

# Hispanic Needs Assessment







# 2013 Greater Kansas City Hispanic Needs Assessment

by

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**University of Missouri-Kansas City Institute for Human Development**

*An effort of Alianzas, a Program of University of Missouri Extension and UMKC Institute for Human Development*

*Unpublished manuscript prepared for  
The Latino Civic Engagement Collaborative*

*Funding for this assessment was made possible to the Latino Civic Engagement Collaborative by the Adelante Fund, Bank of America, City of Kansas City, Missouri's City Manager's Office, H&R Block Foundation, Hall Family Foundation, and Hispanic Development Fund.*

**March 2014**

**i.h.d.**



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The information contained in this document has been commissioned by the members of the Latino Civic Engagement Collaborative (LCEC) and produced by the University of Missouri-Kansas City Institute for Human Development as part of the 2013 Greater Kansas City Hispanic Needs Assessment. This document is intended for use by policy makers, research organizations, not for profit service providers, governmental agencies, and all others seeking to understand the complexities of the Latino population of Greater Kansas City. The authors were encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official positions of the LCEC or the Curators of the University of Missouri on behalf of the University of Missouri-Kansas City.

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**RECOMMENDED CITATION:** Fuger, K. L. et al. (2013). 2013 Greater Kansas City Hispanic Needs Assessment. Kansas City, MO: Latino Civic Engagement Collaborative and University of Missouri-Kansas City Institute for Human Development.





# Acknowledgments

We would like to express our gratitude for the generosity of many individuals who provided assistance for the Hispanic Needs Assessment. Members of these organizations invested their labor, enthusiasm, expertise, and resources to make this project possible. We sincerely thank you.

## Financial Support

Adelante Fund  
Bank of America  
City Manager's Office of Kansas City, MO  
H&R Block Foundation  
Hall Family Foundation  
Hispanic Development Fund  
Kansas City Power and Light (Printing)



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Hispanic Chamber of Commerce of Greater Kansas City  
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Carlos is a graduate of Washburn University in Topeka, Kansas and holds a Bachelor's Degree in Business Administration in Management and a B.B.A. in Marketing. Carlos has always been a voice for small business and has extensive experience working with all communities. He is a former Planning Commissioner for the City of Topeka, a founder of the DBE Initiative for the Topeka Chamber of Commerce and is credited for initiating Best Buy's national Hispanic outreach. Carlos currently serves on the National Board of the American Chamber of Commerce Executives, Johnson County Community College Foundation, the Board of Regents of Avila University, the Kansas Business Hall of Fame, the Board of Swope Medical Center, and the Economic Development Corporation of Kansas City, Missouri. The Hispanic Chamber of Commerce engages, connects and develops the Hispanic business community.



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Mike is a retired U.S. Navy Veteran and holds a Master's of Business Administration Degree from Baker University and a B.S. in Education from Southern Illinois University. Among his previous positions, Mike was Sr. Field Operations Training Specialist at H&R Block, Sr. Project Manager at Sprint PCS, and Project



Manager of Franchise Operations at Applebee's. The League of United Latin American Citizens (LULAC) is the nation's oldest and largest direct-membership Hispanic advocacy organization. Established in

1929, LULAC has a history of commitment to the education of Hispanics and other minorities. LNESC KC has been serving the community for more than two decades. Annually, it serves more than 2,000 families in the Kansas City area and surrounding suburbs.

## Liz Cessor

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Liz joined Saint Luke's Health System in 1998 and is currently the CEO at Cabot Westside Medical & Dental Center. She also serves as System Vice President for Mission and Community at Saint Luke's Health System. Since joining Cabot and Saint Luke's, Liz's



history in health-care has always had a major focus on charity care. Her responsibilities are in developing policies and procedures that apply to the provision of charity care while integrating the mission, philosophy and core values of hospitals and healthcare facilities. Her association with Saint Luke's Health System began after a fifteen year career in healthcare and was formally the Administrator for the Internal Medicine Midwest Medical Group (formerly Columbia HCA). Liz grew up in Kansas City, Missouri, and holds a Bachelor's Degree in Business Administration.

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## The Latino Civic Engagement Collaborative

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Gloria oversees the overall operations and financial reporting for the organization. Gloria has a commitment to serve the Neighborhoods on the Westside and



old NE Kansas City, MO. In December 2012, Westside Housing became a Neighbor Works Organization with the "Green Designation" award. This honor is given to Neighbor Works Organizations with strong commit-

ments to sustainability. Gloria was born in Kansas City, MO and received her B.S. from Park College in Accounting. She also has an M.B.A. from Keller Graduate School. Ms. Fisher serves the community as a Landmark Education leader, Avanzando mentor, KC Cash counselor, and Graceway mentor. Previously Gloria Ortiz-Fisher served as Jackson County's Director of Finance and Purchasing from 2003 to 2007, and has worked in the area of Finance for over 30 years. At Jackson County Ms. Fisher was part of the environmental task force to increase energy efficiency for all Jackson County Departments. Ms. Fisher held her Real Estate License for MO/KS while working for Sprint and was instrumental in the Campus Headquarter build out.

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Bernardo Bernardo Ramirez has more than 20 years of experience working

within economic development and advocating on behalf of Americans of Hispanic descent. Mr. Ramirez was the Deputy Vice President of the National Council of La Raza (NCLR) headquartered in Washington, DC. He obtained an M.B.A. from Rockhurst College in Kansas City, MO. He served as the Executive Director of the Hispanic Development Corporation (HEDC) during the Hispanic Needs Assessment project. In May 2013, he was selected to serve as the Executive Vice President - Chief Operating Officer of the Economic Development Corporation, to manage business and community development activities of the organization, due to his extensive knowledge of the Kansas City community and of the process of economic development.



### John Fierro

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John has a strong public administration and civic engagement background.



He formerly was the President of the Board of Commissioners for the Kansas City Parks and Recreation Department, serving as its first Latino President. John has extensive experience in fundraising,

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# The Latino Civic Engagement Collaborative

four areas: behavioral health, cultural arts, youth development and community services.

## Hilda Fuentes

### CEO

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Ms. Fuentes is the CEO of Samuel U. Rodgers Health Center, a large urban federally qualified health center serving more than 21,000 residents in urban Kansas City and rural Lafayette County. The Health Center provides care to a culturally diverse population, whose patients live 200% below the federal poverty level. Before joining Samuel U. Rodgers Health Center in 2005, Ms. Fuentes served as the Deputy Director and as Division Chief for the Kansas City Health Department in Kansas City, Missouri. Prior to that, Fuentes was Vice President for Diversity at the Saint Luke's-Shawnee Mission Health System, and Vice President of Hospice Services for the Sisters of Mercy Health Care Corporation and with Hospice Management Partners. Ms. Fuentes has an M.S. in Public Administration from Eastern Michigan University and a B.S. in Business Administration from Southeastern University in Washington, D.C.

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Carmen joined the Hispanic Economic Development Corporation (HEDC) in 2010 and became the Executive Director in June 2013. Lopez has more than 16 years experience working with the Latino community in the Greater Kansas City area in various asset building initiatives. Ms. Lopez joined the HEDC team after her position as the Director of Commercial Loan Administration of Bank of Belton. Ms. Lopez's work experience also includes management in nonprofit development and job placement project manager. Ms. Lopez received her M.B.A. from Baker University and her B.A. degree in Communication and Spanish from Rockhurst University. HEDC is dedicated to improving the lives of individuals and their families through business development, economic, and community wealth creation initiatives.







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# Executive Summary





# Introduction

## Historical Overview

Twenty-five years ago the Greater Kansas City Community Foundation and Affiliated Trusts commissioned the first Hispanic Needs Assessment in Greater Kansas City. This 2013 Greater Kansas City Hispanic Needs Assessment builds on the foundation of the work done in 1988.

The Report on the *Greater Kansas City Hispanic Needs Assessment* in 1988 provided a brief historical overview chronicling the dramatic change for Hispanic populations in the U.S. and Greater Kansas City during the 20th Century.<sup>1</sup> The 1900 U.S. Census recorded 34 Mexican-born individuals residing in Wyandotte County (KS) and Jackson County (MO), compared to Latino populations of 31,820 in 1980 and 164,080 in 2010. The unprecedented growth in the Latino population, increased diversity based on country of origin, and expanded residence to all nine counties of Greater Kansas City set the stage for focused attention on assets that they bring and needs that they present. Simultaneously, rapid societal change occurred, affected by and affecting the Latino population in Greater Kansas City. Many of today's leading Hispanic organizations were newly established, were serving other populations, or were not yet formed in 1988. Today a host of nonprofit community organizations and Latino businesses address needs of the Latino population for education, health and mental health, housing, employment, and social services.

## Commissioning of the Hispanic Needs Assessment

The Latino Civic Engagement Collaborative (LCEC) is a collaborative of nonprofit executives that speaks with a unified voice to bring about measurable improvements in the quality of life for Latinos in Kansas City. The LCEC functions as a supportive institution to bring about measurable improvements in Hispanics' quality of life by delivering education, physical and mental health, business development, housing, economic development, and social services. The LCEC envisions a Latino community that develops an empowered civic voice that will be recognized and appreciated by the broader community of Kansas City.

The LCEC established a goal to create and distribute a marketing product that describes the current conditions, assets, and needs of the Greater Kansas City Latino population. The collaborative identified the primary focus areas of economic, social, educational, health, and civic conditions. To this end, the LCEC commissioned the 2013 Hispanic Needs Assessment project, accessing funds from these generous supporters: Adelante Fund, Bank of America, the City Manager's Office of Kansas City MO, H&R Block Foundation, the Hall Family Foundation, and the Hispanic Development Fund. The LCEC anticipates that the findings will serve as one source of information for policy makers, community organizations, educators, Hispanic families, and students to enhance Greater Kansas City, particularly the lives of Latinos in the area.

The LCEC then contracted with the University of Missouri-Kansas City Institute for Human Development (UMKC-IHD) to conduct the assessment. Additionally, the LCEC formed the Greater Kansas City Hispanic Needs Assessment Advisory Committee to guide this work. This committee consisted of the organizations of the LCEC, as well as other nonprofit organizations and Latino constituent groups. The organizations and their representatives are presented in Chapter 1 of the full report.

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<sup>1</sup> Ruiz, F. H., Hernández, A. N., & McKay, E. G. (1988). *Report on the Greater Kansas City Hispanic Needs Assessment*. Kansas City, MO: Greater Kansas City Community Foundation. (Contact the University of Missouri-Kansas City Institute for Human Development to access this report electronically.)

## Approach

A number of faculty and personnel at UMKC-IHD participated in the assessment process, first led by Dr. Jana Peterson, who served until August, 2012, when she relocated to another community. Then Dr. Kathryn L. Fuger served as Project Director until the completion of the project. They were assisted by 10 key personnel at UMKC-IHD, 38 volunteers recruited through UMKC, and numerous staff members and volunteers from the Advisory Committee organizations and other invested community organizations.



This assessment project employed a **framework based on determinants of health**, with particular focus on socioeconomic conditions, access to health care services, availability of quality education, access to housing and other resources for community living, and discrimination.<sup>2</sup> Additional emphasis was placed on assessing **civic engagement** within the community. The Advisory Committee determined the nine-county Kansas City Metropolitan Area defined by the Mid-America Regional Council to be the catchment area of this project. This catchment area is referred to as “*Greater Kansas City*” (Cass, Clay, Jackson, Platte, and Ray Counties in Missouri, and Johnson, Leavenworth, Miami, and Wyandotte Counties in Kansas).

UMKC-IHD employed several strategies to collect data from multiple sources to determine the assets and needs of the Latino population in Greater Kansas City:

- **Existing data** describing the Latino population were analyzed (primarily the 2010 U.S. Census, the 2006-2010 *American Community Survey*, the 2011 *Behavioral Risk Factor Surveillance System Survey*, and Missouri and Kansas vital statistics).
- **Adult Latino community members**, sampled as proportionately as possible within the Greater Kansas City area, completed a paper or electronic version of a written survey in English or Spanish.
- **Greater Kansas City leaders engaged with the Latino population** completed an electronic survey in English, in which they considered issues from a systemic point of view.
- **Latino and non-Latino juniors and seniors** from six high schools with a high Latino enrollment completed paper or electronic surveys in English.<sup>3</sup> The survey focused on civic engagement.
- Meeting documentation and written **reflections of Advisory Committee members** informed the concluding discussion and implications.

Through extensive publicity and engagement of community partners to collect surveys at various events, **1,240 Latino community members** completed surveys. Additionally, **44 leaders in the Latino community** completed key informant surveys. Six high schools with a high Latino enrollment participated in data collection; **766 students** completed the youth survey, including 427 Latino students.

Readers should not consider the findings definitive, but rather, suggestive of issues that may need further exploration, due to limitations of this study. Notably, a rigorous research design with randomized or stratified sampling and sufficient power was cost-prohibitive and not feasible. The sample size within individual communities was too small to make strong conclusions at the neighborhood level. Also, some respondents were challenged by the length, the grade level, or the translation of the survey. Nonetheless, a wealth of information was collected from diverse participants throughout Greater Kansas City. It is important that the findings be considered a springboard for dialogue to promote action toward improved policies, strengthened programs in local

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<sup>2</sup> U.S. Department of Health and Human Services. (2011). <http://healthypeople.gov/2020/about/tracking.aspx>.

<sup>3</sup> The following schools agreed to participate: Alta Vista Charter School, Cristo Rey High School, East High School, J.C. Harmon High School, Northeast High School, and Wyandotte High School.





neighborhoods and schools, and processes for continued assessment and reflection on emergent conditions for Latinos in Greater Kansas City.

## Latino Profile of Greater Kansas City

The nine-county bi-state Greater Kansas City area (Johnson, Leavenworth, Miami, and Wyandotte Counties in Kansas; and Cass, Clay, Jackson, Platte, and Ray Counties in Missouri) is home to a Latino population that is growing at an accelerated rate and becoming increasingly diverse. A limited number of characteristics compiled from population-based statistics and large-scale surveys serve as a point of reference for the survey data collected through the Hispanic Needs Assessment project.

### Demographic Profile

According to the 2010 U.S. Census, Latinos comprised 9% of the population of Greater Kansas City in 2010 (164,080 persons), which equated to a 78% growth rate over the past decade. Wyandotte County (KS) had the highest concentration of Latinos in 2010 (26%). The largest number of Latinos lived in Jackson County (MO), but this equated to only 8% of the population. People of Mexican origin comprise the largest percentage of Latinos in Greater Kansas City (78%), but the greatest increases were Guatemalan, Honduran, and Salvadoran origins. Statistics in Table E-1 describe other characteristics of the Latino population of Greater Kansas City, compared to the total population of the city.

Table E-1 Demographic Characteristics of Latinos and Entire Population in Greater Kansas City

Characteristic	Latino Population of Greater Kansas City	Entire Population of Greater Kansas City
Gender	52% male, 48% female	49% male, 51% female
Age	50% under 24 years, 38% 25-49 years, 12% 50+ years	34% under 24 years, 35% 25-49 years, 31% 50+ years
Households	6% headed by Latinos	94% headed by non-Latinos
Family Households	77% family households, 23% non-family households	66% family households, 34% non-family households
Heads of Family Households	66% husband and wife, 13% male only, 22% female only	74% husband and wife, 7% male only, 19% female only
Multigenerational Households	7% of Latino households had 3 or more generations living together	3% of all households had 3 or more generations living together
Ownership of Housing Units	50% of Latino housing units owned by the occupants, 50% rented by the occupants	67% of all housing units owned by the occupants, 33% rented by the occupants

### Socioeconomic Profile

The 2006-2010 *American Community Survey* (ACS) conducted by the U.S. Census Bureau utilizes survey data from a large sample collected over five years to estimate the responses of the entire population from a specified geographic area. Table E-2 provides estimates of socioeconomic occurrences for the Latino population and the total population of the most populous counties in Greater Kansas City. Labor force participation and the unemployment rate of Latinos were similar to the estimates for the entire population. However, estimated median household income was significantly lower and estimated poverty status was significantly higher for Latinos than for the entire population.



Table E-2 Socioeconomic Characteristics of Latinos and Entire Population in Greater Kansas City



Characteristic	Latino Population Estimates for Selected Counties	Entire Population Estimates for Selected Counties
Labor Force Participation (≥16 Years Old)	Johnson: 78.1% - 81.5% Wyandotte: 71.8% - 75.6% Clay: 74.8% - 80.6% Jackson: 69.7% - 73.5%	Johnson: 74.3% - 75.1% Wyandotte: 65.7% - 67.5% Clay: 71.2% - 72.4% Jackson: 67.8% - 68.6%
Unemployment Rate	Johnson: 5.1% - 8.5% Wyandotte: 8.4% - 12.4% Clay: 4.3% - 9.1% Jackson: 8.6% - 11.4%	Johnson: 4.4% - 4.8% Wyandotte: 11.4% - 13.0% Clay: 4.5% - 5.3% Jackson: 8.5% - 9.1%
Median Household Income	Johnson: \$45,647 - \$54,823 Wyandotte: \$65.7% - \$35,194 Clay: \$71.2% - \$63,440 Jackson: \$67.8% - \$35,271	Johnson: \$72,905 - \$74,561 Wyandotte: \$37,445 - \$39,561 Clay: \$57,290 - \$59,828 Jackson: \$45,656 - \$46,848
Poverty Status	Johnson: 13.7% - 20.3% Wyandotte: 26.2% - 33.2% Clay: 10.3% - 18.9% Jackson: 26.0% - 31.8%	Johnson: 5.1% - 5.9% Wyandotte: 20.1% - 22.5% Clay: 7.1% - 8.5% Jackson: 15.1% - 16.3%

—Source: U.S. Census Bureau, 2006-2010 American Community Survey

The 2006-2010 ACS also studied occupational groups of men and women in Greater Kansas City. These differences were seen between the Latino population and the entire population:

- **Males:**  
Most Latino men worked in natural resources, construction, and maintenance occupations (27%-30%); production, transportation, and material moving occupations (22%-25%); or service occupations (21%-25%). The majority of all employed males worked in management, business, science, and arts occupations (35%-36%); sales and office occupations (19%-20%); or production, transportation, and material moving occupations (17%).
- **Females:**  
Most Latina women worked in service occupations (30%-35%); sales and office occupations (28%-32%); or management, business, science, and arts occupations (21%-25%). The majority of all women worked in the same occupational groups, but with different proportions: management, business, science, and arts occupations (41%-42%); sales and office occupations (34%-35%); or service occupations (17%-18%).

Education Profile

Educational Attainment

Estimates of educational attainment for Greater Kansas City could not be determined from the 2006-2010 ACS sample due to the lack of county-level margin of error estimates. The 2006-2010 ACS estimates for Kansas and Missouri, however, allowed these comparisons of Latina/o and non-Latina/o males and females:

- **High School in Kansas:**  
An estimated 42%-45% of Latino men and 37%-40% of Latina women did not complete high school or an alternative, compared to 8% of non-Latino White males and 7%-8% of non-Latina White females.
- **High School in Missouri:**  
An estimated 34%-38% of Latino men and 30%-32% of Latina women did not complete high school or an alternative, compared to 12%-13% of non-



Latino White males and 12%-13% of non-Latina White females.

