

Winter 1997

Faces of a Growing Community: A Profile of the Hispanic Population of Hillsboro, Oregon

Sean Bannon
Portland State University

John Boroski
Portland State University

Thomas E. Carter
Portland State University

Cristina Jimenez-Roig
Portland State University

Dan Seltzer
Portland State University

Let us know how access to this document benefits you.

Follow this and additional works at: http://pdxscholar.library.pdx.edu/usp_murp

 Part of the [Urban Studies and Planning Commons](#)

Recommended Citation

Bannon, Sean; Boroski, John; Carter, Thomas E.; Jimenez-Roig, Cristina; and Seltzer, Dan, "Faces of a Growing Community: A Profile of the Hispanic Population of Hillsboro, Oregon" (1997). *Master of Urban and Regional Planning Workshop Projects*. Paper 119.
http://pdxscholar.library.pdx.edu/usp_murp/119

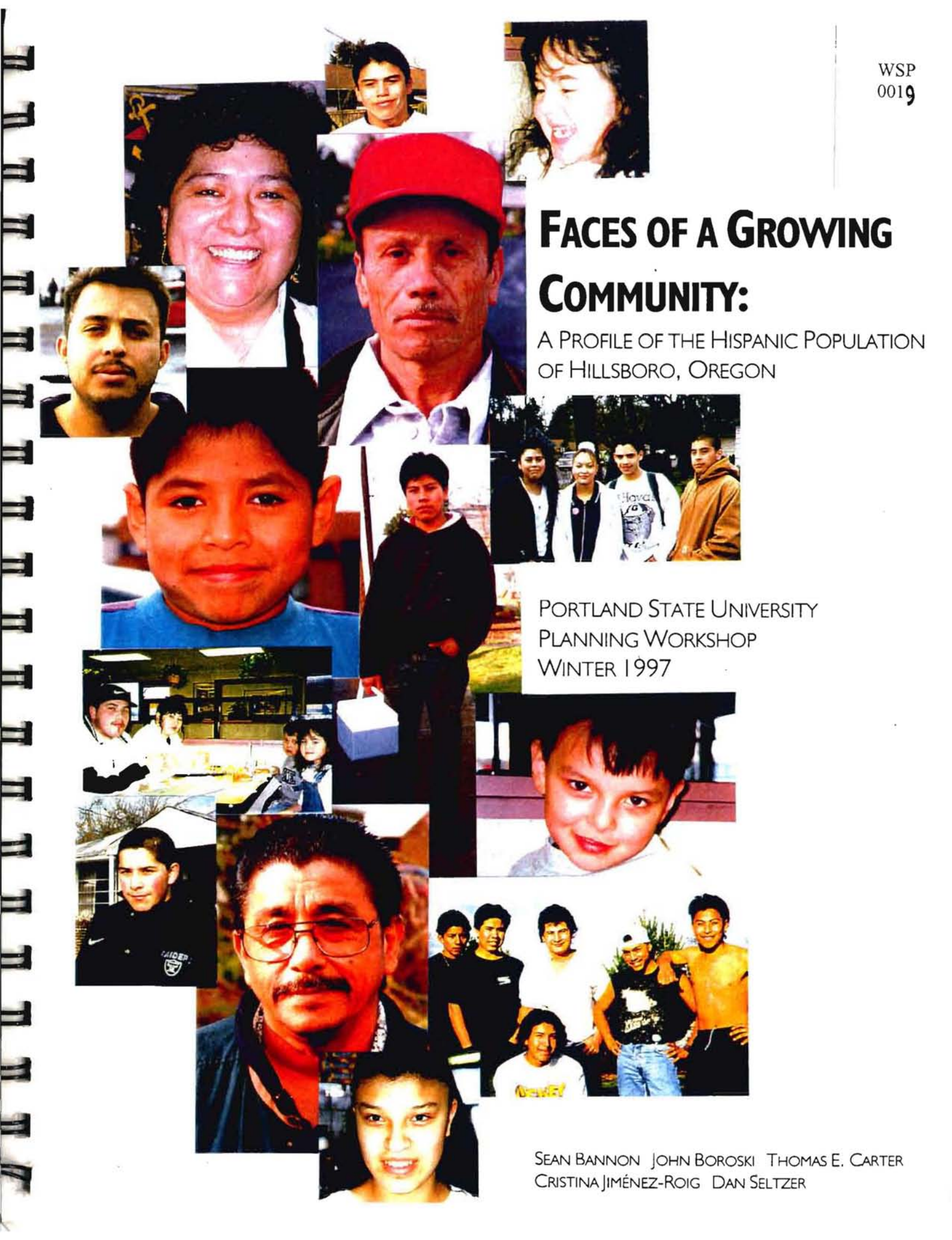
This Report is brought to you for free and open access. It has been accepted for inclusion in Master of Urban and Regional Planning Workshop Projects by an authorized administrator of PDXScholar. For more information, please contact pdxscholar@pdx.edu.

FACES OF A GROWING COMMUNITY:

A PROFILE OF THE HISPANIC POPULATION
OF HILLSBORO, OREGON

PORTLAND STATE UNIVERSITY
PLANNING WORKSHOP
WINTER 1997

SEAN BANNON JOHN BOROSKI THOMAS E. CARTER
CRISTINA JIMÉNEZ-ROIG DAN SELTZER



Deborah Howe

FACES OF A GROWING COMMUNITY:

A PROFILE OF THE HISPANIC POPULATION OF
HILLSBORO, OREGON

PORTLAND STATE UNIVERSITY
PLANNING WORKSHOP TEAM

SEAN BANNON
JOHN BOROSKI
THOMAS E. CARTER
CRISTINA JIMÉNEZ-ROIG
DAN SELTZER

UPA LIBRARY

ACKNOWLEDGMENTS

The project team wishes to thank the following individuals for their generous assistance:

Winslow Brooks
Manuel Casteñeda
Emily Harnish
George Hough
Professor Deborah Howe
Chavela Mendoza
Geraline Ness
Professor Connie Ozawa
Sandy and Javier Perez
Pat Ribellia
Lorenzo Rubio
Irina Sharkova

TABLE OF CONTENTS

ACKNOWLEDGMENTS

TABLE OF CONTENTS

EXECUTIVE SUMMARY 1

INTRODUCTION 13

METHODOLOGY 14

COMMUNITY PROFILE 17

WHO IS "HISPANIC"? 17
 Immigration 17
AGE 19
FAMILY STRUCTURE 19
LANGUAGE 20
EDUCATION 21
ECONOMIC STATUS 25
VALUES AND ATTITUDES 26
 The Hispanic Family 26
 Hispanic Culture 28
 Government Relations 29
 Discrimination 30
HOUSING 32

<u>SERVICES IN THE COMMUNITY</u>	<u>32</u>
WHERE HISPANICS LIVE	33
TRANSPORTATION ISSUES	34
HEALTH CARE	36
YOUTH AND CHILDREN IN THE HISPANIC COMMUNITY	37
EDUCATION AMONG HISPANIC YOUTH	38
GANGS IN HILLSBORO	40
Community Recommendations Concerning Gangs	41
<u>THE SIGNIFICANCE OF COMMUNITY</u>	<u>42</u>
<u>RECOMMENDATIONS AND SUGGESTIONS</u>	<u>44</u>
BILINGUALISM	44
REMOVING OTHER BARRIERS TO PARTICIPATION	45
EDUCATION OF YOUTH	46
ADULT EDUCATION	47
PUBLIC SPACE	48
CULTURAL RECOGNITION	49
VOLUNTEERISM	49
SUMMARY OF RECOMMENDATIONS	49
<u>IMPLICATIONS FOR PLANNING PRACTICE</u>	<u>51</u>
<u>APPENDIX A</u>	<u>A-1</u>
LIST OF CONTACTS	A-1
<u>APPENDIX B</u>	<u>A-3</u>
ANNOTATED BIBLIOGRAPHY	A-3

APPENDIX C A-7

SURVEY OF DISCUSSION GROUP PARTICIPANTS A-7

APPENDIX D A-8

TOTAL AGE DISTRIBUTION A-8

APPENDIX E A-11

PLATES A-11

EXECUTIVE SUMMARY

(In order to make this report more accessible to the Hispanic community, this Executive Summary has been translated into Spanish. It begins on the next page.)

RESUMEN

(Con objeto de facilitar la divulgación de este informe a la comunidad hispánica se incluye a continuación la traducción al español del resumen del documento.)

RESUMEN

Durante los años que siguieron al final de la Segunda Guerra Mundial, inmigrantes mexicanos empezaron a establecerse en el área de Hillsboro. Desde el año 1980 la población hispánica de Hillsboro se ha quintuplicado y ahora excede el 10% del total. Sin embargo, a través de los años, los residentes hispánicos de Hillsboro no se han llegado a involucrar en asuntos de planificación urbana u otros aspectos gubernamentales.

Con el fin de lograr el "Objetivo Estatal Numero Uno de Planificación Urbana" (participación ciudadana), el gobierno de la ciudad de Hillsboro esta tratando de incorporar los valores y las actitudes de sus habitantes hispánicos en la visión del futuro de la ciudad. El primer paso necesario para incluir a la comunidad hispánica en la planificación urbana y en otras áreas gubernamentales es descubrir las características, necesidades y aspiraciones de dicha población. Con este fin los estudiantes de Maestría en Planificación Regional y Urbana de Portland State University han realizado un estudio de la comunidad hispánica en Hillsboro para el Departamento de Planificación de dicha ciudad.

Para este estudio se contactaron más de 50 miembros de la comunidad hispánica, además de contactar con otras personas que trabajan directamente con la población hispánica de Hillsboro. No todas las personas entrevistadas viven en Hillsboro, pero durante el desarrollo de este estudio se observó que la comunidad hispánica de Hillsboro se extiende más allá del perímetro de la ciudad. La información acerca de la comunidad se obtuvo de publicaciones sobre la cultura hispánica e hispano-americana, de censos y datos adicionales, cuatro discusiones de grupo dirigidas por estudiantes, una asamblea comunitaria en el centro cultural de Cornelius, numerosas entrevistas individuales, una encuesta en forma de cuestionario e inclusive se obtuvo información en un programa de radio en español que recibe llamadas en directo de sus oyentes.

LA PARTICIPACIÓN DE LA COMUNIDAD HISPÁNICA EN EL GOBIERNO ES LIMITADA

El estudio reveló el crecimiento en Hillsboro de una red comunitaria hispánica fuertemente entrelazada y centrada en la familia. La comunidad posee características exclusivas y otras comunes a otros grupos migratorios más recientes. Algunas de estas características dan fuerza y vitalidad a la comunidad hispánica mientras que otras constituyen retos para su desarrollo. Varias de estas características tienden a inhibir la participación hispánica en los asuntos gubernamentales de Hillsboro:

Executive Summary

Shortly after World War II, Mexican immigrants began moving to the Hillsboro area to take jobs as farm workers. Since 1980, the Hispanic population of Hillsboro has quintupled, and now exceeds 10% of the total. Historically, though, Hillsboro's Hispanic residents have had little involvement in planning or other government issues.

In keeping with Statewide Planning Goal One (citizen participation), the Hillsboro city government is seeking to incorporate the values and attitudes of its Hispanic residents in the city's vision for the future.

Discovering the characteristics, needs, and aspirations of the Hispanic

community is a first step in involving Hispanic people in planning and in government generally. With this discovery as the goal, students from the Master of Urban and Regional Planning program at Portland State University have studied Hillsboro's Hispanic community for the Hillsboro Planning Department.



This study contacted over 50 Hispanic community

members, as well as many people who work with Hispanics in or near Hillsboro. Not all contacts live in Hillsboro, but the study found that the Hillsboro's Hispanic community extends beyond city boundaries. Information about the community comes from literature about Hispanic culture and Hispanic-Americans, census and other secondary data, four student-led group discussions, a community meeting at Centro Cultural in Cornelius, numerous individual interviews, a questionnaire survey, and even a call-in Spanish-language radio show.

LIMITED HISPANIC PARTICIPATION IN GOVERNMENT

The study revealed a close-knit, family-oriented community growing in Hillsboro. It possesses unique characteristics as well as characteristics shared with other recently-immigrated groups. Some of these characteristics lend strength and vitality to the Hispanic community, while others pose challenges to the community's development.

1. Un proceso complejo de asimilación a la sociedad estadounidense y una fuerte conservación de la lengua y la cultura. Esta falta de voluntad de asimilar la nueva cultura es solamente característica de los inmigrantes mexicanos. Debido a la cercanía entre México y Oregón, los inmigrantes mexicanos tienden a ver su estancia en los Estados Unidos como temporal y con frecuencia planean poder jubilarse algún día en su antiguo pueblo en México (aunque generalmente se quedan en los Estados Unidos).

- La comunidad hispánica de Hillsboro es predominantemente mexicana (89%)
- El deseo de conservar fuertes lazos económicos y sociales con el resto de la familia en México hace que sea más difícil que desarrollen nuevas relaciones en los Estados Unidos. Con frecuencia los inmigrantes envían hasta la mitad de sus ingresos a sus familiares en México.
- En general los inmigrantes mexicanos son muy nacionalistas y fieles a su país de origen.

2. Un nivel económico y de educación bajo. Los limitados recursos económicos y el bajo nivel de educación son barreras muy importantes para poder entender y participar en los asuntos de interés público. Las angustias y preocupaciones causadas por tener que asegurar su subsistencia, desaniman a la gente a participar en asuntos de interés público.

- Más de la mitad de la población hispánica de Hillsboro mayor de 25 años no ha completado el noveno grado de educación y solamente el 11% ha logrado hacer estudios de nivel superior. Además un gran número de adultos hispánicos que no hablan inglés son también analfabetos en español.
- El 30% de los residentes hispánicos de Hillsboro vive por debajo del límite de la pobreza (comparado con el 8% de la población total).
- La fuerza laboral hispánica está concentrada en trabajos de agricultura y de servicio doméstico mal remunerados.

3. Un modelo de poca interacción con el gobierno en la vida cívica latinoamericana. Hay una falta de líderes en la vida pública. También existe un desconocimiento acerca de la necesidad de involucrarse y de participar en actividades de planificación, reglamentación y otras funciones gubernamentales.

Several of these characteristics tend to inhibit Hispanic participation in government affairs in Hillsboro:

1. *A complex process to assimilate into US society, lack of desire to do so, and a strong retention of culture and language.* This acculturation characteristic is unique to Mexican immigrants. Because of Mexico's close proximity to Oregon, Mexican immigrants tend to envision their stay in the US as temporary, and often plan eventually to retire to their previous home in Mexico (although they usually stay in the US).

- The Hispanic community of Hillsboro is predominantly Mexican (89%).
- The desire to keep strong economic and social ties to family at home makes it harder to invest in forging new relationships in US. Immigrants often send up to half their income to relatives in Mexico.
- Mexican immigrants often have strong sentiments of nationalism and loyalty to their country of origin.

2. *Low economic status and educational attainment.* Low economic and educational resources are key barriers to understanding and involvement in public processes. The stresses and demands of making ends meet discourages people from participating in public affairs.

- More than half of Hillsboro's Hispanic population over 25 years has not completed education beyond 9th grade, only 11% have achieved a post-high school degree, and a significant number of non-English speaking Hispanic adults are illiterate in Spanish.
- 30% of Hillsboro's Hispanic residents are below the poverty level (compared to 6% of the non-Hispanic population).
- The Hispanic workforce is concentrated in agricultural and lower-paying service jobs.

