

# DEVELOPING A STATEWIDE PLAN TO ADDRESS LATINO ISSUES IN MICHIGAN



Hosted by:  
The Julian Samora Research Institute  
Michigan State University  
East Lansing, Michigan



# A SUMMARY REPORT ON THE STATEWIDE IMPLEMENTATION SUMMIT

MARCH 2011

The Julian Samora Research Institute  
*The Midwest's Premier Latino Research Center*



**The Julian Samora Research Institute is committed to  
the generation, transmission, and application of  
knowledge to serve the needs of Latino communities in  
Michigan, the Midwest, and the nation.**



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## Preface

This plan is the result of the collective work done by participants at two statewide summits hosted by the Julian Samora Research Institute (JSRI) at Michigan State University. The first, held in July 2009, resulted in the identification and prioritization of key issues facing Latino communities in Michigan. The results of that summit are summarized in the report, *Toward a Statewide Agenda on Latino Issues in Michigan: A Summary Report on the Statewide Summit on Latino Issues in Michigan* (April 2010), available through JSRI. On June 11, 2010, with support from the Office for Inclusion and Intercultural Initiatives at Michigan State University, JSRI hosted the second summit, which focused on developing an implementation plan addressing the issues identified as key to Latino communities in Michigan. This plan is the result of that summit.

Thanks are extended to all who participated in the summits and contributed to the development of the documents. Thanks are also due to the staff of JSRI who contributed to the summits by organizing and documenting the activities, to the Office for Inclusion and Intercultural Initiatives for its support of the second summit, and to the DTE Foundation for its support of the publication of this plan.

Rubén O. Martinez, Director  
Julian Samora Research Institute  
Michigan State University

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## Executive Summary

Following up on the work of the 2009 summit, participants at the 2010 summit developed implementation steps for each of the ten areas identified as critical challenges for Latinos in Michigan. After consolidating similar themes, seven areas emerged from the original ten. This report lays out the key goals and steps to be achieved in 2011 for the creation of an effective statewide organization that addresses these seven priorities for Latinos in Michigan.

### *Developing an Organizational Vehicle*

Latinos in Michigan must first establish an effective statewide organization that will serve as the mechanism to garner resources and coordinate efforts to address the challenges facing Latino communities at the levels of service delivery, policy development, and implementation. A steering committee has been set up to oversee this process. In the upcoming year, four organizational goals should be met:

1. Create an organizational structure, mission statement, and set of objectives that link grassroots and community-level actors across the state, allowing for networking and cohesive action on Latino issues. The organization needs a clear and easily expressed name. Furthermore, the organization should link community- and state-level practitioners with researchers and research organizations, such as JSRI at Michigan State University, and other universities and research institutes across the state.
2. Develop a financial structure for the organization. Apply for tax-exempt status. Build partnerships with Latino organizations, private foundations, and other potential resources to construct a financial foundation for the organization.
3. Develop a code of conduct for participation in the organization. The code of conduct should emphasize mutual respect, responsibility, and the well-being of Latinos in Michigan over personal gain or individual agendas.
4. Create a communications vehicle and statewide network to coordinate efforts statewide. This may consist of an organizational website that allows participants to communicate with each other, share best practices, and express local and state-level needs. This communications system should include an “Action Alert” component that allows for quick mobilization in response to crisis situations.

### *Addressing the Issues*

Once these specific organizational needs are met, the organization can begin to focus on the substantive issues identified in the 2009 meeting: education, immigrant rights, health and healthcare, civic engagement and media portrayal of Latinos, economic development and employment, gender relations, and civil rights and discrimination. Building on the discussions of the 2010 meeting, the following “first steps” in each area should be addressed in the upcoming year.

### ***I. Education***

1. Develop a long-term agenda for improving the experiences and success of Latinos in Michigan public schools. This agenda should include leadership development, strategies for increasing parental involvement, early childhood intervention, enhancing Latino computer literacy, improving state- and local-level accountability, and evaluating test protocols for cultural and linguistic bias.
2. Partner with the research-oriented members of the organization to develop an informative, research-based paper on the educational state of Latinos in the Midwest that can be disseminated among legislators to inform policymaking decisions.
3. Build personal relationships with local- and state-level policymakers in order to coordinate effective educational policies across the state.