- **College Graduation in Kansas:**

An estimated 10%-11% of Latino men and 11%-13% of Latina women received a bachelor's degree or higher, compared to 32%-33% of non-Latino White men and 30%-31% of non-Latina White women.

- **College Graduation in Missouri:**

An estimated 15%-17% of Latino men and 17%-19% of Latina women had at least a bachelor's degree, compared to 26%-27% of non-Latino White men and 25%-26% of non-Latina White women.

### **English Language Fluency**

The 2006-2010 ACS collected respondents' reports of the English language fluency of individuals ages 5 years and older in their households. This analysis defined English language fluency as any of the following: speaking only English, speaking Spanish and speaking English "very well," and speaking Spanish and speaking English "well." Based on survey responses, these percentages of Latinos are estimated to be fluent in the English language:

- 77% of Latinos in the U.S.;
- 79% of Latinos in Kansas and 83% of Latinos in Missouri;
- 68%, 79%, and 90% of Latinos in Kansas Counties of Wyandotte, Johnson, and Leavenworth, respectively; and
- 77%, 87%, 91%, 90%, and 100% of Latinos in Missouri Counties of Jackson, Clay, Platte, Cass, and Ray, respectively.

## **Health Profile**

### **Birth Rates, Fertility Rates, and Infant Health Indicators**

The Kansas Department of Health and Environment and the Missouri Department of Health and Senior Services document all live births and infant health indicators in their respective states (combined with population datasets from the Census for computation of fertility rates). Following is a summary of these birth and health indicator data for Latino infants and other comparable populations in Greater Kansas City for 2010:

- **Births and Fertility Rates:**

The highest numbers of infants were born to non-Latino Whites in all counties of Greater Kansas City. Latino populations, however, had the highest fertility rate (number of live births divided by the number of females ages 15-44 years, then multiplied by 1,000) in Johnson, Leavenworth, Wyandotte, Cass, and Jackson Counties of Greater Kansas City, compared to non-Latino White and non-Latino Black populations.

- **Infant Mortality in 2010:**

Latino infant mortality rates (infant deaths before the first birthday per 1,000 live births) in Greater Kansas City counties grouped by state were 4.9 for the Kansas counties and 6.2 for the Missouri counties. These were similar to the rates in the same respective counties for non-Latino Whites (4.7 and 5.7) and lower than the rates for Blacks (7.9 and 8.8).

- **Preterm Births in 2006-2010:**

The rate of pre-term births (births at < 37 weeks gestation per 100 live births) was similar for Latino populations and non-Latino White populations in both Missouri and Kansas counties. Non-Latino Black rates of preterm birth were higher in all counties with adequate sample size.

- **Low Birth Weight (LBW) and Very Low Birth Weight (VLBW) in 2006-2010:**

Latino and non-Latino White LBW rates (births at < 2,500 grams per 100 live births) and VLBW rates (births at < 1,500 grams per 100 live births) were comparable in all Greater Kansas City counties with a sample size suf-

ficient to warrant a comparison (county LBW rates of 5.7-8.1 for Latinos and 6.1-8.2 for non-Latino Whites, VLBW rates of 0.8-1.2 for Latinos and 0.9-1.4 for non-Latino Whites). County rates for non-Latino Black populations were higher (LBW rates of 8.8-13.1 and VLBW rates of 2.2-3.7).



- **Prenatal Care in 2006-2010:**

The highest numbers of pregnant women in the non-Latino White group accessed prenatal care in the first trimester. This group also had the highest rate of prevalence (number accessing prenatal care in first three months of pregnancy per 100 live births). The second highest rate was for Latinos in Leavenworth, Miami, Clay, and Jackson Counties. In the other counties, the second highest rate was for non-Latino Blacks.

#### **Adult Health Indicators, Incidence of Disabilities, and Health Insurance Coverage**

The 2011 *Behavioral Risk Factor Surveillance System Survey* (BRFSS) provides information about several adult health factors to estimate the incidence in Latino populations of Greater Kansas City. The 2011 data were aggregated for six Kansas counties and nine Missouri counties of the Kansas City Region: Douglas, Johnson, Leavenworth, Linn, Miami, and Wyandotte in Kansas; and Bates, Caldwell, Cass, Clay, Clinton, Jackson, Lafayette, Platte, and Ray in Missouri. While each state administered and analyzed the data differently, warranting caution in interpreting the findings, these basic trends were seen in 2011:

- **High Blood Pressure:**

High blood pressure was estimated to occur in less than 25% of the Latino population in the Kansas City metro region, which was lower than the incidence among White and Black populations.

- **Obesity:**

Approximately 25-30% of Latinos were obese. Obesity was similar for Latino and White populations and higher for Black populations.

- **Smoking:**

Between one-fourth and one-third of Latinos smoked. Cigarette use was similar for Latino and Black populations and lower for White populations, with higher usage in Kansas counties than Missouri counties for all racial/ethnic groups.

- **Self-Perceived Health Status:**

An estimated 20% of Latinos in Kansas counties and 28% of Latinos in Missouri counties of the Kansas City metro region consider their health status to be unsatisfactory. This is comparable to Black populations and higher than White populations for the same counties.

The more populous counties of Greater Kansas City first categorized disability and health insurance ACS data by race/ethnicity in 2008, with these results for the aggregated 3-year ACS dataset for 2008-2010:

- **Disability:**

Estimated prevalence of disability was lower for Latino populations (3%-10%) than White and Black populations in Johnson, Wyandotte, Clay, and Jackson Counties. The highest estimated prevalence was among non-Latinos in Wyandotte County (15-19% for both White and Black populations).

- **Health Insurance:**

Higher percentages of Latino populations than White or Black populations lacked health insurance coverage in Johnson and Jackson Counties. Approximately 30%-38% of Latinos in Johnson County and 36%-42% of Latinos in Jackson County lacked health insurance. In Johnson County, 6%-7% of Whites and 13%-18% of Blacks lacked coverage; in Jackson County, 11%-12% of Whites and 20%-23% of Blacks lacked coverage.



## Community Survey Findings

### Participants in the Community Survey

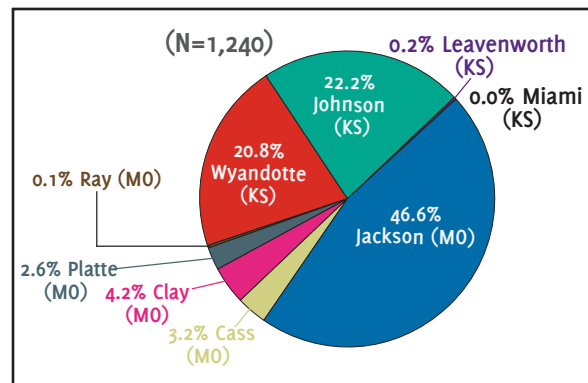
#### Survey Administration

Between August and December of 2012, 1,240 adult respondents residing in the 9-county Greater Kansas City area completed the *Community Survey* (See Appendix A). Fifty-five percent completed it in Spanish as a hard copy, 28% in English as a hard copy, 2% in Spanish online, and 15% in English online.<sup>4</sup> Many volunteered in administering the surveys at various recruitment sites throughout Greater Kansas City: the Mexican Consulate, churches, soccer games, a bike rodeo, restaurants or businesses, the Expo Americas, Bi-National Health Week, several other local festivals, and Deferred Action information meetings, and college/university campuses. Media throughout the data collection phase assisted in building public awareness and participation. Utilizing numerous forms of publicity, engaging volunteers to distribute the survey in many diverse locations, and monitoring the demographics of the sample throughout the data collection period to determine whether it was representative of the Greater Kansas City area and consistent with the Census data enhanced the usefulness of this dataset.

#### Characteristics of Survey Participants

All respondents who identified their language preferences spoke English, Spanish, or both languages; the largest percentage considered themselves bilingual, with Spanish as the dominant language (35%). The sample was comprised of 60% women. Their ages ranged from 18 to 91 years (mean of 37.8 years). Figure E-1 displays the percentage of respondents from each of the nine counties of Greater Kansas City. Almost half (47%) had lived at their current address for five years or more; 43% were homeowners.

Figure E-1 County of Community Member Respondents



Most respondents (69%) had graduated from high school or earned a General Education Development (GED) certificate. Seventy-three percent reported being employed – 50% full-time, 16% part-time, and 7% self-employed. The majority of respondents (57%) claimed household income of less than \$25,000.

Seven hundred twenty-nine respondents reported that they themselves were born outside the U.S.; within this group, the majority (72%) had lived in the U.S. for ten or more years. Of the respondents who provided information about their family origins, 85% reported that at least one parent was born outside the U.S., and 94% reported that at least one grandparent was born outside the U.S.

### Community Members' Identification of Assets and Challenges in Greater Kansas City

By completing two checklists, 974 respondents identified both assets and challenges that they believed pertained to the Latino community in Greater Kansas City. Additionally, they had the opportunity to add other features that they perceived were applicable to this community.

<sup>4</sup> Throughout this summary, percentages may not total 100% due to rounding. Sample sizes may vary due to the voluntary nature of the survey and the option for respondents to omit selected items. Additionally, some items are only applicable when a particular response is given to a previous question.

## Community Assets

Each of these three features was identified by over 40% of respondents to be descriptive of strengths of the Latino community in Greater Kansas City:

- Bilingual language skills,
- Participation in religious organizations,
- Strong family relationships
- Work ethic,
- Addition of cultural diversity to the community,
- Entrepreneurship, and
- A spirit of service.



Added comments focused on a sense of optimism and hope, a sense of community, and strong community programs.

## Community Challenges

Each of the following issues was considered by at least 60% of the respondents to be a serious challenge affecting Latinos in Greater Kansas City:

- Gangs,
- Low high school graduation rates for Latino youth,
- Lack of opportunities and services for undocumented individuals,
- Low education levels of adults, and
- Unemployment for adults.

Additional comments focused on discrimination, the need for better communication and coordination among Latino-serving organizations, and the need for supportive services to achieve education and employment goals.

## ***Need and Access to Services and Resources in Greater Kansas City***

### Safety

Respondents rated their perceptions of safety in their home and safety in their neighborhood at night, and they assessed the helpfulness of law enforcement.

- The majority of respondents indicated that they feel *somewhat* or very safe in these settings (79% in their home and 62% in their neighborhood at night). Conversely, these responses signify that approximately one-third do not feel very safe in their community, and some voiced concerns about police effectiveness and crime prevention.
- When asked to rate the helpfulness of the police in responding to their own or their family's concerns, however, 57% of respondents rated the police as *somewhat* or *very* helpful, and 22% did not know the helpfulness of police, which might imply their lack of personal interaction with them.

### Specific Adult and Family Service Needs

Respondents indicated whether they or their families have needed specific community services. These percentages of respondents reported that they or their families have needed the following services: emergency shelter (7%); housing assistance (14%); utilities assistance (28%); employment training (18%); business assistance or loans (11%); supplementary food assistance (45%); bus service (41%); legal service (57%); translation services for the respondent only (41%); mental health care (33%); and English language classes (50%). They elaborated by providing this additional information about these areas of need:

- Eighty-four respondents reported experiencing homelessness at least once in the past year.
- No grocery store was within walking distance of 39% of respondents, but





47% with no nearby grocery store believed that having one nearby was *very important*.

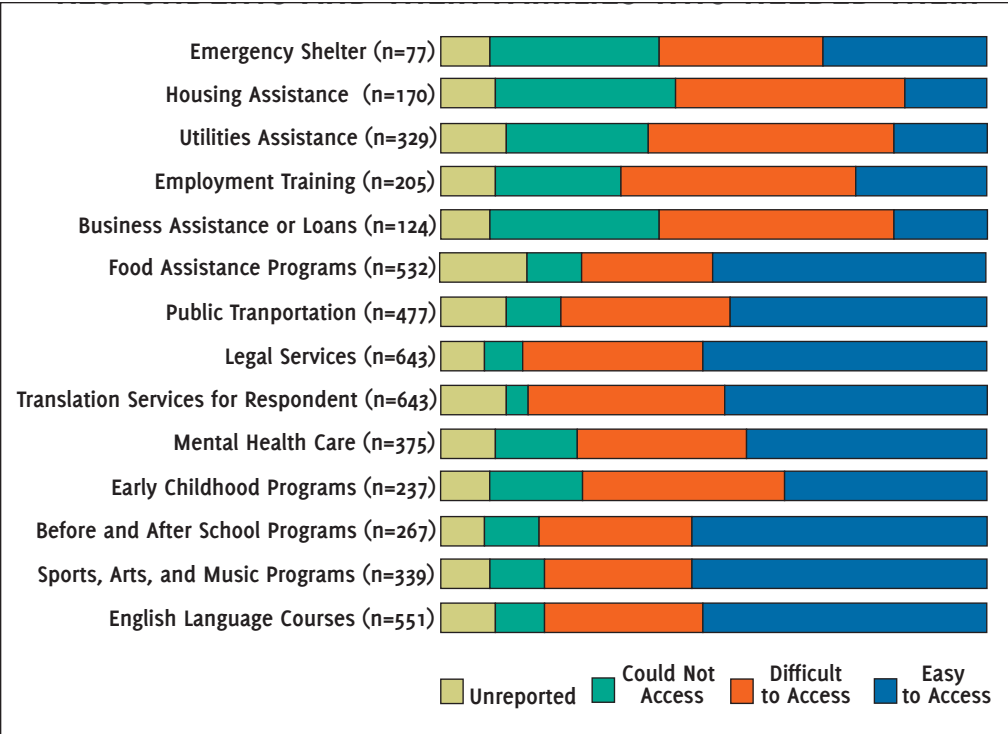
- At least once in the past year, 21% of respondents reported that they had run out of food and could not afford to buy more.
- While 92% of respondents had access to a car, 41% expressed additional needs for bus service.
- Respondents most frequently identified the need for translation/interpretation services in health care (79%), education (50%), and law enforcement/criminal justice (31%).
- Sometime during the past year, someone in 29% of respondents' families needed but could not access a doctor; someone in 38% of their families needed but could not access a dentist; and someone in 27% of their families could not get a needed prescription.

**Educational Services for Children**

Six hundred sixty-four participants responded as parents of children in grade 12 or younger, providing this information:

- Seventy-eight percent of parents rated their children's education as *good* or *excellent*.
- Most respondents with children (84%) reported having at least one child in a public school.
- These percentages of parents needed the following educational programs for children: early childhood programs (36%); before and after school programs (40%); and arts, sports, or music programs (51%).

**Figure E-2 Availability of Community Services to Respondents and Their Families Who Needed Them**



Availability of Services

If respondents or their families needed a particular service, they stated how easily this assistance could be accessed. Figure E-2 displays the number of people who expressed a need for each service and the accessibility of that service for those who needed it.<sup>5</sup> Responses to additional questions related to these service sectors follow the figure.



Social and Civic Engagement

Respondents considered their experiences living in Greater Kansas City, assessing their satisfaction, perceptions of discrimination, governmental representation, and voting.

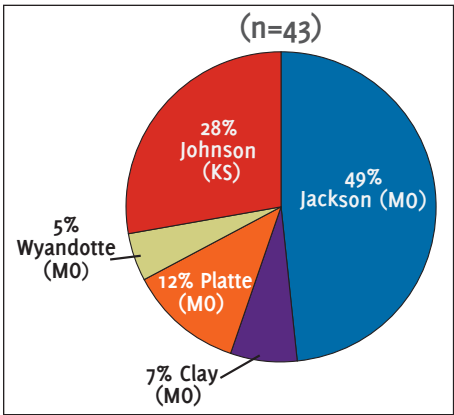
- Most (74%) expressed satisfaction with their overall experience living in Greater Kansas City.
- Half reported experiencing discrimination while living in Greater Kansas City, most frequently in employment or in law enforcement and criminal justice. Some described issues related to having an undocumented status, e.g., accessing medical and dental care, getting a driver’s license, and changing immigration status.
- Only 15% believed that their interests are represented by their local government.
- Almost two-thirds of respondents reported that they have never voted while living in Greater Kansas City, with the most common reason being the lack of U.S. citizenship.

Key Informant Survey Findings

The Key Informant Leaders

Between January and April of 2013, 44 leaders in the Latino community completed an online Key Informant Survey (See Appendix B). They were asked to provide broad perspectives of the needs and assets of Latinos in the nine counties of Greater Kansas City.

Figure E-3 County of Residence of Responding Leaders



Responding leaders held positions in nonprofit organizations, businesses, and government. Some exercised leadership in education, health, and the faith community. Many served on various boards and councils, and some focused primarily on policy and advocacy. Over 75% of the leaders worked in Kansas and Missouri of the metro area and considered themselves well-informed of the needs and the available services in both states. Most of the other respondents were more familiar with the needs and services in Missouri.

The majority of leaders (79%) identified themselves as Latino. Over half (56%) were bilingual, including 47% whose dominant

<sup>5</sup> Persons identifying a specific service need selected one of these options concerning the service: “I could not get this service;” “It was difficult to get this service;” “It was easy to get this service;” and “Don’t know.” Missing responses and “Don’t know” responses among persons who reported this need were combined as an “unknown” category. For this item, access was unknown for 9% of persons who reported a need for emergency shelter. For all items except translation services, the respondent was asked to consider their own needs and the needs of their family members for this service.



language is English and 9% whose dominant language is Spanish; almost all other leaders spoke English only. Fifty-four percent of the leaders were male. The age of respondents ranged from 27 to 67 (mean and median of 48 years). Two-thirds of the leaders lived in Missouri. See Figure E-3 for their counties of residence.

### ***Leaders' Perceptions of Assets and Challenges for Latinos in Greater Kansas City***

Thirty-four of the leaders completed two checklists similar to those completed by the community members. They identified both assets found in the Latino community of Greater Kansas City and issues that are problems for them. The leaders were also given to the opportunity to expand the list of assets and challenges, based on their knowledge and experience.

#### **Community Assets**

These ranked characteristics were identified by over 60% of the leaders as positive features of the Latino community in Greater Kansas City:

- Entrepreneurship,
- Work ethic,
- Strong family relationships,
- Addition of cultural diversity to the city, and
- Participation in religious organizations.

Other comments focused on individual strengths (*the "celebration of life – daily"*), community strengths (*"the Hispanic Chamber, Mattie Rhodes, and similar organizations..."*), and diversity within the Latino population (*"different subsets – fourth generation vs. newcomer...how much education they have, whether or not they are English speaking..."*).

