispanic volunteers. The project's primary purpose is to assist Hispanics in acquiring job seeking skills. Two eight hour sessions were held.
- reviewed the state's affirmative action hiring plans and presented a document outlining concerns regarding the Commissioner of Employee Relations failure to hire Hispanics in the Equal Opportunity Division.

- developed a brochure outlining the Hispanic Leadership Project seminars.
- established a process by which individuals will be selected to participate in the Minnesota Hispanic Leadership Project.
- Worked with the Governor's Hispanic Advisory Committee on Appointments to compile a list of Hispanic candidates for appointment to boards and commissions.
- presented a series of recommendations to improve the operation of the Human Rights Department.
- Maintained liaison activities with the following:

Chicano Latino Supportive Services Center, University of Minn.
Minnesota Migrant Council
Hispanos En Minnesota
Guadalupe Area Project
United Mexican Americans of Minnesota
Bilingual Vocational Training Project, St Paul TVI
Minnesota Hispanic Chamber of Commerce
Chicanos Latinos Unidos En Servicio (CLUES)
Centro Cultural Chicano
Casa de Esperanza
Aztlan Cultural Organization
Minnesota Hispanic Technical and Professional Education Project
Governor's Hispanic Advisory Committee on Appointments
Minnesota Hispanic Political Education Committee
Spanish Speaking Senior Citizens Program
Spanish Speaking Cultural Club
La RAMA Medical Student Association, University of Minnesota
Minority Studies Center, Macalester College
Dayton Hudson Foundation
McKnight Foundation
The St. Paul Foundation
3M Company
The St. Paul Companies
United Way of St. Paul
Council on the Economic Status of Women
Indian Affairs Intertribal Board
Council for the Handicapped
Council on Black Minnesotans
Department of Administration
Department of Employee Relations
Department of Agriculture
United States Department of Agriculture
Metropolitan Council
Metropolitan Waste Control Commission
Metro State University
Midwest Voter Registration Project
Mexican American Legal Defense and Education Fund
Department of Transportation
Federal Aviation Administration
INROADS
Urban Concerns Workshops
Minneapolis Urban Coalition

Minnesota Congressional Delegation
New Detroit Hispanic Leadership Project
National Hispanic Institute Leadership Project
Mayor's (Saint Paul) Manpower Planning Council

- Referred, on an average 25 persons per week to the appropriate agencies to address their needs and concerns.
- Sponsored a reception for six visiting congressmen from Mexico.
- Participated in the Partners of the America's program.
- Actively participated in and supported the appointment of Alberto Miera as Minnesota's first judge of Hispanic descent.
- Participated in the Midwest Hispanic Voters Registration Conference held in Chicago, Illionis.
- Tesfified in favor of H.F. 1072, Minnesota Educational Quality and Equity Act.
- Secured office space and telephone for the Chicano Latino Employment Opportunities (CLEO) Program.

LOS PROXIMOS SEIS MESES: The Next Six Months

During the second half of the Fiscal Year 1984, the council will continue its outlined program of work. Since the resignation of the council's Community Liaison Representative on January 31, 1984, staffing patterns have not been finalized. Therefore, the major factors that will impact on the council's accomplishments during this period include:

- the final determination of the staffing pattern. At the present time it is proposed that the Community Liaison Representative position be phased out and a bilingual clerk typist/receptionist be hired,
- the amount of funds secured from non-state sources for the council's Hispanic Leadership Project. A proposal, requesting a \$30,000 per year grant, for a period of 2 years has been submitted to the McKnight Foundation. Approval of this grant request is pending, and
- the amount of funds secured from non-state sources for the council's new project initiatives.

The Fiscal Year 1984 Program of Work (Appendix A) outlines the specific goals, objectives and timetables for the next six months. In general, the council will:

- complete its phase out of activities listed in item IV of the Program of Work,
- initiate a phase out of activities listed in item III, On-Going Projects and Activities, of the Program of Work. It is estimated that the four activities listed will be phased out by the end of the fiscal year,
- secure additional funding for the Minnesota Hispanic Leadership Project,
- implement all the Minnesota Hispanic Leadership Project components,
- update the Minnesota Hispanic Leadership Directory,
- complete re-organization of the council's administrative functions and
- conduct long range planning.

EL PROXIMO AÑO: Next Year

The council will meet during the latter part of April to review the Fiscal Year 1984 Program of Work accomplishments to date and to outline the specific goals, objectives, timetables and organizational structure for Fiscal Year 1985.

The general objectives for Fiscal Year 1985 are to:

- secure \$35,000 to \$50,000 in additional funding for the council by June 30, 1985.
- complete and distribute long range planning document.
- promote the following legislative items:
 - strengthen the state's Affirmative Action Program as it relates to Hispanics.
 - advocate in behalf of the Minnesota Community Development Corporation Act
 - advocate in behalf of the Emergency and Temporary Housing Bill
 - advocate in behalf of HR 4566, Indian Gambling Control Act
 - promote the passage of a Bilingual Social Services Act, similar to the one in California.
 - advocate in behalf of H.F. 1396, a bill honoring Martin Luther King, Jr.
 - advocate in behalf of HF 1072, the Minnesota Educational Quality and Equity act.
 - advocate the strengthening of Minnesota's Emergency Employment Program (MEED).
- secure \$60,000 in additional funding for the council's Hispanic Leadership Project by June 30, 1985.
- increase the council's communications and public relations efforts.
- secure additional equipment (e.g. electronic word processor with Spanish/English language program).

EN CONCLUSION

The council, in spite of not having received a budget increase since its creation in 1978, except for automatic increases due to inflation, has dramatically expanded its program of work. Every effort has been made to reduce expenses and wherever possible funds have been secured for priority projects from non-state sources.

Since the council did not receive the requested budget increase during the 1983 legislative session, it should be noted that the following activities were either canceled or curtailed considerably:

<u>Activity</u>	<u>Requested increase</u>
• Hire a bilingual clerk typist receptionist to assist the administrative secretary in conducting the day to day office functions. A clerk typist was not hired. In addition, it became necessary to leave a vacancy open for two months in order to meet the budget. At the present time the council has no back-up capability in the support services area. Consequently routine correspondence is not handled in an efficient and proper manner.	\$33.2
• Pay per diem to council members. During the 1983 Fiscal Year, the Council members contributed part of their per diem to the council in order to meet the budget. This fiscal year, the number of council meetings were reduced from 12 to 8 per year, in order to meet the budget. The lengthy time between meetings decreases the council's effectiveness in addressing issues in a timely manner.	1.0
• A monthly bilingual newsletter is critically important as a source of information to the Council's Hispanic constituency. There is no other source of information on state services that is readily	10.0

available to Hispanics. The newsletter continues to be published quarterly and the number of issues printed has been reduced from 1,200 to 500. The lack of information provided by the council in a timely manner has been one of the major criticisms of the Hispanic community.