3. *A pattern of little interaction with government in Latin American civic life.* There is a lack of Hispanic role models in public life, and knowledge is limited about the need for involvement and ways to participate in planning, policy-making, and other government functions.

- The notion of government is strongly shaped by a legacy of paternalistic and antagonistic government relations in Mexico and other Latin American countries.

- La noción de gobierno está fuertemente determinada por una herencia de relaciones gubernamentales paternalistas y antagonistas en México y en otros países latinoamericanos.
- Puesto que los empleados del gobierno son vistos como expertos y responsables en asuntos públicos (al igual que en latinoamérica), pedir la participación del ciudadano puede parecer inapropiado, mal dirigido, o una manera que los empleados públicos utilizan para reducir sus obligaciones. El miedo a la discriminación, detención o la deportación limita el deseo de los hispanicos de involucrarse en asuntos gubernamentales en los Estados Unidos.
- El resultado de esto, es una resistencia de parte de los hispanicos a hablar en público o a intercambiar opiniones con desconocidos.
- En general los inmigrantes tienen muy poco conocimiento de la vida cívica y gubernamental de los Estados Unidos. Desconocen los derechos y obligaciones de los ciudadanos estadounidenses y si tienen un problema no están informados acerca de la manera de pedir ayuda al gobierno.

4. Una lealtad muy grande hacia su familia y amigos pero más reducida hacia el resto de la comunidad. Varios miembros de la comunidad hispanica son concientes del poco interés y de la baja participación de los hispanicos en las actividades comunitarias. Varios de los informantes criticaron su propia cultura; uno de ellos ve a su gente como un grupo bastante conformista que no colabora en actividades a menos que vea una retribución inmediata a su participación.

- La fortaleza de las comunidades hispanicas reside en la familia y con frecuencia se cuenta con ella para proporcionar los servicios que otros buscan en el gobierno o en el sector privado.
- La visión hispanica de comunidad se limita con frecuencia a la familia. No obstante, la noción hispanica de familia incluye a un gran número de miembros, tales como tios, primos y abuelos. Además, los hispanicos tienen en promedio familias nucleares más numerosas que las del resto de la población (las familias hispanicas están compuestas de 3.85 personas mientras que las no hispanicas se componen de una media de 3.28 miembros).



- Because government employees are often regarded as the responsible experts (as in Latin America), requests for citizen input may sometimes be seen as inappropriate, mis-directed, or an example of government workers shirking their duties.
- Fear of discrimination, detention, and deportation limits Hispanic willingness to get involved with government in the US.
- As a result, Hispanics are reluctant to speak in public or give opinions to strangers.
- Immigrants usually have very limited knowledge of US civic life and government. They are unaware of the rights and responsibilities of US citizens, and often do not know how to seek government help if they have a problem.

4. *Strong commitment to extended family and friends, but weak commitment toward the broader community.* Members of the Hispanic community itself are frequently aware of low levels of interest and participation in community activities among Hispanics. Several informants criticized their own culture; one saw his fellow Hispanics as being “highly conformist and avoiding involvement in activities unless they foresee an immediate reward.”

- Hispanic communities draw their strength from the family, and often rely on them to provide services that others might seek from business or government.

The Hispanic notion of family includes a large number of non-nuclear family kin. The Hispanic vision of community often refers only to this extended family. In addition, Hispanics on average have larger nuclear families than the rest of the population (3.85 persons per Hispanic family compared to 3.28 for non-Hispanic).

COMMUNICATING WITH THE HISPANIC COMMUNITY

Although most well-established members of the Hispanic community are bilingual in English and Spanish, even some long-term Hillsboro residents speak only Spanish. The language barrier is a significant obstacle affecting Hispanic performance both in and out of the home, as 33% of Hispanic adults do not speak English. Although 75% of Hispanic children speak English, they may not speak Spanish well, which creates a language barrier between parents and children.

COMUNICÁNDOSE
CON LA COMUNIDAD
HISPÁNICA

Aunque la mayoría de los miembros de la comunidad hispánica que están bien establecidos son bilingües, es decir hablan inglés y español, hay algunos de ellos que solamente hablan español. Dado que el 33% de los adultos hispánicos no habla inglés, la barrera del lenguaje es un obstáculo muy importante que afecta el rendimiento de esta población tanto en el hogar como fuera de él. Por el contrario, 60% de los niños hispánicos hablan inglés lo cual crea barreras de lenguaje entre padres e hijos. Una manera de incorporar a los hispánicos en actividades gubernamentales y de planificación ciudadana sería traduciendo la información pública al español y acercándose a dicha comunidad en su propio idioma. Mucha gente recibe casi todas las noticias en español, ya sea por radio o televisión, mientras que otros leen los periódicos en español. Por eso es más factible que los anuncios públicos lleguen a la comunidad hispánica a través de estos medios de comunicación en español, que haciéndolo a través de estos mismos medios en inglés. Los líderes de la comunidad son importantes en la comunidad hispánica. En general estas personas pertenecen a una de las doce familias que se establecieron en Hillsboro hace ya muchos años y sus opiniones son respetadas por el resto de la población hispánica. Identificar y establecer relaciones con ellos facilitará la comunicación y la obtención de la opinión de la comunidad hispánica. Este estudio facilita los nombres de algunos de estos líderes.

RECOMENDACIONES
DE LA COMUNIDAD
HISPÁNICA

Este estudio buscó obtener sugerencias y recomendaciones por parte de los informantes acerca de las distintas maneras que la ciudad de Hillsboro tiene para mejorar las condiciones de la comunidad hispánica. Los hispánicos expresaron una variedad de opiniones acerca de las condiciones actuales de vida y maneras de mejorarlas en un futuro. En general, las sugerencias tienen como objetivo aumentar la aceptación de la cultura hispánica dando oportunidades para el mejoramiento personal y proporcionando ayuda a los hispánicos para vencer la barrera del lenguaje. Las sugerencias principales son:

1. *Un aumento de la señalización en español y de la traducción en la ciudad de Hillsboro.* El inglés es un idioma difícil de aprender y además muchas personas tienen poco tiempo para estudiarlo pues trabajan largas horas para lograr asegurar su sustento. Cuanta más información sea disponible en español, los hispanos se sentirán más aceptados y mejor servidos.

In order to more fully engage Hispanics in government or planning activities, it will be helpful to translate materials into Spanish and conduct Spanish-language outreach to the community. Many people get almost all their news from Spanish-language radio or television, while others read Spanish-language newspapers. Public announcements through these channels stand a better chance of reaching the Hispanic community than English-only announcements.

Community leaders are important in the Hispanic community. These people, generally members of one of a dozen or so long-established families, are widely respected for their opinions and advice. Identifying and developing relationships with them will facilitate communicating with and getting feedback from the Hispanic community. This study provides the names of a few of these community leaders.

RECOMMENDATIONS
FROM THE HISPANIC
COMMUNITY

The study sought suggestions and recommendations from informants concerning ways for Hillsboro to improve conditions for the Hispanic community. Hispanics expressed a wide range of opinions about present conditions and prescriptions for improvement, but certain ideas were frequently heard. In general, the suggestions are aimed at increasing acceptance of Hispanic culture, providing additional opportunities for self-improvement, and helping Hispanics overcome language barriers. The main suggestions are:

1. Increase availability of Spanish-language signs and translation throughout Hillsboro. The English language is difficult to learn and many people are already working long hours to make ends meet. The more widely information is made available in Spanish, the more welcome and better-served Hispanics feel.
2. Increase opportunities for low-cost adult education. Hispanics desire English-language instruction, vocational training, and other education, but because they tend to have limited incomes, they cannot afford much tuition. Many Hispanics also work long hours, so class times need to be selected to make class attendance possible
3. Improve Spanish-language outreach to parents of schoolchildren. Because parents speak no English and children often speak relatively poor Spanish, communication can be poor within the family. It is important for parents to receive information from schools in language they can understand. Parents may be willing to volunteer at schools if approached in Spanish.

2. Un aumento de oportunidades de educación a bajo coste para los adultos. Los hispánicos desean aprender el inglés, obtener enseñanza vocacional y otros tipos de educación, pero como sus ingresos son limitados, no pueden pagar los altos costes de educación. Además muchos hispánicos trabajan largas horas y los horarios de clases tienen que ser determinados de tal manera que permitan la asistencia del mayor número de estudiantes posible.
3. Mejorar la comunicación en español entre los padres y las escuelas. Puesto que los padres no hablan inglés y con frecuencia los niños hablan muy poco español, la comunicación entre los miembros de la familia puede llegar a estar limitada. Por lo tanto, es importante que los padres reciban las comunicaciones e informes de la escuela en un idioma que puedan entender. Es posible que, si se les pide en español, haya padres que quieran hacer voluntariado en las escuelas.
4. Aumentar la disponibilidad de parques y plazas públicas. Tradicionalmente los hispánicos van a pasar el tiempo con sus familias a los parques y otros lugares públicos donde se reúnen y conversan con amigos. En este momento los hispánicos sienten que Hillsboro carece de un número apropiado de lugares de reunión públicos.
5. Ayudar a hacer la participación pública mas fácil. Entre los factores que podrían contribuir a aumentar la asistencia a las reuniones de interés público están: que se preste el servicio de guardería infantil, que haya una merienda o colación, que haya transporte público conveniente y que se ponga atención especial en determinar las horas de las reuniones.
6. Incrementar el reconocimiento de la cultura hispánica. Dado que Hillsboro es un centro local de la cultura hispánica, la ciudad podría auspiciar un festival latino, desarrollar un programa de ciudad hermana con una ciudad mexicana o incluir elementos arquitectónicos de estilo hispánico en sus áreas públicas o edificios.
7. Informar y educar a los hispánicos acerca de los derechos cívicos, responsabilidades y leyes locales. . Generalmente los inmigrantes hispánicos desconocen las reglas o las razones para involucrarse en actividades públicas. Los inmigrantes hispánicos carecen de esta información y las leyes de los Estados Unidos son muy diferentes de aquellas de los países latinoamericanos. Además, como tal vez esperan que el gobierno les indique lo que deben hacer, el hecho de pedir la participación del ciudadano puede parecerles sorprendente. Esto resulta en una incertidumbre que contribuye a la resistencia que tienen a participar en asuntos de la vida pública.

4. *Increase availability of public parks and plazas.* It is traditional for Hispanic people to go to parks with their families and to pass time in public places, meeting and conversing with friends. There is a perceived lack of suitable public space in Hillsboro.

5. *Help make public participation easier.* Assistance such as child care and light refreshments at public meetings, convenience to public transit, and attention to convenient times will encourage greater attendance.

6. *Increase cultural recognition.* It was suggested that since Hillsboro is a local cultural center for Hispanics that the city sponsor a Latin-style festival, develop a sister-city program with a city in Mexico, or include some Hispanic-style architecture among its public areas or buildings.

7. *Inform and educate Hispanics about civic rights, responsibilities, and local laws.* Hispanic immigrants lack this information, and laws in the US are quite different from those in Latin America. Hispanic immigrants generally do not know the rules or the reasons for getting involved. In addition, because they may expect government to dictate to them, requests for citizen input can be perplexing. The resulting uncertainty contributes to a reluctance to participate in public life.

8. *Explore the possibilities of volunteerism in the Hispanic community.* If Hispanic people are asked in Spanish to participate, they are more likely to do so. Among Hispanics, women are often more interested in public affairs than men - but both sexes are vitally concerned with their children's education.

If current population trends continue, the Hispanic community will continue to become a larger fraction of Hillsboro's population. As the Hillsboro city government has recognized, it is important to incorporate Hispanic views in planning for the city's future. This study provides an initial look at the Hispanic community and an assessment of Hispanic interests and attitudes concerning the city of Hillsboro.

UPA LIBRARY

8. *Explorar las posibilidades de voluntariado en la comunidad hispánica.* Las posibilidades de obtener la participación de la comunidad hispánica son mayores si se hace el llamado en español. Entre los hispánicos, las mujeres tienen tendencia a estar más interesadas en asuntos de la vida pública que los hombres. Sin embargo, ambos tienen un gran interés en lo que concierne a la educación de sus hijos.

Si las tendencias demográficas actuales continúan, la población hispánica seguirá creciendo en Hillsboro. Por lo tanto, como lo ha reconocido el gobierno de la ciudad de Hillsboro, es muy importante incorporar la opinión de los hispánicos en la planificación futura de la ciudad. Este estudio realiza una observación inicial de la comunidad hispánica y facilita una evaluación de los intereses y actitudes de los hispánicos con respecto a la ciudad de Hillsboro.

INTRODUCTION

Hillsboro, Oregon is a community of approximately 53,000 people, roughly 15 percent of whom are of Hispanic origin. With each passing year this population is growing, and as a result, Hispanic people in Hillsboro have an increasing stake in local planning decisions. Past efforts to incorporate this community into the planning process have been relatively unsuccessful. The Hillsboro Planning Department suspects that many of the issues being discussed may be relatively unimportant to Hispanics. Without knowledge of the Hispanic community there is little basis upon which the Planning Department might develop a stronger relationship with them. Moreover, as this population increases, effective and fair planning in Hillsboro depends upon understanding their crucial issues. Although the Planning Department wishes to plan for and with the Hispanic community in an equitable and inclusive fashion, no thorough research has been undertaken which might illuminate the concerns of these people. The project team intends to contribute to this research through this final report.

The Hillsboro Planning Department's primary interest in this project is to better understand the Hispanic community and to ultimately use that knowledge in planning decisions and processes. More immediately, findings will be used in the city's Visioning process which is an essential part of their comprehensive plan review. The implications of this study are also regional in scope since similar dynamics found in Hillsboro are being experienced elsewhere in our region and state. As a result, these findings will be applicable to other communities in the Portland metropolitan region and further illustrate important linkages in their emerging minority populations.

Some of the most formidable challenges in attempting to explore this community were the language and cultural barriers between Hispanics and their adopted society. Therefore, it was necessary for the team to conduct a culturally sensitive exploration of Hispanic concerns in Hillsboro. In essence, the team has tried to gain a brief but informative entree into this culture, and through this research hopes to provide a useful and accurate summary of the needs and issues of Hillsboro's Hispanic community.

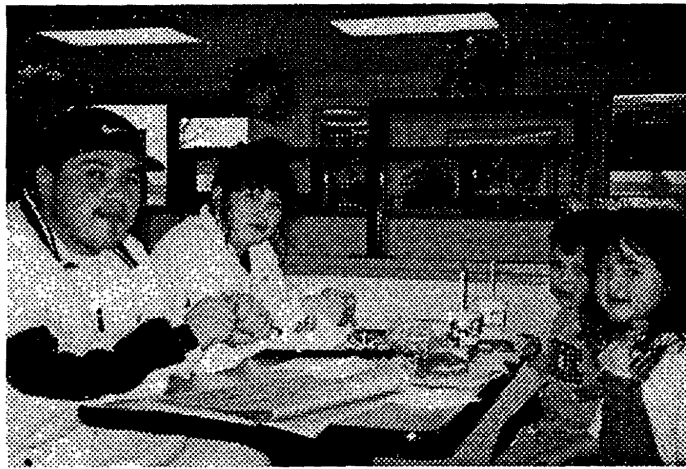
METHODOLOGY

At the outset of this project it was unclear which issues were of primary concern to Hispanics, and further, which research methods would be most appropriate to uncover those issues. The research team chose to use a variety of tools to investigate this community and in combination, they have produced a great deal of information. Specifically, the methodologies included community observation, a housing analysis, a literature review, census data analysis, expert interviews, discussion groups, a call-in radio show, and a questionnaire.