#### **Community Challenges**

Each of the following ranked challenges was identified by at least 60% of the leaders as a serious issue that affects Latinos in Greater Kansas City:

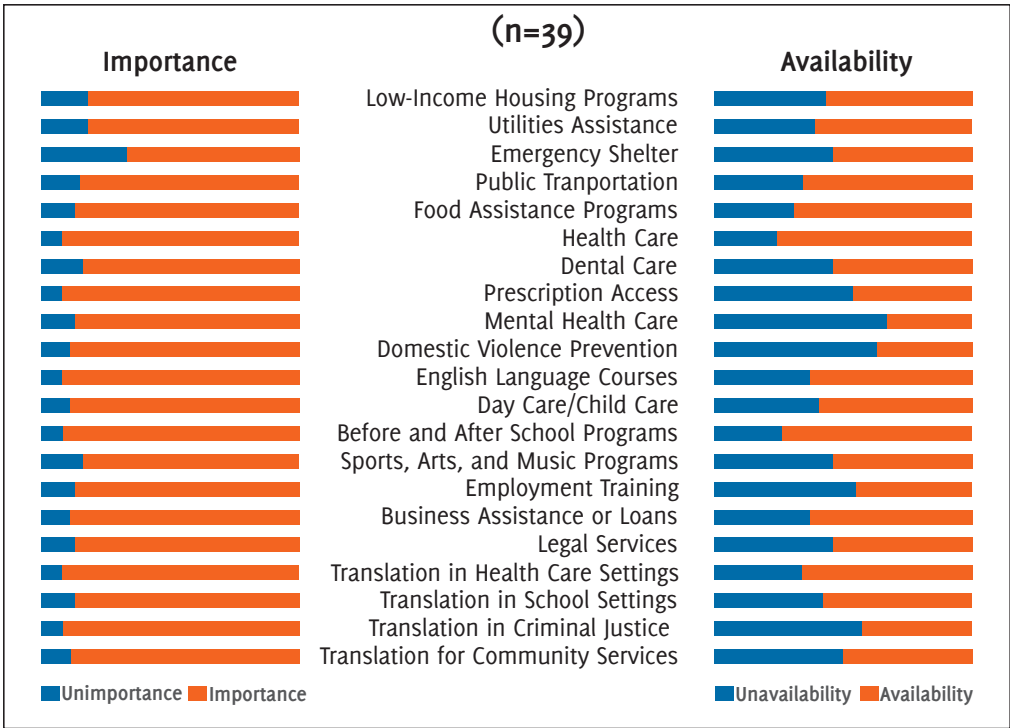
- Low high school graduation rates for Latino youth,
- Low education levels of adults, and
- Unemployment for adults. In addition, each of these issues was considered a challenge by over 60% of the leaders:
- Lack of Latinos in community leadership roles,
- Lack of opportunities and services for undocumented individuals,
- Crime in neighborhoods,
- Unemployment for youth,
- Lack of permanent residency options for working adults, and
- Gangs.

Additional comments focused on discrimination, the need for better coordination among Latino-serving organizations, and the need for supportive services to achieve education and employment goals.

### ***Importance and Availability of Specified Services in Greater Kansas City***

The leaders considered the importance and availability of the following services in Greater Kansas City to address needs of Latinos: housing, basic services, health care, education programs, professional services, and translation services. Figure E-4 presents a comparison of the leaders' perceptions of both the importance and the availability of specific services to Latinos. They perceived that the level of importance of all services was greater than the degree to which the services were available to Latinos.

Figure E-4 Importance and Availability of Community Services



### Civic Issues

The leaders responded to survey items focused on several aspects of civic life.

- Eighty percent of responding leaders considered opportunities for citizenship and residency to be very important, but 73% considered these opportunities to be *very* or *somewhat* unavailable.
- Eighty-seven percent of 30 leaders asserted that community members experienced discrimination because of their Latino ethnicity, with the highest percentages citing this treatment in employment (96%), law enforcement or criminal justice (81%), housing (73%), and schools (58%).
- Most (71%), however, perceived the police to be very or *somewhat* helpful when addressing community problems, a perceived asset to address issues of crime, gangs, and domestic violence.
- The leaders expressed strong views about lack of governmental support in representing the best interests of Latino residents and need for more Latino candidates for public office. Few agreed and none strongly agreed that “*The best interests of Latino residents are represented...*” by these branches of government: City government of Kansas City, MO (20%); other city governments in Greater Kansas City (7%); Missouri State government (4%); and Kansas State government (17%).
- Over half (55%) believed that there were not an adequate number of Latino cultural events.
- While 83% of the leaders rated community engagement of Latino residents as important, only 50% perceived that Latino residents were very engaged in their communities.
- Some noted the variation from community to community, e.g., “*It is hard to answer about a single Hispanic community since there are a wide variety of communities around the region...*”



- Others spoke of the importance of voting, e.g., *“It isn’t enough to register Latinos...to vote – they have to actually vote...on a regular basis, be seen at candidate forums, donate...”*

## Prioritization of Unmet Needs

### Ranked Unmet Needs

Leaders selected from a list of 19 types of services those that are not fully meeting the needs of Latinos in Greater Kansas City. The respondents ranked the five highest priorities for community response. They identified these five service sectors as the areas of highest priority (followed by the percentage of respondents ranking this service as one of the five highest priorities):

- Health care (58%),
- Before and after school programs (44%),
- Low-income housing (44%),
- Employment training (42%), and
- Public transportation (42%).

### Broader Concerns

Leaders also identified several concerns beyond single service sectors. They cited the need coordination across services, the prerequisite of enhanced child and adult education for other opportunities, the importance of cultivating Latino leaders, and the acknowledgment of great diversity among Latinos, which results in major differences in their needs for support and assistance.

## Youth and Civic Engagement in Kansas City Survey Findings

### Introduction

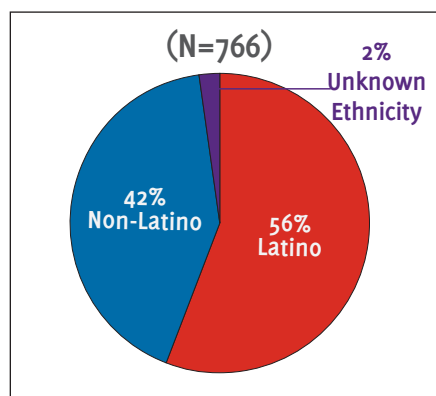
#### Survey Administration

Six Greater Kansas City high schools with a large enrollment of Latino students allowed UMKC-IHD to administer the *Youth and Civic Engagement in Kansas City Survey* to junior and seniors in February and March of 2013 (See Appendix C). These public high schools in Kansas City, KS participated: J.C. Harmon High School and Wyandotte High School. These high schools from Kansas City, MO participated: Alta Vista Charter School (charter school), Cristo Rey High School (parochial school), East High School (public school), and Northeast High School (public school). Each school chose a paper or electronic version of the survey in English.

#### Demographic Information

The sample was comprised of 766 youth, 53% female and 47% male. Age ranged from 15 to 19 years, with a median age of 17 years. As shown in Figure E-5, over half of the respondents identified themselves as Latino. While 66% of Latinos and 77% of non-Latinos were born in the U.S., over 80% of parents and grandparents of Latinos were born outside the U.S., compared to 25%-35% of parents and grandparents of non-Latinos. Seventy percent of non-Latino students reported that English is the only language spoken in the home, compared to 8% of Latino students.

Figure E-5 Ethnicity of Youth Respondents



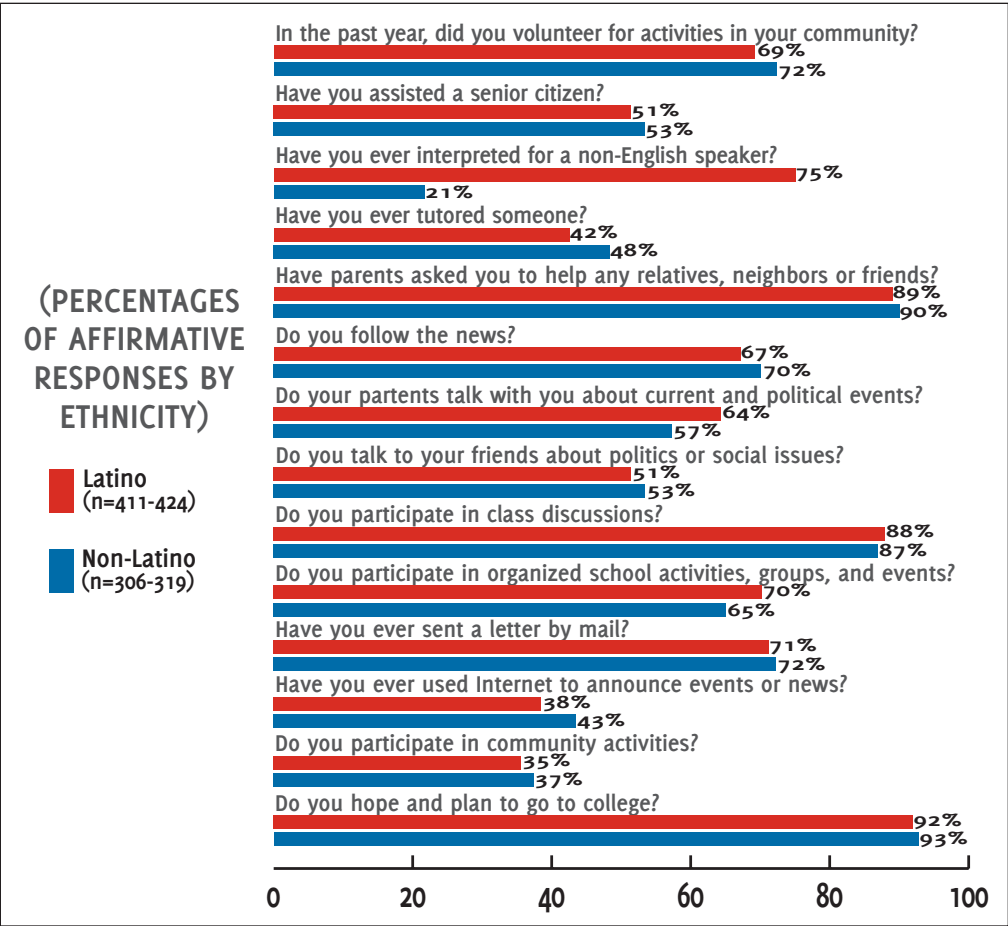


Spheres of Youth Engagement

Most Latino and non-Latino students reported a civic social network that extends from their home to their school and community. Figure E-6 presents the types of civic engagement activities that the highest percentages of respondents reported they did.



Figure E-6 Self-Reported Civic Engagement of Youth Respondents



Conversely, these types of activities involved the participation of only small percentages of students:

- Donating blood,
- Signing an email petition,
- Participating in a public demonstration,
- Belonging to a community organization,
- Serving as an officer of a church or student organization,
- Writing a column for a school newspaper,
- Contacting a legislator,
- Participating in an activity focused on your ethnicity,
- Registering to vote,
- Wearing a button or t-shirt with a political message, and
- Displaying symbols of political or social opinions.

Youth Perceptions of Greater Kansas City

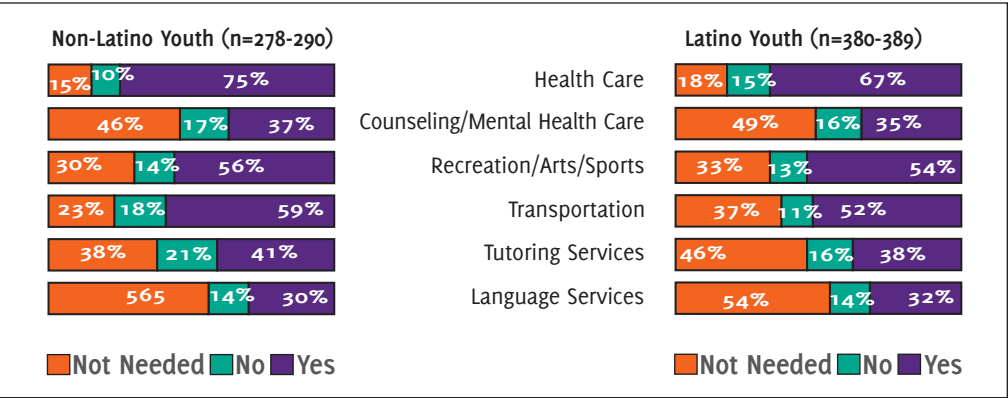
Access to Services and Resources

The youth survey asked the students, “Have you been able to get the kinds of help or services that you need in Kansas City?” They were instructed to check one of these three responses: Check yes if you can get this kind of help that you need; check



no if you cannot get the help that you need; or check not needed if you do not need this kind of help. As documented in Figure E-7, the non-Latino (left) and Latino (right) respondents expressed similar need and access to mental health, recreation, tutoring, and language services. A slightly higher percentage of Latino youth needed health care that they could not access. Approximately half of both groups indicated that they needed mental health care, but one-third of those who needed it could get it. A higher percentage of non-Latino youth reported a need for transportation, including higher percentages of both those who could and those who could not access it.

Figure E-7 Access to Resources for Youth



### Youth Perceptions of the “Best Things” about Greater Kansas City

Youth voiced their opinions about two of the best things about Greater Kansas City. Five hundred fifty-five students generated 1,062 positive statements about Greater Kansas City. Their statements focused on these areas:

- The people – including their family and friends, people in the city whom they perceived to be helpful and friendly, and the opportunity to experience diversity in Greater Kansas City;
- The city – including their close communities, the “*atmosphere*” of Kansas City, the home town feeling of Kansas City, the size of the city and close proximity to the features they need, the varieties of culture represented, and the location and climate;
- Activities and attractions – including entertainment (e.g., Worlds of Fun and Oceans of Fun and the Sprint Center), retail (e.g., the Legends, the Plaza, and malls), participatory and spectator sports, and restaurants (e.g., barbecue); and
- Opportunities – including employment, low cost of living, a good education (noted by 70 students), health care, and health insurance. This is consistent with the aspirations of 92% of respondents who hope and plan to go to college.

Some students recognized Kansas City as a place of opportunity and freedom. Throughout this section, little difference was seen between Latino and non-Latino student comments.

### Youth Perceptions of the “Biggest Problems” in Greater Kansas City

Youth also shared their opinions about what they considered to be the two biggest challenges in Greater Kansas City, with 581 students making 1,074 statements. Approximately 44% of the comments pertained to these two primary challenges that reportedly affect people in Greater Kansas City as a whole and its communities, its schools, and its services:

- First, students expressed concern for their **safety** in 471 comments that reference fears and threats of danger, gangs, violence, fear of guns and shoot-

ing, killing, crime, drugs and alcohol, and need for protection. Comments related to issues of danger constitute roughly 44% of the students' comments about perceived challenges in Greater Kansas City.

- Second, youth described the effects of **poverty** on life in Greater Kansas City. Poverty is potentially an impetus for and a result of economic issues, employment issues, homelessness, and the need for improved infrastructure. Interaction between danger and poverty further compounds the issues.



Youth also made 64 references to problematic issues in the **educational system and schools**. They described poor quality of education and identified issues related to cleanliness, maintenance, and resources. Some referred specifically to public school districts and their management, but only one student identified teachers as an issue. These perceptions are consistent with the responses of 22% of students who stated that they had seriously considered dropping out of school.

Sixty responses suggested that there are not enough **youth-focused activities and places to go** in Greater Kansas City. They described the city as boring, with insufficient entertainment and activity in both the city at large and the local community. They mentioned the importance of safe places for youth to have fun.

### Other Perceptions of Greater Kansas City

Over half of both Latino and non-Latino students (54% and 56%, respectively) did not know whether city government does what is best for the people in their neighborhood; most of the remaining students perceived that they did not. Additionally, over one-third of Latino and non-Latino students (39% and 34%, respectively) stated that they have experienced racial/ethnic discrimination. The most prevalent area of perceived discrimination among Latino youth was in the police or criminal justice system (44%), compared to the perception among non-Latino youth that discrimination was most frequently in the school system (52%). Despite these perceptions, most Latino and non-Latino youth were *somewhat to very* satisfied living in Greater Kansas City (66% of Latinos and 60% of non-Latinos).

## Discussion and Implications

### Discussion

#### Comparison of Needs Assessment Findings: 1988 and 2013

Consistency was seen between 1988 and 2013 in the perceived importance of education, health care, and employment training by both leaders and community members, with health care considered even more important in 2013. Both needs assessments documented challenges associated with low graduation rate, teen pregnancy, limited employment, and legal status. While most challenges reported in 1988 and 2013 were similar, 2013 respondents also accentuated issues related to crime, gangs, and violence.

#### Comparison of 2010 Census Population and 2013 Needs Assessment Sample

Most 2010 U.S. Census information suggests that this sample was relatively representative of Greater Kansas City Latinos in age, gender, country of origin, education, and employment. The income of the adult survey respondents, however, was lower than the estimated median income of the general Latino population, i.e., adults of middle to upper income were underrepresented. While all of the geographic areas with a high concentration of Latinos were represented in the surveys, Latinos from Kansas were also underrepresented in the sample. The findings were not weighted to adjust for these differences.

#### Comparison of Responses of Community Members, Leaders, and Youth

Adult community members and high school youth completed surveys focused on their own life experiences and services in Greater Kansas City. By comparison, community leaders completed surveys focused more broadly on the life experiences and services available to Latinos throughout the city. Their responses were quite consistent.

- Roughly half of community members and one-third of Latino youth stated



that they had experienced discrimination, consistent with the perception by over half of the leaders that Latinos face discrimination associated with their ethnicity.

- Both community members and leaders perceived that Latinos did not have sufficient governmental representation, and most youth were unaware of their representation.
- Community members and leaders identified significant unmet service needs in health care (including dental care, mental health care, and medications), education (including before/after school and early childhood programs), adult education and employment supports (including English language classes and employment training), and housing (low-income housing, utility assistance, and emergency shelter). Community members also accentuated the unmet needs of some Latinos for legal services, translation/interpretation services, and food resources.

All survey respondents had the opportunity to identify both assets and challenges for Latinos in Greater Kansas City (adults through checklists and youth through short answer questions).

- Among the strengths identified frequently by both community members and leaders are bilingual language skills, religious participation, strong family relationships, work ethic, cultural diversity, and entrepreneurship. Youth also emphasized the importance of relationships with family and friends and their appreciation of diversity.
- The majority of both community members and leaders cited these challenges for Latinos: low graduation rates, gangs, lack of opportunities and services for undocumented individuals, low adult education level, adult unemployment, teen pregnancy, lack of permanent residency options for working adults and for youth, lack of Latinos in community leadership roles, crime, and family/domestic violence. Youth confirmed challenges related to gangs, crime, and the need for improvement in neighborhoods and schools.

#### **Comparison of Latino and Non-Latino Youth Assessed in 2013**

Latino and non-Latino youth reported very similar experiences and perspectives in every section of the survey. The primary demographic distinctions for Latinos were (a) birth of their parents and grandparents outside the U.S. and (b) Spanish being spoken in the home.

### ***Implications***

#### **Suggested Next Steps**

The following processes and activities are recommended to build on the foundation of the Greater Kansas City Needs Assessment project. The leadership of the LCEC and Greater Kansas City Hispanic Needs Assessment Advisory Committee, the community involvement with UMKC-IHD in the assessment process, and the resulting findings inform the next steps in Greater Kansas City.