- The council's materials and supplies budget has always been very limited. The council has not been able to purchase office equipment for over five years. Most of the present equipment has come from state surplus inventories. The council has only one letter-quality typewriter and this machine is over seven years old. Council staff are using personal equipment in order to carry out their functions. 4.0
- The council has not been able to purchase technical and professional services for the past three years, out of its regular budget. Technical and professional services, e.g. research assistance, photography, visual aids design, slide presentation preparation, graphic arts, etc., have either been obtained from non-state funds or volunteer services. Several proposed research projects on Hispanic issues and concerns have been canceled due to the inability to purchase technical and professional services. 10.0
- Hispanic leadership conferences were held under the auspices of the recently funded Minnesota Hispanic Leadership Project. However without this funding, it would have been necessary to cancel these conferences. 20.0

Minnesota's Hispanic-heritage community will continue to grow. Its impact on the state's social service, educational, economic and political institutions will be felt to a greater degree in the future. The governor and the legislature must continue to be cognizant of the fact that the Spanish Speaking Affairs Council's role will become increasingly significant if we are to positively and adequately address the issues and concerns affecting Minnesota's Hispanics. As John Naisbitt says,

"Just wait 'till they get older"

A P P E N D I X

- A. 1983-84 Program of Work
- B. Biennium Budget FY 84 & FY 85
- C. Office Budget Expenditure Report
- D. Council member profiles
- E. Council staff profiles
- F. John Naisbitt's Trend Letter
- G. Dayton Hudson Foundation Grant Announcement

SPANISH SPEAKING AFFAIRS COUNCIL

1983-84 PROGRAM OF WORK

SPANISH SPEAKING AFFAIRS COUNCIL

1983-84 PROGRAM OF WORK

I. NEW INITIATIVES

- A. Legislative Recommendations
- B. Leadership Development

II. MAJOR SUPPORT FUNCTIONS

- A. Long Range Planning
- B. Communications and Public Relations

III. ON-GOING PROJECTS AND ACTIVITIES

- A. Statewide Affirmative Action Committee
- B. Newsletter UPDATE/Al Dia
- C. Minnesota Association of Government Communicators
- D. Liaison Work With State Agencies

IV. PHASE-OUT ACTIVITIES

- A. Hispanic Women's Economic Development Task Force
- B. Un Primer Paso: Motivational Program
- C. Casa de Esperanza: Shelter of Victims of Domestic Abuse
- D. Aztlan Cultural Organization

1983-84 PROGRAM OF WORK

● NEW PROGRAM AREAS

---Legislation

---Leadership Project

1983 - 1984 PROGRAM OF WORK

A. LEGISLATION:

Mission Statement: To advise the legislature on the nature of the issues and disabilities confronting Spanish Speaking People, recommend legislation designed to improve the economic and social condition of Spanish Speaking people and advise the legislature on statutes or rules necessary to insure Spanish Speaking people access to benefits and services provided to people in this state.

1. Possible Legislative Recommendations

- i. Migrant
- ii. Hispanic Scholarship Project
- iii. Small Business Set-Aside
- iv. Affirmative Action/Human Rights
- v.
- vi.
- vii.
- viii.

2. Action Plan

- i. Restructure legislative Task Force
- ii. Schedule series of legislative Task Force Meetings
- iii. Schedule public hearings for community input
- iv. Review existing legislation
- v. Develop ideas for legislative recommendations
- vi. Establish on-going lines of communications with key legislators
- vii. Identify and recruit legislators to carry out recommendations
- viii. Identify and recruit community and other support
- ix. Identify and obtain other legislative support
- x. Develop written legislative package
- xi. Distribute legislative package to relevant parties
- xii. Establish and execute "advocacy" effort during the legislative session

3. Short range goals and objectives

4. Long range goals and objectives

5. Timetable

6. Evaluation of Results Achieved

July	Aug	Sept.	Oct	Nov	Dec	Jan	Feb	March	April	May	June				
			● Restructure legislative task force	● Begin series of task force meetings (6)	● Begin series of public meetings for community input	● Establish planning process for legislative conference	● Conduct review of existing legislation	● Establish lines of communication with key legislators	● Hold legislative conference	● Identify and recruit legislators to carry out recommendations.	● Develop written legislative package	● Legislative session begins	● Participate in legislative session.	● Monitor progress of Council's legislative recommendations.	● Review and evaluate

TIMETABLE
1983-84 PROGRAM OF WORK: LEGISLATION

1983 - 1984 PROGRAM OF WORK

B. HISPANIC LEADERSHIP DEVELOPMENT

Mission Statement: To identify, recruit, develop and mobilize the necessary resources to increase the effectiveness of the state's Hispanic leadership in impacting on the educational, economic, social and political arenas.

1. Project Components

- i. Leadership Skills Development
- ii. Legislative and Business Internships
- iii. Participation in policy making bodies
- iv. Community outreach and Advocacy
- v. Community Resources Development
- vi. Support Services

2. Project Sites

- i. Saint Paul
- ii. Minneapolis
- iii. Crookston-Moorhead
- iv. Albert Lea-Owatonna

3. Action Plan

- i. Complete entire project proposal
- ii. Complete project budget
- iii. Schedule meetings with funding sources
- iv. Develop priorities
- v. Obtain funding
- vi. Secure project coordinator
- vii. Establish timetables for specific project components
- viii. Develop support services for project
- vi. Establish communications
- vii. Identify and recruit project participants

4. Short range goals and objectives

5. Long range goals and objectives

6. Timetable

7. Evaluation of Results Achieved

PROJECT COMPONENT

Leadership Development Seminars and Educational Programs

MISSION STATEMENT

To provide Hispanic community residents with educational opportunities in leadership development through workshops and seminars specifically designed to develop these skills.

COMPONENT ACTIVITIES

There are two types of component activities

- one and two-day seminars and workshops

--- topics for these seminars include, but are not limited to:

- * Minnesota's legislative process
- * Orientation to state government
- * Legislative Advocacy
- * Social and Economic issues affecting Hispanics
- * Utilization of existing media resources

--- these seminars will be held at various Hispanic community centers

- two-week educational program

--- topics for the two-week educational program, which will be held during the summer of 1984, include, but are not limited to:

- * Development of basic communications skills
- * Local Hispanic community resources development
- * Political science applications at the neighborhood level
- * Minnesota's government and business structure
- * Corporate social responsibility and its impact at the neighborhood level

SPECIFIC COMPONENT OBJECTIVES

There are two major objectives for this project component

- The one and two-day seminars and workshops will be open to all interested Hispanic-heritage individuals. Efforts will be made to maximize Hispanic community participation in these seminars.