1. *Community observation.* In order to become more familiar with the Hispanic community and the Hillsboro area in general, the team made several visits to Hillsboro. After spending time in places like Su Casa (a Hispanic run store and restaurant) and the Hispanic barrio, experiences were shared and discussed during weekly group meetings. Observation of this kind helps establish a fundamental base of knowledge about a particular community. Researchers are able to “get a feel” for those whom they are studying.
2. *Housing analysis.* Two team members conducted a windshield and walking survey of the Hispanic barrio. This neighborhood was delineated beforehand by census data and word of mouth, and the resulting survey focused on a general description of the housing stock and neighborhood character. This technique revealed qualitative aspects of the neighborhood.
3. *Literature Review.* The focus of the literature review was on background material in the social sciences that would help reveal significant issues and important characteristics of Hispanic cultures so that the primary research (interviews and surveys) would be most effective in the limited time available. Most of the literature dealt with family and cultural aspects of various Hispanic communities. Other pieces focused on research methods to be used with Hispanic populations. Sociology and social work periodical databases along with PSU library holdings were searched. This is a practical means of reviewing existing research.
4. *Census Data.* The Center for Population Studies at Portland State University provided data from the 1990 Census of Population. Census block groups, city boundaries, and associated maps used for the analysis are based on Metro’s RLIS database as of June 1996. Census data contained within this report may differ from data generated in past studies (yet may portray current demographics more accurately) due to the fact that Hillsboro’s boundaries have

changed since the 1990 Census. The specific census blocks used for this analysis are shown on Plate 4 in the Appendices. These data are the soundest source of population information available and are one of the foundations of this project.

5. *Interviews.* Interviews provided much of the project's information. The team interviewed members of the Hispanic community, professionals who work with Hispanic people, and Hispanic-community researchers. More than 20 employees of government, non-profits, and private businesses generously agreed to participate. Many of the interviews were conducted in person, with others conducted by telephone. In addition to guiding the direction of project, the information gathered from these meetings often led to additional data sources. One interview, for example, led to scheduling three separate discussion groups.



6. *Discussion Groups.* Five group discussions were conducted to obtain qualitative information about the main issues and concerns of the Hispanic Community in Hillsboro. Each meeting was facilitated by at least two members of the research team, and all were conducted in Spanish. Participants were asked about their needs, attitudes, perceptions of city government, and recommendations for community improvement. Three were held in St.

Matthew's church with Hispanic adults who attend evening English classes; one was held at St. Elizabeth Ann Seton Church in Aloha with choir members; and the last was held at Centro Cultural in Cornelius. Altogether, over 45 people participated in these discussions. Often, one or two leaders would emerge in the discussion groups and dominate the dialogue, while many others would remain relatively quiet. Although relatively few people did most of the talking, the more passive participants showed their opinions of what was said through such cues as body language, facial expressions, and other subtle indicators. Observations such as these contributed to the findings, as did the dynamics of the exchanges.

7. *Radio Program.* On February 23rd, 1997, the team appeared on "Hablando Claro" (Speaking Clearly) a Spanish-language call-in radio program. This weekly show is aired every Sunday morning

from 9:00 to 10:00 AM on KUIK FM. Although few callers wished to speak on the air, people called in with comments and suggestions. In addition, Hillsboro's upcoming Visioning process and the study's questionnaire were publicized.

8. *Questionnaire/Survey.* A questionnaire was placed in "Su Casa", one of the main Hispanic grocery stores in Hillsboro, between February 21st and March 2nd. Closed-ended questions asked respondents to evaluate the quality of city services and facilities. Open-ended questions sought more detailed information about the needs and problems of the city's public services. The questionnaire was self-administered. The results of the survey were limited in terms of the numbers of responses, yet the information was as valid as any comment recorded in the discussion groups.

COMMUNITY PROFILE

WHO IS
"HISPANIC"?

Accurately identifying the Hispanic population, the fastest growing ethnic group in the US, continues to be a problematic issue for demographers and sociologists. Hispanics, for instance, can be differentiated by race (White, Black, American Indian, or other), language (Spanish, Portuguese, or other), time of arrival, and/or national origin. Past censuses have used the following information to identify Hispanics: Spanish surname (some states), country of birth, country of birth of parents, Spanish mother tongue, and self-identification. Not surprisingly, the size of the resulting Hispanic population has varied depending on the identifier used. Nevertheless, even while Hispanics do not all share a common heritage or ethnic memories, they continue to be identified by society and by themselves as "Hispanic".

The most commonly accepted definition of Hispanic ethnicity requires that a person's place of origin be a Latin American country which was at one time or another colonized by Spain, and that persons share some combination of common racial origins, shared language, traditions, sentiments, or cultural networks. With this in mind, the Hispanics the project team sought to contact for the purposes of this study were Spanish speakers, originate from a Latin American country, and identify themselves as Hispanic. Table 1 shows where Hispanics living in Hillsboro have come from.

Table 1 - Place of Origin, Hillsboro Hispanics
Universe: Persons of Hispanic Origin.
Source: 1990 Census.

Place	Number	Percent
Mexico	4,497	89.00%
Puerto Rico	101	2.00%
Cuba	24	0.47%
Guatemala	21	0.42%
Panama	15	0.30%
Other Central Am.	45	0.89%
Columbia	5	0.10%
Peru	7	0.14%
Other South Am.	54	1.07%
Other Hispanic	284	5.61%
TOTAL	5,053	100.00%

Immigration

These figures will almost certainly reflect an undercount of Hispanics who have entered this country legally, as undercounts are more common among populations characterized as having poor education, language barriers, high rates of mobility, and/or a desire to avoid government (discussion forthcoming). In addition, no reliable methods exists for estimating the number of Hispanics who arrive illegally. This study made no attempt to determine the number of illegal

* Most researchers agree that "Hispanos", those who arrived before the formation of the Mexican nation and before the US extended beyond Appalachia, report themselves in this category.

aliens in Hillsboro. Not all, but probably a majority of illegal immigrants are Hispanic, and of these the majority are thought to be Mexicans, as Puerto Ricans are allowed free access as US citizens and Cubans have been granted special refugee status. The few studies which have focused on illegal immigration from Mexico estimate that 90% are men, of which approximately 60% are between the ages of 18 and 28 (*El Colegio de Michoacan*). Most illegal immigrants are poorly educated (less than five years of school enrollment) and come from rural areas.



Scholars and public officials have only recently begun to research those regions and cities in Mexico which appear to be producing large numbers of migrants (legal and illegal) to this country. Data obtained from group interviews and anecdotal evidence provided by community leaders in Hillsboro suggest that a large percentage of Hispanics arriving from Mexico originate from the state of Michoacan. This is consistent with academic studies which trace most Mexican immigration in general (over 50%) to the regions of Jalisco, Guanajato, and to Michoacan. Other findings from these studies indicate that:

- The primary reason for immigrating is economic advancement, and the majority of immigrants come to the US intending to some day return to Mexico permanently, although few actually do. Although immigrants frequently do not intend to stay permanently, they do desire to obtain official documentation if only to avoid legal difficulties during their stay.
- Immigrants usually return to their villages every one to three years for at least one or two weeks to maintain their homes.
- Approximately 75% of immigrants become employed as farm workers, 12% work in the service sector, and 9% work in industrial trades.
- Most immigrants (75%) have traveled to work in the US more than once.

AGE

Table 2 displays the relative age of the Hispanic population compared to the non-Hispanic population in Hillsboro (a similar table with disaggregated age ranges is included in the Appendices of this report). The Hispanic population has been noted as being a “young” ethnic group, and data from Hillsboro are consistent with this finding. In Hillsboro, the Hispanic median age is approximately 20 years while the median age of the non-Hispanic population is approximately 31 years. As is shown in Table 2, 81% of the Hispanic population is younger than 35 years.

Several factors may account for this. Census data from 1980 reveal that Hispanics in general have larger families with 3.85 persons compared to 3.28 persons for the non-Hispanics, although this gap has been closing since the 1950 census due to declining Hispanic fertility (*Cafferty & McCreedy 1985*). Furthermore, recent arrivals may tend to be younger, particularly in Hillsboro, due to their dependence upon manual labor for employment. Finally, some older Hispanics do return to their country of origin to rejoin long-established support networks.

Table 2 - Age
(Universe: Persons)

AGE	Non-Hispanics	Cumulative Percent	Hispanics	Cumulative Percent
< 5 years	3,927	8%	677	13%
5 to 17 years	9,944	28%	1,325	40%
18 to 34 years	13,026	55%	2,114	81%
35 to 64 years	17,662	90%	873	99%
65+	4,728	100%	64	100%

Source: 1990 Census

FAMILY STRUCTURE

Numerous studies of Hispanic culture reveal that Hispanics marry as readily as do all Americans, but that they are more likely to become widowed, separated or divorced, which explains the relatively high proportion of female-headed households. Table 3 shows that approximately 55% of Hispanics living in Hillsboro are married compared to 61% for non-Hispanics. This figure is actually low by national standards, where figures approaching 70% are more typical (*Cafferty & McCreedy 1985*). Conversely, the percentage of Hispanic male-headed households exceeds national norms.

Mexican-American families typically have large kin networks with high levels of visitation and exchange behavior (e.g. borrowing clothes for job interviews), whereas Anglos generally have fewer family contacts which they maintain over long distances. "Kin" is also extended to include *compadres* (godparents) and elderly community members in positions of respect. All are treated as family. In addition, undocumented immigrants are more likely to be in laterally extended families of the same generation (brother, sister, cousin) whereas legal immigrants are most likely to be in laterally or vertically extended families, which include the mother, father, aunt or uncle (Cafferty and McReady, 1985).

Table 3 - Household Type and Presence and Age of Children

(Universe: Households)

FAMILY TYPE	Non-Hispanics	Per Cent	Hispanics	Per Cent
Married Couple family:				
With own children <18 years	5,712	31%	417	45%
No own children <18 years	5,574	30%	94	10%
Male Householder, no wife present				
With own children <18 years	252	1%	35	4%
No own children <18 years	206	1%	44	5%
Female Householder, no husband				
With own children <18 years	1,149	6%	152	16%
No own children <18 years	572	3%	34	4%
Nonfamily Households	4,883	27%	148	16%
TOTAL	18,348	100%	924	100%

Source: 1990 Census.

LANGUAGE

It has been said that Hispanics, more than any other immigrant group, are resisting the idea that to be American means you have to be something other than yourself. One leading indicator of native culture retention is the retention of native language, and in this respect, Hispanics in particular are sometimes viewed as a threat to the general social cohesiveness of American society. It should be noted that other groups have tried to maintain cultural enclaves and special language schools, and that Hispanics may currently be doing so with greater support due to the sheer size of their population and current cultural values.

These values have been strongly influenced by the civil rights movement which promoted greater acceptance of minority groups in general and also encouraged bilingual programs. Native language retention among Hispanics is probably also encouraged by proximity of the Mexican border and frequent travel, which renews linguistic traditions, and ethnic segregation which keeps Hispanics in social/economic ghettos. Table 4 reflects patterns of English-speaking ability within the Hispanic community in Hillsboro:

Table 4 - Ability to Speak English
(Universe: Persons 5 years or older in Spanish-speaking Households.)

AGE	Persons	Percent
5 to 17 years:		
Speak English "well" or "very well"	822	75%
Speak English "not well" or "not at all"	267	25%
18 to 64 years:		
Speak English "well" or "very well"	1,489	54%
Speak English "not well" or "not at all"	1,267	46%
65 years and over:		
Speak English "well" or "very well"	37	65%
Speak English "not well" or "not at all"	20	35%

Source: 1990 Census.

The data reveal that Hispanic children have greater comprehension of English than do their parents and Hispanic adults in general. This is encouraging in that if these children continue to reside here and start families of their own, their children will probably become still more conversant in English and will assimilate more easily. In addition, children can and do serve as translators for their parents, although this can lead to awkward social situations where privacy is concerned. At the same time, the inability of Hispanic parents to understand English may create additional challenges with respect to child raising, particularly where activity monitoring is concerned.

EDUCATION

The low educational attainment of the Hispanic population in the US has been a consistent trend over the last 20 years (*Cafferty & McCready 1985*). As is often the case with other minorities, the individual's family, social and economical background are the most important factors in determining educational attainment. The lower economic status of the Hispanic families, in addition to the poor

education and low-occupational status of the parents, are factors that can hinder the educational progress of this population.

Table 5 illustrates the lower educational attainment of the Hispanic population in Hillsboro. According to 1990 Census Data, the low involvement of Hispanics in education begins early; more than 50% of the population over 25 years had not completed its education beyond 9th grade. In contrast, only 4% of the non-Hispanics in Hillsboro have less than a 9th-grade education, which highlights the significant educational gap between these two populations.

The educational gap continues at the college level. Whereas 60% of the non-Hispanic population have attained some type of college degree, only 21% of Hispanics have completed the same level of education. Overall, the level of school and college education, a key to economic and social progress, is a major weakness in the Hispanic Community.

Table 5 - Educational Attainment

(Universe: Persons over 25 years)

EDUCATIONAL ATTAINMENT	Non- Hispanics	Hispanics
Less than 9th grade	4%	54%
9th to 12th grade, no diploma	10%	11%
High school graduates	26%	14%
Some college, no degree	28%	10%
Associate degree	9%	4%
Bachelor's degree	16%	4%
Graduate or professional degree	7%	3%
TOTAL	100%	100%

Source: 1990 Census.

As portrayed in Table 2, the Hispanic population of Hillsboro is young, with a median age of approximately 20 years. This characteristic can explain, in part, the higher percentage in elementary and high school enrollment for Hispanics compared to the rest of the population as shown in Table 6. Considering that only 20% of the Hispanic population is over age 30, the high percentage of Hispanics not enrolled in school indicates high dropout rates and an average lower investment in higher education than among non-Hispanics.

Table 6 - School Enrollment

(Universe: Person 3 years and over)

TYPE OF SCHOOL	Non-Hispanic	Per Cent	Hispanic	Per Cent
Preprimary School	1,069	2%	49	1%
Elementary or High school	9,069	19%	1,303	28%
College	3,160	7%	248	5%
Not enrolled	33,782	72%	3,067	66%
TOTAL	47,080	100%	4,667	100%

Source: 1990 Census.

According to data from the Hillsboro School District (Table 7), Hispanic school enrollment at the elementary level has almost doubled in the last seven years, increasing the number of students from 572 in 1989 to 1,080 in 1995. Over this period, the average growth rate of Hispanic enrollments has been 15%, increasing the proportion of Hispanics in Hillsboro's elementary schools from 13% to 23% in 1995. This rapid increase contrasts significantly with the evolution of non-Hispanic enrollments where the number of students enrolled in Elementary school have dropped from 3,669 in 1989 to 3,630 in 1995. This decrease has been most significant during the last three years where the growth rate of non-Hispanics has averaged -0.06%.