##### **1. Disseminate Information**

It is important to build momentum from the support that led to the commissioning of the Hispanic Needs Assessment. The following audiences are proposed as primary recipients of the information: participants in the assessment (staff from participating organizations, volunteers, and respondents), policy makers, potential sponsors and funding sources, leaders and practitioners in all human service sectors, community members (through Latino advocacy groups, neighborhood associations, websites of UMKC-IHD and LCEC and Advisory Committee member organizations, public access through libraries, and communication through the media that assisted in recruitment), and faculty and students.

## 2. Establish a Coordinated City-Wide Initiative

Both the complex issues that respondents conveyed in the Hispanic Needs Assessment and the types of strategies appropriate to address these issues suggest the merits of considering an integrated collective impact approach. Kania and Kramer offer this depiction of collective impact in their seminal work:

*Collective Impact Initiatives are long-term commitments by a group of important actors from different sectors to a **common agenda** for solving a specific social problem. Their actions are supported by a **shared measurement system, mutually reinforcing activities, and ongoing communication**, and are staffed by an independent **backbone organization** (2011, p. 39).<sup>6</sup>*



The LCEC and other key partners, in fact, demonstrated the long-term commitment of a collective impact approach when they commissioned the needs assessment. Its findings will contribute to a **common agenda** and shared vision that have the potential to enlist champions, sponsors, participants, and allies. Coordination of the initiative can be accomplished through a “**backbone**” or **intermediary organization** that facilitates communication and planning, handles administrative issues and technological needs, documents activities across the initiative, and helps stakeholders see opportunities for positive change facing challenges.

## 3. Foster Meaningful Ongoing Communication

Coordination of stakeholders’ efforts within and across groups is essential to achieve maximum impact for the Latino population. Involving primary stakeholders (e.g., families, neighborhood members, and front-line employees) will benefit the initiative by keeping decisions and actions grounded in their experiences. In addition to collaborative work at the city-wide level, the following types of groups are projected to fill significant roles in this initiative: geographically defined groups (e.g., separate groups of Greater Kansas City stakeholders from Kansas, Missouri, individual counties, and smaller neighborhood or community catchment areas); groups addressing a specific content area, service sector, or population (e.g., a task force focused on civic engagement, health care, or youth); and individual organizations aligned with the common agenda to address collective issues.

## 4. Develop and Implement an Overall Plan of Synchronized Activities

It is important to integrate the various activities into one overall plan. Following are some supports to achieve this: the backbone organization (that maintains and distributes updated group plans and overall plan, facilitates communication across groups, and shares resources); the shared measurement system (that facilitates usage of the same instruments, electronic data submission, and real-time data availability for planning); key stakeholders at the city-wide level (who maintain focus on the overall plan, publicize the collective impacts, and give acknowledgment to contributors); and funders (who provide financial support, give public support for the common agenda, and acknowledge successful activities).

## 5. Integrate Measurement and Evaluation into the Action Plan

Participation of evaluators with stakeholder groups strengthens their capacity to establish measurable goals, collect and analyze data, report findings for informed decision-making, and determine collective impact. Such partnerships assist in creating and documenting sustainable, replicable approaches that address the priorities at each level. Following are additional types of support that researchers and evaluators can contribute to various aspects of the initiative: (a) Conduct implementation research to build strong, sustainable, evidence-based responses to the issues; (b) Measure fidelity to action plans by monitoring processes and outcomes, by using data for continued decision-making, and by measuring indicators of the collective impact across multiple collaborators; (c) Collect additional assess-

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<sup>6</sup> Kania, J., & Kramer, M. (2011, Winter). Collective impact. *Stanford Social Innovation Review*, pp. 36-41.





ment data focused on a specified population, issue, or service; (d) Involve students and faculty in further analysis of the archival datasets to extract data relevant to action plans of the various groups; and (e) Assist stakeholder groups in review of up-to-date literature to inform their decisions.

### **Suggested Priorities**

The results of the Hispanic Needs Assessment include multiple perspectives of the assets exhibited by the Latino population, the challenges present in Greater Kansas City, the unmet needs for services experienced by Latinos, and the major priority areas for action.

#### **1. Assets as a Foundation**

Respondents ascribed a number of strengths to Latinos in Greater Kansas City: bilingual skills, participation in religious organizations, strong family relationships, work ethic, contributions to cultural diversity, and entrepreneurship. Accentuating these qualities in the community at large, continuing to nourish these qualities among Latinos, and building these qualities into strategies to address challenges is strongly encouraged.

#### **2. Challenges in Greater Kansas City**

Community members and leaders concurred that complex social issues as associated with education, safety, legal status, employment, health, leadership, housing, discrimination, and governmental representation affect many Latinos in Greater Kansas City.

#### **3. Unmet Service Needs of Latinos**

Both the reported personal experiences of Latinos in Greater Kansas City and the perceptions of leaders indicated the importance of the following services and the difficulties that many experienced in accessing them: health care (including dental health care, mental health care, and medications), extended learning programs (including before/after school programs and early childhood programs), housing (including low-income housing, utility assistance, and emergency shelter), employment training and English language classes, translation and interpretation services, legal services, public transportation (in some areas), and food resources.

#### **4. Major Priority Areas for Action**

Informants to the 2013 Hispanic Needs Assessment recommended focused attention on health, education, safety, legal status, employment, and housing and neighborhood development. They desired the following responses in these areas:

##### **• Health:**

- Increase access to affordable health care, dental care, mental health care, and medications.
- Reduce discrimination in health care services.
- Enhance translation and interpretation services in health care.
- Improve physical health of adults.
- Reduce teen pregnancy.
- Address needs related to domestic violence and substance abuse.

##### **• Education:**

- Improve high school graduation rates.
- Enhance the quality of schools and invest in additional resources for them.
- Increase youth participation in leadership roles in schools.
- Increase access to high quality before/after school and early childhood programs.
- Increase availability of adult classes and supports to improve English language fluency.
- Improve adult literacy and education.
- Enhance translation and interpretation services in education.

- **Safety:**

- Improve safety in neighborhoods.
- Address issues related to gangs, violence, and crime in neighborhoods.
- Strengthen relationships with law enforcement.
- Reduce discrimination in law enforcement and criminal justice systems.
- Enhance translation and interpretation services in law enforcement and criminal justice systems.
- Decrease incidence of domestic and family violence.

- **Legal Status:**

- Strengthen relationships with governmental entities to improve quality of life in Greater Kansas City.
- Improve opportunities and services for undocumented individuals.
- Develop permanent residency options for working adults and youth.
- Increase availability of legal assistance.
- Enhance civic awareness and civic engagement of youth.

- **Employment:**

- Reduce discrimination in employment.
- Increase wages for employed adults.
- Enhance employment opportunities for adults and youth.
- Increase access to employment training.

- **Housing and Neighborhood Development:**

- Increase availability of adequate, affordable housing.
- Improve access to basic services for persons with limited resources, including utility assistance, emergency food, and emergency shelter.
- Enhance food resources in neighborhoods.
- Improve neighborhood infrastructure, including street maintenance, lighting, and building maintenance.



The 1988 Hispanic Needs Assessment asked for more Latino organizations to assist with the many needs of the low income Latino people, and as we look around the Greater KC metro, that has certainly been achieved. From the Hispanic Chamber to Samuel Rogers or Mattie Rhodes to HEDC. The dollars of investment for the Latino people are being spent, but the population is growing faster than we can implement [in our] organizations. The Latino leadership needs the established organizations, as well as the Young Latino Professionals and Latinos of Tomorrow. And if all the organization can work together, that will bring a louder united voice to Latino issues. All Latino organizations need to leverage resources and opportunities. We need to...[encourage] city government to employ a staff that is representative of the people it serves. When we have policy makers that care about Latino issues, Latino education, and Latino opportunities, we will see results that reflect the resources applied.

—Gloria Ortiz-Fisher, Executive Director,  
Westside Housing Organization

Many organizations and individuals in Greater Kansas City have prioritized these objectives for a long time. While substantial improvements have been made, many Latinos still experience severe challenges in these areas. Furthermore, the issues are interrelated and complex.

Respondents' desired improvements assist in prioritizing the areas of need. They do not, however, articulate the road map for improvement. Innovative, collaborative, integrated, systemic strategies are needed at multiple levels in numerous sectors. The strengths of the Latino population will contribute to the potential for creative solutions and positive impact in these areas as the call for action is embraced.



# Chapter 1



## Introduction



# Introduction

## Hispanic Needs Assessment of 1988

The Greater Kansas City Community Foundation and Affiliated Trusts commissioned the first Hispanic Needs Assessment in Greater Kansas City 25 years ago. F. Brent Ruiz offered this tribute to his father, Francisco H. Ruiz, Principal Investigator for this work in 1988:

*As an educator, writer, publisher, and television host in Kansas City during the 1970's and 1980's, Francisco examined attitudes about bilingualism, assimilation, and society's response to the growing Hispanic population. Francisco considered the 1988 Hispanic Needs Assessment, which he conducted in collaboration with Ascensión N. Hernández, a high point of his career. Not only did the survey draw a picture of the needs, wants, and challenges of Latinos in Greater Kansas City, the undertaking of the project itself was acknowledgment of a Hispanic presence whose voice should be heard. For Francisco and Ascensión, the 1988 Assessment was more than a document of the present. Within its pages, the authors also saw into the future.*

## Historical Overview

### ***The Latino Population in Greater Kansas City: 1900 – 1988***

The first section of the **1988 Report on the Greater Kansas City Hispanic Needs Assessment** summarized the history of Mexican immigration and assimilation into Greater Kansas City during the 20th Century. The following narrative is a brief summary of the *Historical Overview* section of the 1988 report by decade, chronicling the dramatic change for Hispanic populations in the U.S. and Greater Kansas City in the 20th Century.<sup>1</sup> Reading the 1988 report in its entirety is recommended; the full report can be accessed electronically through the University of Missouri-Kansas City Institute for Human Development.

#### **1900 – 1910**

The U.S. Census of 1900 reported a total of 34 Mexican-born residents in Wyandotte County, KS and Jackson County, MO. The authors reported severe conditions for the people of Mexico in the early 1900's: "*Poverty and despair, and revolution had plagued them in Mexico*" (p. 1). They spoke of Mexicans traveling by railroad to El Paso, where they were given short-term contracts with the railroad companies to work as "*track hands*" in places like Kansas and Missouri. Eventually many brought their families, too. As immigration to Greater Kansas City continued, many Mexican Americans were employed in the railroad, meat packing, and metalwork industries.

#### **1910 – 1920**

The Mexican-born population increased to a total of 591 in Wyandotte County, KS and Jackson County, MO by the time of the 1910 U.S. Census. Over half (335) were residents of the metropolitan area of Kansas City, MO and Kansas City, KS. This was approximately 0.1% of the total population of 321,377 in the two cities. Stark contrast is apparent between the United States and Mexico in the decade of 1910 to 1920; a sense of optimism and progress prevailed in the United States, while a revolt and long civil war occurred in Mexico. By the time that a compromise led to the formation of a modern Mexico in 1920, probably 800,000 Mexicans had entered the United States. Aspects of life in Kansas City for Mexican Ameri-

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<sup>1</sup> Ruiz, F. H., Hernández, A. N., & McKay, E. G. (1988). *Report on the Greater Kansas City Hispanic Needs Assessment*. Kansas City, MO: Greater Kansas City Community Foundation. (Contact the University of Missouri-Kansas City Institute for Human Development to access this report electronically.)



cans during the time period from 1910 to 1920 included participation of Hispanic workers in unions, the opening of two churches and a Christian Institute, the emergence of a few Hispanic-owned businesses or sole proprietorships (i.e., two barbers, a restaurant, a tailor, and a grocer), and a weekly newspaper in Spanish, *El Cosmopolita* (Ruiz, Hernandez, & McKay, 1988, pp. 2-3).



### 1920 – 1930

The Mexican-born population continued to grow in the Greater Kansas City area; by 1920, the U.S. Census reported 4,179 persons born in Mexico in Wyandotte County, KS and Jackson County, MO, of which 3,836 were in the bi-state metropolitan area. Between 1920 and 1930, the authors estimated that 1.5 million Mexicans came to the United States, including some who stayed and some who returned to Mexico. In 1921, the Mexican government and the Kansas City, MO Chamber of Commerce financed the return to Mexico of 800 individuals who had been living in Greater Kansas City. Immigration continued to rise, however, fueled by the need for labor that had begun during World War I. During this decade the number of local Spanish-owned small businesses in Greater Kansas City continued to grow slowly. In areas of employment, education, and health care, however, many experienced challenges. Railroad employees were sometimes left in Kansas City when they did not have work in winter months; some children of Mexican descent experienced nationally publicized discrimination in the Kansas City, KS public schools; Mexicans experienced health problems and had difficulty accessing hospital care until the Guadalupe Center clinic referred them to St. Mary's Hospital. The differences between more established Mexicans who had become American citizens and new immigrants from Mexico became increasingly pronounced.

### 1930 – 1940

The 1930 U.S. Census reported a Mexican population total of 6,259 in Wyandotte County, KS and Jackson County, MO, which included both new immigrants and persons who were born in the U.S. Almost 90% of this population (5,599) resided in the urban areas of Kansas City, KS and Kansas City, MO. Public perceptions of Mexican immigrants in the U.S. shifted in the 1930s; whereas their addition to the workforce when labor was needed was seen as a benefit, their presence in the U.S. during the depression of the 1930s was seen as an economic threat. Most Mexicans were classified as being of "white race" until 1930; at this time, the U.S. Census began to classify them as "Mexican race." Deportations during the decade from 1930 to 1940 probably included 500,000 persons of Mexican descent nationally, roughly half of whom were actually U.S. citizens. It does not appear that deportation was a common practice in the Kansas City area at this time, based on public records.

### 1940 – 1950

The Mexican population was identified as "white race" in the 1940 U.S. Census, making it difficult to ascertain changes in the Hispanic population. The U.S. Census polled a 5% sample of the total population on mother tongue, and based on this sample, estimated that 2,074 persons had Spanish as their mother tongue in the bi-state area of Wyandotte County, KS and Jackson County, MO. Many day laborers entered the U.S. each year with short-term contracts, including some who remained in the U.S.

The intensified need for labor during World War II increased immigration from Mexico. Differences in assimilation remained pronounced. While the second generation was beginning to assimilate to U.S. culture, new immigrants faced many challenges. One highly publicized event during this decade reflected these assimilation issues; a conflict between U.S. servicemen and Hispanic youth in Los Angeles escalated into a week of what became known as the "zoot-suit race riots."

### 1950 – 1960

In 1950, the U.S. Census polled five Southwestern states to determine the number of people with Spanish surnames. They did not, however, poll Missouri, Kansas, or the Greater Kansas City area, preventing any reliable tabulation of the Hispanic population.

Two historic rulings by the U.S. Supreme Court in May 1954 focused on the equal protection clause of the Fourteenth Amendment: *Hernández v. State of Texas* and *Brown v. Board of Education*.<sup>2</sup> While the latter ruling led to sweeping changes in



both the legal system and society, the former ruling did not receive the same public attention. In the Hernández murder case, the petitioner succeeded in substantiating group discrimination that systematically excluded qualified persons of Mexican descent from roles in the judicial system. The Court ruled that the petitioner provided proof that persons of Mexican descent constituted a distinct class that had experienced different treatment from “whites.”

#### 1960 – 1970

Once again, the U.S. Census classified the Mexican population as “white race” and excluded Kansas and Missouri from the Spanish-surnamed census. Hispanic populations continued to experience difficulties blending into either the society of their origin or the U.S.; they no longer considered themselves to be Mexicans, and yet they did not experience full acceptance in the U.S. This contributed to hostility and anger that fueled militant movements. A form of slang known as *pochismos*, which blended Southwest American English with Northern Mexican Spanish, became the language of militant Chicanos. These developments divided the Hispanic population.

#### 1970 – 1980

In 1970, the U.S. Census Bureau polled 5% of persons of Spanish ancestry in the Midwest. This extrapolated to approximately 28,270 Hispanics living in the Kansas City area. The Hispanic population was subdivided for the first time, with these estimated percentages identifying themselves as members of the following subgroups: 53% as Mexican Americans, 3% as Cubans, less than 1% as Puerto Ricans, and more than 43% as being of “other Spanish origin.” Most Mexican Americans lived in specific neighborhoods, while the other Hispanic immigrants were more dispersed.

#### 1980 – 1988

The 1980 U.S. Census began to use the term “Hispanics.” The 31,820 Hispanics in Greater Kansas City included 80% Mexican Americans, 2% Puerto Ricans, almost 3% Cubans, and almost 16% “other Hispanics.” New refugees and immigrants from Central America settled in the U.S. and Kansas City during this time period, many who were undocumented. Locally, some resided in established Mexican American neighborhoods, and others were dispersed throughout the city. Maintenance of ties to the countries of their origin had distinguished Hispanic migration from the previous migration of other immigrant groups. Increased percentages of Hispanics in the schools and workforce were becoming recognized as a politically significant constituency. Hispanic political leaders had emerged across the country, including two local city council members (one in Kansas City, KS and one in Kansas City, MO).

### ***The Latino Population in Greater Kansas City: 1988 to Present***

#### 1988 – 2013

Since the publication of the 1988 Hispanic Needs Assessment, rapid societal change has occurred, affected by and affecting the Latino population in Greater Kansas City. Many of today’s leading Hispanic organizations were newly established, were serving other populations, or were not yet formed in 1988. Today a host of nonprofit community organizations and Latino businesses address the needs of the Latino population for education, health and mental health, housing, employment, and social services. Among these are the organizations that sponsored and guided the current assessment project. Following are three examples of the diversification and expansion of nonprofit organizations serving Latino populations:

Other organizations experienced growth and transformation during this 25-year period. Two prominent organizations that have adapted their mission and activities to the changing needs of Latinos in Greater Kansas City are the **Hispanic Chamber of Commerce** and the **Guadalupe Center, Inc.**

Irene Caudillo, the Executive Director of *El Centro, Inc.*, states,  
“Since its conception in 1976, *El Centro* has proudly served the needs

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2 Hernández v. State of Texas, 347 U.S. 475.



of Latinos in our community. When the 1988 needs assessment was released, El Centro had just moved from the St. Thomas Parish convent to a newly renovated building in the Argentine district of Kansas City, Kansas. With an operational budget of \$250,000 and employing 19 full- and part-time staff, they served close to 4,000 people with the following services: emergency assistance, immigration counseling, senior services, job development, migrant education, prison counseling, and advocacy. Now, 25 years after that initial needs assessment, El Centro's operating budget is just under \$2 million with 35 full- and part-time staff in three facilities. Annually, we now provide over 9,500 Wyandotte and Johnson County residents with early childhood education, after school and summer programming, financial assistance and literacy, health education and assistance, victim assistance, and advocacy services. As the 2013 Hispanic needs assessment is released, El Centro will continue to stay committed to serving and continuing to work tirelessly to meet the needs of the growing Latino community."