### ***II. Immigrant Rights***

1. Create a clear and concise position on state- and national-level immigration policy that makes practical recommendations for combating the negative atmosphere that is intensifying in the state and the nation.
2. Present this position in a brief that can be disseminated to policymakers as well as the public.
3. Organize panel discussions and town hall meetings to address the concerns of Michigan residents regarding national- and state-level immigration policy.

### ***III. Health and Healthcare***

1. Seek funding via partnerships and grants for the collection of data regarding the state of Latino health in Michigan. Currently little data are available, which hampers intervention and policy development.
2. Investigate availability and parameters of health insurance coverage for Latinos across the state.
3. Create a directory of resources and services that can be distributed to Latinos, particularly low-income families, across the state.

### ***IV. Civic Engagement and Media Portrayal of Latinos***

1. Take a leading role in creating a Latino voice within the state. This can be done through voter registration drives, community-level meetings to educate voters on key issues, and developing bilingual materials and training programs to encourage civic engagement within Latino neighborhoods and communities.
2. Investigate the media portrayal of Latinos across the state and provide a research-based analysis of these portrayals. Disseminate a paper to media outlets and policymakers that

### ***Civic Engagement and Media Portrayal of Latinos (continued)***

addresses the findings of this analysis and makes recommendations for more inclusive representation.

3. Develop ties to media representatives and provide them with accurate information regarding different aspects of Latino communities.

### ***V. Economic Development and Employment***

1. Create partnerships with existing economic development organizations, such as the Michigan Economic Development Corporation, Small Business Development Centers, Hispanic Chamber of Commerce, business schools at universities and community colleges, and other entities, in order to facilitate services for Latino business owners.
2. Develop mechanisms (support groups and role models) and promote materials that specifically target Latina entrepreneurs.
3. Coordinate resources, referrals, and education that can provide support for Latino entrepreneurs in the state. Promote the development of bilingual materials and services for Latino entrepreneurs.
4. Provide education on personal finance management (credit cards, mortgages, banking services, retirement planning, etc.).
5. Support and contribute to the work of public and private agencies that provide services for basic needs (food, shelter, safety) for individuals and families.
6. Support retraining programs for Latino workers, as well as leadership training and programs encouraging Latino workers to seek skill development and pursue promotions or new, better paid positions.

### ***VI. Gender Relations***

1. Promote education on gender and sexuality issues, including domestic violence and discrimination, at the community level.
2. Create leadership opportunities for Latinas and support their participation in leadership roles within organizations, communities, and institutions.
3. Investigate the role of culture and social structure on Latino gender relations and share these findings with service providers and community leaders.

### ***VII. Civil Rights and Discrimination***

1. Create a watch-dog group for racism and discrimination against Latinos. This group can utilize the “Action Alert” system of the organization to mobilize when necessary.
2. Report and record hate crimes in partnership with the Michigan Alliance Against Hate Crimes.

## Introduction

Numerous challenges face Latino communities in Michigan, most of which are similar to those faced in other states and communities across the country. Most importantly, Latinos need a voice at the state level, where most of the important policymaking occurs. To this end, participants in the July 2009 and June 2010 statewide summits recommended the development of a statewide organization that would provide a cohesive voice for Latinos across the state.

The primary goal of this organization is the incorporation of Latinos into the fabric of core institutions in Michigan. The secondary goal is to marshal the resources, power, and influence needed to reshape the distribution of public and private support and opportunities through advocacy and policy shifts that promote and sustain incorporation and integration. An impending demographic shift will have significant consequences for both the state and the nation. As the Baby Boomer generation retires over the next few decades, an even greater proportion of the workforce will be drawn from the growing Latino population in the state and the U.S. Currently, however, the Latino population is significantly marginalized from the major institutions in the country, including those in Michigan. Resources need to be coordinated to intervene effectively to promote institutional integration, thereby positioning Latinos to be part of the next generation of scientists, educators, civic and political leaders, etc. The statewide network developed here can play an important role in this integration by:

- Coordinating efforts across the state;
- Partnering with the philanthropic sector;
- Closing the gaps between community needs and resources;
- Creating alliances with research institutes, university faculty, staff, and students – the focus of these alliances should be to develop Latino research that incorporates students, our most valuable resource, creating service learning and leadership opportunities for them; and
- Closing the gap in the service delivery systems by changing individual, procedural, and structural approaches to meeting the needs of Latino populations and communities.