- Fifteen young adults will be placed in the two-week educational program. Arrangements will be made to secure educational credits for the participants.

TIMETABLE

During the first year of the project four seminars and/or two-day workshops will be held at various Hispanic community centers.

The two-week educational program will be held in June of 1984.

EVALUATION

Evaluation as to the success of this component will be based on

- The extent of the Hispanic community's participation in the project's seminars and workshops.
- The quality of the project faculty and the quality of the topics presented.
- The amount of public information developed for each seminar.
- The total number of students placed in the two-week educational program.
- The specific leadership skills acquired by the participants during these educational programs.

PROJECT COMPONENT

Hispanic participation in policy making bodies.

MISSION STATEMENT

To increase the participation and involvement of Hispanics in policy making bodies at the federal, state and local levels, and to develop a process through which these individuals can provide information to the Hispanic community at large; exchange information as to their respective responsibilities and provide mutual support.

COMPONENT ACTIVITIES

The project coordinator will develop a process by which Hispanics can be identified, recruited and appointed to decision making positions. This process will include:

- establishing cooperative efforts with other groups or individuals seeking the same objective.
- developing a communications network to assure that pending vacancies and opportunities for appointment are made known to the Hispanic community-at-large.
- identifying present Hispanic appointees and recruiting their assistance and participation in the project.

SPECIFIC COMPONENT OBJECTIVES

To identify, recruit and place 15 Hispanics in decision making bodies.

To develop a process by which increased communication and accountability between these appointees and the Hispanic community-at-large can be established.

TIMETABLE

This is an on-going component, which will start in September 1983.

EVALUATION

Evaluation of this component will be determined by the number and type of appointments of Hispanics made by the various decision making bodies.

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug.
	<ul style="list-style-type: none"> develop process by which Hispanics can be identified, recruited and appointed to decision making bodies. 	<ul style="list-style-type: none"> identify present Hispanic appointees. 	<ul style="list-style-type: none"> recruit assistance of present Hispanic appointees. 	<ul style="list-style-type: none"> determine which vacancies exist and communicate these vacancies to Hispanic community. 	<ul style="list-style-type: none"> establish cooperative efforts with other Hispanic groups. 	<ul style="list-style-type: none"> identify, recruit and place 15 Hispanics in decision making bodies. 	<ul style="list-style-type: none"> develop communications network for Hispanic appointees. 	<ul style="list-style-type: none"> develop process to increase appointee accountability. 	<ul style="list-style-type: none"> hold first quarterly meeting of Hispanic appointees. 	<ul style="list-style-type: none"> hold second quarterly meeting of Hispanic appointees 	<ul style="list-style-type: none"> evaluate component

TIMETABLE

HISPANIC PARTICIPATION IN POLICY MAKING BODIES COMPONENT

PROJECT COMPONENT

Legislative and Business Internships

MISSION STATEMENT

To provide learning opportunities for high school and college students through internships in the state government and area businesses.

COMPONENT ACTIVITIES

The participant's activities will include but not be limited to:

- internships in business and government,
- working with Hispanic role models,
- participating in seminars and workshops aimed at developing leadership skills,
- developing independent work-study programs with specific goals and objectives,
- participating in project and Hispanic community events,
- conducting research on Hispanic community's issues and concerns,
- establishing personal goals based on skills acquired.

SPECIFIC COMPONENT OBJECTIVES

To place twenty young adults/students in business and government internships.

TIMETABLE

This Project component will start on January 4, 1984.

EVALUATION

Evaluation as to the success of this component will be based on

- The number of students placed in internships
- The type and quality of these internships
- The specific skills acquired by the participants

Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug.
				<ul style="list-style-type: none"> establish criteria for intern selection and participation. 	<ul style="list-style-type: none"> identify internship opportunities in state government. 	<ul style="list-style-type: none"> identify internship opportunities in business. 	<ul style="list-style-type: none"> develop literature for project component. 	<ul style="list-style-type: none"> identify, recruit and select participants. 	<ul style="list-style-type: none"> identify and recruit Hispanic role models. 	<ul style="list-style-type: none"> develop communications system with intern supervisors. 	<ul style="list-style-type: none"> initiate placement of students in internships.
						<ul style="list-style-type: none"> initiate placement of students in internships. 	<ul style="list-style-type: none"> identify research topics to be undertaken. 	<ul style="list-style-type: none"> assign research topics to interns. 	<ul style="list-style-type: none"> develop community events calendar. 	<ul style="list-style-type: none"> develop methods of having participants involved in community events. 	<ul style="list-style-type: none"> assist participants in developing independent work-study programs.
								<ul style="list-style-type: none"> conduct follow-up of students in internships. 			<ul style="list-style-type: none"> evaluate component

TIME TABLE
LEGISLATIVE AND BUSINESS INTERNSHIPS COMPONENT

PROJECT COMPONENT

Community Outreach and Advocacy

MISSION STATEMENT

To increase the participation of Hispanics in public policy issues beyond their immediate Hispanic community oriented concerns and to provide a greater Hispanic impact in the determination of these public policy issues.

COMPONENT ACTIVITIES

The following activities will be undertaken to meet the objectives of this component:

- Increasing the scope of the Spanish Speaking Affairs Council's newsletter to include public policy issues beyond the immediate Hispanic concerns.
- Conducting research on how these public policy issues impact on the Hispanic community.
- Determining methods by which the Hispanic community can most effectively impact on these issues.
- Preparing statements or "white" papers on public policy issues.

SPECIFIC COMPONENT OBJECTIVES

The component objectives are to:

- increase the Hispanic community's participation in public policy issues,
- conduct two forums on public policy issues during the first year of the project,
- publish four "white" papers on public policy issues,
- establish a more frequent publishing schedule for the Spanish Speaking Affairs Council's newsletter.

TIMETABLE

This project component will be initiated in March of 1984. The reason for the delay is to permit the project to establish the higher priority components and develop its administrative structure.

EVALUATION

The evaluation of the Community Outreach and Advocacy Component will be based on:

- the type, number and quality of the "white" papers prepared on public policy issues.
- the degree to which Hispanic community members become involved in public policy issues.
- the degree of Hispanic community participation in project sponsored and other public policy development activities.