Jaclyn Steiner, Senior Fundraising Director, and John Fierro, President/CEO of **Mattie Rhodes Center**, describe similar changes throughout its history: "The Mattie Rhodes Center is a nonprofit agency serving the Greater Kansas City community. The Hispanic Needs Assessment results influenced our agency's programming to ensure that we were serving the most underserved population, which was comprised of Hispanic and/or Spanish-speaking individuals and families. Since that time, we have developed a strong expertise in providing culturally competent bilingual services. Today, the Mattie Rhodes Center has 120 years of experience providing community-based services, and is the only fully bilingual and bicultural behavioral health care provider in the region that is both internationally accredited by the Council on Accreditation and certified by the Missouri Department of Mental Health. Operating on a budget just under \$2.3 million, the Mattie Rhodes Center provides services within four strategic areas: Families, Community, Youth, and Cultural Arts. Throughout its history, the agency has responded to community needs, a changing environment, technological advances, and economic fluctuations. Within the past 15 years alone the agency's staff has more than tripled, and program space has increased from 9,000 square feet to 29,000 square feet. The Mattie Rhodes Center is committed to building a stronger Kansas City, working toward the vision of living in a vibrant community where all individuals and families are healthy, safe and have the resources to thrive."

Gloria Ortiz-Fisher, the Executive Director of **Westside Housing Organization**, documents this history of the organization she leads: "Westside Housing Organization was founded 40 years ago, in the heart of Kansas City's Latino community. Our mission is to revitalize Kansas City's urban core neighborhoods by fixing houses, providing affordable, decent housing, and organizing people, so that more of Kansas City's poor, working families have a good place to call home. Over the past 40 years, Westside Housing has helped over 2,500 families by providing them with affordable housing and home repair. We have invested over \$39,000,000 in the neighborhoods we served over this period. The economic impact from the jobs created and investments made reach to a quarter billion. The Hispanic Needs Assessment has fortified our conviction that the need for housing with dignity, especially within the Spanish-speaking community, is as great as it has ever been, with 46% of the households on the Westside making under \$25,000 annually. Home ownership by Hispanics is comparatively low, and most Hispanic families are burdened with over 30% of their income being spent solely on rent. To answer this need, we work in neighborhoods with large Hispanic concentrations. Over half of our 13-person staff is bilingual, and all are competent in meeting the cultural needs of those we serve. Making Green Sustainability accessible is a priority for the organization, as we know that is the best way to ensure a safe, healthy, and affordable future for those we serve. Our budget is roughly \$1.2 million annually, which utilizes a three-pronged approach to



*community development: affordable rental apartments, home repair for workforce families, and community building and organizing. Westside Housing doesn't just fix houses – we REBUILD community.”*

## **The Latino Civic Engagement Collaborative**

The Latino Civic Engagement Collaborative (LCEC) is a collaborative of non-profit executives that speaks with a unified voice to bring about measurable improvements in the quality of life for Latinos in Kansas City. According to the LCEC August 31, 2012 newsletter, the following theory of change guides their work:

*Positive change requires more Latinos/Latinas in elective and appointive positions of authority and leadership. Data and analyses of the status and needs of the Latino community are necessary to gain mainstream community support for needed action.*

The LCEC functions as a supportive institution to bring about measurable improvements in Hispanics' quality of life by delivering education, physical and mental health, business development, housing, economic development, and social services. The LCEC envisions a Latino community that develops an empowered civic voice that will be recognized and appreciated by the broader community of Kansas City.

## **Commissioning of the Hispanic Needs Assessment**

### ***Rationale, Sponsorship, and Contractual Arrangements***

The LCEC identified one of its goals to be the creation and distribution of a marketing product that describes the current conditions and needs of the Greater Kansas City Latino population. To this end, the collaborative initiated an assessment of the needs and assets of the Hispanic community in Greater Kansas City. The LCEC accessed funds from these generous supporters to underwrite the project: Adelante Fund, Bank of America, the City Manager's Office of Kansas City MO, H&R Block Foundation, the Hall Family Foundation, and the Hispanic Development Fund. The LCEC then contracted with the University of Missouri-Kansas City Institute for Human Development (UMKC-IHD) to conduct the assessment.

### ***Hispanic Needs Assessment Advisory Committee***

The LCEC formed the Greater Kansas City Hispanic Needs Assessment Advisory Committee to guide this work. This committee consisted of the organizations of the LCEC, as well as other nonprofit organizations and Latino constituent groups. Following are the member organizations and the key representatives who served in this advisory capacity to the LCEC and UMKC-IHD in the beginning of the project to develop and conduct the assessment:

- **Argentine Neighborhood Development Association,**  
Ann Murguia – Executive Director;
- **Cabot Westside Medical and Dental Center,**  
Liz Cessor – President/CEO;
- **El Centro, Inc.,**  
Mary Lou Jaramillo – President/CEO;
- **Greater Kansas City Hispanic Scholarship Fund,**  
Mayra Aguirre Raplinger – Director;
- **Guadalupe Centers, Inc.,**  
Jean Paul Chaurand – Chief Operations Officer;
- **Hispanic Chamber of Commerce of Greater Kansas City,**  
Carlos Gomez – President/CEO



- **Hispanic Economic Development Corporation,**  
Bernardo Ramirez – Former Executive Director, Carmen Lopez –  
Interim Executive Director;
- **Latino Coalition of Kansas City** (formerly Coalition of Hispanic  
Organizations), Jessica Piedra – President;
- **Latinos of Tomorrow,**  
Erika Garcia-Reyes – President;
- **LULAC National Educational Service Center of Kansas City,**  
Michael Macias – Director;
- **Mattie Rhodes Center,**  
John Fierro – President/CEO;
- **Samuel U. Rodgers Health Center,**  
Hilda Fuentes – Chief Executive Officer;
- **UMKC Latina(o)/Chicana(o) Studies Program,**  
Dr. Miguel Carranza – Director;
- **Westside Housing Organization,**  
Gloria Ortiz-Fisher – Executive Director; and
- **Young Latino Professionals,**  
Randy Lopez – Former President, Daniel Silva – Member.



## ***Focus and Purpose of the Assessment Project***

The 2013 Hispanic Needs Assessment project was developed to assess current conditions, assets, and needs of the Latino population in the nine-county Greater Kansas City area. The project primarily emphasized **economic, social, educational, health, and civic conditions**. The findings from the project are to be used for the purpose of creating a road map for policy makers, community organizations, educators, Hispanic families, and students. This road map, in turn, is to be used to build and strengthen the future of the Latino community in Greater Kansas City.

## **Approach**

### ***Framework***

This assessment project employed a **framework focused on determinants of health**, as used by the U.S. Department of Health and Human Services in *Healthy People 2020*, the 10-year agenda for improving the nation's health. Determinants of health are defined as *"the range of personal, social, economic, and environmental factors that influence health status."*<sup>3</sup> Of the many determinants of health, this assessment focused on socioeconomic conditions, access to health care services, availability of quality education, access to housing and other resources for community living, and discrimination.

Additional emphasis was placed on assessing the civic health of the community. Civic engagement is defined as activities that expand collective actions, resources, skills, expertise, and knowledge of individuals to increase choices and opportunities and improve quality of life in communities. The **civic engagement framework** is built on the foundation of the Corporation for National and Community Service (CNCS) federal agency and the Congressionally-chartered National Conference on Citizenship (NCoC), the offices which administer AmeriCorps, Senior Corp, and United We Serve programs. Aspects of civic engagement include such non-political activities as service and volunteerism, social connectedness, informational connectedness and knowledge of current events, group participation, and working with neighbors. Such political activities as voting, political participation, and expression of views are also examined. Civic engagement is influenced by the environmental context, through civic skills and motivation gained from family, educational venues, and social or community influences. Civic engagement is the purview of every individual, regardless of age and/or gender.

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3 U.S. Department of Health and Human Services. (2011). <http://healthypeople.gov/2020/about/tracking.aspx>.





## Data Collection Strategies

Several strategies were pursued for collecting information from multiple sources in order to determine the needs and assets of the Latino population in Greater Kansas City. The original descriptions of these activities were published in Summer, 2012 and continued to be updated as activities unfolded.<sup>4</sup>

### Existing Population-Based Data

A quantitative analysis of the current demographic, economic, health, and educational conditions of the Kansas City Hispanic population was completed with existing data obtained primarily from these sources: (a) 2010 Census and the 2006-2010 American Community Study collected by the U.S. Census Bureau, (b) survey data from the 2011 Behavioral Risk Factor Surveillance System (BRFSS) overseen by the Centers for Disease Control and Prevention, and (c) vital statistics data managed by the Kansas Department of Health and Environment and the Missouri Department of Health and Senior Services. This information served as a point of reference to determine whether the sample of respondents was relatively representative of the Latino population at large. Following are the types of data included in the profiles:

#### Demographic Profile

- Population
- Specific Country or Continent of Origin
- Distribution by Gender
- Distribution by Age
- Household and Family Characteristics
  - Total Households
  - Family and Non-Family Households
  - Composition of Family Households
  - Multigenerational Households
  - Home Ownership

#### Socioeconomic Profile

- Labor Force Participation
- Unemployment Rate
- Occupations of Employment
- Median Household Income
- Poverty Status

#### Education Profile

- Educational Attainment
- English Language Ability

#### Health Profile

- Births and Fertility Rate
- Infant Mortality
- Infant Health Indicators
  - Pre-Term Births
  - Low and Very Low Birth Weight
  - Prenatal Health Care
- Adult Health Factors
  - High Blood Pressure
  - Obesity
  - Cigarette Use
  - Self-Perceived Health Status
- Incidence of Disabilities
- Health Insurance

The population-based data were retrieved and organized by category. To the extent that the data were available, these meaningful comparisons were made: comparisons of the states and other geographic areas that comprise metropolitan Kansas City, comparisons with national data, comparisons between Latinos and non-Latinos, and comparisons between men and women. These analyses were summarized in brief snapshots or profiles related to demographics, socioeconomics, education, and health.

### Survey of Latino Community Members

The Advisory Committee and UMKC-IHD determined the nine-county Kansas City Metropolitan Area defined by the Mid-America Regional Council to be the catchment area of this project. Throughout this report the catchment area is referred to as “*Greater Kansas City*” (Cass, Clay, Jackson, Platte, and Ray Counties in Missouri, and Johnson, Leavenworth, Miami, and Wyandotte Counties in Kansas). Despite the challenges of administering surveys across this large geographic area, the Advisory Committee and UMKC-IHD affirmed the importance of the number of completed surveys in each county being proportionate to the Latino population in that county. The 2010 U.S. Census data was consulted during the data collection process and used to prioritize locations for recruiting more participants.

It was the consensus of the Advisory Committee and UMKC-IHD that a strengths-based instrument was needed to elicit from the Latino respondents both assets and

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<sup>4</sup> University of Missouri-Kansas City Institute for Human Development. (2012). Latino Civic Engagement Collaborative Hispanic Needs Assessment Newsletter (Issue One, Updated August, 2012). Kansas City, MO: Author.

needs present in the lives of Latino residents in Greater Kansas City, as well as the conditions that influence their lives. UMKC-IHD developed the *Community Survey* and translated it into Spanish; both English and Spanish versions were available as paper copies and online surveys. The survey consisted of six sections addressing these topics:



- Basic Personal Information
- Employment, Economics, and Basic Services
- Education
- Health and Safety
- Community Living and Quality of Life (including perceived community assets and community challenges)
- Additional Information

Staff at Advisory Committee agencies, UMKC-IHD employees, and student volunteers were trained to administer the surveys at various community events. They also were given guidance to offer assistance for individuals with low literacy skills.

Numerous strategies were employed to sample Latinos proportionately within the nine-county area. Survey administration in a variety of venues was one of the sampling strategies to enhance the representativeness of Latino participation to reflect geographically, socioeconomically, and demographically diverse Latino populations. Advisory Committee organizations were encouraged to administer the survey to their own agency personnel and the constituents whom they served. Efforts were made to engage the support of other organizations and institutions to administer surveys in their locations and at their sponsored events. Attempts were made to over-sample lower income populations and newer residency groups to ensure the inclusion of their perspectives on needs for social services. Marketing and publicity to the Latino population, which encouraged them to both complete the survey and recruit others to complete it, contributed to the utilization of “snow-ball” sampling techniques. The initial goal was to survey a minimum of 500 Latino adults within the specified counties. More than double this number of adults were surveyed; in addition, the diversity of the sample gave some assurance that many perspectives within the Latino population were included.

#### Survey of Greater Kansas City Leaders Engaged with the Latino Population

To complement the perspectives of individual community members, the Advisory Committee and UMKC-IHD agreed that leaders with access to broader information about the status of Latinos in Greater Kansas City and the systemic and organizational structures that impact them would also be surveyed. Leaders within the Advisory Committee member organizations were encouraged to complete the survey themselves and to recommend other community leaders with relevant knowledge about Latinos in Greater Kansas City.

UMKC-IHD developed an online instrument, the *Key Informant Survey*, which could quickly solicit the viewpoints of individuals in leadership positions. The respondents were instructed to consider the issues from a systemic point of view, i.e., “the mile-high view,” rather than simply their own personal experiences. The instrument was designed to facilitate the respondents’ identification of contributing factors and strategies for addressing Latino issues in Greater Kansas City. While the content areas were similar to those of the *Community Survey*, the *Key Informant Survey* requested respondents to rate the availability of services to Latinos and the prioritization of unmet needs. They responded within their areas of expertise (including those with expertise in only Kansas, only Missouri, and in both States of the bi-state metropolitan area). The survey comprised these six sections:

- Respondent Information
- Community Services and Unmet Needs
- Education
- Community Assets
- Community Problems
- Civic Issues

It was anticipated that 35-50 leaders would complete the *Key Informant Survey*. This expectation was met.

#### Survey of High School Youth

UMKC-IHD and the Advisory Committee engaged in discussions to determine



the focus of data collection from youth. They reached consensus to investigate the civic activities of Latino and non-Latino high school youth and the factors that foster their civic engagement. After discussing the survey content with the Advisory Committee, reviewing literature, and interviewing six young adult Latino leaders nominated by the Advisory Committee, UMKC-IHD created the *Youth and Civic Engagement in Kansas City Survey* that assessed the civic engagement of youth and their perceptions of life in Greater Kansas City. Both paper and online survey formats in English were created; because some level of English fluency is expected of high school juniors and seniors, the survey was not translated into Spanish. Following are titles of the six sections of the survey for students to address:

- My Personal Information
- My Spirit of Service
- My Civic Social Network
- My Civic Skills
- My Actions and Expressions
- My View of Kansas City, including:
  - Two of the Best Things about Living in the Kansas City Area
  - Two of the Biggest Problems about Living in the Kansas City Area

Based on a review of school enrollment statistics of students in the Greater Kansas City area, 10 high schools were identified as having the highest percentages of Latino students.<sup>5</sup> The approved sampling strategy was to approach these schools for permission to administer the survey with 11th and 12th grade high school students (both Latinos and non-Latinos). The goal was to gain permission to conduct the survey during school classes in at least six of the schools. The following schools agreed to participate: Alta Vista Charter School, Cristo Rey High School, East High School, J.C. Harmon High School, Northeast High School, and Wyandotte High School. The goal of surveying at least 200 Latino youth and additional non-Latino youth was surpassed, with more than double the number of projected respondents surveyed.

### Reflections from the Advisory Committee

Originally, focus groups were proposed to provide additional substance to the survey responses. It was agreed after collection and analysis of the richly descriptive survey data that a more appropriate step would be dialogue and reflection among the leaders of the sponsoring organizations in the Advisory Committee. Several meetings were held to discuss the key findings and reflect as a group on the implications. The views that emerged from these meetings informed the Discussion and Implications section of this report (Chapter 6). Some of the committee members also submitted written reflections on the survey findings that are interspersed throughout the narrative of this report.

## Participants in the Assessment Process

### Investigators

With the support and guidance of the LCEC and the Hispanic Needs Assessment Advisory Committee, UMKC-IHD provided the assessment expertise in the development and implementation of the needs assessment and the dissemination of its findings. **Jana Peterson, Ph.D.**, Research Associate at UMKC-IHD, served as Project Director during the planning phases until August, 2012, when she relocated to Oregon. Notably, she brought her expertise in public health, a primary focus of the needs assessment. **Kathryn L. Fuger, Ph.D.**, Director of Early Childhood and Youth Programs at UMKC-IHD, became the Project Director at that time through the completion of the project. Her work focuses on program evaluation, applied research, and assessment, informed by her Interdisciplinary Ph.D. in Education and Public Affairs and Administration. The following members of her team also contributed to the needs assessment through data collection, data entry, data cleaning, and numerous other organizational roles: **Dawana Stephens, Peter Cajina, Sindhu Koppula, and Michael Abel**. During their doctoral

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<sup>5</sup> The 10 identified schools included 8 public schools [Northeast High School (Kansas City, MO); East High School (Kansas City, MO); Harmon High School (Kansas City, KS); Wyandotte High School (Kansas City, KS); Shawnee Mission North High School (Overland Park, KS); Olathe North High School (Olathe, KS); North Kansas City High School (North Kansas City, MO); Truman High School (Independence, MO)], 1 charter school [Alta Vista Charter High School (Kansas City, MO charter school)], and 1 parochial school [Cristo Rey (Kansas City, MO – Catholic private school)].

studies in Economics at UMKC and their student employment at UMKC-IHD, **Karol Gil-Vasquez, Ph.D.**, and **Xuan Pham, Ph.D.**, participated in the needs assessment. Dr. Gil-Vasquez contributed to the development of the methodology, the design of the needs assessment surveys, data collection, recruitment of high school sites, interviews of young adults, and translation; Dr. Pham analyzed the Census and other existing data for the first draft of the Latino profile. At the time of the needs assessment, **Erika Noguera** served as a Research Assistant at UMKC-IHD and Project Coordinator of Alianzas, a collaborative initiative of University of Missouri Extension created to address the needs of Hispanic/Latino immigrants and the Missouri communities that receive them.<sup>6</sup> Her role with Alianzas and her facilitation skills were instrumental in coordination with the Hispanic Needs Assessment Advisory Committee and the LCEC, recruitment and organization of volunteers, scheduling of meetings and data collection events, publicity, data collection, and translation. **Sayra Gordillo**, first a volunteer with this project and then a Research Assistant at UMKC-IHD, collected data, entered survey data, translated qualitative data items, and conducted preliminary qualitative data analysis. **Vim Horn**, Associate Director at UMKC-IHD, filled roles in grants management, project development, and Advisory Committee participation. **Danielle Underwood**, Media Relations Specialist at UMKC-IHD, assisted with publicity of events to recruit survey participants and to disseminate information.



### Volunteers

A large cadre of volunteers led to the success of the assessment project, particularly the collection of representative data from the nine-county area. The staff of many organizations assisted in publicity, recruitment, and hosting 38 events. Numerous UMKC staff and students, assisted by 37 dedicated community volunteers, collected survey data.