Table 7 - Hillsboro Elementary School District Enrollment

(Universe: Persons 3 years and over)

YEAR	Non-Hispanics	Hispanics	Per Cent Hispanics
1989	3,669	572	13%
1990	3,805	629	14%
1991	3,869	747	16%
1992	3,848	797	17%
1993	3,786	901	19%
1994	3,697	980	21%
1995	3,630	1,080	23%

Source: Hillsboro School District

The data displayed in Table 8 for Hillsboro's high schools portray a trend similar to the one described above for elementary school enrollment. Hispanic enrollment has almost doubled in the last seven years, with an average annual growth rate of 18%. By 1995 the proportion of Hispanic enrollments in Hillsboro High School District was already 23% of the total number of students enrolled.

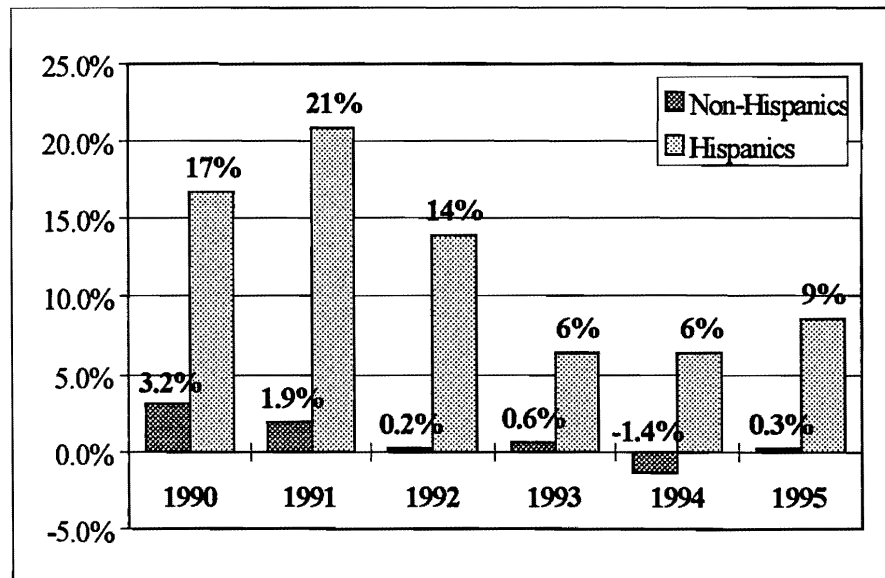
Table 8 - Hillsboro High School District Enrollment
(Universe: Persons 3 years and over)

Year	Non Hispanic	Hispanic	Per Cent Hispanic
1989	5,319	391	7%
1990	5,467	495	8%
1991	5,579	612	10%
1992	5,621	751	12%
1993	5,743	746	11%
1994	5,700	773	12%
1995	5,792	824	12%

Source: Hillsboro School District

Figure 1 compares the annual growth rates for total Hispanic and non-Hispanic enrollments, and shows that the growth rate for Hispanic enrollment has been higher than for non-Hispanics every year since 1990.

Figure 1 - Annual Growth Rate of School Enrollment
(Elementary and High School)



ECONOMIC STATUS

Statistics from the 1980 and 1990 Census and from the Department of Labor show that the economic status of the Hispanic population in the US is still lagging behind the rest of the population. The higher unemployment rates of Hispanics, as depicted by the Bureau of Labor Statistics, and the greater concentration of this workforce in low-pay, low-skilled and blue-collar jobs helps explain differences with regard to economic progress. However, as has already been mentioned in the previous section, the lower educational level of Hispanics is the most critical factor in determining lower wages and income.

The economic status of the Hispanic population in Hillsboro is consistent with the general pattern described above. As shown by the distribution of household income in the 1990 Census Data (Table 9), more than 50% of Hispanic households earn less than \$25,000. In contrast, only 32% of non-Hispanic households are below this level. Moreover, the significant difference in the number of households earning less than \$5,000 shows the comparatively harder conditions and lack of economic resources of a significant portion of the Hispanic population. The distribution of household income for the Hispanic population suggests that the variations in income and economic status within this group are also important. Approximately one third of Hispanic households earn less than \$15,000 whereas another third earn more than \$35,000. In general, the data displayed in the following table indicates that Hispanic households in Hillsboro are lower than the rest of the population in terms of economic well-being.

Table 9 - Householders by Household Income

(Universe: Households)

HOUSEHOLD INCOME	Non-Hispanics	Cum. Per Cent	Hispanics	Cum. Per Cent
Less than \$5,000	470	0%	119	13%
\$5,000 to \$14,999	2,387	16%	165	31%
\$15,000 to \$24,999	2,937	32%	217	54%
\$25,000 to \$34,999	3,334	50%	169	72%
\$35,000 to \$49,999	4,163	73%	148	88%
\$50,000 to \$99,999	4,478	97%	87	98%
\$100,00 or more	579	100%	19	100%

Source: 1990 Census.

Table 10 provides further evidence of the low economic status of the Hispanic population in Hillsboro. Twenty-three per cent of Hispanics live below the poverty line, compared to 6% of non-Hispanics. Of the total population below the poverty level in Hillsboro, the Hispanic community accounts for more than 30%.

Table 10- Population Below Poverty Line

POPULATION	Total Population	Pop. Below Poverty	Per Cent Below Poverty
Non-Hispanics	49,287	2,895	6%
Hispanics	5,053	1,470	23%
TOTAL	54,340	4,365	--

Source: 1990 Census.

VALUES AND ATTITUDES

The Hispanic Family

Hispanic communities draw their strength from the family. Individuality is de-emphasized relative to common family goals. In Mexican-American communities there is a triad structure to the family: *la casa* - the nuclear family that lives under one roof, *la familia* - the extended family of relatives, and *los compadres* - the Godparents. Each element of the triad has certain expectations of and obligations to other members of the family.

The family is seen as a problem-solving unit for any and all situations. Family members are almost always sought out for support instead of professional care-givers. This can be both good and bad. A well-functioning family will promote healthy individuals, but a dysfunctional family will not. Also, a family left behind in a home country leaves a new immigrant without basic support systems and little knowledge of where to go to find replacement support.

Conflicts often arise between the differences of American contemporary culture and that of traditional Hispanic culture regarding the individual and the family. A strong sense of obedience to parents and respect for the elders is instilled in most Hispanic youth, but this is not reinforced by American culture and sometimes is directly weakened by it. As a result, many Hispanic families suffer a severing of values and traditions between the last generation raised in the country of origin and the first generation raised in the US.

"They are migrant people, often with strong emotional ties to their home country, while their children are learning the American culture faster than they are. As a result, they often feel a lack of empowerment and have to rely on their children for information."

The roles of the family members differ according to levels of adherence to cultural tradition and socioeconomic factors. Throughout these levels, however, certain roles appear to be pervasive. In most households where a woman and man live together, whether there are children or not, the woman is expected to care for the housework and if there are children, also for their primary care and education. The man is expected to work outside the home and earn enough money to take care of everyone's needs within the home. In the US and in Hillsboro, the man has often been unable to supply enough income to support the family and the woman has had to seek employment to supplement the household income. The literature reports a growing number of female-headed households which tends to challenge male dominance and increase egalitarian participation.

Nationally, Hispanic families are only half as likely as non-Hispanic Whites and Asians and one-fifth as likely as African-Americans to receive Aid to Families with Dependent Children (AFDC) when incomes are equivalent. Two important family attributes contribute to this: Hispanic families have high levels of social capital developed through their extended families; and many Hispanic children, upon entering their teenage years, leave school to work and add to the household income. In addition, Mexican-American youth are more inclined than Whites to adopt the religious and political beliefs and to follow the occupational preferences of their parents, regardless of socioeconomic status.

Hispanic Culture

There is not a single "Hispanic Culture," but rather cultural similarities that coexist within the Hillsboro Hispanic community. The traditions and customs that immigrants practice are often determined by those they observed while still in their home country. They may adopt the dominant Anglo traditions depending on their willingness and ability to do so.

For recent immigrants with little or no fluency in English, it is much harder to acculturate to American (largely European) traditions. Conversely, those born in the US of Hispanic descent and taught

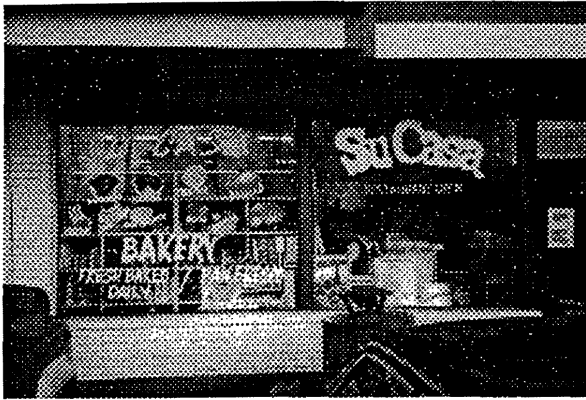
English as their first language can find it hard to relate to many Hispanic traditions. Still others form a "third culture" which accommodates those who have spent most of their lives in the US but look to their place of birth as their home country.

"When I've gotten together for parties with people like myself who were either born here with Hispanic descent or who have migrated here but grew up mostly here, it was like a culture within itself. That's one of those things, we learn to deal with our parents here and we learn with the Anglo society here and we have to balance the two."

Many of the rules and regulations our society operates by are foreign to Hispanics. The United States tends to institutionalize and codify behaviors on a civic level and across the board. The equivalent rules in Hispanic cultures are left more to the family and community for enforcement, and perhaps more on a "case by case" basis. For example, in the US, laws often define acceptable social or business behavior. In Latin America, this legal structure may be lacking, and social norms govern such behavior instead.

In this regard, one informant discussed what she saw as many dichotomies between Hispanic culture and US culture, such as familial law vs. civic law and church doctrine vs. individual empowerment. Hispanic culture juxtaposed with US culture can promote confusion. For example, the value placed on separation and emancipation from the family is primarily a white middle class value. Also, Hispanics tend to emphasize the collective over the individual, stressing affiliation and cooperation over competition and confrontation. These cultural differences can make acculturation difficult.

During acculturation, Hispanic women are challenged to change gender roles from the more fixed and specific roles characteristic of Latin America to the more open and unspecified roles available to women in North American culture. The literature describes cases in which immigrant families become entrenched in traditional social and sex role norms as a defense against the strong pressure to acculturate.



Mexican immigrants have a unique acculturation challenge when they arrive in the US. Because of the close geographic proximity of Mexico, the frequent and steady influx of new immigrants, and the common intention of many Mexican immigrants to eventually return to their home country, retention of culture and language surpasses that of all other immigrant groups in the US. This results in a weak commitment to integrate and assimilate into US society as compared to other Latin American immigrants. Also, a desire to keep

strong economic and social ties to friends and family and a practice of sending sizable portions of their earnings back to Mexico makes it harder to invest themselves into forging new relationships or new ventures in their new country.

Government Relations

Overall there is little interaction between the Hispanic community and government agencies in Hillsboro due largely to a legacy of paternalistic and antagonistic government relations in Mexico and much of Latin America. This is especially true of the poorest of the Hispanic immigrants who often try to avoid government interaction at all costs. Consistent with this legacy of poor relations with government is a lower rate of voter turnout than with either Whites or Blacks and an inability to mobilize ethnically as a voting block.

Also, the position of Latin American governments toward their citizens has been one of paternalism: what the government provides, it acts alone to provide for the people as opposed to collaborative efforts or "citizen participation". Otherwise, Hispanic peoples have generally relied on themselves, their family, and their community to provide services that are frequently provided by government in the US. Thus Hispanic immigrants have no legacy of participatory democracy to draw upon and may find government requests for information and participation strange - even evidence that the government is shirking its responsibilities.

Because of the tenuous residency status of some members of the Hispanic community, and because of recent "anti-immigrant" legislation such as Measure 187 in California, many Hispanics try to keep a low profile for fear of detention or deportation. The last thing they want is to reach out to the same government that may send them back to their home country. There is also little understanding of the different

branches and levels of government within the US and the fact that some agencies have no contact with other agencies.

Another reason for low government interaction among the Hispanic community is the language barrier. Although efforts have been made to provide information in Spanish, often a Spanish-speaker is what is really needed to be able to answer questions, answer phone inquiries, and provide assistance to those who are illiterate in both English and Spanish.



The Police Department and the Sheriff's Office have been attempting to alleviate the language barrier (along with cultural barriers) by stepping up their hiring of bilingual officers, rewarding bilingualism with pay increases and offering free Spanish classes to any officer who is interested. As a result, the Hillsboro Police Department is reasonably well-regarded by Hispanic people who participated in this study. On the other hand, past collaborations between the INS and the Hillsboro Police in efforts to deport gang members have created general suspicion of police, but efforts are being made to improve this, and, hopefully raise the very low level of crime reporting within the Hispanic community.

A model program of Hispanic community/police relations has been developed in Marion county called CART (Community Assistance Response Team) which deals with a number of issues of importance to the Hispanic community throughout the state. This program may be available to assist in Hillsboro, as well.

Discrimination

Many Hispanics participating in this study reported feeling the effects of racism and discrimination. These reports generally took the form of anecdotes about being treated unfairly or about feeling threatened or unwelcome in public places. Many stories were told about being regarded as stupid for not understanding English. Many misunderstandings occur and the language barrier makes it very difficult to resolve them.

Existing problems are made worse by a general lack of Spanish translation, Hispanic attitudes toward government, and the lack of understanding between cultures. In addition, several informants commented that longer-term Hispanic residents who are more

established in the community discriminate against newer arrivals. Thus, the newest immigrants, who often have the worst English skills and least knowledge of US culture, are most susceptible to incidents of discrimination or racism, and are the least able to deal effectively with them.

Even for people who are here legally, the Immigration & Naturalization Service (INS) seems threatening. Resident aliens must have proper documentation, and the vague threat of deportation lies in the background of interactions with the government or other authorities. Several informants commented that sometimes it seems that all people want to know is whether you have your papers - not what kind of person you are, or what you're thinking or feeling. Furthermore, in Latin American countries governments are generally autocratic, if not dictatorial, so immigrants from those countries may have ingrained fears of government and authority which make everyday occurrences worrisome. Finally, the enactment of the "anti-immigrant" measure 187 in California has caused many Hispanics to feel unwelcome, both in California and elsewhere.

Hispanics have shown their willingness to reach out to the broader culture by asking repeatedly for more opportunities for English language instruction. They also have asked for help in the form of more bilingual communication from government and the schools. One informant reported that measure 187 in California has paradoxically stimulated greater interest among Hispanics in gaining citizenship in the US. While time will tell whether Hispanics increase their rate of citizenship, those who live and work here now provide essential services to the community and region, and deserve both respect and the protection of applicable laws.

SERVICES IN THE COMMUNITY

HOUSING

Tables 11 and 12 show that Hispanics are predominantly property renters and that they pay less for rent than the general population in absolute dollars. Unfortunately, income and rent data from the census was not disaggregated sufficiently to reveal housing affordability patterns.