Ultimately, in order to avert the looming national and state crisis based on this demographic shift, much work is needed to facilitate the institutional integration of Latinos through the necessary institutional transformation. The statewide organization proposed here will be a principal actor in this process.

The following pages first provide a historical overview of statewide efforts on behalf of Latinos in Michigan, beginning with activities in the early twentieth century and ending with current efforts across the state. This historical perspective is followed by a brief discussion of potential structural possibilities for the organization based on comparisons with similar successful models. Finally, specific action steps are outlined for each aspect of organizational development and for the substantive issues the organization will be designed to influence. These are the steps that must be taken within the coming year in order to develop an effective statewide organization that positively affects the lives of Latinos in Michigan.

## Historical Overview of Statewide Efforts

### *Early Efforts: Pre-1960s*

Two developments in the early 1900s set the stage for later activities. First, the sugar beet industry became a major economic contributor in the state. Sugar beet harvesting, processing, and refining are labor-intensive activities. By the 1920s thousands of Mexicans and Mexican Americans, especially from South Texas, were recruited by sugar beet companies. As a result, Mexican American communities began forming in central Michigan. Second, Michigan became the world leader in the auto industry in the early 1900s. Assembly line work required the importation of workers from Europe and Mexico. By the 1920s, several Mexican communities were established in cities with large factories, such as Detroit, Saginaw, Dearborn, and Flint. In the decades that followed, Puerto Ricans were also recruited to work Michigan's agricultural fields.

These developments had some unforeseen results. As Latino farmworkers settled out of the migrant stream, they were drawn to the automobile factories to work on the assembly lines. Despite the fact that farm work was viewed by employers as seasonal, many Latino families found year-round work and began settling permanently in Michigan. In addition, the auto industry began to experience major labor issues and Mexican workers became active participants in these disputes (for example, the 1936-37 Flint "Sit-Down Strike").

Several early-1900 laws restricted immigration to the U.S., but Mexicans were generally exempt because their labor was needed and it was assumed that they would return to Mexico. However, by 1930 thousands of Latino immigrants were settling out and settling down in central, southwest, and southeast Michigan. In response to this settlement process, organizations began to form to meet the needs of this population. For example, El Comité Patriótico was present in many of Michigan's Mexican communities by the 1920s. Such organizations were often supported by the Mexican Consulate in Detroit. Mutualistas (mutual aid societies) also began responding to the need for social and basic services for Mexican families. The Catholic and Methodist churches organized social service centers targeting Mexican communities. Churches, stores, and businesses catering to the Mexican community also emerged, particularly in the larger cities.

In 1929, however, the nation's economic woes brought great trauma to the Mexican communities of Michigan. Mexican community leaders emerged in resistance to "repatriation" movements fueled by widespread anti-immigrant sentiments. While many families returned to Mexico and Texas, those who stayed and resisted discrimination became the strong core of community leaders that remain in Michigan to this day. In addition, many central Michigan farmers offered work and recruited urban workers back to the farms and encouraged them to stay in Michigan.

During the 1940s and 1950s, even more changes occurred. The participation of Mexican Americans in World War II and the Korean War changed their perspective relative to their status in U.S. society and the prejudice and discrimination they were willing to endure. In addition, the G.I. Bill and other government programs brought new opportunities through support programs for these veterans and their families. In the post-War years there was growing unrest across all minority groups regarding the structures of inequality that limited their lives. Like African Americans, Latinos across the country gradually became more frustrated and more vocal, and they organized social movement activities, such as rallies and demonstrations. The American G.I.

Forum and other veteran groups grew rapidly during this period. The elimination of the Bracero program and persistent labor issues in the agricultural fields gave rise to the United Farm Workers, while in colleges and universities Chicano students organized United Mexican American Students and Movimiento Estudiantil Chicano de Aztlán chapters, and community organizers challenged conventional politics through the rise of the Raza Unida Party. Mexican American, Chicano, and Latino student organizations emerged in California, Texas, Colorado, New York, and Michigan, and quickly spread to other states. By the late 1960s there was significant momentum for changes in civil rights, educational opportunities, access to citizenship, housing, occupational opportunities, union leadership, arts, and culture.