### Survey Participants

Through extensive publicity and engagement of community partners to collect surveys at various events, 1,240 Latino community members completed surveys. Additionally, 44 leaders in the Latino community completed key informant surveys. Six high schools with a high Latino enrollment participated in data collection; 766 students completed the youth survey, including 427 Latino students.

## Purpose of This Report

As previously stated, the purpose of this report is to present the findings of the 2013 Hispanic Needs Assessment project, which assessed the current conditions, assets, and needs of the Latino population in Greater Kansas City, with a focus on economic, social, educational, health, and civic conditions. These findings will serve as one source of information for policy makers, community organizations, educators, Hispanic families, and students to enhance Greater Kansas City, particularly the lives of Latinos in the area.

### Limitations

It is important to recognize the many limitations of this study. A rigorous research design with randomized or stratified sampling and sufficient power was cost-prohibitive and not feasible. Though the respondents were proportionately similar demographically to those who completed the 2010 U.S. Census, the responses cannot be generalized statistically, and it cannot be assumed that their perspectives represented those of all Latinos in Greater Kansas City. The sample size within individual communities was too small to make strong conclusions at the neighborhood level. With the rapid racial/ethnic changes in Greater Kansas City and its neighborhoods, neither can it be assumed that the issues reported in 2012-2013 would continue to be accurate in the future. Some surveys were omitted from analysis because of missing information (e.g., ZIP code, age, grade level) that was

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<sup>6</sup> Alianzas. (2012). Supporting partnerships with Hispanics/Latino communities in Missouri. <http://alianzas.us/?catid=356>.



required to meet eligibility criteria. The surveys were also voluntary, and people could decline to answer specific questions; when they declined to respond, their viewpoints could not be included in the findings. Length of the surveys, literacy levels of respondents, and accuracy of translations for persons of varied Latino descent may have also posed barriers to survey completion, also warranting caution in interpreting the results. Additionally, many of the settings for data collection were bustling events that limited the degree of reflection that some participants could devote to their responses. These limitations suggest that readers should not consider the findings definitive, but rather, suggestive of the issues that may need further exploration.

### ***Suggested Uses of This Report***

Nonetheless, a wealth of information was collected from diverse participants throughout Greater Kansas City; they shared many significant insights. It is important that the findings be considered a springboard for dialogue that promotes action steps. It is hoped that these steps will lead to improved policies, strengthened programs in local neighborhoods and schools, and processes for continued assessment and reflection on emergent conditions for Latinos in Greater Kansas City.

The instruments in the Appendix are available for usage by organizations, specific communities, or partnerships that wish to expand or adapt the information collected. The sponsors of this work wish for continued benefits of this investment in assessing the Latino population of Greater Kansas City.

### ***Disclaimers***

Many people informed the authors, in addition to the survey respondents themselves. The views expressed in this report, however, represent the interpretations of the authors alone. The opinions do not represent official positions of the LCEC or the Curators of the University of Missouri on behalf of UMKC.

## **Organization of the Report**

The remainder of this report is organized by the data sources of the Greater Kansas City Hispanic Needs Assessment. Because Chapters 2 through 5 are freestanding summaries of a particular component of the needs assessment process, each can stand alone without being read in sequence.

- **Chapter 2, Latino Profile of Greater Kansas City**, presents existing data about the community. The statistics are derived primarily from the 2010 U.S. Census, the 2006-2010 population estimates based on the *American Community Survey* conducted by the U.S. Census Bureau, the 2011 population estimates based on the *Behavioral Risk Factor Surveillance System Survey Questionnaire* of the Centers for Disease Control and Prevention, and vital statistics from Missouri and Kansas.
- **Chapter 3, Community Survey Findings**, describes the sample of Latino residents from the nine-county Greater Kansas City area who completed the *Community Survey*. Their perceptions of the assets and challenges in Greater Kansas City are summarized. This chapter also reports their own personal circumstances related to safety, housing, employment, community resources, health, education, and social and civic engagement.
- **Chapter 4, Key Informant Survey Findings**, summarizes the findings from a survey of civic, business, and philanthropic leaders who engage with the Latino community within Greater Kansas City. The respondents provided a brief description of their roles and offered their perspectives of both the issues Latinos face in Greater Kansas City and the strengths and resources available in the metropolitan area.



- **Chapter 5, Youth and Civic Engagement in Kansas City Survey Findings**, provides a snapshot of the opinions of high school students in six of the most diverse high schools in Greater Kansas City. The survey that they completed focused on civic engagement in the home and family, the school, and the community, especially their civic activities and social networks in these arenas. This chapter also summarizes their comments about the positive and negative features of Greater Kansas City.



- **Chapter 6, Discussion and Implications**, examines these findings collectively, synthesizing the results and highlighting the major themes. From these themes, suggested directions for further study, future action, and programmatic or policy change are presented.

- **The Appendices** contain copies of the three surveys in their various formats and languages. These include printed copies of the *Community Survey* delivered in both an electronic format and a paper format in both English and Spanish (**Appendix A**), a printed copy of the electronically delivered *Key Informant Survey* in English (**Appendix B**), and printed copies of the electronic and paper versions of the *Youth and Civic Engagement in Kansas City Survey* in English (**Appendix C**).



## Chapter 2

# Latino Profile of Greater Kansas City





# The Kansas City Region and Greater Kansas City

Kansas City is uniquely situated between the borders of eastern Kansas and western Missouri. The broadest geographic definition of Kansas City is the Kansas City Regional Area (KCRA), which is composed of 10 Kansas and 16 Missouri counties. Community leaders often utilize the narrower 9-county definition of Kansas City. The 9 counties are members of the Mid-America Regional Council (MARC), a bi-state economic development organization. Henceforth, the larger 26-county and smaller 9-county areas will be referred to as the Kansas City Region and Greater Kansas City, respectively. Demographic, Socioeconomic, Education, and Health Profiles focus on the 9-county Greater Kansas City area, as depicted in Table 1.

Table 1 Regional and Metropolitan Definitions of the Area

Included Kansas Counties Included Missouri Counties		
KANSAS CITY REGION	Atchison, Douglas, Franklin, Jefferson, Johnson, Leavenworth, Linn, Miami, Shawnee, and Wyandotte	Bates, Buchanan, Caldwell, Carroll, Cass, Clay, Clinton, Henry, Jackson, Johnson, Lafayette, Livingston, Pettis, Platte, Ray, and Saline
	Johnson, Leavenworth, Miami, and Wyandotte	Cass, Clay, Jackson, Platte, and Ray

## Demographic Profile

### Data Sources

All data in the demographic profile is derived from the 2000 and 2010 Census, conducted by the U.S. Bureau of Census. The 2010 Census contains the most accurate demographic information about the United States population as of April 1, 2010. The 2000 Census has similar information for the reference date of April 1, 2000.

The Census Coverage Measurement (CCM),<sup>7</sup> released by the U.S. Bureau of Census in May 2012, measured the accuracy of various population counts after the 2010 Census was completed, with these results:

- The 2010 Census over-counted 0.01% of the total United States population, which was not statistically different from 0. The 2000 Census over-counted 0.49% of the population, which was statistically different from 0.
- The 2010 Census under-counted 1.54% of the Hispanic/Latino population, which was statistically different from 0, but was not statistically different from the 2000 Census under-counting of 0.71% of the same population.

Readers should be aware of the problems of under- and over-counting in the Census data. These problems, however, should have little influence on the interpretation of the information in this report.

### Population

#### United States

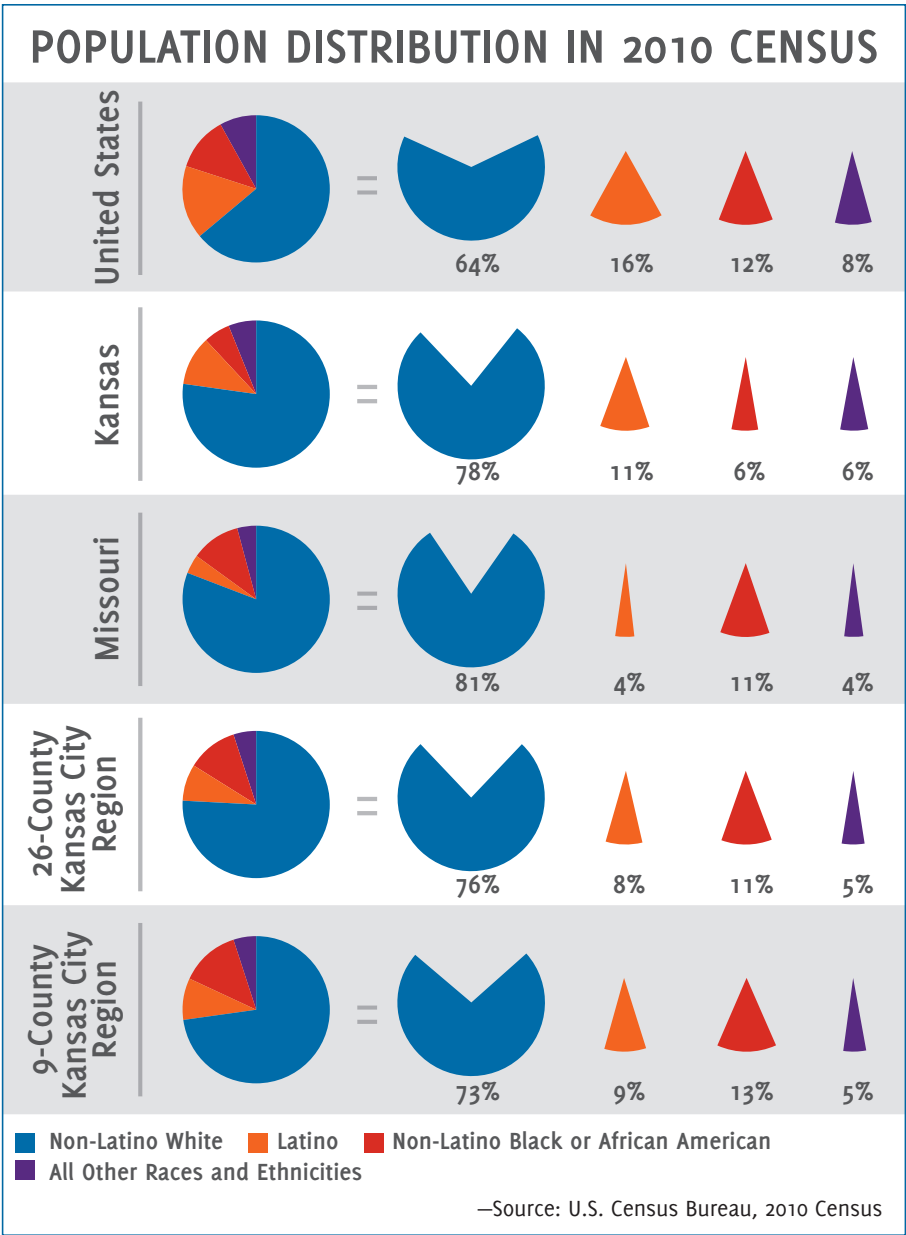
The 2010 Census reported that 50.5 million persons living in the United States were

<sup>7</sup> U.S. Census Bureau. (2012). *DSSD 2010 Census Coverage Measurement Memorandum Series #2010-G-01*. Washington, DC: Author. Available through <http://2010.census.gov/news/releases/operations/cb12-95.html>

Hispanics/Latinos, an increase of 43% from the 2000 Census. Latinos comprised 16% of the United States population on April 1, 2010, whereas they comprised 13% of the population a decade prior. Latinos were the second largest racial/ethnic group in the United States at that time, only smaller than Whites.<sup>8</sup> Figure 1 displays the distribution of the population by race/ethnicity at the time of the 2010 Census.



Figure 1 Population Distribution in 2010 Census



**Kansas**

Latinos were 7% of Kansas’s population in 2000, compared to 11% a decade later. As shown in Figure 2, the Latino population in Kansas grew 59% from 2000 to 2010, increasing from 188,252 to 300,042 persons.

<sup>8</sup> The terms of *Hispanic* and *Latino* are used interchangeably to refer to individuals who identify their ethnicity as Mexican, Cuban, Dominican, Puerto Rican, Central American (Costa Rican, Guatemalan, Honduran, Nicaraguan, Panamanian, Salvadoran, or “other Central American”), South American (Argentinean, Bolivian, Chilean, Colombian, Ecuadorian, Paraguayan, Peruvian, Uruguayan, Venezuelan, or “other South American”), or of other Spanish descent. In most cases, the term *Latino* is used. Both terms are used to reference both males and females, with the exception that gender-specific language will reference males as *Latino* and females as *Latina*.





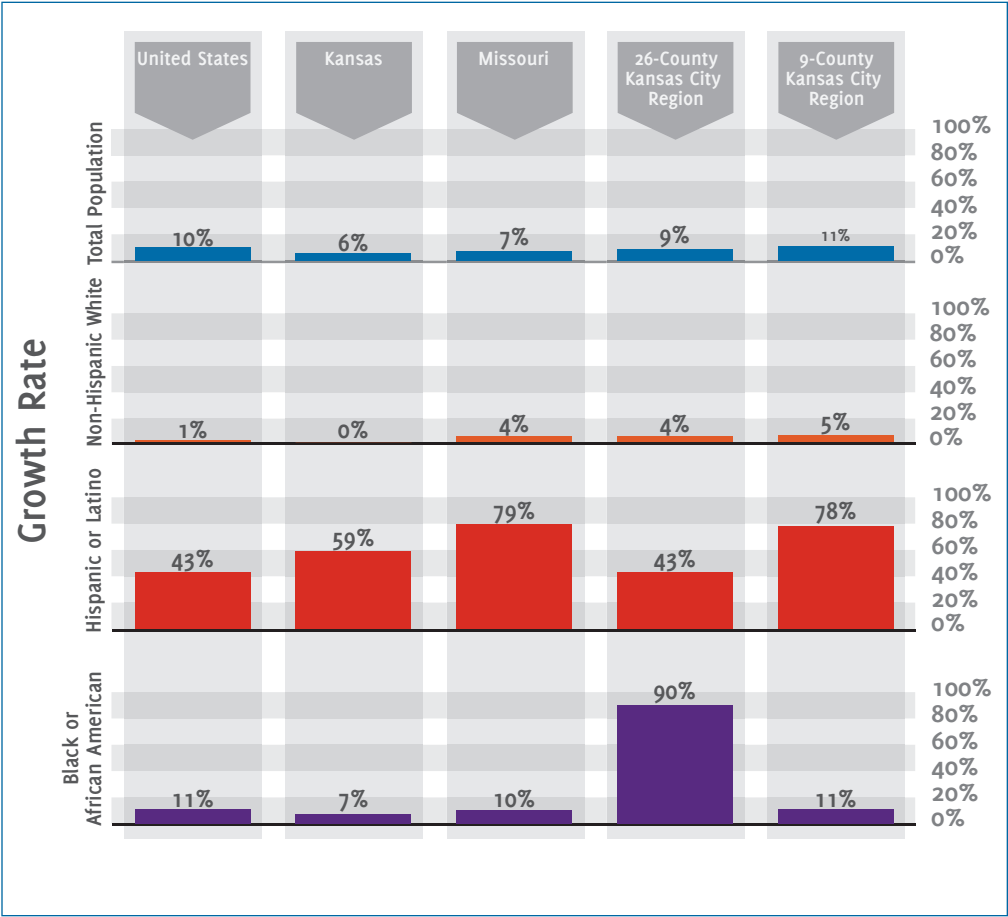
Missouri

Although Latinos comprised only 4% of Missouri’s population at the time of the 2010 Census, this population has experienced a significant growth rate of 79% over the last decade. In 2010, 212,470 Latinos lived in Missouri, compared to 118,592 persons in 2000.

Kansas City Region and Greater Kansas City

Latinos were 8% of the population of the 26-county Kansas City Region in 2010. A total of 112,517 Latino persons lived in the 10 Kansas counties of the Kansas City Region, and they accounted for 38% of Kansas’s total Latino population. A total of 91,766 persons lived in the 16 Missouri counties of the Kansas City Region, of which 43% was Latino. The growth rate of the Latino population was larger for the 9-county Greater Kansas City area, at 78% over the past decade.

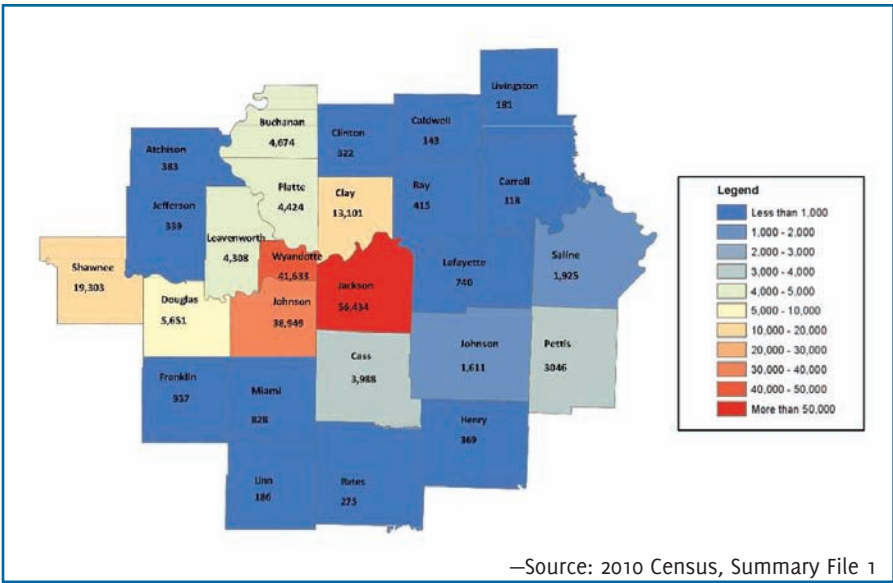
Figure 2 Population Growth in Selected Groups between 2000 and 2010 Census



High Concentration of Latinos within Greater Kansas City —Source: U.S. Census Bureau, 2010 Census

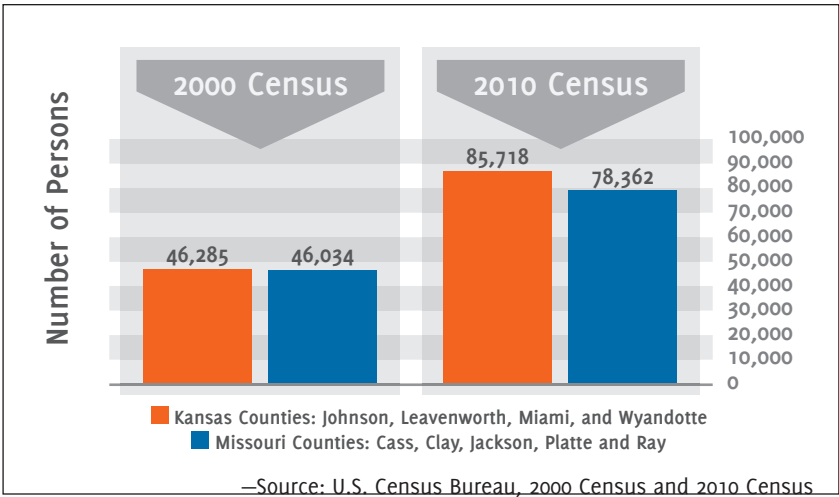
Wyandotte County had the highest county-level concentration of Latinos within the Kansas City Region at the time of the Census in 2010 (26%). People of Latino origin comprised 26% of the population of Wyandotte County in the 2010 Census. Jackson County was home to the largest number of Latinos in the Kansas City Region, with 56,434, although this was only 8% of the Jackson County population. Figure 3 presents the numbers of Latinos in each county of the Kansas City Region.