Table 11 -Housing Tenure

(Universe: Occupied housing units)

	Non-Hispanics	Per Cent	Hispanics	Per Cent
Owner Occupied	11,560	63%	199	21%
Rental	6,768	37%	749	79%
TOTAL	18,328	100%	948	100%

Source: 1990 Census

Table 12 - Gross Rent Paid

(Universe: Specified renter-occupied housing units)

RENT	Non-Hispanic Units	Per Cent	Hispanic Units	Per Cent
Less than \$200	240	4%	21	3%
\$200 to \$299	181	3%	69	9%
\$300 to \$499	2,204	37%	429	58%
\$500 to \$749	2,468	42%	175	24%
\$750 to \$999	585	10%	33	4%
\$1,000 or more	134	2%	0	0%
No cash rent	106	2%	16	2%
TOTAL	5,918	100%	743	100%

Source: 1990 Census

It would be useful to know the percentage of income households pay in monthly rent, using HUD's guideline of approximately 30% as an indicator of affordability, but this information was not available to the team. However, various informants provided qualitative information regarding housing affordability:

- Frequently two family members are required to work one or more jobs in order to pay household expenses, and monthly rent generally consume one wage-earner's entire paycheck.
- Application fees are expensive for low-income Hispanics (approximately \$30). This can be critical for Hispanics since they usually have to fill out several applications before they are accepted by an apartment building. Frequently, apartment managers will accept applications even when no vacancies really exist.
- The overall demand for low-income housing in Hillsboro is greater than the supply.
- It is particularly difficult for families with four or more members to obtain quality affordable housing. The problem is that managers will not rent apartments which will be occupied by more than two persons per room. The only places available for these families are the most deteriorated and low-quality housing units on the market. The managers of these low-quality apartments are taking advantage of this situation by charging rents above the market rate (e.g., \$400 to \$600 for a \$200 unit).

"One of the families that applied for our home ownership program is a family of 12 and they don't make more than \$10,000 a year, only the father works. Where are they going to find adequate housing? Right now they live with a grower, but they are desperate for housing -- 10 kids!"

WHERE HISPANICS LIVE

Plate 3 indicates where the highest concentrations of Hispanics in Hillsboro reside. The area where this percentage is highest (60%) is loosely bordered by 10th Ave., 13th Ave., Maple St., 18th Ave., and Main St., and can be considered to be the "barrio", or Hispanic neighborhood. While several social and economic factors combine to form the barrio, such as proximity to public transportation and public parks, it is the quality and type of housing stock which most affects where Hispanics will choose to live. Table 13 compares the quality of single family homes in the barrio to the quality of all single family homes in Hillsboro.

Table 13 - Quality Of Housing Stock

(Universe: Taxlots with Land Use Code = Single Family Residential [SFR])

	Avg. Assessed Value	Avg. Square Feet	Avg. Year Built
"Barrio" (n=291)	\$55,544	1,379	1957
Hillsboro (n=12,719)	\$82,109	1,630	1972

Properties with 0 in any of these fields were discounted from the analysis.

Source: 1990 Census and Metro RLIS data

As the homes in this neighborhood are generally older, smaller, and less expensive, it is not surprising to see Hispanics who can afford homes, but who also typically have lower incomes, gravitate to this area. This neighborhood also includes an abundance of multifamily housing, which is where Hispanics typically live, again due to their lower incomes and high mobility rates. To gain a better understanding of the housing conditions in the barrio, members of the project team visited the area and conducted a field survey which revealed the following:

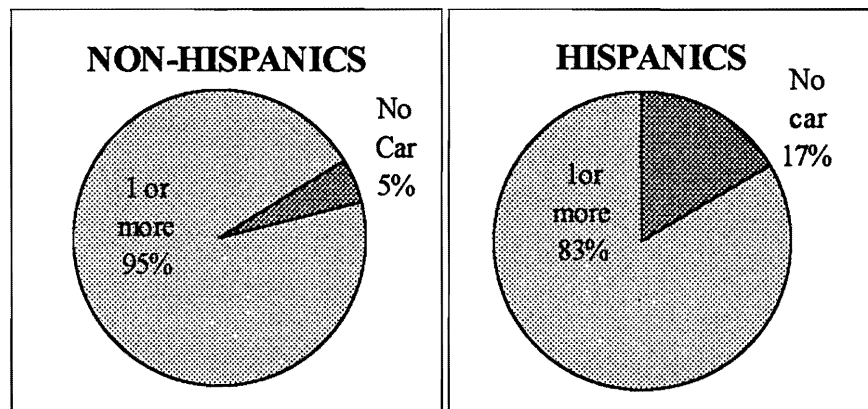
- One of the most distinctive characteristics of the barrio is the number of people outside their homes. This is a cultural phenomenon found in most Latin American countries where citizens often gather in public spaces to talk or spend time with one another. This behavior is in stark contrast with the surrounding, more Anglo neighborhoods in Hillsboro.
- The large number of automobiles parked in front of single family homes (sometimes five or six) suggests that these homes are not occupied by traditional nuclear families.
- Other notable conditions included unkempt yards, visible litter, and numerous shopping carts, suggesting that some Hispanics lack automobile transportation necessary to transport large quantities of goods.

TRANSPORTATION
ISSUES

Informants have noted that there exists a pedestrian orientation among the Hispanic population based on the more compact urban forms found in Mexico and other Central American countries where these people originate from. In addition, the traditional reliance on public transit in these countries may explain some of the challenges confronting the Hispanic community as they adapt to an auto-oriented urban form.

Although 83% of Hispanic households have access to at least one automobile (Figure 3), the data do not reveal how many persons per household have access to an auto, nor how many vehicles are available per household. Based on the higher occupancy levels of Hispanic households, it is reasonable to assume that a higher ratio of Hispanics do not have access to automobiles than do non-Hispanics. Information described elsewhere in this study (prevalence of shopping carts, carpooling) suggests that Hispanic rates of vehicle ownership are lower than for the non-Hispanic population. Finally, prohibitive costs associated with vehicle ownership such as insurance and registration have forced some people to operate vehicles illegally.

Figure 3 Vehicles Available
(Universe: Occupied Housing Units)



Source: 1990 Census Data

Plate 3, "Factors Correlating with Formation of the Barrio", shows the proximity of bus lines and commercial establishments to areas of high Hispanic residential concentration. Those that do not own a car or do not have one available to them invariably walk, use public transit, ride a bicycle, or are involved in informal car pooling arrangements.

Informants expressed dissatisfaction with the operating range of the bus system, which does not provide adequate service to the periphery of the city where many jobs are located. Moreover, some informants noted that pedestrian travel in the neighborhood was dangerous due to the absence of sidewalks. Children and youth under the age of sixteen are particularly disadvantaged in that prevailing land use patterns in Hillsboro are especially suited to car use.

HEALTH CARE

Like other services available in Hillsboro, health care can be very difficult for members of the Hispanic community to access. Along with language barriers, lack of medical insurance often restricts the ability to receive care. Nationally, one-third of Mexican Americans lack health insurance as compared to one-fifth of non-Hispanic Blacks and one-tenth of Whites. In addition, there are cultural traditions that may discourage the seeking out of professional care-givers.

Among the working and poor classes of Mexican immigrants (the majority of the Hillsboro Hispanic population), the use of a *curandero* is the preferred method of receiving health care. Based on the notion that illness and bad luck are brought about by weakening ties with the Roman Catholic church, the family, and the culture, the *curandero* is a folk healer who "strives to maintain a balance between the physical and the mental spheres" (Delgado 1982). The *curandero* takes a holistic approach to healing the patient using herbs, teas, OTC medication, and home remedies, along with an emphasis on linking the psychological well-being with the physiological (Cafferty and McReady 1985).



However, very few *curanderos* have emigrated to the United States. Their services are apparently in stable demand back in Mexico so they have less motivation than their fellow countrymen to migrate to the US in search of wealth. This leaves many poor Mexican immigrants with no choice but to rely on little understood preventative steps and delay medical intervention until emergency room visits are necessary. Informants cite lack of child care, lack of transportation, no knowledge of where to go, no health insurance, and limited ability to pay as key reasons to avoid seeking professional care (Zambrana 1995).

Locally, the Hispanic community uses the Tuality Community Hospital in Hillsboro and the Virginia Garcia Health Center in Cornelius, which visits migrant camps and farms and provides a clinic and health care education outreach.

YOUTH AND
CHILDREN IN THE
HISPANIC
COMMUNITY

A 1995 study estimated that over 12 million Hispanic children live in the US, up from 9.8 million in 1990. While Hispanics compose 9% of the total US population (1990), Hispanic youth is perhaps the fastest growing segment of the population, expected to grow by 80% as compared to African American youth (14% growth) and White youth (10% loss). Nationally, Hispanics are also the most youthful of ethnic groups, with a median age of 26.2 (Mexicans 24.3) as compared to Whites at 33.8. Furthermore, median ages for immigrants are reported to have been falling recently. In Hillsboro, this difference is even more pronounced. The median age of Hispanics in Hillsboro is approximately 20, and for non-Hispanics approximately 31 years (*Cafferty and McReady, 1985*).

Hispanic children and youth are at greater risk than other children. The mortality and morbidity rate from injury among Hispanic children is higher than that of White or Black children. Recently children were coming to school from Campo Azul, a migrant labor camp near Hillsboro, with head lice and other evidence of inadequate hygiene (*HDC of Washington County, 1996*). While this camp is not in Hillsboro proper, it shows the problems faced by immigrant families when adequate housing is not available at affordable prices.

Low family incomes create further difficulties for Hispanic youth. Nationally, 36% of Mexican American persons under the age of 18 live in poverty compared to 18.3% of non Hispanic persons. Moreover, 31% of Hispanic children have no health insurance as compared to 20.1% of Black children and 12.1% of White children.

Teenage pregnancy is common among females of Mexican descent, although the rate of early sexual activity is lower than Whites or Blacks. Females of Mexican descent are more likely to become pregnant if engaged in sexual activity, and more likely to give birth than any other group. 31% of Mexican American females age 15-19 give birth each year compared to 8-10% of all females 15-19 in the US. Teen pregnancy is one of the greatest reasons for school drop out, so young Mexican-American women also have a high risk of suffering the adverse social and economic effects of dropping out of school (*Zambrana, 1995*).

Hillsboro has several programs aimed at migrant worker youth, but many children are not migrants and are unable to participate in these programs. Many informants complained of a lack of activities for their children, especially after school. Programs may exist but have

prohibitively high fees to join or require the purchase of expensive equipment, making the program unaffordable for many Hispanic families.

EDUCATION AMONG
HISPANIC YOUTH

Drop-out rates among Hispanic youth are currently estimated to be 60% statewide. Some informants and literature sources cite the difference of emphasis on compulsory education between Mexico and the US as one factor: the parents aren't encouraging their children to finish school, especially if the child can add wages to the household income. Others cite a lack of attention and help in overcoming cultural and language barriers in school, which would assist Hispanic students in succeeding in their classes. Still others blame lax enforcement of the

compulsory education law, which requires all children between the ages of 7 and 17 to be in school.

Table 14 - Hillsboro Elementary School District Enrollment, 1995
(Universe: Persons 3 years and over)

SCHOOL	Total Pop.	Hispanic Pop.	Per Cent Hispanic
Peter Boscow	490	158	32%
Brookwood	506	26	5%
David Hill	293	133	45%
Eastwood	600	62	10%
Jackson	597	45	7%
McKinney	600	108	18%
Minter	548	168	30%
Mooberry	576	108	19%
W.L. Henry	500	272	54%
TOTAL	4,710	1,080	23%

Source: 1990 Census

There is a language and cultural barrier between many immigrant parents and their children who have either been born in this country or have primarily grown up in this country. This barrier has affected the extent of involvement by the parents in their children's education and in the general upbringing of the children. Often the result is ignorance as to the academic performance of the children or even whether they are attending school or not.

Retention of Mexican-American students can be challenging without the right resources. School delay (repeating grade levels) is the mechanism which has most lowered Mexican-American probability of

graduation. Alternatives to school quickly become more attractive upon failure in classes and leads to high drop out rates. Some literature sources suggest that Mexican-American children do better at tasks which relate to other people and within a more cooperative setting. White children, by contrast, may do better at analytical tasks within a more competitive setting.

Other facts concerning Hispanic school attendance include:

- Hispanic children make up 22% of the Head Start program nationwide.
- Hispanic elementary school enrollment in Hillsboro has nearly doubled since 1989. Four of nine elementary schools in Hillsboro had Hispanic enrollments above 30% in 1995 (refer to Table 14).
- The proportion of Hispanic students in Hillsboro's high school system has increased from 7% in 1989 to 12% in 1995. Three of the six junior high and high schools in Hillsboro had Hispanic enrollments above 10% in 1995 (refer to Table 15).

There appears to be a direct relationship between the degree of bilingualism in the home and the success of the student. Bilingual students scored higher in tests. Persistent use of Spanish in the home is related to school failure.

Table 15 - Hillsboro High School District Enrollment, 1995

(7th-12th Grade)

SCHOOL	Total Pop.	Hispanic Pop.	Per Cent Hispanic
Brown Jr. High	864	48	5%
Evergreen Jr. High	924	53	5%
Poynter Jr. High	1,059	152	14%
Glencoe High	1,448	229	16%
Hillsboro High	1,503	136	9%
TOTAL	5,798	618	11%

Source: Hillsboro School District

GANGS IN HILLSBORO

When asked to name their greatest concern about the community, informants frequently mentioned gang activity among the community's youth.

Relatively unheard-of among rural communities in Mexico and Central America, where many of the Hispanic immigrants originated, youth gangs are popular in all metropolitan areas in the US, and Hispanic youth affiliation is among the fastest-growing.

Identifying the reasons for growing involvement in gangs has been addressed as the most important initial step in changing the trend. The following are opinions obtained from members of the community:

"Parents speak no English, but the kids do. It can be like two families in one home, the parents don't know what's going on, and it's easy to conceal things from them."

- Many Hispanic youth feel caught between two cultures and lack good role models of healthy Hispanic adults adjusted to contemporary American culture.
- Youth have too much time on their hands. There is a lack of after school and weekend programs that actively seek the participation of the Hispanic community.
- The Hispanic community is not offering its children security, power, protection, or a sense of belonging. As a result, Hispanic youth find these things through gangs.

"Kids say they don't feel teachers care about them, which isn't true - I've spoken with the teachers, and they care. But the kids don't feel comfortable because of the language barrier. And there are racial tensions, too, under the surface and often invisible to us adults, so the kids feel threatened. One result is that there's little participation in extracurricular activities. For example, there are no Hispanic kids on the soccer team!"

- Many youth have experienced high failure rates in school, sports, and other activities, and have low self esteem. Gangs offer another opportunity to feel accomplished and to gain respect amongst their peers.
- Because of language difficulties, parents often have to rely on their children for information. This puts children into a position of power and responsibility in the family and they can alter translations to their parents to fit their needs. Thus, early signs of gang activity are often missed.

- Gangs are recruiting youth as early as the fourth grade. There is tremendous peer pressure to join even when the children do not want to. They often feel obligated to join or their own survival and acceptance.
- Higher rates of adherence to traditional cultural values can help Hispanic youth avoid delinquent behavior.

*Community
Recommendations
Concerning Gangs*

Hispanic informants offered many suggestions specifically aimed at reducing the influence of gangs in their community. The most frequently heard suggestions were:

- Expand after-school activities: sports, arts, vocational training, theater, dances, music.
- Establish or expand Big Brother/Big Sister programs to help provide role models.
- Offer gang education classes to parents and publicize them well.
- Outreach to parents to get involved in their children's education. Invite them into the classroom, insure that a Spanish speaker is always available at the school to discuss issues with the parents and to answer phone inquiries about the students.

"The problem is that kids are not in school. In order to have the proper emphasis on education, we need to enforce the compulsory education law. We've got to get the kids into school before we can work with them. We've got to get them off the streets to keep them out of trouble. Kids are arrested in the morning and released back onto the streets in the evening. They're not learning anything from that."