### *Recent Efforts: 1960s to Present*

Since the 1960s, there has been an increasing level of organization among Latinos in Michigan. Churches played an active role in farm labor civil rights issues. Labor organizations were established and grew in membership. During this time period there was a boom in Latino organizations within the state. Community newspapers became important vehicles for communicating collective concerns about the structures of discrimination and served to mobilize the sentiments and energies of many Latinos. Some key organizations that developed during this period that remain as important resources today are the Michigan Hispanic Chamber of Commerce and the Commission on Spanish Speaking Affairs, as well as chapters of national-level organizations, such as the American G.I. Forum, LULAC (League of United Latin American Citizens), the Mexican-American Legal Defense and Education Fund, and the Puerto Rican Legal Defense and Education Fund. The 1960s and 1970s also brought more radical groups to Michigan, such as the Brown Berets and Young Lords. On the political front, LAUPA (Latin Americans United for Political Action) and La Raza Unida developed in Michigan in order to place pressure on national, state, and local politicians to address the needs and improve the quality of life of Latinos in the state.

In the late 1960s the United Farm Workers union led by César Chávez, established its Michigan headquarters in Monroe County. Chávez appointed Julian Herrera as the local director and the Detroit Catholic Archdiocese funded the office and its expenses. Some key events during this period were the 1967 “March for Migrants” from Saginaw to Lansing and the 1974 “Walk for Justice” from Kalamazoo to Grand Rapids. These events brought together Chicano and Latino activists from across the state. The “March for Migrants” represented statewide support for Michigan farm workers and was followed by boycotts and smaller picketing events. The “Walk for Justice” continued this expression of support for La Lucha (The Struggle).

### *Current Efforts*

Today, across the state there are local programs and organizations working to improve the lives of Latinos and contribute to their incorporation into core institutions. The American G. I. Forum in Saginaw is attempting to reduce Latino student dropout rates and school failure. The Hartford Public School District is developing innovative programs to fulfill the educational needs of the approximately 1,150 Latino students in their district. Hartford is working to bring together teachers and parents to break the trend of Latino student failure that is too common across school districts in Michigan. They have developed programs that recognize and support Latino culture in the schools; provided more accessible information to Latino students and parents about

college and careers; attempted, beginning at early ages, to increase motivation for students to attend college; and addressed the specific needs of migrant students. Hartford is an example of how Latinos can be successfully incorporated into key institutions and it is hoped that Hartford's success can be replicated across Michigan.

Another example of successful institutional incorporation is El Sol, a language immersion elementary school in Kalamazoo that employs the "two-way immersion model." Each classroom includes Spanish-speaking and English-speaking students and the curriculum is taught in both languages. All teachers are bilingual and students are encouraged to assist each other in learning both languages. This approach uses diversity as a tool to enrich education rather than seeing it as a problem or a challenge for the school. Preliminary data on student performance measures show that in the third grade, students are proficient in math and language. Data also demonstrate proficiency in both languages and a willingness and ability to relate to each other across language and ethnic barriers. El Sol serves as a pilot model for implementation across the state.

These are just a few examples of programs and activities in Michigan that provide inspiration for the statewide organization proposed here. The next section examines possible options for the structure of this organization by looking at other organizations that have demonstrated success in achieving their goals.

## Statewide Organizational Options

There are several existing organizations that can provide insight and organizational models for the type of statewide organization desired by summit participants: the American G.I. Forum, Farmworkers Legal Services, the Labor Council of Latin American Advancement, the League of United Latin American Citizens, Migrant Legal Aid, the Telamon Corporation, the National Council of La Raza, the National Association for the Advancement of Colored People, and the Michigan Alliance Against Hate Crime. Each of these groups has a clearly stated mission statement, set of objectives, and structure of governance. Based on the best practices from each of these examples, the proposed organization needs a clearly stated mission statement and set of clearly stated and achievable objectives. Equally important, the summit group must consider an organizational structure that will fulfill the stated mission of the organization. The following section lays out some of the first steps toward building an effective statewide organization.

## Creating an Organization

Four key elements are needed for the development of the organization itself. First, the organizational structure must be defined and a mission stated. Second, funding sources and the financial structure must be determined. Third, a code of conduct for participation must be developed. Finally, a communications vehicle must be created. The following sections address each of the organizational requirements in turn.

