Strengthening Oregon’s Communities  
Latino Community Leadership Program

Project Team
Principal Investigators:
Bruce Weber, Extension Community Development Specialist and Director, OSU Rural Studies Program
Maria Addessi, former Family Community Leadership (FCL) Volunteer, Latina, Independence, OR
Ann Schauber, Interculturalist and former Family Community Leadership program manager/trainer
Mike Knutz, Polk County Extension Faculty Member

Other team members include: Liz Canizales, Lane County Extension; Elena Peña, Polk County Extension, and Sara Curiel, MPP Graduate Student

Oregon Latinos and Latino Needs

Oregon saw a four-fold increase in the Latino population during the 1990’s. Latinos represent the largest ethnic minority in the state with one in every twelve Oregonians being Latino in 2000, double the national rate. They represent an even larger share of the school population: one in every seven K-12 students in Oregon is Latino.

OSU Extension Service is involved in many efforts to serve the Latino population, and some of the educational needs of Latino adults for nutrition education and for agricultural production and management skills. One of the areas in which Extension has not addressed the needs is in the area of leadership development. During 2005-6, the Rural Studies Program Outreach Specialist Sara Curiel has visited with Latino leaders in three Oregon communities with large Latino populations: Hillsboro, Boardman and Independence. Her conversations with Latino leaders in these communities have uncovered a number of educational needs that could be addressed by Extension educational programs. One of the major concerns of the Hispanic communities of Oregon is the lack of Hispanic participation in civic matters. Interviewees discussed the reasons for the lack of participation; the most common reason was not having an effective way to express their concern within city officials. This produces frustrations from both Hispanics and Anglo-Americans within the rural community. An example illustrating the magnitude of this problem is Boardman, Oregon. The population is divided almost equally 51% Hispanics and 49% White according to the US Census 2004. However, the city council is composed by 7 members, all of them are Anglo-Americans. In addition, the planning commission and the budget commission have 7 members but only 1 person participating in both is Hispanic. This is detrimental to the development of the community since they are not able to address issues that arise due to cultural barriers.
A team of Extension professionals and paraprofessionals on campus and off-campus is proposing to develop and pilot a program that would provide culturally-appropriate leadership training to Latino men and women during 2006-2007 that would empower them to become more involved in their schools and local governments and even in the state policy process on issues that are of concern to them. This program would build on the leadership development expertise and experience of Anglo and Latino Extension educators in Corvallis, Independence and Eugene, by adapting materials from existing leadership programs, such as the Family Community Leadership Program (in which many of them have participated as trainers) and the curriculum of the Ford Institute for Community Building. This project would run from mid-June 2006 to mid-June 2007.

**Project Goals**

1. To develop and pilot test a culturally appropriate community leadership program for Latino men and women. This program will include a bi-lingual curriculum, trainings, and on-going mentoring support for participants.
2. To make a recommendation to OSU Extension on the cost and feasibility of offering an on-going Latino Community Leadership program to further OSU’s strategic plan on strengthening communities.

**Project Objectives:**

1. To provide 20 to 35 Latino men and women with the knowledge and skills to become more engaged in local civic matters.
2. To provide ongoing mentoring support to the Latino community leadership program participants as they engage in civic matters.
3. To link the participants with local city, county, school, or state organizations in which they have an interest.

**Project Activities:**

1. Form a steering committee of Latino Extension staff and former OSU Latino Family Community Leadership volunteers to determine the specific plan for launching this program. The plan will include: identifying and contacting potential program participants; priorities for development of the curriculum; decisions on training places and times; and initial contacts with civic organizations in which program participants have an interest.
2. Develop curriculum modules in Spanish and English.
3. Interview and select program participants.
4. Design and deliver training in three communities which will also include field trips to selected school, city, county and/or state policymaking advisory groups.
5. Develop a system of ongoing mentoring support for program participants.

Key to this project is that program designers and participants will co-create and learn together what makes up an effective culturally appropriate leadership development program for Latinos. As a result of the experience, the project PI’s will make a recommendation to OSU Extension about the feasibility of this project to strengthen communities.
**Evaluation Components:**
Our overall desired outcome is the increased involvement of Latinos in civic matters. At the end of year one, we will have:

1. A bi-lingual culturally appropriate Community Leadership Curriculum for Latinos that has been pilot tested.
2. Initial and program completion interviews with all program participants to measure the impact of the program. We will also measure the extent to which Latino involvement in civic matters increases.
3. Assessment of the steering committee as a mechanism to co-create a Latino community leadership program.

**Budget**

<table>
<thead>
<tr>
<th>Salaries</th>
<th>OSU Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara Curiel</td>
<td>9,300</td>
</tr>
<tr>
<td>OPE</td>
<td>700</td>
</tr>
<tr>
<td><strong>Contract</strong></td>
<td></td>
</tr>
<tr>
<td>Ann Schauber (retires 6/30/06)</td>
<td>7,500</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>17,500</td>
</tr>
<tr>
<td><strong>Pilot Training Events</strong></td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Materials for the training</strong></td>
<td>500</td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td>1,000</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td>2,500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>20,000</td>
</tr>
</tbody>
</table>

The bulk of the salary would be used to hire a Latina currently pursuing a Master of Public Policy degree with experience living and working in Hispanic communities for the summer of 2006. She would work with Ann Schauber, a bi-lingual interculturalist who has been involved in Extension Leadership Development programs and Latino outreach; Mike Knutz, a Polk County faculty member; Elena Peña and Maria Addessi, Latina Family Community Leadership Volunteers; and Liz Canizales, a Lane County Extension staff member. They would form a steering committee to develop a training experience to be piloted during the summer and fall of 2006 in three Oregon communities. Sara would continue to work completing a draft of a Latino leadership program by June of 2007, when she would be finishing her MPP degree at OSU. The Rural Studies Program would provide funding for her efforts during the school year for both finishing program development and for evaluation of the pilot programs.

Travel support is needed to enable the leadership team to meet and to conduct the pilot training programs.

Support is also needed for materials for the training events and for the meeting spaces, meals and refreshments at the three-six pilot training events.