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug.			
						<ul style="list-style-type: none">● identify public policy issues that should be addressed.	<ul style="list-style-type: none">● outline methods of impacting on public policy issues.	<ul style="list-style-type: none">● tie-in Community Resources Development component's networking program.	<ul style="list-style-type: none">● recruit local level Hispanic community leaders to participate in forums.	<ul style="list-style-type: none">● establish research activities via Research Unit.	<ul style="list-style-type: none">● determine subjects for "white" papers.	<ul style="list-style-type: none">● conduct first public policy forum.	<ul style="list-style-type: none">● prepare "white" paper.	<ul style="list-style-type: none">● conduct evaluation of first three months of component

1
2

TIME TABLE

COMMUNITY OUTREACH AND ADVOCACY COMPONENT

PROJECT COMPONENT

Hispanic Community Resources Development

MISSION STATEMENT

To identify existing Hispanic community human resources; to implement activities that will increase the effectiveness of these human resources and to establish lines of communication between these Hispanic community based human resources and public and private decision makers.

COMPONENT ACTIVITIES

The Project Coordinator will develop activities that will

- identify potential Hispanic community human resources.
- determine what leadership skill development activities are needed to increase the effectiveness of these human resources,
- assist in the establishment of "networking" programs to tie in these potential human resources to the established Hispanic community leadership and public and private decision makers.

SPECIFIC COMPONENT OBJECTIVES

- Prepare a Hispanic leadership directory and maintain this directory up to date through periodic revisions.
- Conduct surveys as to the present leadership structure and its effectiveness and develop activities that will strengthen this leadership, based on the survey results.
- Develop individual Hispanic leader profiles to be used as part of the educational programs component.

TIMETABLE

This is an on-going component that will start in September 1983.

EVALUATION

Evaluation of this component will be based on

- The number of individuals identified as potential leaders.
- The type and quality of the leadership skills development activities prepared for these individuals.
- The scope and quality of the Hispanic leadership directory.
- The number and quality of the surveys conducted.

Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
	<ul style="list-style-type: none"> • develop criteria for identification of potential Hispanic leaders. • initiate process to identify potential Hispanic leaders. 	<ul style="list-style-type: none"> • assist in establishment of networking programs for Hispanic leadership development 	<ul style="list-style-type: none"> • identify resources that could be used in leadership development • define leadership skill development activities needed. 	<ul style="list-style-type: none"> • conduct survey of present leadership structure 	<ul style="list-style-type: none"> • prepare Hispanic leadership directory 	<ul style="list-style-type: none"> • develop Hispanic leader profiles 	<ul style="list-style-type: none"> • identify and secure funds to publish Hispanic leadership directory. 			<ul style="list-style-type: none"> • distribute Hispanic leadership directory 	<ul style="list-style-type: none"> • evaluate program component

TIMETABLE

HISPANIC COMMUNITY RESOURCES DEVELOPMENT

PROJECT COMPONENT

Support Services

- Communications

MISSION STATEMENT

To inform the state's Hispanic community of the activities and progress made by the Minnesota Hispanic Leadership Project and to encourage their participation.

COMPONENT ACTIVITIES

The Support Services/Communications Component activities include:

- Increasing the frequency of publication and the scope of the Spanish Speaking Affairs Council's newsletter.
- Develop informational packets on the project and its activities and distribute these packets to appropriate parties.
- Develop a brochure on the Minnesota Hispanic Leadership Project.
- Identify media resources that can be utilized to carry the project's message.

SPECIFIC COMPONENT OBJECTIVES

- Publish a newsletter every six weeks.
- Develop, prepare and print a brochure describing the Minnesota Leadership Development Project.
- Send out news releases on project activities as they become appropriate and necessary.
- Establish on-going media contacts.

TIMETABLE

This is an on-going project component, which will start in September 1983.

EVALUATION

Evaluation of this project component will be determined by:

- Degree to which the newsletter publication deadlines are met.
- The quality and type of communications sent out to the Hispanic community.
- The increase in the involvement of Hispanic community members in the project.
- The type, quality and amount of coverage obtained from the general media.

PROJECT COMPONENT

Support Services

- Research

MISSION STATEMENT

To establish a research unit to provide the necessary support data for the Minnesota Hispanic Leadership Project and to conduct research projects that will provide additional data.

COMPONENT ACTIVITIES

The Research Unit will be composed of college and university student interns and consultants hired to conduct specific research projects.

The activities will consist of:

- determining which research activities are necessary.
- identifying and recruiting the necessary resources.
- conducting the desired research projects.

SPECIFIC COMPONENT OBJECTIVES

To conduct two major research projects during the first year of the project.

TIMETABLE

This is an on-going component that will start in March 1984. The reason for the delay in this start-up date is to permit the project staff to implement higher priority components between September 1983 and March 1984.

EVALUATION

Evaluation of this component will be determined by:

- The establishment of the research unit.
- The completion of the two major research projects.
- The quality of the results of the research projects.

Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
<ul style="list-style-type: none"> establish project administration identify, recruit and hire project staff initiate development of support services component 						<ul style="list-style-type: none"> conduct mid-year evaluation of staff 				<ul style="list-style-type: none"> conduct evaluation of project 	
	<ul style="list-style-type: none"> establish support services component develop informational packets on the project develop communications program for project identify media resources 	<ul style="list-style-type: none"> establish newsletter publishing dates prepare project brochure send out newsletter on project 	<ul style="list-style-type: none"> develop and establish research unit determine research areas initiate first research project 							<ul style="list-style-type: none"> evaluate support services component 	

TIMETABLE

PROJECT ADMINISTRATION & SUPPORT SERVICES

1983-84 PROGRAM OF WORK

● MAJOR SUPPORT FUNCTIONS

---Long Range Planning

---Communications and Public Relations

1983-84 Program of Work

II. MAJOR SUPPORT FUNCTIONS

A. LONG RANGE PLANNING

Mission Statement: to develop a long range (5year) plan of action that will outline a process to achieve the Council's legislative goals, and to prepare a long range planning document.

1. Action Plan

- i. Secure a consultant to assist council and Hispanic community in long-range planning.
- ii. Form an ad-hoc long range planning committee composed of Council members and other interested individuals.
- iii. Schedule a series of hearings with community representatives to formulate long range plans.
- iv. Collect data during these public hearings.
- v. Prepare long-range planning document based on data collected.
- vi. Publish report
- vii. Distribute long-range planning report to appropriate agencies.