### *Establishing a Statewide Organization*

1. Community engagement process:
  - A. Conduct a statewide "needs assessment" regionally by focusing on the following communities: Grand Rapids, Pontiac, Flint, Saginaw, Kalamazoo, Detroit, and Lansing; and

- B. Identify gaps by asking at the grassroots level, “What are the major challenges facing Latinos in your community and what needs to be done to address them?”; through this approach identify gaps in service delivery across institutions; deliverable should be an inventory of concerns and an assessment of Latino communities’ needs.
2. Develop a “Brown” Paper (concept paper) that builds the case for a new statewide organization and can be used to solicit support for it; it should incorporate the findings from the community assessment process and provide a systems analysis that highlights the gaps in service delivery; paper would be a principal tool for developing the organization and disseminating information.
3. Build structure and process timeline:
  - A. Name the organization (Chicano and Latino);
  - B. Steering Committee should develop a detailed activities flow chart with timelines; and
  - C. The process requires commitment, accountability, and timelines to establish the organization that will consolidate and mobilize the resources to address Latino needs.

### *Organizational Finances*

1. Meet with the Michigan Nonprofit Association to discuss Latino needs; find out what they are doing and can do for the Latino/Hispanic community.
2. Garner funds to support this initiative:
  - A. Present the Brown Paper to potential funders;
  - B. Identify Latino-interested corporations, foundations, and government agencies;
  - C. Solicit funds and submit proposals on behalf of the statewide initiative;
  - D. Develop partnerships across Latino/Hispanic organizations to better address challenges in local communities and statewide; and
  - E. Create a statewide network to promote cooperation – provide communication mechanism to support cooperation:
    - i. Organize events and activities to generate funds; and
    - ii. Share information on funding opportunities among non-profit organizations.
3. Develop cadre of mentors to assist Latino organizations.
4. Work with the Center for Leadership Innovation to build capacity among Latino/Hispanic non-profit organizations.

### *Code of Conduct*

1. Develop a code of conduct that will promote cooperation among members of the organization and interested parties; the code should include a preamble and statements similar to the following:
  - This organization is based on mutual respect.
  - The number one priority is the well-being of the community, not personal gain.
  - Members stay on point in order to move discussions and activities along.
  - Members agree to listen and expect to be listened to by others.
  - Members will have equal opportunity to express opinions or concerns.
  - Members must be supportive and advance actions adopted by the organization.
  - Members are expected to fulfill their commitments and inform the organization whenever unable to do so; there is no shame in asking for help.

## *Networking and Communications*

1. Identify an organization/entity to develop and maintain a “Michigan Latino Clearinghouse”; entity should be neutral in nature and inclusive.
2. Create and distribute needs assessments to collect best practices and identify interest areas.
3. Establish a system (i.e. website) that provides information related to specific needs (1–10 priorities) or issues; set up a system to identify areas of user interest.
4. Develop an Action Alert system, modeled after the faith-based system, to quickly mobilize a specific response in a specific geographical and topic-related area.

## **Target Issues**

Once the structural elements are in place, the organization should begin to systematically address the substantive issues that were identified at the 2009 summit and developed further at the 2010 summit. The following pages review the initial action steps needed to advance this initiative.

### *I. Education*

1. Prepare candidates for local and state boards of education (culturally representative/creative thinkers/problem solvers) and present Latino issues to the State Board of Education.
2. Improve early childhood education through:
  - A. Healthcare and nutrition programs; and
  - B. Ensuring that Michigan early childhood programs are sensitive to student/family cultures, including home language (native heritage language in preschool).
3. Promote family and early literacy through:
  - A. Computer/Internet – eliminate the Latino digital divide;
  - B. Establishing “Día del Niño” and “Día del Libro” as statewide programs; and
  - C. Providing training for families to become knowledgeable “clients” of the public school system.
4. Improve Latino students’ performance on the Michigan Merit Curriculum/Exam:
  - A. Disseminate MMC/Exam information bilingually;
  - B. Comprehensively create support system for success (e.g., academic support); and
  - C. Ensure effective use of Title I (supplemental education) dollars among Latino/Hispanic students.
5. Support and promote family education through:
  - A. Adult classes/ESL/GED;
  - B. Parenting skills instruction;
  - C. Financial education; and
  - D. Job training relevant to current economy.
6. Reinvent the schoolhouse to meet the educational needs of Latino students by:
  - A. Securing parent feedback for change;
  - B. Holding schools accountable for results;
  - C. Making parent involvement meaningful; and
  - D. Creating welcoming schools for parents and students.