Figure 3 Latino Population Distribution by County in the Kansas City Region



Latinos living in the 9-county Greater Kansas City area accounted for 80% of the total Latino population in the 26-county Kansas City Region. Persons identifying as Latino were 9% of the population in the 9 counties of Greater Kansas City. The Latino population in Greater Kansas City grew 78% between the 2000 and 2010 Census. As shown in Figure 4, an equal number of Latinos lived in the Kansas and Missouri counties of Greater Kansas City in April 2000. A decade later, a larger proportion of Latinos lived in Kansas than Missouri: 85,718 persons in Kansas and 78,362 persons in Missouri, respectively.

Figure 4 Latino Population Distribution across State Line



The Latino population is quite concentrated in specific areas within counties, with 83% of Latinos living in these five ZIP codes in Wyandotte County: 66101, 66102, 66103, 66104, and 66106. In Johnson County, 41% of the Latino population lived in these three ZIP codes: 66061, 66062, and 66212. In Clay County, 50% of the Latino population lived in these three ZIP codes: 64068, 64118, and 64119. Jackson County had a lower geographic concentration of Latinos compared to the other counties. Although the three most populated ZIP codes were home to 14,861 Latino people (64123, 64124, and 64127), this was only 26% of the total number of Latinos in the county. In two lesser populated counties of Greater Kansas City, the Latino population was as concentrated as the population in the larger counties, with 56%



in Leavenworth County living in the 66048 ZIP code and 53% in Cass County living in the 64012 ZIP code. Similarly, 57% of the Latino population in Platte County was concentrated in ZIP codes 64151 and 64152. Table 2 provides a list of ZIP codes in Greater Kansas City with a concentration of at least 1,000 Latinos.

Table 2 ZIP Codes with at Least 1,000 Latinos in Greater Kansas City

KANSAS			MISSOURI		
County	ZIP Code	Population	County	ZIP Code	Population
Johnson	66061	7,807	Cass	64012	2,130
	66062	5,074	Clay	64118	3,279
	66212	3,252		64119	1,867
	66204	2,426		64068	1,424
	66203	2,335		64155	1,411
	66215	2,229		64116	1,377
	66202	1,635		64117	1,272
	66214	1,558	Jackson	64124	5,233
	66216	1,504		64123	5,004
Leavenworth	66030	1,240		64127	4,624
Wyandotte	66048	2,411		64126	2,960
	66102	13,125		64111	2,443
	66106	6,901		64055	2,379
	66101	5,526		64030	2,369
	66103	5,080		64052	2,333
	66104	4,118		64108	2,235
	66105	1,893		64133	1,940
	66109	1,476		64050	1,630
	66112	1,426		64015	1,469
	66111	1,292		64134	1,406
				64138	1,339
				64114	1,236
				64014	1,232
				64131	1,174
				64056	1,069
				64063	1,028
			Platte	64151	1,287
				64152	1,251

Specific Origin

—Source: U.S. Census Bureau, 2010 Census

United States

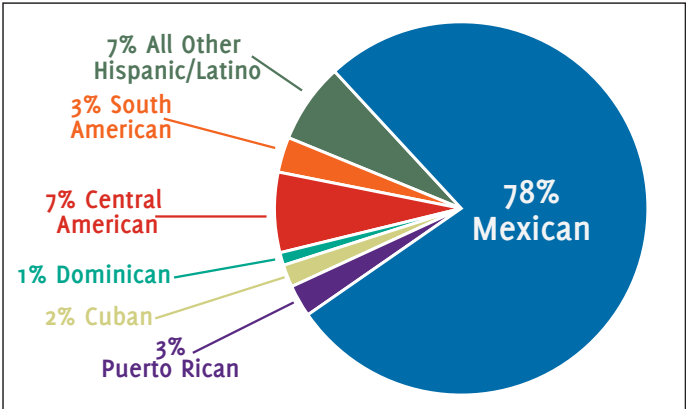
A total of 31.7 million of 50.5 million Latinos declared themselves to be of Mexican origin in the 2010 Census, equating to 63% of the Latino population in the United States. Puerto Ricans were the second largest subgroup, making up 9% of the national Latino population. Other subgroups with significant representation include Cubans (4%), Salvadorans (3%), Dominicans (3%), and Guatemalans (2%).

Greater Kansas City

In an examination of the origin of Latinos in Greater Kansas City, Mexicans were the largest Latino subgroup. A total of 70,582 persons of Mexican origin lived in Greater Kansas City in 2000. A decade later, 127,742 persons of Mexican origin lived in Greater Kansas City, an increase of 81%.

Greater Kansas City saw a significant increase in the number of people of Guatemalan, Honduran, and Salvadoran origins in the last decade. The Guatemalan population increased by 338% between the 2000 and 2010 Census. The population growth rates for Salvadorans and Hondurans were also high, at 332% and 281%, respectively. See Figure 5 for the percentages of the population from the various Latin American locations in Greater Kansas City at the time of the 2010 Census.

Figure 5 Latinos by Specific Origin in Greater Kansas City



—Source: U.S. Census Bureau, 2010 Census



Table 3 displays more detailed information about the origin of Latino members of Greater Kansas City and the four counties with the highest concentration of Latinos. Jackson County was home to the largest concentration of Mexicans (34%), Puerto Ricans (34%), Cubans (41%), and people of Central American origins (40%) in Greater Kansas City. Johnson and Jackson counties had the largest and second largest concentration of individuals of South American origins in Greater Kansas City, 46% and 27%, respectively.

Table 3 Origin of Individuals in the Four Counties of Greater Kansas City with the Highest Concentration of Latinos

	Greater Kansas City <sup>1</sup>		Johnson County		Wyandotte County		Clay County		Jackson County	
	n	%	n	%	n	%	n	%	n	%
Mexican	127,743	78%	29,026	75%	35,714	86%	9,864	75%	43,264	77%
Puerto Rican	5,398	3%	1,369	4%	433	1%	657	5%	1,825	3%
Cuban	2,979	2%	690	2%	265	1%	508	4%	1,228	2%
Dominican	957	1%	165	1%	76	1%	142	1%	434	1%
Central American <sup>2</sup>	10,776	7%	2,559	7% <sup>2</sup>	658	6%	547	4%	4,345	8%
South American <sup>3</sup>	5,006	3%	2,319	6%	364	1%	433	3%	1,339	2%
All Other Latino <sup>4</sup>	11,221	7%	2,821	7%	2,123	5%	950	7%	3,999	7%
Total	164,080		38,949		41,633		13,101		56,434	
Greater Kansas City's Hispanic/Latino Population Percentage by County										
			23.7%		25.4%		8.0%		34.4%	
<div>1 Includes Johnson, Wyandotte, Miami, and Leavenworth Counties in Kansas and Jackson, Clay, Platte, Ray, and Cass Counties in Missouri.</div> <div>2 Any person identified as Costa Rican, Guatemalan, Honduran, Nicaraguan, Panamanian, Salvadoran, or "other Central American."</div> <div>3 Any person identified as being Argentinean, Bolivian, Chilean, Colombian, Ecuadorian, Paraguayan, Peruvian, Uruguayan, Venezuelan, or "other South American."</div> <div>4 Any person identified as being Spaniard, Spanish, Spanish American, or "all other Hispanic/Latino."</div>										

—Source: U.S. Census Bureau, 2010 Census



## Distribution by Gender

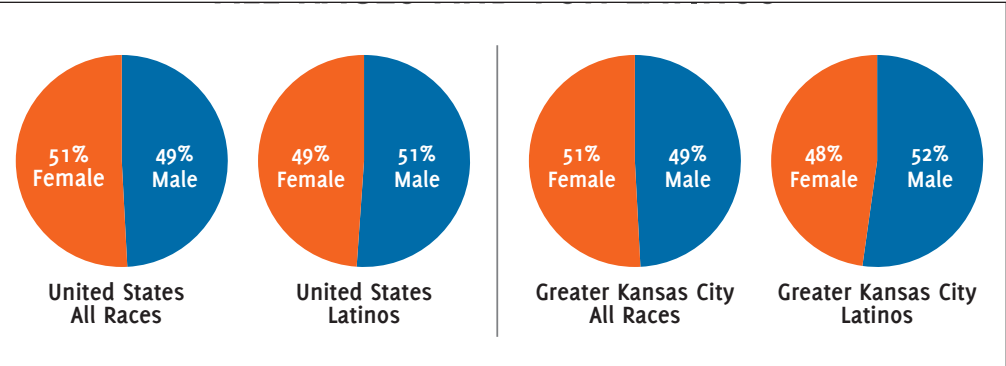
### United States

Among people of all races/ethnicities in the United States population, there was a higher proportion of women than men in 2010; the ratio was 96.7 men for every 100 women. There was a reversal in the distribution by gender of the Latino population in the United States, with a ratio of 103.1 Latino men for every 100 Latina women.

### Greater Kansas City

Distribution by gender of Latinos in Greater Kansas City followed the national trend, but it was even more pronounced. In 2010, the ratio of men to women was 108.6 Latino men for every 100 Latina women. Meanwhile, the ratio of men to women for all races in Greater Kansas City was 95.7 men for every 100 women. Figure 6 shows the distributions by gender of Latinos and all races in the United States and Greater Kansas City.

Figure 6 Distribution by Gender for All Races and for Latinos of Any Race



—Source: U.S. Census Bureau, 2010 Census

## Distribution by Age

### United States

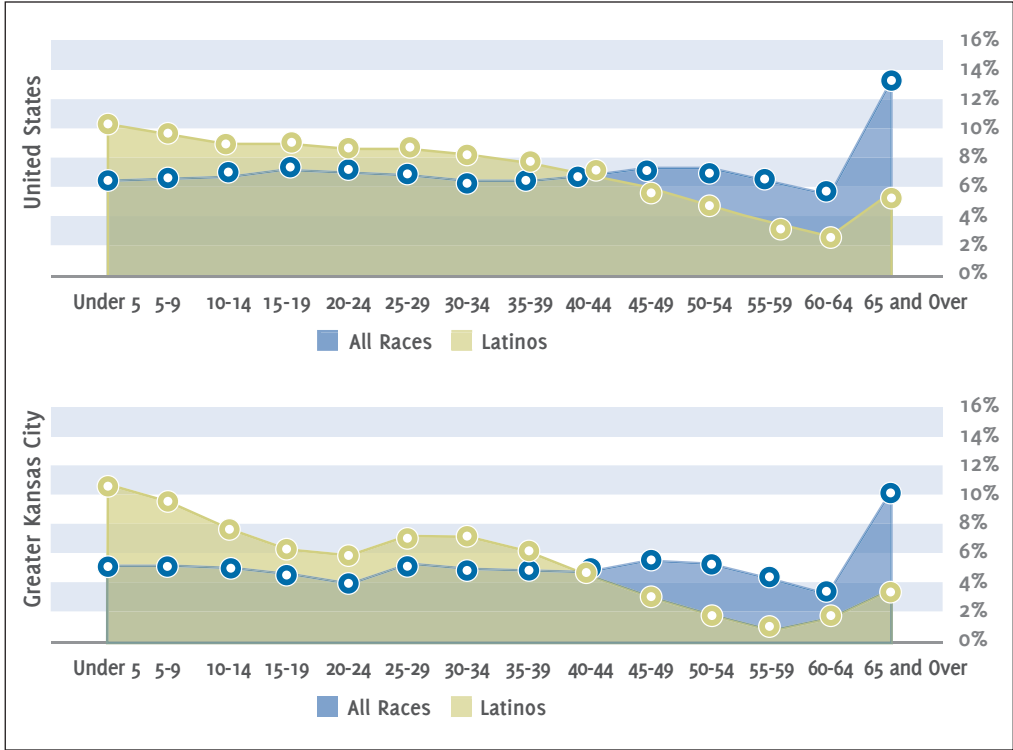
The age distribution of all races/ethnicities and of Latinos in the United States and Greater Kansas City were compared. The United States population was evenly distributed among three age groups, with one-third of all people in the United States between birth and 24 years old, one-third between 25 and 49 years old, and one-third 50 years of age and older. The Latino population was much younger than the United States population as a whole, with 46% of Latinos between birth and 24 years old, 37% between 25 and 49 years old, but only 17% at 50 years and older.

### Greater Kansas City

The age distribution of all racial/ethnic groups and of Latinos in Greater Kansas City mirrored that of the national trend, but Latinos were even younger, compared to the national population. Thirty-four percent of the Latino population in the United States was between birth and 24 years old, 34% was between 25 and 49 years old, and 32% was 50 years of age and older. In contrast, 50% of the Latino population living in Greater Kansas City was 24 years old and younger, 38% was between 25 and 49 years old, and only 12% was 50 years of age and older. Figure 7 illustrates the distributions by age for all races/ethnicities and for Latinos in the United States and within Greater Kansas City.



Figure 7 Distribution by Age for All Races and for Latinos of any Race in United States and Greater Kansas City



—Source: U.S. Census Bureau, 2010 Census

### Household and Family Characteristics

A Census household is composed of all the individuals who occupy a housing unit. The U.S. Bureau of Census defines a housing unit as a living quarter where occupants live separately from other people in the building and have direct access from outside the building or through a common hall. A house, apartment, mobile home, groups of rooms, or a single room can be occupied as a separate living quarter, and, hence, can be classified as a housing unit.

#### Total Households

The United States had 116.7 million households in 2010. Of that number, 13.5 million households (12%) were headed by Latinos. Within Greater Kansas City, 43,521 of 754,120 total households (6%) were headed by Latinos in the 2010 Census.

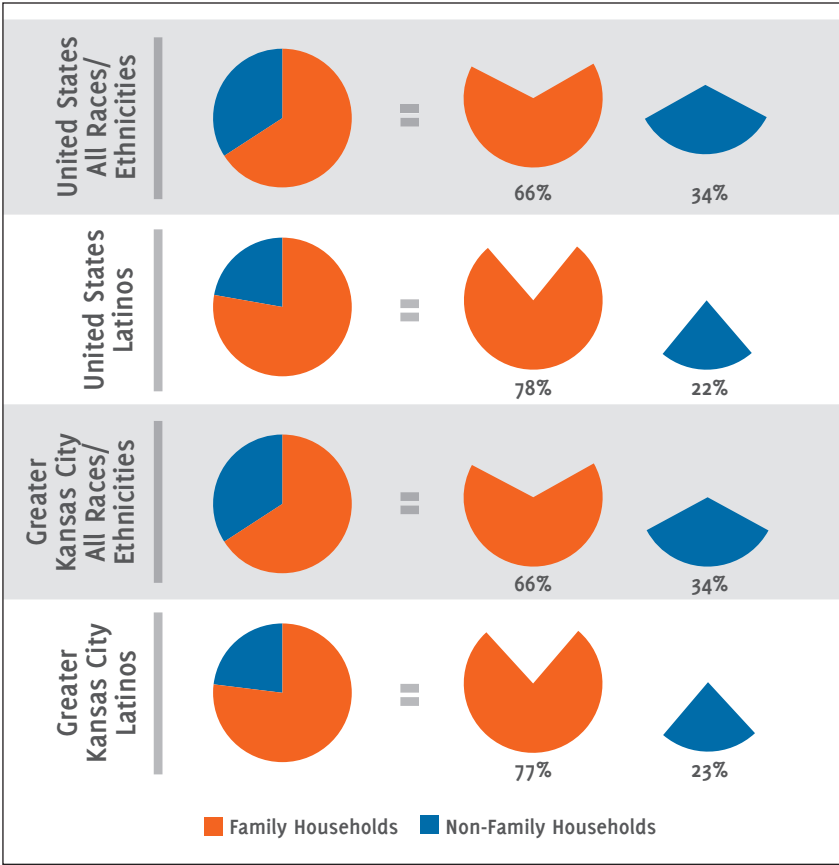
#### Family and Non-Family Households

A family household exists when at least one member living in the housing unit is related to the head of the household by birth, marriage, or adoption. A non-family household consists of people living alone or individuals who are not related to the head of the household. Same-sex couple households are included in the family household category if there is at least one additional person related to the head of household by birth or adoption; otherwise, these households are categorized as non-family.

Latino-headed households were more likely to contain familial ties than the national trend, as shown in Figure 8. Sixty-six percent of all households in the United States were categorized as family, and 34% were categorized as non-family. Latinos in the United States were more likely to belong to family households than the national average for all races/ethnicities. Among Latinos in the United States, 78% of households were categorized as family households, and 22% as non-family households.



Figure 8 Family and Non-Family Households for All Races and for Latinos of Any Race



—Source: U.S. Census Bureau, 2010 Census

The distribution of family and non-family households in Greater Kansas City is similar to that of the national trend, but with a slightly lower proportion of single parents in Latino family households and family households of all races/ethnicities in Kansas City. Sixty-six percent of households in Greater Kansas City were considered part of the family category, and 34% of households were considered non-family. In contrast, 77% of Latino households were in the family category, and 23% were of non-family type.

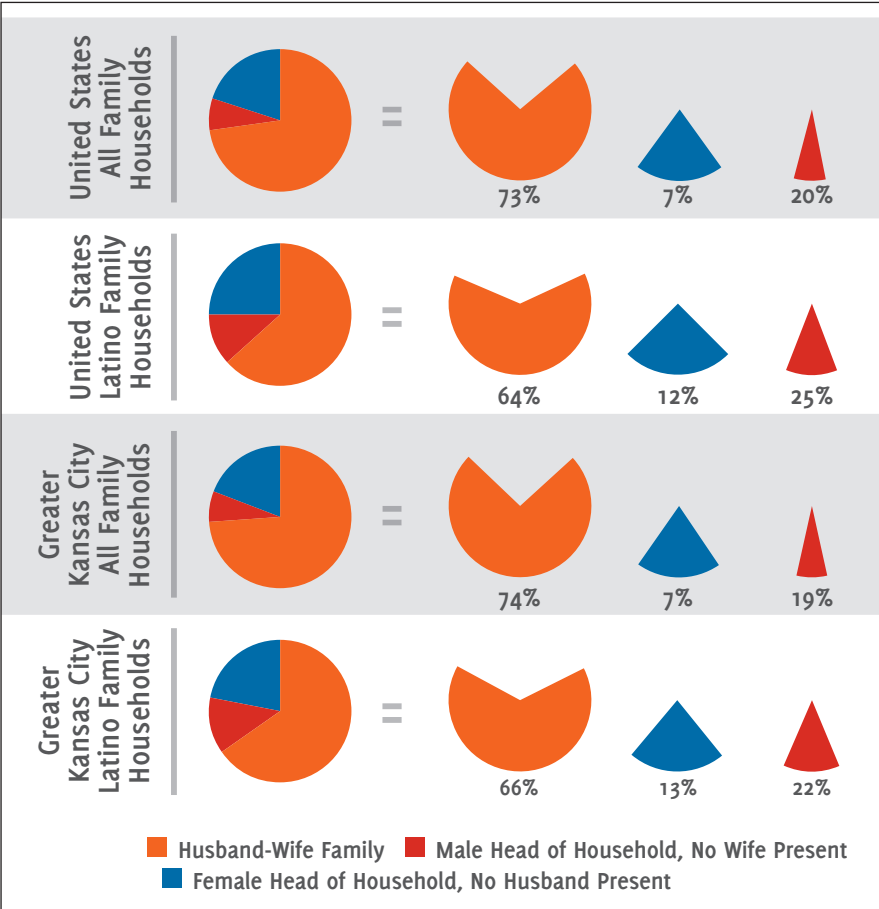
**Composition of Family Households**

The composition of family households among all racial/ethnic groups and Latinos were examined in more detail. Family households can be divided into three categories: husband and wife, male head of household with no wife present, and female head of household with no husband present. Seventy-seven percent of family households in the United States were of husband and wife type, 20% were female-headed households with no husband present, and 7% were male-headed households with no wife present. Among Latino family households in the nation, the rate of single-parent families outnumbered that of the national average for all racial/ethnic groups, with 25% female-headed households with no husband present, 12% male-headed with no wife present, and only 64% being husband and wife.