THE SIGNIFICANCE OF COMMUNITY

Throughout this report, the Hispanic population living in Hillsboro has been referred to as a "community". Frequently, the word "community" is used to merely describe a concentration of people of common ethnic descent and/or place of origin living within a defined spatial area. This definition, however, does not really describe community, but more accurately describes an "enclave". Although Hispanic enclaves do exist in the Hillsboro area, in choosing to use the word "community", the project team has consciously elected to emphasize the social networks, self-sufficiency, and collective actions characteristic of the Hispanic people of Hillsboro.

At the most superficial level, the Hispanic community becomes easily identifiable by its active street life and utilization of the public realm. However, what is actually being observed is the playing out of strong social networks which facilitate the collective consumption of goods and services outside of the market economy. For example, informants described instances of borrowing appropriate clothing to attend job interviews and indicated that carpooling to work sites is a common activity. Similarly, child care is often exchanged (bartered) outside of

the cash economy within the Hispanic community.



"Social capital" is a term used to describe the value of the social networks, underlying trust, and personal interactions between members of a community. High levels of social capital indicate great potential for collective action within a community, which can replace services normally attained through the market economy (exchanged for cash). Low levels of social capital, however, indicate problems of

cooperation among community members and can result in greater dependence on the market economy, thus further straining poor families. Trust and cooperation among individuals is critical to building social capital within a community.

Evidence that relatively high levels of social capital exists within extended families in the Hillsboro Hispanic community is shown by long-term residents' ability to function in the broader community without speaking any English. The success of these individuals is

directly attributable to their use of friends and relatives to communicate with the outside world. Other examples include the informal sharing of vehicles, durable goods (washing machine, lawnmower etc.), and the sharing of child care responsibilities. Other activities also indicative of social capital but which were not specifically mentioned are: neighborhood watches (home and auto security), errand running and pet sitting.

Some argue that these behaviors are entirely economic-based. However, there is evidence that Hispanic culture also plays a role in these behaviors. In fact, while community building can and does serve to relieve economic adversity, an ethic of communal self-reliance within the Hispanic community can partially be traced to an inability to depend on the (poor) government common in Latin America. Also, an emphasis on the collective good over the individual within the community places different priorities on individuals when decisions are being made.

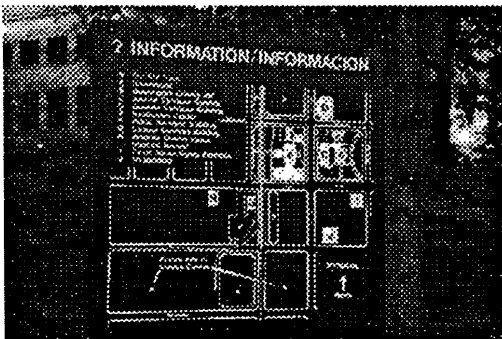
RECOMMENDATIONS AND SUGGESTIONS

The following recommendations and suggestions arose from interviews and conversations with members of the Hispanic community and other informants during various phases of the investigation. Briefly, the major recommendations are:

- Increase the availability of Spanish-language signs and interpretation throughout Hillsboro.
- Remove barriers to public participation.
- Improve Spanish-language outreach to parents of schoolchildren.
- Increase opportunities for adult education at low cost.
- Increase the availability of parks or plazas, recognizing that Hispanics have different patterns in the use of public space.
- Inform and educate Hispanics about civic rights, responsibilities, and local laws.
- Increase cultural recognition.
- Explore the possibilities of volunteerism in the Hispanic community.

BILINGUALISM

By far, the most frequently-heard request was for more Spanish-language signage and interpretation. English is not regarded as easy to learn, and most new immigrants work long hours just to make ends meet and keep their families together. They often do not have time or money to take English-language classes. Not only that, many new immigrants come from the countryside and have little or no experience with school and studying. This can make learning English appear almost impossible.



Announcements of all sorts may not reach many Hispanics if the announcements are only in English. English-only notices of meetings, school closures (e.g., weather-related), zoning hearings, fairs and celebrations, or regulations are unlikely to reach the

non-English speaking community. Such notices should routinely be translated into Spanish.

Even though a significant portion of Hispanic immigrants are illiterate in Spanish as well as English, translated notices are much more likely to reach them. It would be even more effective to make sure that public notices are distributed to Spanish-language media, especially radio (KUIK, KBOO) and television (Tualatin Valley Cable Access), as this is where most in the community receive their news. Written notices should be posted in areas frequented by Hispanics, particularly when trying to reach lower-income people. For such purposes, Hillsboro might consider using flyers posted in various businesses, such as tacquerias, Laundromats, and grocery stores.

The lack of Spanish interpretation contributes to feelings of isolation, discrimination, fear, and injustice. Hispanics lacking English skills cannot engage in the informal negotiating most of us take for granted, which allow us to work out problems, get detailed information, or even to make friends. Hispanics may feel cheated at the store, ignored or scorned at government offices, or confused when visiting a child's school.

The Hispanic community would feel more welcome and more a part of Hillsboro if there were more Spanish speakers and signs at all government offices, schools, and public facilities.

REMOVING OTHER
BARRIERS TO
PARTICIPATION

Many problems arise from the fact that many Hispanics are poor, and heads of households often work more than one job. Also, in many Hispanic families, the woman is the individual most interested in public affairs, due to her responsibilities for home and child care.

Both convenient meeting times and child care would help remove some of the barriers to Hispanic participation. As is true for other groups of people, no single meeting time will be best for all segments of the Hispanic community. Some people will find daytime events easiest to attend, others will come in the evenings. But child care in some form would make it much easier for Hispanic (and other) women to participate at whatever time.

If the Hispanic community is being targeted for a public meeting or other event, it should be held near the barrio or along a bus line serving the barrio. The Public Services Building is convenient, but experience will tell whether it also is welcoming to Hispanics. In addition, as

noted above, care should be taken to produce Spanish-language flyers and Spanish-language announcements over television and radio.

EDUCATION OF
YOUTH

Because of the Hispanic focus on family, the Hispanic community offered many suggestions for improving communications between schools and parents. Hispanic parents also hope school officials will help them keep their children in school, whether through interesting curriculum, making the children feel welcome at school activities, or providing (or helping parents with) discipline.

Hispanic youth often feel ignored or under-valued and may respond by adopting a resentful, pessimistic, or alienated attitude. As such youths grow older, the attraction of money, car ownership, and social status begin to eclipse interest in school, and contribute to dropping out. It was suggested that school officials and parents intervene early (12 to 13 years of age) to enforce school attendance and provide opportunities for vocational training and after school employment. Hispanic parents are also very concerned about gangs. They are staunchly opposed to them, but often feel that the situation is beyond their control. Repeatedly, they request programs that offer alternatives to gangs.

"The problem is that kids are not in school. In order to have the proper emphasis on education, we need to enforce the compulsory education law. We've got to get the kids into school before we can work with them. We've got to get them off the streets to keep them out of trouble. Kids are arrested in the morning and released back onto the streets in the evening. They're not learning anything from that."

Hispanics in Hillsboro tend to be isolated by their limited English skills, lack of knowledge about how government works, fear of making or getting into trouble, and different cultural norms. Our informants frequently stated that a strong, outreach effort by schools and other government institutions was necessary to begin to break down that isolation.

Schools in Hillsboro are already moving to establish many of the recommendations made by the Hispanic community, but Hispanics are either unaware of some measures or feel more could be done. Specific recommendations are:

- Ensure that all significant communications (such as attendance, grades, notices of suspension, and so on) are translated into Spanish and that Spanish-language messages are sent to Hispanic homes.
- Make sure that the computer which makes automatic calls to students' homes includes Spanish-language messages, or has targeted Spanish messages for Hispanic homes.

- Place a bilingual staff member in all schools' front offices to provide easy communication with Hispanic parents.
- Designate a counselor or certified teacher as a bilingual youth advocate at each school.



- Establish effective ways to enforce the state's mandatory school attendance law, perhaps by involving the police.
- Develop programs for youth to "shadow" adult Hispanics at their work, which would provide good role models.
- Hire Hispanic faculty and staff to provide good role models.
- Develop evening high-school credit programs to provide after-school activities that offer practical skills. Specific courses suggested included English as a Second Language (ESL), "shop," and other vocational training.
- Actively encourage (in Spanish) Hispanic parents to come to parent-teacher meetings, volunteer at school, and generally get more involved. They will need to be invited to participate by someone speaking their language.

ADULT EDUCATION

There was strong interest in adult education. Informants repeatedly expressed interest in adult classes in English as a Second Language, civics and government, local laws, and citizenship. There was some interest in vocational education for adults, as well.

Other than English classes, perhaps the strongest interest was expressed in classes concerning local laws and regulations, the workings of government, and rights and responsibilities of citizens. Because Latin American governments operate very differently from ours, people who move here lack understanding of what is expected and required, or on the other hand, what is allowed. It takes time and education for people to shake their fear of autocratic government and become willing to participate actively.

Because the people interested in these classes are often poor, it would be important to provide them at low cost in locations convenient to

their homes. In addition, provision of child care often makes the difference between being able to attend or not.

PUBLIC SPACE Many informants felt there is a lack of park facilities and open space in Hillsboro. The aquatic center is popular and frequently used by Hispanics - the only request heard often was to increase its hours of operation. Other than this, our informants were aware of only three parks near downtown Hillsboro (Shute, Hamby, and Bagley).



Hispanics traditionally spend much time congregating in parks and plazas (a common activity in Latin America), and enjoy picnics and visits to parks. It is common in Latin America to find a central plaza filled with residents relaxing and conversing - as though it were a second living room. On Sundays, a favorite activity is to take the family to a park for a day's relaxation. Hispanics generally felt that there is inadequate existing park space in Hillsboro to meet the demand. Some remarked that the Tualatin Hills Park & Recreation District seemed under-represented in the Hillsboro area. Several people commented that Hispanics feel unwelcome in most parks, making it uncomfortable to spend time in them.

Three principal recommendations arose with regard to public space:

- Create a public plaza in a Hispanic style, with space for street vendors and places to relax and meet friends, and with substantial security presence. If the plaza incorporated some Hispanic-style architecture, this would send a welcoming message to the Hispanic community.
- Provide more space for soccer fields and support increased youth and adult sports leagues. It would be necessary to make it possible to play (in some portion of the league) at little or no cost, or it would still not be accessible to many residents.
- Increase the number and/or size of parks in Hillsboro.

CULTURAL RECOGNITION

Several people remarked that the Hispanic community would feel more welcome and more included if Latin American culture was publicly recognized and celebrated. Many Hispanic cultural events occur in and around Hillsboro every year (Centro Cultural in Cornelius coordinates some of them), but the broader community is generally unaware of them.



Specific recommendations include:

- Establish a sister-city program with a city in Mexico or other Spanish-speaking country.
- Sponsor a public fiesta, similar to the Cinco de Mayo celebration in Portland (though on a smaller scale).

VOLUNTEERISM

There appears to be an untapped source of volunteers within the Hispanic community. Some people volunteer for various activities in the community, such as the Migrant Education Program, but many more remain isolated and often feel unwelcome in the larger community. Of course, many people are too busy working or simply pursuing their personal interests. Some Hispanics will be willing to participate as volunteers, but they need to be asked and barriers to their participation need to be recognized and removed. The major barrier is probably the lack of English-language skills. On the other hand, the ability to speak Spanish is a useful skill which should be recognized and put to use to encourage other peoples' participation.

SUMMARY OF RECOMMENDATIONS

Perhaps the central request arising from the Hispanic community is for stronger outreach on the part of the Anglo community. It will be important to develop greater bilingualism in Hillsboro in order to establish communication and to make Hispanics feel welcome and included. If Hispanics are to be fully included, then public communications should routinely be translated into Spanish, notices should be put out through appropriate media or posted in appropriate locations, bilingual government and school employees should be available at points of public contact, and translation should be part of public meetings and hearings.

Beyond this, development of understanding and appreciation of Hispanic culture would help Hispanics feel more welcome and accepted in Hillsboro. The Hillsboro Police Department has taken steps to promote understanding and cooperation with the Hispanic community by employing bilingual officers and providing Spanish language classes free of charge to any current officers. This sort of pro-active stance could become a hallmark of Hillsboro's government, but it takes strong intentional and concerted effort to think through and implement.

IMPLICATIONS FOR PLANNING PRACTICE

If current trends continue, Hillsboro's Hispanic population will increase with the rest of the community, however, at the present time, there is no solid network connecting the government with the Hispanic community. As this network develops, Hispanic people will play a larger role in local government. This has important implications for planning practice in Hillsboro.

Hispanics tend to be concentrated in lower-wage jobs and have lower educational attainment than the general population. In addition, the Hispanic population is, on average, younger than other ethnic groups. Conversely, Hispanic people bring to Hillsboro a close-knit and strongly-felt attachment to friends and family. Members of the Hispanic community rely on each other, and especially relatives, for information, advice, and help. This strength of community is a valuable asset to Hillsboro as the city grows and changes. For these reasons the Hispanic community may increase demands for educational and other government services as they work to become better established in this country. However, the strength of their community may mitigate these increased demands.



The city now seeks to enhance its fulfillment of Statewide Planning Goal One - citizen participation - with the local Hispanic community. Hillsboro wants Hispanic people to share their values, attitudes, and strengths with the broader community, since the Hispanic community's unique characteristics will impact the city's success in realizing this goal.

In order to get greater Hispanic participation in government, it will be helpful to emphasize the educational role planning can play. The Hispanic community tends to have a passive relationship to government and a lingering suspicion of it. Furthermore, many Hispanic immigrants expect government to provide answers rather than ask for input. They may doubt that the professionals are doing their jobs when they ask lay people for advice. These attitudes were formed in Latin America - particularly Mexico - where government is strongly centralized and paternalistic. When embarking on a planning process, the city can draw distinctions between planning and other roles of government by consciously educating target audiences about what is being done, what is needed or expected from the public, and what the public can expect from participating.

Communication with the Hispanic community must cross educational and socioeconomic boundaries as well as cultural. The questions asked, the way they are asked, and the setting in which they are asked, will affect the answers received. Hispanic people may give the answer they believe is expected by authority figures, or may not have an answer if the question assumes particular knowledge. For example, among less-educated Hispanics the question "Are you satisfied with government services?" will be answered "yes," while the question "What should government do differently?" is likely to draw no response.

Active outreach to the Hispanic community will help encourage people to get involved. Spanish-language communications can be developed and delivered in the most appropriate media, such as Spanish-language radio or television. Spanish-language posters also could be placed in businesses frequented by Hispanics, such as some coin laundries or stores and communication can be further enhanced by making use of the tight-knit network of friends and extended families. Because leaders in the Hispanic community are looked to for advice and guidance, developing relationships with such people will be important to making word-of-mouth communication effective.