2. Desired Results

The desired results of this long range planning effort are to include, but not be limited to, a planning document that will:

- i. Define the present socio-economic, demographic and political status of Minnesota's Hispanic-heritage community.
- ii. Determine the availability and viability of existing resources.
- iii. Outline methods to mobilize existing resources that can be utilized to achieve the Council's legislative goals.
- iv. Determine which additional resources need to be developed.
- v. Assist in the development of these resources.
- vi. Establish specific legislative and other objectives.
- vii. Develop process to evaluate and monitor planning progress.
- viii. Set timetables to achieve desired results.

3. Short range goals and objectives

4. Long range goals and objectives

5. Timetable

6. Evaluation of results achieved.

II. MAJOR SUPPORT FUNCTIONS

B. COMMUNICATIONS AND PUBLIC RELATIONS

Mission Statement: To develop an extensive communications and public relations campaign for the SSAC that will provide visibility on the activities of the Council on behalf of the Hispanic community in all areas of communications.

1. Action Plan

- i. Provide on going news releases on Council negotiations and interactions with community and elected officials.
- ii. Host dignitaries visiting the Twin Cities through receptions. Organize forums for discussions pertaining to the interest back ground of the visitor.
- iii. Develop a resource list of all communication contacts with telephone numbers and contact names.
- iv. Conduct Media exposure on activities of the Council and its new program of work. Develop a volunteer group to assist Council in media relations; meet with newspaper Editors and Public Relations Representatives that deal with local programs.
- v. Organize Press Conferences, in particular during legislative sessions relating to issues and their effects on the Hispanic community.
- vi. Maintain a log on information that was submitted to local media and actual coverage results obtained.

2. Desired Results

- i. A more visible Council to the statewide community.
- ii. Publicity for the Hispanic Community.
- iii. Development of a volunteer pool as a result of programs, issues, etc.
- iv. Creating of a resource list of who's who in communications.

3. Evaluation Process

Preliminary evaluation to be conducted on March 30th, 1984. Final evaluation to be conducted between July 1st and September 30th, 1984.

Criteria for evaluation will be determined by:

- i. Percent of action items completed according to timetable deadlines.
- ii. Quality and quantity of media coverage obtained.
- iii. Quality of media contacts developed.

Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.
* Newsletter #2											
* Attend Media Training Seminar											
* Monthly Newsreleases on Council Activities											
	* Legislative Conference (3rd. Annual)										
	* Start Press Conferences on Legislation										
	* Initiate Press Contacts with all local media people, radio, TV, Newspapers, etc.										
	* Start P.R. campaign on Leadership Seminar										
	* Publicize outcome of public hearings (Leadership Project)										
	* Newsletter #3										
	* Phase out of Casa de Esperanza: Long Range plan completed										
	* Phase Out of Aztlán Cultural Organization: Term expires on Board										
	* Work with Leadership Seminar										
	* Complete media contacts										
	* Develop P.R. Contact list										
	* Press Conference-Legislative Package										
	* Start Media coverage for Legislative Sessions										
	* Evaluate progress of public relations campaign										
	* Newsletter #4										
	* Phase out of Un Primer Paso Program										
	* Newsletter #5										

TIME TABLE

1983-83 PROGRAM OF WORK: COMMUNICATIONS AND PUBLIC RELATIONS

III. ON-GOING PROJECTS/ACTIVITIES

A. STATEWIDE AFFIRMATIVE ACTION COMMITTEE

Mission Statement: The SWAAC was formed in 1977 to provide a forum for agency affirmative action concerns and serve as an advisory group to the Director of the Equal Opportunity Division and the Commissioner of the Department of Employee Relations on affirmative action matters and to assist in the development and implementation of the statewide affirmative action plan.

The Council's participation in this committee, through its Community Liaison Representative, will:

- * Serve as a conduit for the Hispanic community
- * Provide the Hispanic community and the Council with information on employment opportunities, issues and concerns within the state system.
- * Allow the Council to monitor the progress made by the state in the employment of Hispanics
- * Provide a vehicle to develop time and adequate responses on employment issues and concerns within the state system.

1. Action Plan

- i. to serve as Chairperson of SWAAC
- ii. Serve as an ad-hoc member on SWAAC's sub committees.
- iii. Monitor progress of the department of Employee Relations, hiring goals as indicated within their statewide affirmative action plan.
- iv. Develop lines of communication between the Hispanic community and SWAAC
- v. Represent SWAAC on the Governor's Task Force on Affirmative Action.

2. Goals and Objectives

- i. To develop and recommend recruiting methods to the Division of Equal Opportunity of the Department of Employee Relations, in order to assist the Department in meeting their affirmative action hiring goals.

- ii. To study the nature of work and the effectiveness of the Affirmative Action Officer classification and identify possible flaws within the classification and make recommendations, so that it is an integral part of the personnel system.
- iii. To assist in the development of an investigations packet for affirmative action officers and recommend that affirmative action officers receive appropriate training in conducting investigations on members of protected groups that feel they have been discriminated against.
- iv. Convene meetings on a monthly basis.

3. Timetable

- i. Recruitment recommendations submitted to SWAAC 9-15-83
- ii. Affirmative Action Officer Classification Study completed by January 18, 1984.
- iii. Investigations Packet completed by November 17, 1983.
 - a. Training to begin by January 1984.

4. Evaluation

Evaluation of these activities will be determined by:

- i. Identifying agencies meeting hiring goals as submitted to the Department of Employee Relations.
- ii. The progress; the division of Equal Employment Opportunity has made in recruiting members of all protected groups.
- iii. Significant change in the hiring practice of the Department of Employee Relations of protected group members, with particular attention the hiring of Hispanics.

III. ON-GOING PROJECTS/ACTIVITIES

B. NEWSLETTER PUBLICATION: AL DIA/UPDATE

Mission Statement: To publicize the accomplishments of the Council and of the Spanish Speaking people in the state.

1. Action Plan

To complete quarterly reports in newsletter form to Legislators and the Hispanic community on activities and accomplishments of the SSAC.

2. Goals and Objectives

i. To develop a mailing list of pertinent legislators and community leaders for the Al Día Newsletter.

ii. To complete four newsletters annually on a quarterly basis.

3. Timetable

i. Mailing List developed by September 15, 1983

ii. Completed published newsletters by October 15, 1983; January 15, 1984; April 15, 1984 and July 15, 1984.

4. Evaluation

Method of evaluation will be based on the following:

i. Meeting publications deadlines.

ii. Quality of the content provided in the newsletter

iii. Monitoring the response of the Hispanic community on information received by way of newsletter.