7. Get schools to value and use family culture by doing the following:
  - A. Communicating bilingually the value of education statewide (radio/TV/newspapers);
  - B. Training Latino parents to be advocates (i.e., promotoras);
  - C. Regularly attending State Board of Education meetings to ensure that money for Latinos is spent on Latino cultural activities; and
  - D. Recognizing/celebrating education success.
8. Partner with researchers to develop a research-based paper on the educational state of Latinos in the Midwest and disseminate it among policymakers.
9. Build relationships with local and state policymakers to coordinate effective education policies in Michigan.

## ***II. Immigrant Rights***

1. Create a clear and concise position on state- and national-level immigration policy that makes practical recommendations for combating the negative atmosphere that is intensifying in the state and the nation.
2. Present this position in a brief that can be disseminated to policymakers as well as the public.
3. Organize panel discussions and town hall meetings to address the concerns of Michigan residents regarding national- and state-level immigration policy.

## ***III. Health and Healthcare***

1. Promote access to healthcare among Latinos.
2. Provide a directory of culturally relevant health services.
3. Promote awareness of healthcare issues through:
  - A. Radio stations;
  - B. Newspapers;
  - C. Physicians – directing patients to resources;
  - D. Social workers/nurses – providing education on health prevention and resources;
  - E. Religious leaders; and
  - F. Public schools.
4. Advocate for the systematic collection of health data by state agencies using uniform race/ethnic categories; use data on Latino health issues to promote:
  - A. Understanding of health among Latinos across the state;
  - B. Evidence-based actions; and
  - C. Policy initiatives.
5. Investigate the availability and parameters of health insurance coverage for Latinos in the state.
6. Promote awareness that Michigan does not allow victims to sue drug companies for negative side effects.

## ***IV. Civic Engagement and Media Portrayal of Latinos***

1. Create statewide community network of media portrayals of Latinos that can:
  - A. Address negative representations of Latino communities; and
  - B. Feed information on positive events to the media.
2. Create an advisory group of media representatives.
3. Initiate and plan a statewide conference for the media (print, radio, TV, Internet).

4. Research best practices of all media on portrayal of Latinos.
5. Align with code of conduct and communication groups.

## ***V. Economic Development and Employment***

1. Business segment:
  - A. Access and network with Small Business and Technology Development Center (SBTDC), U.S. Small Business Administration (SBA), MEDC, local business incubators, etc. (e.g., organic farms);
  - B. Promote tax credits/grants/financial assistance to organizations promoting Latino business [e.g., West Michigan Hispanic Chamber of Commerce (MHCC), Lansing Area Hispanic Business Association (LAHBA), Mid-Michigan Hispanic Business Association (MMHBA), Michigan Hispanic Chamber of Commerce (MHCC), and other economic organizations];
  - C. Create business/education partnerships to eliminate skill gaps;
  - D. Encourage diversification strategies to broaden the base of Latino business organizations; and
  - E. Coordinate resources, referrals, and education that can provide support for Latino entrepreneurs in the state; promote the development of bilingual materials and services for Latino entrepreneurs.
2. Individual segment:
  - A. Support services for meeting basic needs, such as shelter, food, and safety;
  - B. Provide personal finance education in the areas of credit cards, mortgages, banking services, retirement saving, and insurance; and
  - C. Hold social organizations receiving funds from foundations accountable for services they provide to the Latino community.

## ***VI. Gender Relations***

1. Promote education on gender and sexuality issues, including domestic violence and discrimination at the community level.
2. Create leadership opportunities for Latinas and support their participation in leadership roles within the organization, the community, and institutions.
3. Develop support groups and present role models for Latina entrepreneurs and working mothers.
4. Investigate the role of culture and social structure in Latino gender relations and share these findings with service providers and community leaders.

## ***VII. Civil Rights and Discrimination***

1. Create a watch-dog group for racism and discrimination against Latinos; group can utilize the Action Alert system of the organization to mobilize when necessary.
2. Maintain opposition to anti-immigrant and anti-Latino legislation through:
  - A. Communication on the impact of this legislation on businesses, universities, constitutional rights, and the media through letters to the editor, legislature, corporations, and agriculture industries; and
  - B. Conducting public outreach through statewide organizations.