APPENDIX A

LIST OF CONTACTS

Name	Phone	Address	Position	Other
Bassett, Megan	648-8561		Counselor for migrant ed at Hillsboro High	Not from Hillsboro. Familiar with many youth issues.
Black, Quinn	681-6190		Hillsboro Police Officer	Works in barrio.
Boutwell, Jeff (Capt.)	681-6190		Hillsboro Police Dept.	Assigned to Hisp-Police Community Relations committee.
Castaneda, Manuel	649-5696	PO Box 5952 Beaverton	Owner, Pro Landscape	Hispanic. A community leader. Does monthly TV show. Represents more established segment of community. Much info, willing to do more. Lives in Aloha.
Cerna, Maribel	681-1013	335 SE 8th Ave. Hillsboro, OR 97123	Translator and Financial Aid Rep. for Tuality Comm. Hospital	Hispanic. Informant re: interactions with new immigrants, some info. on housing quality.
Correa, Javier	648-6646		Director. La Casa Futuro. Addresses gang related issues	Hispanic.
Cullum, Lyla	640-3489, x251		WashCo Aging Svcs Hispanic Elders Prog.	Works with <i>promotores</i> (volunteers) at Aging Services.
Dixen, Loren	693-2937		Executive Director of Housing Development Corp. of WA. County	Useful info on migrant housing.
Dowd, Ron	PSU faculty		former planner for Wash. Co Health Dept.	Familiar with health issues in Washington County.
Estrada, Jose	640-6442		Staff. Oregon Human Development Corporation	Hispanic.
Ginsburg, Dick	640-5881		Immigration Lawyer in Cornelius	Has many contacts in community. Wife is from Paraguay.
Gonzalez, Jose	693-3118		Tenant Liaison with HDC of WA. county	Hispanic. Knowledge of housing.
Jaime, Jose	357-8895 (home)			Formerly of Centro Cultural. Now works elsewhere.
Jimenez, Ana	648-3305		Works at migrant	Grew up in Hillsboro. Went

FACES OF A GROWING COMMUNITY - HILLSBORO'S HISPANIC POPULATION

			education for Hillsboro School District.	through Hillsboro Schools, is Hispanic. May be willing to become involved.
Laptook, Leon	693-3251		Staff. Community Action Organization	
Louie, Ron	681-6197		Chief of Hillsboro Police	
Mendoza, Isabelle (Chavela)	648-5779	1050 SE Walnut St. Hillsboro, OR 97123	Wife of owner of Su Casa.	A community leader. Interested in remaining involved.. Worked at Centro Cultural for 15 years.
Ness, Geraline	693-3251		Director. Community Action Organization	
Perez, Sandy and Javier	357-4621		Sandy-ESL instructor at St. Matthew's Javier -ESL instructor at Poynter Jr. High.	Helped arrange focus groups. Knowledgeable about migrant issues.
Perillo, Jim	648-3305		works at migrant education for Hillsboro School District	Son attends Glencoe. Is Hispanic. Is active in public affairs connected with education.
Ramirez, Raul	503-588-5091		Marion County Sheriff's office, works with La Ley, a conflict resolution group (Latino-Anglo).	Information regarding police/Hispanic relations throughout the state. Has worked with the Rubios in Hillsboro.
Rubio, Lorenzo	844-8034		WashCo Sheriff's office, Radio Show, has email address: lorenzo_rubio@co.washington.or.us	A community leader. Has weekly radio show, writes for Hispanic newspaper.. Wants to be more involved in planning activities. Lives in Hillsboro. Knows many people in the Hispanic community, and wife is also active in community.
Sardineta, Sabino	359-0446		Director, Centro Cultural	Hispanic.
Weir, Carmen	648-2035		connected with CREATE, an at-risk youth program.	Has worked much in Hillsboro, is committed to teenagers and their issues.

APPENDIX B

ANNOTATED BIBLIOGRAPHY

Becerra, R. M. and Zambrana, R.E. *Methodological approaches to research on Hispanics*. Social Work Research and Abstracts. 21 (2): 42-49, 1985.

This article was helpful in conceptualizing the most important issues when studying a Hispanic population. The specific issues covered in this piece include who should conduct the research; how the community should be involved; and various methodological concerns.

Cafferty, Pastora San Juan and William C. McReady. *Hispanics in the United States*. New Brunswick, NJ: Transaction Books, 1985.

This book is a collection of scholarly essays which were written by various authors to raise important questions regarding the needs of Hispanic populations. The book is structured to include literature reviews and critical analysis in each of the following areas: demographics, culture and religion, socialization, language, assimilation, education, employment, health care, social services, criminal justice, and political participation. Most essays distinguish between different groups of Hispanics, and the book concludes by offering suggestions for affecting the broader social agenda of the US in the future, some of which may also be applicable to local jurisdictions.

El Colegio de Michoacan. *Migración En El Occidente De México*. Ediciones Armella, March 1988.

This book contains various case studies of migration patterns in Western Mexico. (In Spanish)

Community and Shelter Assistance Corporation. *Migrant Labor Camp Feasibility Study*. Housing Development Corporation of Washington County, July, 1996.

HDC research describes Campo Azul and Little Beaver migrant housing camps to assess the feasibility of operating such a camp.

Cushner, K. and Brislin, R.W. *Intercultural Interactions-A Practical Guide*. Sage Publications, Inc., 1996.

Cushner and Brislin's guide for inter-cultural interactions is a useful resource for those conducting research of ethnic communities. Although much of this selection is based on visits to other countries, the information regarding cultural sensitivity can also apply to domestic studies. Important distinctions are made between different levels of culture which often exist and how to cope with one's own reactions to challenging cultural encounters. As a part of the training included in this guide, difficult hypothetical situations are presented which provide a means of testing cultural skills.

Delgado, Melvin and Delgado, Denise Humm. "Natural Support Systems: Source of Strength in Hispanic Communities". *Social Work*, January 1982, pp 83-88.

This article discusses the strength of natural support systems within Hispanic communities. Suggestions are made for social workers to adjust their methods to accommodate Hispanic clients, and analysis is done to assess the best methods to use for Hispanics within social service delivery.

Gandara, P. *Over the Ivory Wall: The Educational Mobility of Low-Income Chicanos*. State University of New York, 1995.

This is the study of fifty Hispanic people who have achieved high levels of academic and professional success. All participants have either attained a Ph.D., MD, or JD degree from an American university of national stature. There are numerous personal stories shared by members of the sample which are an excellent means of learning the struggles many Mexican families have endured in order to survive. Yet we learn these people have achieved much more than many others in their community due to parental support they received at home. Additionally, intervention at the high school level in the form of college preparatory courses and governmental programs for Mexican American students made some of the largest impacts in these people's lives. Realistic suggestions for educational reform are included as well.

Jones, Rachel L. "Study Spotlights Needs of Many Hispanic Children in US" *The Oregonian*, July 2, 1996. p A7.

This article summarizes results of a study of the Hispanic population in Oregon completed in 1996 by the Population Center at Portland State University. The focus is specifically on the needs of Hispanic children.

Krivo, Lauren J. "Immigrant Characteristics and Hispanic-Anglo Housing Inequality". *Demography*, Vol. 32, No. 4, November 1995, pp 599-615.

This article deals exclusively with the characteristics associated with Hispanic housing attainment and makes various comparisons between Hispanic and Anglo housing differences.

Loprinzi, C.M. *Hispanic Migrant Labor in Oregon, 1940-1990*. Portland State University, 1991.

Colleen Marie Loprinzi's thesis for her Master in History is a revealing perspective of the history of migrant Hispanic farm workers in Oregon. The analysis spans 50 years, documenting the prevailing conditions encountered by these important, yet vulnerable people. There are detailed descriptions of migrant housing and work conditions, the culture of the Hispanic migrant community, the interactions between migrants, farmers, and contractors, and the relationship of Hispanics to local and national government.

In order to begin to understand a people it is necessary to know their history. By providing their history, this thesis sheds light on some of the fundamental challenges facing the Hispanic community in our society today.

Marcell, Arik V. "Understanding Ethnicity, Identity Formation, and Risk Behavior Among Adolescents of Mexican Descent". *Journal of School Health*, October 1994, Vol. 64, No. 8, pp 323-326.

This article summarizes various risk behaviors of Mexican-American youth, provides a sociodemographic profile of this group, and describes how one's degree of ethnic identification and acculturation may contribute to risk behavior.

National Institute of Geographic and Computer Statistics. *Michoacan: XI General Census Of The Population And Housing, 1990*. INEGI, Mexico. 1992.

This book is a compendium of 1990 Mexican census data from the region of Michoacan. (In Spanish)

Pader, Ellen J. "Spatial Relations and Housing Policy: Regulations that Discriminate Against Mexican-origin Households". *Journal of Planning Education and Research*, 13, 1994. pp 119-135.

This article focuses on the different spatial use patterns of Mexican families within the home as compared to typical Anglo families. A discussion of the inappropriateness of various US policy that deals with home crowding and child welfare is given. The author argues for further research into what is best for children of Hispanic origin and that revisions be made to policy to accommodate these children and truly best serve their needs.

Rothman, Jack, Gant, Larry M. and Hnat, Stephen A. "Mexican-American Family Culture". *Social Service Review*, June 1985. pp 197-214.

This article focuses on the insufficient delivery of social services to racial and ethnic minority populations. A discussion of family support systems is presented along with suggestions for social workers to familiarize themselves with the differences that Hispanic families face when in need of services.

Slim, H. and Paul Thompson. *Listening for a Change-Oral Testimony and Community Development*. London: New Society Publishers, 1995.

Numerous practical suggestions and techniques are given in this selection regarding the collection and use of oral testimony. The primary focus is placed on the role of such testimony in community development issues. The important ethical implications and limits of using these perspectives are also addressed. Often, the voices of individuals are ignored by policy makers and others in positions of power. Listening for a Change provides insight into how the galvanization of these voices can significantly affect decisions in every community.

Smart, Julie F. and David W. "Acculturative Stress of Hispanics: Loss and Challenge" *Journal of Counseling & Development*, March/April 1995. vol. 73. pp 390-394.

This article defines acculturative stress, addressing loss of social support, self esteem, and identity. It outlines the differences between European and Hispanic immigrant characteristics and discusses the importance of the Hispanic family as a support system.

Stanfield II, J.H. and Dennis, R.M. editors. *Race and Ethnicity in Research Methods*. Sage Publications, Inc., 1993.

The foundation of this selection was a roundtable held in 1984 titled "Methodological Innovations in Race Relations Research". This discourse was conducted by John H. Stanfield II during the 1984 meetings of the American Sociological Association and began his process of reconsidering theories in race relations research. Each chapter includes a discussion of these issues by separate contributors. All of the authors were asked to describe the traditional methodologies which they have employed over the years and suggest ways to improve them. The underlying premise being that as researchers we often change or influence what we observe. Further, we may also research cultural or racial phenomena through previously established folk knowledge, thereby tainting interpretations of our findings.

Taylor, Kate. "Oregon's Hispanic Population Booms". *The Oregonian*, June 6, 1996. p A1.

This article chronicles the growing Hispanic population in Oregon based primarily on a study completed in 1996 by the Population Center at Portland State University.

Zambrana, Ruth E. *Understanding Latino Families*. Thousand Oaks, CA: Sage Publications, Inc., 1995.

This book aims to establish a Hispanic perspective on families by reviewing relevant statistical and empirical research, as well as essays, in three areas: social and demographic profiles of Hispanic groups in the United States, empirical and conceptual reviews of Hispanic family approaches, and practice and policy implications for Central American immigrants, Hispanic youth, and parenting programs with special focus on Hispanic fathers. Specific topics include but are not limited to family size, fertility, structural patterns, gender roles, identity, kinship, child-care, and aging. This book offers an "optimistic" view of Hispanic socio-economic prospects by noting that most existing studies have focused on the deviant aspects of Hispanic culture while ignoring changes in family processes and normal development milestones.

APPENDIX C

SURVEY OF DISCUSSION GROUP PARTICIPANTS

Three discussion groups were held with people learning English as a second language. Most of the people at two of the discussions were asked to answer a survey. The results of this survey are presented below.

The most surprising finding was that many of these people had lived in the US for years without having learned to speak English. The high level of car ownership was also unexpected. The large number of people from Michoacan state in Mexico confirmed information from other sources. The large number of agricultural or other low-wage workers was also predicted by other sources.

Table 16 - Profile of Discussion Group Participants (partial).

Age	Sex	Years in Hillsb'o	Place of Origin	First Generation?	Family Members	Type of Employment	Transport1	Transport2
40	N/A	11y	Michoacan	Y	7	nursery	bus	walk
39	N/A	14y	N/A	Y	N/A	nursery	car	N/A
36	F	7y	Mexico	Y	5	homemaker	car	N/A
35	F	4y	Michoacan	Y	8	nursery	car	N/A
33	F	13y	Michoacan	N		fields	car	N/A
36	F	15y	Guatemala	N	9	nursery	car	bus
23	F	3y	N/A	Y	6	nursery	car	N/A
27	F	4y	Michoacan	N/A	3	assembler, Epson	car	N/A
39	F	8y	Michoacan	N	6	childcare	car	N/A
40	M	7y	Mexico	Y	5	N/A	car	N/A
35	N/A	10y	Michoacan	N/A	8	forklift operator	car	N/A
39	M	5m	Mexico	Y	2	machine operator	bus	N/A
N/A	M	12y	Michoacan	N/A	30	N/A	bus	N/A
20	N/A	3y	Mexico	Y	3	N/A	car	N/A
27	F	11y	Guadalajara	N	20	nursery	bus	N/A
18	M	5m	Nayarit	N	4	restaurant	bus	N/A
18	M	3y	Mexico	N	5	cannery	bus	N/A
43	F	12y	Michoacan	N	30	cannery	car	N/A
22	N/A	10y	Yucatan	N	1	N/A	car	N/A
28	F	11y	Mexico	N	4	hotel	car	N/A

APPENDIX D

Total Age Distribution (Universe: Persons)