III. ON-GOING PROJECTS/ACTIVITIES

C. MN CHAPTER OF THE NATIONAL ASSOCIATION OF GOVERNMENT COMMUNICATORS

Mission Statement: To advance communications as a professional resource at every level of government and to establish a network of public relations officers and communicators within State government. The Council's participation, by way of the Community Liaison representative, will be to:

- * Serve as a conduit between the Hispanic community and state agency communicators.
- * Create a larger base of information on Hispanics for state information officers.

1. Action Plan

- i. Serve as Vice President for Programs on the Board of Directors of the MN-NAGC.
- ii. Conduct monthly programs relevant to MN-NAGC's mission.
- iii. Meet on a monthly basis.

2. Goals and Objectives

- i. Conduct three programs for the remainder of the fiscal year.
- ii. Work with MN-NAGC newsletter editor of the "The Communicator", to feature a story on the Council and how it serves as a communications system on international affairs.
- iii. Recommend Hispanic resources/individuals to meet MN-NAGC's Program needs.

3. Timetables

- i. Establish a network of NAGC members through a resources guide that lists state communicators.
- ii. Program schedules: October 15, 1983; November 27, 1983; December 7, 1983.
- iii. Complete story on Council by next communicator publication, Nov.'83.

III. ON-GOING PROJECTS/ACTIVITIES

D. LIAISON TO WORK WITH STATE AGENCIES

Mission Statement: To interact with state departments and agencies in committees as a representative of the Council, in order to provide advice on candidate selection, candidate referrals and program design, which will reflect the issues and concerns of the Hispanic community.

1. Action Plan

- i. Represent the Council on the selection of Hispanic candidates for various programs designed by state agencies.

2. Goals and Objectives

- i. To provide appropriate resources and information to different departments, within the state that are implementing programs specifically designed for Hispanics.
- ii. Meet monthly with the Department of corrections' Advisory Committee to the Aztlán Vocational Program. This Program assists limited English Proficient inmates in obtaining vocational educational training.
- iii. Develop cooperation and coordination of programs with state departments and agencies.

3. Timetables

On-going Program

4. Evaluation

Evaluation of this component will be determined by response received from state agencies and departments on projects and by an increase of programs designed especially for Hispanics within the state system.

IV. PHASE OUT ACTIVITIES

Background Information

The Spanish Speaking Affairs Council has provided considerable assistance, through its staff, primarily the Community Liaison Representative, to various Hispanic community organizations.

During the last biennium, the Council was involved in the development of Hispanic community-based resources and worked towards the creation of several community-based agencies. Because these additional resources are now in place, the Council has determined that it's important to focus its attention to the development of a more extensive communications, legislative and leadership development programs.

As part of the 1983-84 Program of Work, the Council and its staff will be phasing out of the following activities:

A. HISPANIC WOMEN'S TASK FORCE

Mission Statement: The Hispanic Women's Task Force is a committee of local women, whose primary mission is to work for the Hispanic woman, develop a network of Hispanic professional women and create programs to promote the Hispana.

1. Action Plan

The primary objectives of the Hispanic Women's Task Force are to:

- i. Conduct a statewide survey, in order to identify the most immediate needs of the Hispanic woman.
- ii. Coordinate a conference to bring the Hispanic women in the state, to dialogue on issues and concerns relating specifically to them.
- iii. Document the outcome of the conference, by way of a published summary.
- iv. Develop a networking resource directory of Hispanic women.

2. Results Achieved

Since its creation, the Task Force made a significant impact on the Council's Program of Work in the following areas:

- i. Conducted two highly successful Hispanic women's Conferences.
- ii. Developed a Hispanic motivational Program for young Hispanas, in order to provide them with better educational opportunities.

- iii. Completed statewide Networking Directory for Hispanic Women, and
- iv. Served as a liaison with funding sources and other private organizations in the area of education.

One of the accomplishments of this task force, has been the development of the Hispanic Women's Development Corporation. This corporation will now carry out the mission established by the Task Force.

3. Timetable

The Council's involvement, by way of the Community Liaison Representative will be completed by June 1984. (Involvement defined further in the Un Primer Paso Motivational Program component of phase out).

IV. PHASE OUT ACTIVITIES

B. UN PRIMER PASO - HISPANIC MOTIVATIONAL PROGRAM

Mission Statement: To encourage and motivate young latinas at the Junior High School level, in order to explore the possibility of a college education and to involve parents, Hispanic college students and Hispanic role models in the exploration of many types of professional careers.

1. Action Plan

Since its creation, the Council through the Community Liaison Representative has provided the following technical assistance to this program.

- i. Developed structure and Assisted in the Creation of an Advisory Program Committee, composed of parents, teachers, students and community representatives to advise on the over-all program design.
- ii. Assisted in the development of the Project proposal and secured funding for the project.
- iii. Worked towards the development of a well designed program that will provide long-term benefits to the Hispanic community.

2. Results to be Achieved

In order to complete the phase out of this program, the following tasks need to be completed:

- i. Conduct monthly Advisory Committee Meetings until June of 1984.
- ii. Obtain full funding for the program for the school year 1983-'84.
- iii. Organize annual parents and students awards night.

3. Timetable

The Council's involvement in this activity will end on June 1984. Once the community Liaison Representative accomplishes the above mentioned tasks, the Hispanic Women's Development Corporation will take full responsibility for the Project.

IV. PHASE OUT ACTIVITIES

C. CASA DE ESPERANZA

Mission Statement: Casa de Esperanza was formed to address the needs and concerns of Hispanic battered women; to deal with the issues of domestic abuse within the Hispanic community and to focus on special considerations in addressing the needs of Hispanic battered women.

1. Action Plan

The Spanish Speaking Affairs Council has provided technical assistance through its Community Liaison Representative and other staff, to assure its development and inclusion within the state's project for victims of domestic abuse. Casa de Esperanza's primary objective is to provide a safe environment, protection from domestic abuse and support to women in battering situations.

The Council has provided the following technical assistance:

- i. Recommended to Department of Corrections that an Advisory task be formed composed entirely of Hispanic women, in order to advise Hispanos En Minnesota, a Hispanic Service Agency with program design.
- ii. Assisted the Advisory Committee to incorporate.
- iii. Assisted in establishing a shelter for Hispanic battered women, as a non-profit organization, called CASA DE ESPERANZA.
- iv. Wrote a project proposal and secured funding for the first year of the program.
- v. Negotiated per-diem contract with Ramsey County Services Division.
- vi. Assisted in the development of a three year program proposal, to secure funding.

2. Results Achieved

The major results of this technical assistance have been:

- i. A well established shelter to serve Hispanic women.
- ii. An organization of Hispanic women addressing the issue of violence in their communities.

3. Timetable

In order to complete the phase out of this organization, the following tasks need to be completed.