3. Raise awareness of hate crimes by:
  - A. Building an alliance with the Michigan Alliance Against Hate Crimes (MIAAHC);
  - B. Working with MIAAHC to develop local chapters; and
  - C. Reporting and recording hate crimes in safe environments (churches, etc.).
4. Support watch-dog groups against racism and discrimination against Latinos in the areas of employment, education, media, and complaint investigation.

## **Conclusion**

This plan is based on the work of two statewide summits in which Latino and Latino-focused leaders and practitioners shared their knowledge and expertise to provide direction to local and statewide efforts to address challenges facing Latino communities across Michigan. It extends the work of the first summit by outlining steps needed to move forward across the range of critical priorities and for creating a successful statewide organization that can positively impact the lives of Latinos in Michigan. The primary goal of this organization is to facilitate the incorporation of Latinos into the core institutions of Michigan. Given the impending demographic shifts and the current state of political, social, and economic alienation and exclusion of Latinos in the state and the nation, it is imperative that this work begin immediately. The organization and the plan proposed here can play important roles in alleviating some key obstacles to the full participation of Latinos in the state.

## APPENDIX A

### 2010 Implementation Summit Participants

Ignacio Andrade	Olga Hernández-Patino
Max Anguiano	Diane Hernández-Wodja
Ronald Arambula	Betty Holguin
Diana Ariza	Pilar Horner
Arturo Armijo	Danny Inquilla
Robert Arocha	Jean Kayitsinga
Bette Avila	Barnett Levine
Paul Babladelis	Guillermo López
Terri Bailey	Maria Martinez
Cheryl Boothby	Rubén Martinez
Ethriam Brammer de Gonzales	Reynaldo Medina
Lucinda Briones	Steve Miller
Jennifer Buntin	Rosa E. Morales
David Canales	Rachael Moreno
John J. Castillo	Juan Muñiz
John Roy Castillo	Richard Olivarez
Martha Castillo-Gutiérrez	Marylou Olivarez-Mason
Sheila M. Contreras	Sixto Olivo
Rebecca Coughlin	Conce Olvera
Shelley Dufort	Frank Ornelas
Debra Ehrmann	Richard Ortega
Maria Enríquez	Argelio Ben Pérez
Angelita Espiño	Susan E. Reed
Mark Fancher	Elva Reyes
Frank Fear	Rudy Reyes
Hiram Fitzgerald	Diana Rivera
Alberto M. Flores	Miguel Rodriguez
José Gamez	Nino Rodríguez
Luis Alonzo Garcia	Andrea Rodríguez
Rick Garcia	Liliana Salas
Ariadna Ginez	Maria Starr
Jessica Goddard	Daniel Vélez Ortiz
Patricia Gonzales	Melvin Villarreal
Luis Gutiérrez	Francisco Villarruel
Steve Hanson	Rick Ward
Ellen Hayse	Celina Wille
Florenio Hernández	

## APPENDIX B

# Developing a Statewide Plan to Address Latino/a Issues in Michigan

Julian Samora Research Institute  
Michigan State University  
Kellogg Hotel and Conference Center  
Big Ten C Room  
June 11, 2010

- 7:30-8:30 AM**     **Registration**
- 8:30 AM**            **Welcoming Remarks and Activities Overview**  
                         **Rubén Martínez, JSRI Director**
- 9:00 AM**            **Historical Overview of Statewide Efforts**  
                         **Rachael Moreno – Early Efforts: Pre-1960s**  
                         **John J. Castillo – Recent Efforts: 1960s to the Present**
- 9:30 AM**            **Contemporary Efforts**  
                         **Conce Olvera – Saginaw**
- 10:00 AM**          **The Hartford Public Schools and Latino Students**  
                         **Cheryl Boothby**  
                         **Rick Ward**
- 10:30 AM**          **Break**
- 10:45 AM**          **Statewide Organization Options**  
                         **Alberto Flores**  
                         **Rubén Martínez**
- 12:00 PM**          **Networking Lunch (Big Ten B Room)**
- 1:00 PM**            **Group Activities – Designing Action Steps**
- 2:00 PM**            **Break**
- 2:15 PM**            **Group Reports (seven minutes per group)**
- 3:30 PM**            **Steering Committee Nominations/Approval**
- 3:40 PM**            **Next Steps – Where do we go from here?**
- 3:50 PM**            **Closing Comments**  
                         **Rubén Martínez, JSRI Director**
- 4:00 PM**            **Adjournment**

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