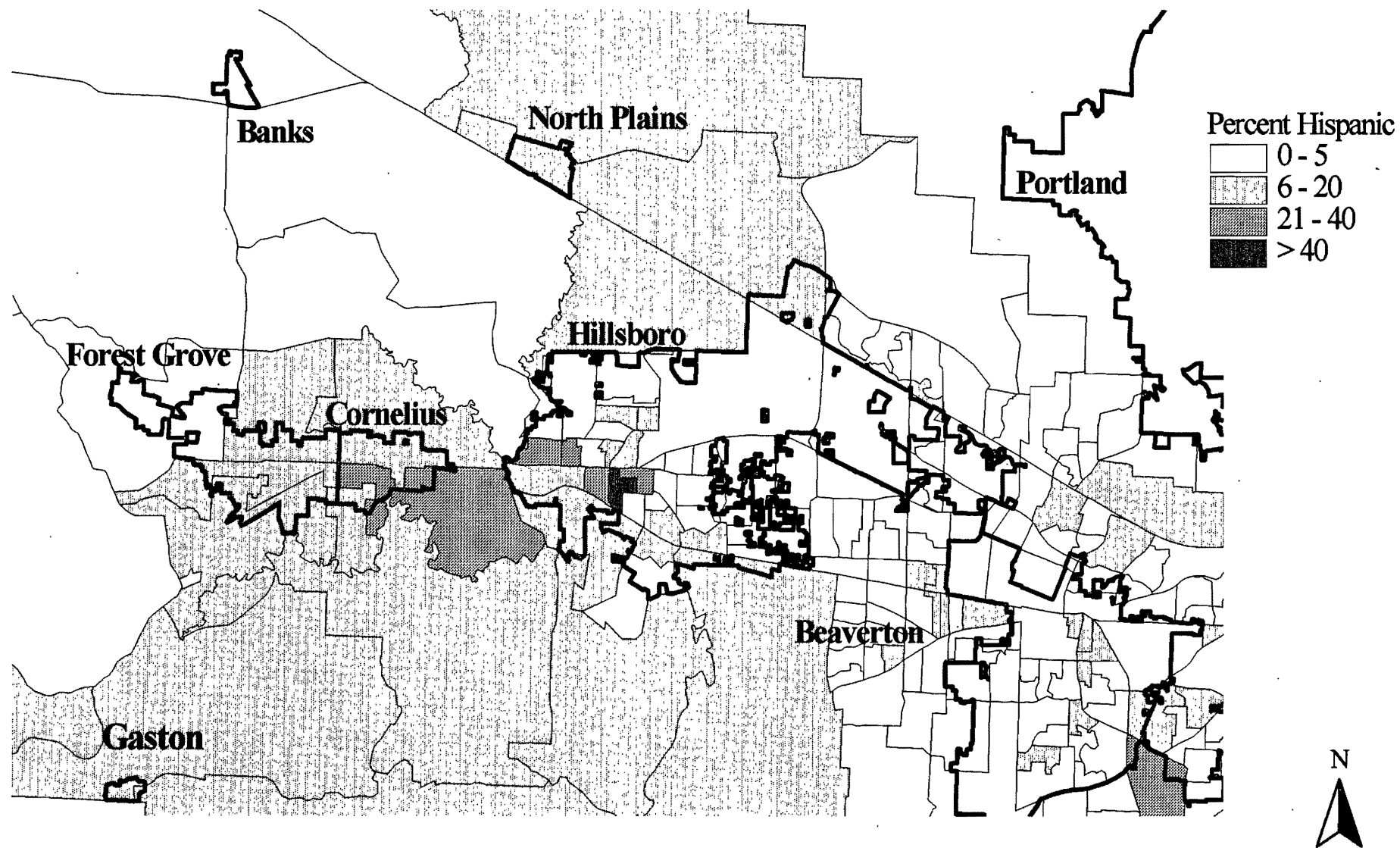
AGE	Total Pop.	Cumulative %	Hispanic Pop.	Cumulative %
< 1 year	746	1.37%	96	1.90%
1 and 2 years	1,847	4.77%	290	7.64%
3 and 4 years	2,011	8.47%	291	13.40%
5 years	860	10.06%	140	16.17%
6 years	921	11.75%	114	18.42%
7 to 9 years	2,948	17.18%	334	25.03%
10 and 11 years	1,873	20.62%	223	29.45%
12 and 13 years	1,627	23.62%	202	33.45%
14 years	756	25.01%	33	34.10%
15 years	806	26.49%	87	35.82%
16 years	687	27.75%	77	37.34%
17 years	791	29.21%	115	39.62%
18 years	783	30.65%	160	42.79%
19 years	744	32.02%	135	45.46%
20 years	829	33.55%	136	48.15%
21 years	621	34.69%	168	51.47%
22 to 24 years	2,236	38.80%	431	60.00%
25 to 29 years	4,696	47.45%	611	72.10%
30 to 34 years	5,231	57.07%	473	81.46%
35 to 39 years	5,073	66.41%	311	87.61%
40 to 44 years	4,412	74.53%	231	92.18%
45 to 49 years	3,198	80.41%	109	94.34%
50 to 54 years	2,311	84.67%	86	96.04%
55 to 59 years	1,865	88.10%	71	97.45%
60 and 61 years	715	89.41%	26	97.96%
62 to 64 years	961	91.18%	39	98.73%
65 to 69 years	1,584	94.10%	24	99.21%
70 to 74 years	1,223	96.35%	27	99.74%
75 to 79 years	852	97.91%	0	99.74%
80 to 84 years	666	99.14%	13	100.00%
85+	467	100.00%	0	100.00%
TOTAL	54,340		5,053	

Source: 1990 Census

APPENDIX E

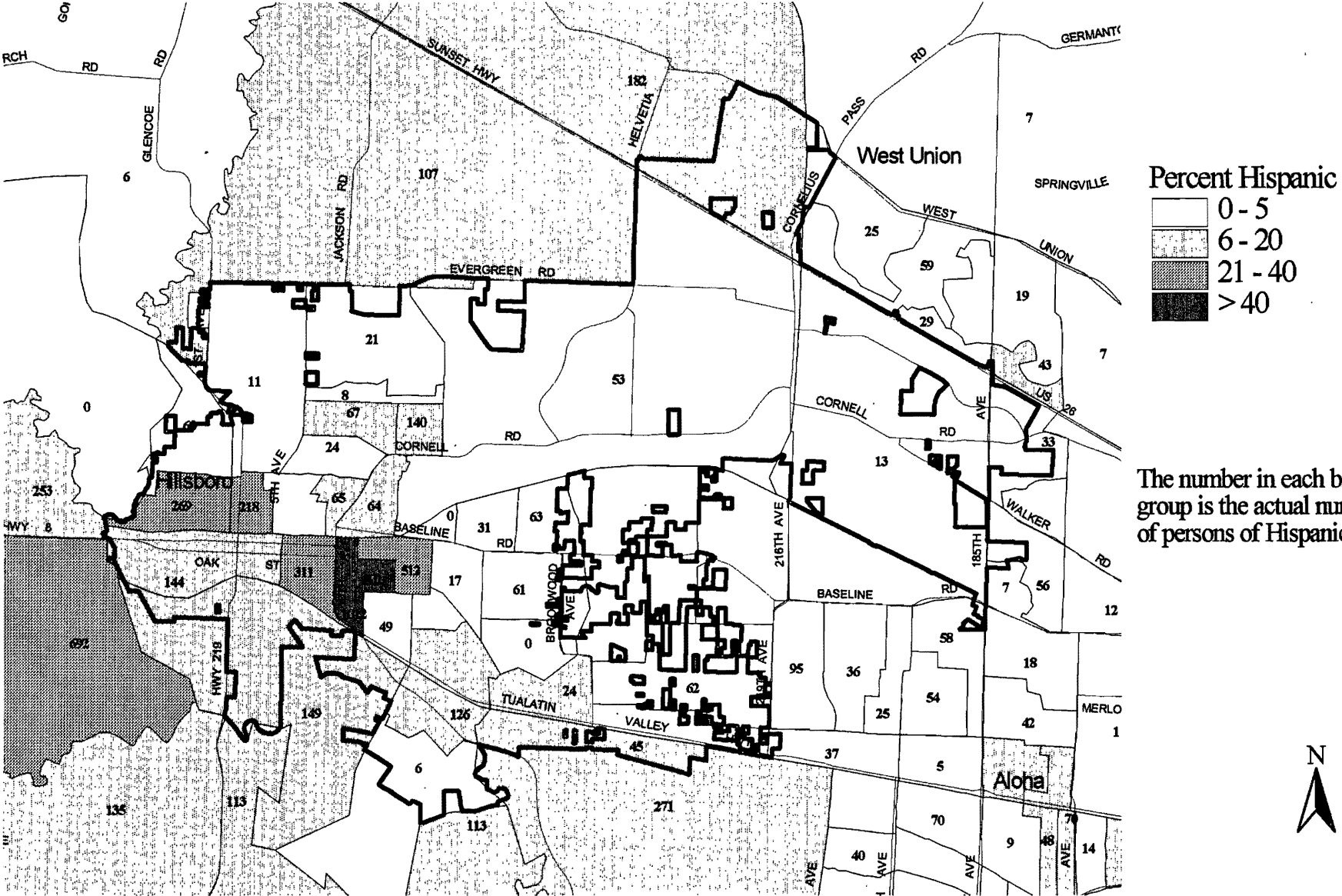
PLATES

**Plate 1: Percent of Persons of Hispanic Origin by Census Block Group
Washington County**



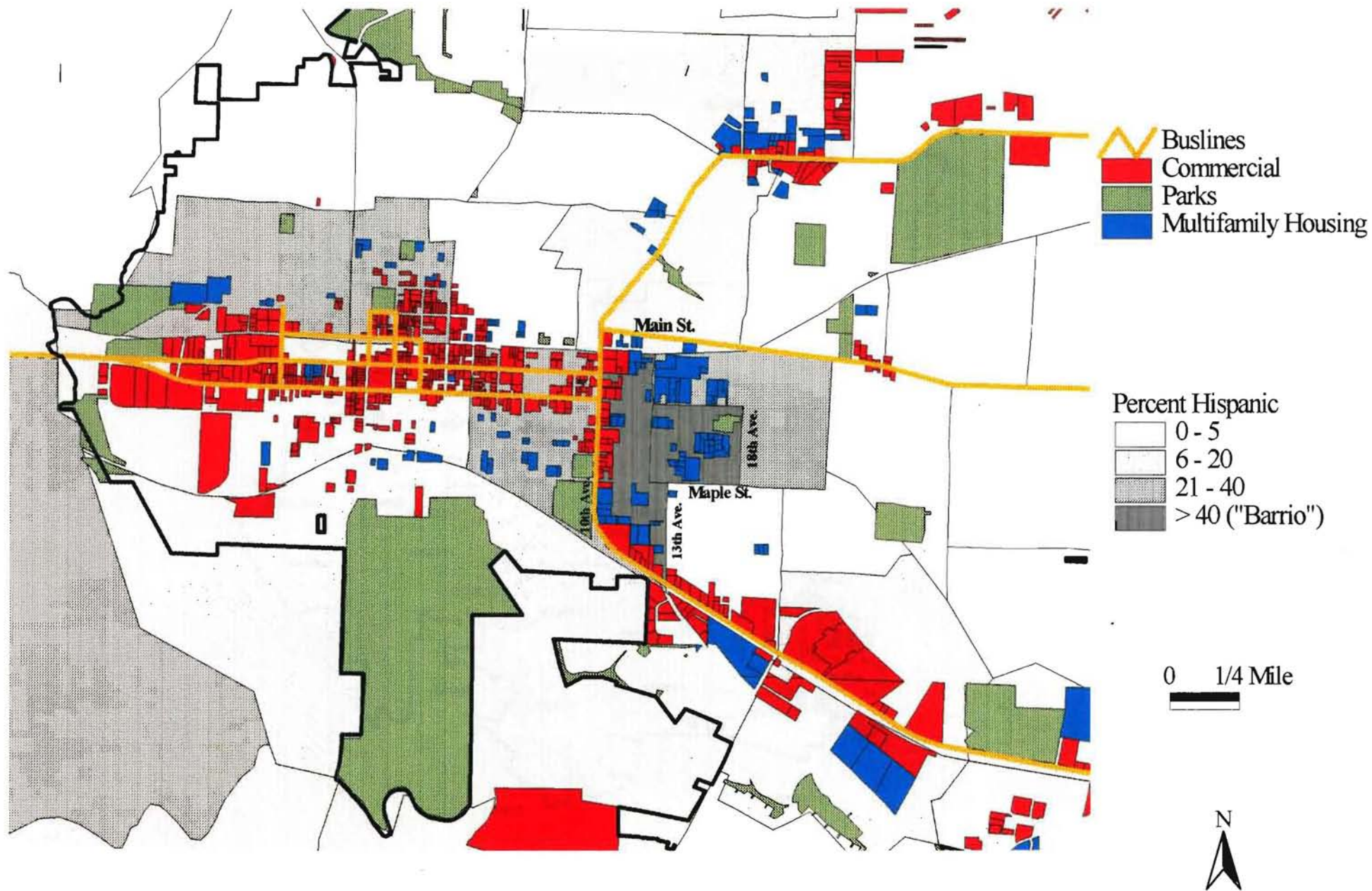
Sources: 1990 Census, Metro RLIS data

**Plate 2: Number and Percent of Persons of Hispanic Origin by Census Block Group
Hillsboro**



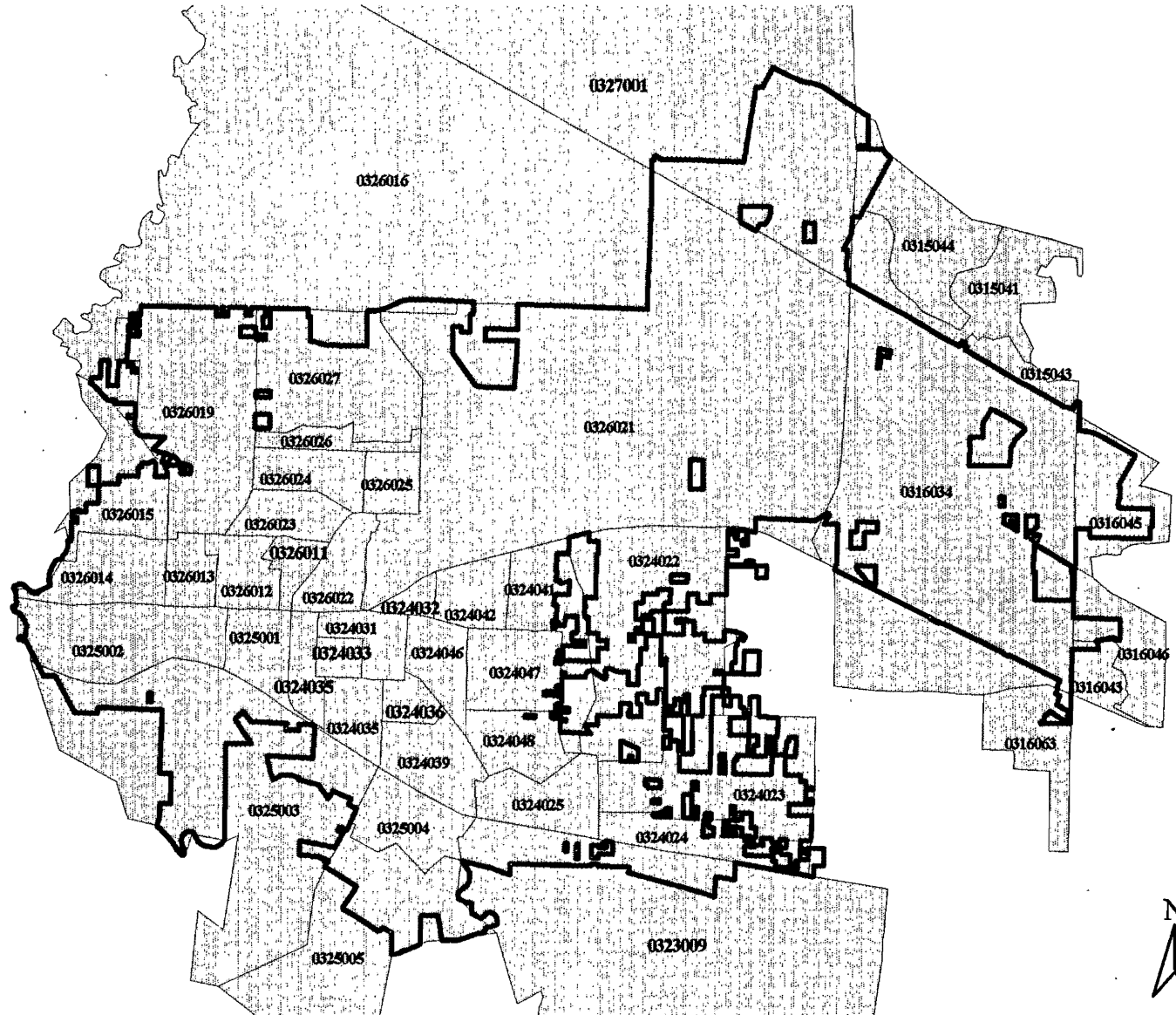
Sources: 1990 Census, Metro RLIS data

Plate 3: Factors Correlating with Formation of the "Barrio"



Sources: 1990 Census, Metro RLIS data

Plate 4: Census Block Groups Analyzed



Sources: 1990 Census, Metro RLIS data