- i. Complete development of the long range planning proposal with the Board of Casa de Esperanza. Funding sources have indicated a funding possibility on a 3 year program design for Casa de Esperanza.
- ii. Program plan will be completed by January 1984. At that time, Council's technical assistance will end.

IV. PHASE OUT ACTIVITIES

D. AZTLAN CULTURAL ORGANIZATION

Mission Statement: Aztlán was founded by Hispanic inmates at the Minnesota Correctional Facility at Stillwater in 1978, for the purpose of creating constructive bilingual programs and to provide resources to the Hispanic inmates, while incarcerated. The SSAC was instrumental in obtaining "official" recognition for Aztlán, as a cultural organization within the facility.

1. Action Plan

The Council has provided the following Technical assistance.

- i. Assigned Community Liaison to assist in coordinating Hispanic cultural activities and programs within the Department of Corrections.

2. Results Achieved

The major results of this technical assistance have been:

- i. The development of an educational component, composed of instruction in English as a Second Language, Adult Basic Education, General equivalent diploma and Spanish language.
- ii. Negotiated a vocational education contract with DOC and the Dept. of Vocational Education, to provide training in vocational education to limited English Proficient Inmates.

3. Timetable

The Council's involvement in this activity will end by December 1983.

SPANISH SPEAKING AFFAIRS COUNCIL

BIENNIUM BUDGET FY'84 & FY'85

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SSAC OFFICE EXPENSES

	<u>FY '84</u>	<u>FY '85</u>
* Salaries	92,000	92,000
* Rents & Leases	6,100	6,100
* Binding - Printing	1,800	2,400
* Communications	3,000	3,300
* In-state travel	2,000	2,200
* Supplies	1,000	1,100

COUNCIL EXPENSE ACCOUNT

* Per Diem	1,900	1,900
* Travel (in-state)	<u>2,000</u>	<u>2,000</u>
	\$109,800	\$111,000
	=====	=====

ESTIMATED BUDGET APPROVED BY LEGISLATURE:

FY '84:	\$104,684	FY'85:	\$105,500
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SPANISH SPEAKING AFFAIRS COUNCILBUDGET EXPENDITURE REPORT *

January 31, 1984

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	Current Budget	Liquidations Year to date	Anticipated Liquidations	Balance Available
Salaries & Fringe benefits	\$92,000	\$50,643	\$35,716	\$ 5,641
Rents & Leases	6,100	-0-	6,056	44
Repairs	-0-	25	?	(25)
Printing & Binding	1,800	295	705	800
Purchased Services	-0-	128	47	(175)
Communications	3,000	1,472	1,728	(200)
Postage		205	295	
Telephone		1,267	1,433	
In-state travel	2,000	657	943	400
Out-of-state travel	-0-	-0-	-0-	-0-
Fees & memberships	-0-	35	-0-	(35)
Supplies	1,000	351	446	203
	=====	=====	=====	=====
	\$105,900	\$53,606	\$45,653	\$ 6,641

* This budget expenditure report does not include the Council expenses. Council per diem is \$1,900 and Council member travel (In-state) is \$2,000. At the current expenditure rate, the entire allocation will be spent by the end of the fiscal year.

SPANISH SPEAKING AFFAIRS COUNCIL

-66-

COUNCIL MEMBERS

	<u>T E L E P H O N E</u>	<u>N U M B E R</u>
● FERMIN L. ARAGON	Work	Home
100 N. 6th St., Suite 440 B		
Butler Square Building	(612) 333-3600	(612) 935-3807
Minneapolis, MN 55403		

Nationality: Mexican; Political Party: Independent; Term in Office: (9/81-1/84). President and owner of IMPACT (a consulting and data processing firm). Chairperson of Hispanic Chamber of Commerce and Member of the United Way Board of Directors. Special interest: Economic Development.

● RAUL CARDONA, Jr.		
ALBERT LEA AVTI	(507) 373-0656	(507) 373-5717
2200 Tech Drive		
Albert Lea, MN 56007		

Nationality: Mexican; Political Party: Democrat; Term in Office: (3/80-1/85). Minority Advisor in Vocational Education at AVTI Vocational Institute, Vice Chairperson of Minnesota Migrant Council. Special interest: Education, Migrant Affairs.

● JUAN LOPEZ		
175 Charles Avenue		
St. Paul, MN 55103	(612) 292-0117	(612) 292-8667

Nationality: Mexican; Political Party: Democrat; Term in Office (9/81-1/87, Mr. López is the current Chairperson of the Council. Mr. López is a farmworker advocate in Minnesota since 1974. Main interests: to promote legislation on behalf of Hispanic issues before Legislature; Migrant Affairs and Bilingual Education.

● JUAN MORENO		
University of Minnesota-Crookston		
Crookston, MN 56716	(218) 281-6510	(218) 281-5915

Nationality: Ecuadorian; Political Party: Republican; Term in Office: (9/81-1/85). Director of Special Student Services at the University of Minnesota, Crookston. Special Interests: Employment and Education.

Spanish Speaking Affairs
Council Members

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T E L E P H O N E N U M B E R

Work

Home

- ENRIQUE SERRA
1930 E. 86 St., Apt. 312
Bloomington, MN 55420

(612) 854-0657

Nationality: Cuban; Political Party: Republican; Term in Office: (1/82-1/86).
Hispanic Professor at the College of St. Catherine. Vice Chairperson of the
Minnesota Hispanic Republican Council. Main Interests: Education and Interna-
tional Relations.

- PAULA VILLEGAS
2920 West Dean Parkway
Suite 303
Minneapolis, MN 55416

(612) 920-7094

Nationality: Mexican; Political Party: Republican; Term in Office: (12/82-1/84).
Coordinator at Metro Wellness Counseling Clinic in Edina. Counselor in Mental
Health and Chemical Dependency. Member of the Hispanic Chamber of Commerce.
Special Interests: Women's concerns and economic development.

- LUZ MARIA SERRANO
391 Grand Avenue
Apartment # 3B
St. Paul, MN 55102

(612) 224-8985

Nationality: Puerto Rican; Political Party: Democrat; Term in Office: (05/83-
01/87). Vice Principal at Humboldt Junior High School in West Side St. Paul.
Special interests: Women's concerns and education.

COUNCIL STAFF

- José H. Trejo, Executive Director

National Heritage: Mexican

Mr. Trejo has been Executive Director of the Council since its creation in 1978. Prior to this he was Executive Director of the Governor's Office on Hispanic Affairs. He served as Corporate Employee Relations Representative for the Buckbee Mears Company. In addition, Mr. Trejo served as Director of Youth Programs for the Saint Paul Metro National Alliance of Business; Director of the Human Resources Development Department of the Saint Paul Area Chamber of Commerce and Director of the Saint Paul Employers Council.

Mr. Trejo received a degree in Secondary Education from Mankato State University and attended the Institute for Organization Management at the University of Colorado.

- Elsa Vega Pérez, Community Liaison Representative (Resigned 01/31/84)

National Heritage: Puerto Rican

Ms. Pérez was born in New York City. She arrived in St. Paul at the age of 18. Her past work experience has been in the areas of youth motivation, personnel and education.

Ms. Pérez has been involved in the Hispanic community through her work with youth at Neighborhood House, the Emergency School Aid Act, Title VII-St. Paul Schools desegregation plans. She served as Vice-president of the Puerto Rican Civic and Social Association and is a member of other community organizations. Her personal interests include teaching dance, cooking and cultural arts.

- Ruby Azurdia Lee, Administrative Secretary

National Heritage: Guatemalan

Ms. Lee moved from Guatemala City to St. Paul in the summer of 1981. Since then she has been working with the Council. Her past work experience in Guatemala, has been with government agencies that provided services to indigenous communities. She enjoys the contact with the public and the office management. Her personal interests are; International Relations and Cultural activities.

Ms. Lee has been instrumental in the creation of the Minnesota Socio-Cultural Guatemalan Committee, of which she serves as President.

- Samuel O. Verdeja, MN Hispanic Leadership Project Coordinator

National Heritage: Mexican-American

Mr. Verdeja is a U.S. Marine Viet Nam Veteran and is also an alumni of the Greater St. Paul Area Chamber of Commerce Leadership Program. He has been a member of the Criminal Justice Coordinating Council's Advisory Committee, The St. Paul Human Rights Commission, Metropolitan Council Advisory Committees and other Boards and Commissions, including an appointment by the Governor to the State Crime Control Planning Board and most recently his appointment by the Governor to the Minnesota Board of Aging. Included in his involvement are grass root community organizations, some of which have been elective positions on a local, state and national level.

Prior to becoming the Coordinator for the Leadership Project, Mr. Verdeja was the Assistant Director for the Spanish Speaking Senior Citizens Program of Our Lady Of Guadalupe Church in West Side St. Paul.



John Naisbitt's Trend Letter

A biweekly update on the megatrends transforming our lives

January 26, 1984

Vol. 3, No. 2

Good Friend,

As we look at the changing composition of our nation's population, we can see these are certainly exciting times. The last decade saw the U.S. evolve into a nation of extraordinary ethnic diversity. Each year a half-million immigrants legally entered the country. Nobody knows how many more crossed the borders illegally and stayed.

And now the 1980's mark the decade when the myth of the melting pot has finally exploded. A time when we no longer strip new immigrants of their language and traditions. A period when many communities come to celebrate this ethnic diversity and to take advantage of the options it presents.

This hasn't happened without serious problems and even violence. But I believe the problems are manageable, and the rewards great.



For the first time in history, the U.S. encompasses in meaningful numbers almost every race and nationality in the world. About 100 ethnic groups, from Acadians to Zoroastrians, add to the diversity. Prime among them is a remarkable variety of Spanish-speaking and Asian-American peoples. The emergence of Oriental neighborhoods has transformed scores of U.S. communities, especially in California. But for sheer numbers and impact, nothing compares to the influx of Hispanics.

This year for the first time, more than half the pupils enrolled in the Los Angeles Unified School District are of Hispanic ancestry. In just 15 years, their share jumped from 20 to 51 percent, while white, non-Hispanic enrollment fell from 54 to 21 percent. The proportion of non-Hispanic black students remained about 21 percent. Asians more than doubled, to almost 8 percent.

Assimilating this massive influx of non-English-speaking, and in many cases essentially unskilled, immigrants hasn't been easy. Perhaps symbolic of the difficulty is the birth of a new language, "Spanglish," along the southern border with Mexico.

Civic and political leaders on both sides of the border dislike this linguistic integration. They hope to stop it. They probably won't succeed. The border is too permeable, and many residents have

friends and relatives in both countries. Besides, language can't be legislated out of existence.

Many question whether local economies are capable of absorbing so many newcomers. Especially the growing Hispanic populations in Florida, Texas and California. I believe that local initiative can handle the problem. Evidence suggests that local efforts to assimilate the foreign-born, and to address their needs, not only are more appropriate than federal legislation but are more effective. This is in keeping with the trend toward greater self-determination.

Three years after the Mariel boatlift, for example, Cuban refugees are being successfully absorbed into Miami's economically strong Hispanic communities. As consumers, they pump new life into the neighborhoods. The same apparently is true of Haitian immigrants. And in south-central Texas, the large, growing Hispanic community is gaining strength, both economically and politically.

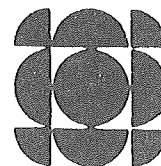
What a tremendous opportunity to enrich our society and to increase our options.

Nevertheless, an overriding fear persists. Will the growing Hispanic and Asian-American populations be viewed as fragmenting the society, rather than perceived as enriching our diversity? Often feelings explode in the form of racism and violence toward groups blamed for economic woes. In time, this will subside, thanks to the power of economic forces. The minority market is just too big to ignore. Especially the Spanish-speaking one.

The U.S. Hispanic nation is the fourth largest in the world. And a substantial share -- 40 percent of that population -- is less than 18 years old. Just wait till they get older. Advertisers have discovered this and they're wasting no time going after this growing market.

Dayton Hudson Foundation

777 Nicollet Mall
Minneapolis, Minnesota 55402
Telephone: (612) 370-6553



August 26, 1983

Mr. Jose H. Trejo
Executive Director
Spanish Speaking Affairs Council
506 Rice Street
St. Paul, Minnesota 55103

Dear Jose:

The Dayton Hudson Foundation is pleased to announce a \$31,800 pledge to the Spanish Speaking Affairs Council for support of the Minnesota Hispanic Leadership project. The terms of the pledge are as follows:

\$20,000	for start-up of the program,
1,800	for participation in the National Association of Community Leadership Organizations conference and Dayton Hudson Hispanic Leadership program workshops to be held September 18-21 in Cleveland, and
10,000	for general support after \$12,000 is raised from other non-governmental sources by June, 1984.

Our check for \$21,800 for start-up and conference/workshop participation will be mailed within the next ten days.

The Dayton Hudson Foundations wishes the Spanish Speaking Affairs Council the greatest success in meeting this challenge and earning the remaining \$10,000 grant.

Sincerely,

Terri D. Barriero
Manager

TDB/jm