The compositions of family households among all racial/ethnic groups in general and among Latinos in particular in Greater Kansas City are similar to the national trend. A total of 74% of all family households in Greater Kansas City were a husband and wife, 19% were headed by females with no husband present, and 7% were headed by males with no wife present. Latino family households in Greater Kansas City had a lower rate of husband/wife households in comparison to the average for all family households in the 9-county area. Sixty-six percent were husband/wife households, while 22% were headed by females with no hus-

bands present, and 13% of households were headed by males with no wives present. These findings are summarized in Figure 9.

Figure 9 Comparison of Family Household Structures



—Source: U.S. Census Bureau, 2010 Census

Multigenerational Households

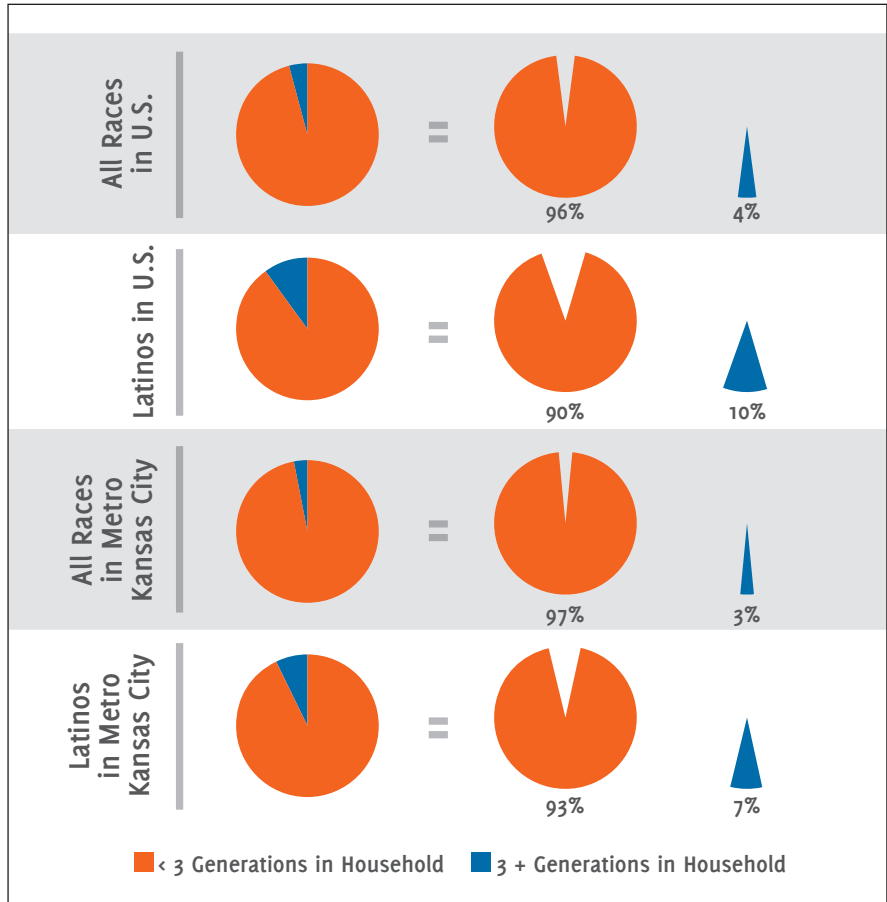
The 2010 Census was the second time that the Bureau of Census surveyed multigenerational household status in the United States. A multigenerational household is defined as having three or more generations of a family living together in one housing unit. Latino households in the United States were much more likely to be multigenerational compared to the national average for all racial/ethnic groups. As displayed in Figure 10, 4% of 116.7 million United States households were considered multigenerational. For the subset of 13.5 million Latino households, 10% were multigenerational. Another way of interpreting the statistic is to note that 26% of all multigenerational households in the United States were Latino households.

The proportion of multigenerational households among all individuals and Latinos in Greater Kansas City were much lower than the national averages. Three percent of 754,120 households had three or more generations of the same family living together. Latinos had a higher share of multigenerational households compared to the average for all racial groups in Greater Kansas City; 7% of 43,521 Latino households in Kansas City were multigenerational. Latinos comprised 12% of the 25,215 multigenerational households in the 9-county area.





Figure 10 Multigenerational Household Status

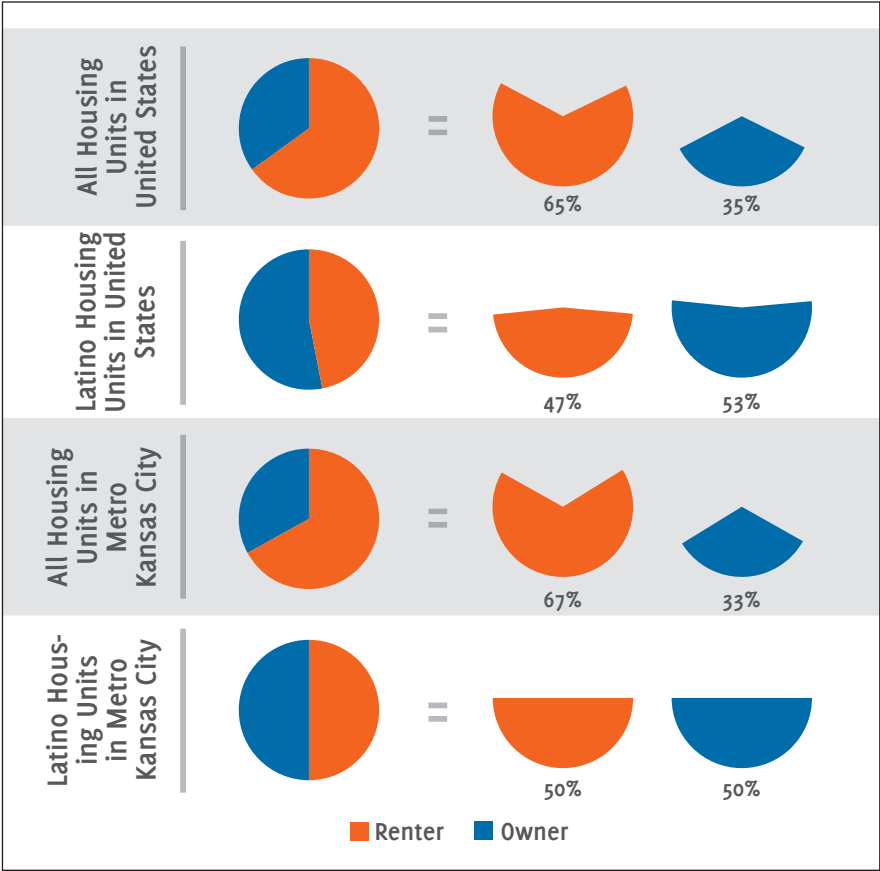


—Source: U.S. Census Bureau, 2010 Census

### Home Ownership

Figure 11 shows the distribution of owner and renter households in the United States and Greater Kansas City. A total of 65% of all housing units in the United States were occupied by their owners, while 35% were occupied by renters. Of the housing units occupied by Latinos, 47% were owned by the occupants and 53% were rented by the occupants. Latinos in the United States were less likely to be homeowners. The home ownership pattern in Greater Kansas City is similar to that of the national trend. Sixty-seven percent of all housing units were occupied by their owners, and 33% were occupied by renters. Of the housing units occupied by Latinos, however, 50% were rented by the occupants and 50% were owned by the occupants.

Figure 11 Distribution of Housing Units Owned and Rented in 2010



—Source: U.S. Census Bureau, 2010 Census



## SOCIOECONOMIC PROFILE

### Introduction

This profile presents information related to factors associated with employment, including an examination of data pertaining to labor force participation, unemployment, occupational participation, and educational attainment characteristics. Additionally, the profile includes information related to income, such as median household income, poverty status, and homeownership characteristics.

### Data Sources

The data used to prepare this socioeconomic profile were derived from two sources: (1) the *American Community Survey* (ACS) 2006-2010 Five-Year Sample, and (2) the Census 2010 Summary File 1. The ACS is an ongoing demographic and socioeconomic survey conducted by the U.S. Bureau of Census. The ACS is mailed to approximately three million addresses each year. The ACS sample used for this economic profile combines surveys for the 5-year period from 2006 through 2010. The advantage of using a 5-year combined ACS file is the larger number of available observations collected, which yields more reliable estimates in comparison to a 1-year ACS file.

Because the ACS is a sample, it only provides estimates of desired populations. On the contrary, the decennial Census (such as Census 2000 or Census 2010) provides actual population counts. When examining the ACS estimates present in this economic profile, readers should be aware of two statistical concepts: point estimate and margin of error. A point estimate is a 'one number' estimation of a population characteristic. A margin of error accounts for the uncertainty that the true popula-





tion value is not the same as the point estimate. The margin of error used for all estimates in this economic profile is a 90% confidence interval. A numerical example will help clarify the concepts present here.

The ACS estimated the median income for Latino households in the United States between 2006 and 2010 was \$41,534 with a  $\pm$  \$116 margin of error. The point estimate is \$41,534. There is a 90% certainty that the true median income for Latino-headed households lies somewhere between \$41,418 and \$41,650. The \$41,418 figure is called the lower bound estimate, and the \$41,650 is called the upper bound estimate. The lower and upper bound estimates are calculated as follows:

$$\begin{aligned} \text{Lower bound estimate: } & \$41,534 - \$116 = \$41,418 \\ \text{Upper bound estimate: } & \$41,534 + \$116 = \$41,650 \end{aligned}$$

In addition, point estimates for two groups can be compared by taking into account the margin of error. The margin of error assists in determining whether differences between two groups are due to chance or not. If the difference is not due to chance, it can be concluded that the two estimates are *statistically different* from each other.

The economic profile also utilizes data from Census 2010. The Census 2010 is a population count and not a sample. As a consequence, published Census calculations should be considered the true values, and there are no margins of error.

**Labor Force Participation**

The ACS 2006-2010 sample estimated there were between 97,942 and 98,518 Latinos who were 16 years or older. An individual is considered to be in the labor force if s/he is 16 years or older and is either working or looking for employment. Table 4 presents the rate of labor force participation for Latinos and for the total population who were 16 years and older in selected geographical areas. These findings indicate that Latinos in Johnson, Wyandotte, Clay, Jackson, and Platte have a higher labor force participation rate, compared to the total labor force in these same counties. Latinos in Leavenworth had lower labor force participation rate than the rate for the county’s total labor force. The Latino labor force participation rates in Miami and Ray counties were not statistically different from their respective county’s average for the total population.

Table 4 Labor Force Participation in 2006-2010

Geography	Latinos ≥16 Years Old		Total Population ≥16 Years Old	
	Estimate (in%)	Margin of Error (in%)	Estimate (in%)	Margin of Error (in%)
United States	68.2	± 0.1	65.0	± 0.1
Kansas	73.3	± 0.7	68.7	± 0.2
Johnson County, KS	79.8	± 1.7	74.7	± 0.4
Leavenworth County, KS	41.9	± 6.5	62.4	± 1.3
Miami County, KS	77.4	± 15	69.9	± 2.2
Wyandotte County, KS	73.7	± 1.9	66.6	± 0.9
Missouri	72.8	± 0.9	65.2	± 0.1
Cass County, MO	78.8	± 7.3	69.2	± 0.8
Clay County, MO	77.7	± 2.9	71.8	± 0.6
Jackson County, MO	71.6	± 1.9	68.2	± 0.4
Platte County, MO	79.6	± 4.9	72.5	± 1.1
Ray County, MO	65.2	±9.2	64.5	± 1.5

—Source: U.S. Census Bureau, 2006-2010 American Community Survey

# Unemployment Rate



## United States

Latinos had a higher unemployment rate when compared to the total labor force. The national Latino unemployment rate was between 9.5% and 9.7%, while the labor force at the national level was between 7.8% and 8.0%. Table 5 presents unemployment rates for the United States, Kansas, Missouri, and the counties of Greater Kansas City.

## Kansas and Missouri

The rate of unemployment for Latinos in both Kansas and Missouri was higher than each State’s respective unemployment rate for the entire labor force. The Latino unemployment rate in Kansas was between 7.8% and 9.0%, compared to an average unemployment rate for the labor force in Kansas between 5.9% and 6.1%. The Latino unemployment rate was between 8.1% and 9.6% in Missouri, compared to an average unemployment rate for the total labor force between 7.5% and 7.6%.

## Greater Kansas City

Latinos in Johnson County had a higher unemployment rate than the county’s average for all workers. The Latino unemployment rate is not statistically different from the unemployment rate for the total labor force in the other counties of Greater Kansas City (Cass, Clay, Jackson, Leavenworth, Miami, Platte, Ray, and Wyandotte).

Table 5 Unemployment Rate in 2006-2010

Geography	Latinos		Total Labor Force	
	Estimate (in%)	Margin of Error (in%)	Estimate (in%)	Margin of Error (in%)
United States	9.6	± 0.1	7.9	± 0.1
Kansas	8.4	± 0.6	6.0	± 0.1
Johnson County, KS	6.8	± 1.7	4.6	± 0.2
Leavenworth County, KS	4.0	± 3.2	6.5	± 1.4
Miami County, KS	0	± 6.9	6.4	± 1.6
Wyandotte County, KS	10.4	± 2.0	12.2	± 0.8
Missouri	8.9	± 0.7	7.4	± 0.1
Cass County, MO	6.8	± 4.3	5.4	± 0.6
Clay County, MO	6.7	± 2.4	4.9	± 0.4
Jackson County, MO	10.0	± 1.4	8.8	± 0.3
Platte County, MO	5.4	± 2.5	5.1	± 0.6
Ray County, MO	2.8	±7.1	5.7	± 1.3

—Source: U.S. Census Bureau, 2006-2010 American Community Survey

# Occupations of Employment

## Greater Kansas City

Employed Latino men were concentrated in three occupational groups. Of employed Latino men, 26.6% to 30.4% worked in natural resources, construction, and maintenance occupations; 21.8% to 25.2% worked in production, transportation, and material moving occupations; and 21.1% to 24.9% worked in service-related occupations.

By comparison, when examining the occupations for the majority of all em-

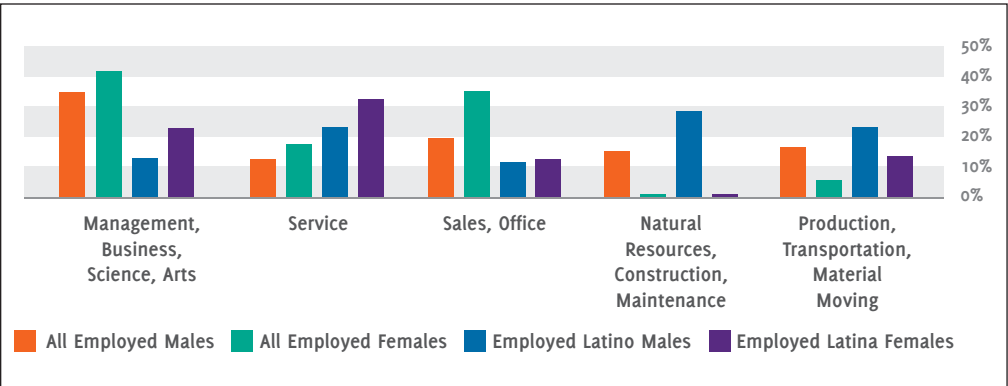


employed males in Greater Kansas City, between 34.7% and 35.5% worked in management, business, science, and arts occupations. Sales and office occupations were the second in prevalence, with an estimated 19.5% to 20.3% of men working in these occupations. Production, transportation, and material moving occupations were the third most frequent occupations among men, with an estimated 16.6% to 17.4% of men working in these occupations.

In contrast to the employment of Latino men, the employment of Latina women was concentrated in the areas of (1) service, (2) sales and office, and (3) management, business, science, and arts. The ACS 5-year sample estimated these percentages of Latina women in Greater Kansas City working in these fields: 30.1% to 34.5% in service occupations; 28.2% to 32.4% in sales and office occupations, and 20.9% to 24.7% in management, business, science, and arts occupations.

The pattern of occupational employment among all women in Greater Kansas City is similar to that of Latina women. Employed women in Greater Kansas City were also concentrated in the same occupational groups. However, the most prevalent occupations for Greater Kansas City's women were management, business, science, and arts, with an estimate of 41.1% to 42.1% of all employed women working in this occupational group. Sales and office were the second most popular occupations, with an estimated 34.3% to 35.3% of employed women in this type of work. Service ranked third for all employed women with an estimated 17.1% and 17.7% worked in service occupations, compared to ranking second for employed Latina women. See Figure 12 for these comparisons.

Figure 12 Occupations in Greater Kansas City in 2006-2010



—Source: U.S. Census Bureau, 2006-2010 American Community Survey

### Median Household Income

The estimated median household incomes of Latinos, non-Latino Whites, and the total population are presented at the national level, state level (for Kansas and Missouri), and county level (for four selected counties in Greater Kansas City). Figure 13 displays this information discussed in the following paragraphs.

#### United States

Nationally, Latinos had smaller median household income compared to the total population (all races/ethnicities) and to non-Latino Whites. The estimated median household income of Latinos was between \$41,418 and \$41,650. The estimate for the total population was between \$51,825 and \$52,003 and for non-Latino Whites was between \$56,363 and \$56,569.

#### Kansas

Latino households in Kansas also earned less than the state's median for all households. Latinos reported a median household income of between \$36,625 and \$38,519, while the reported median household income for all races/ethnicities in the state was between \$49,117 and \$49,731. Also, Latino households in the state

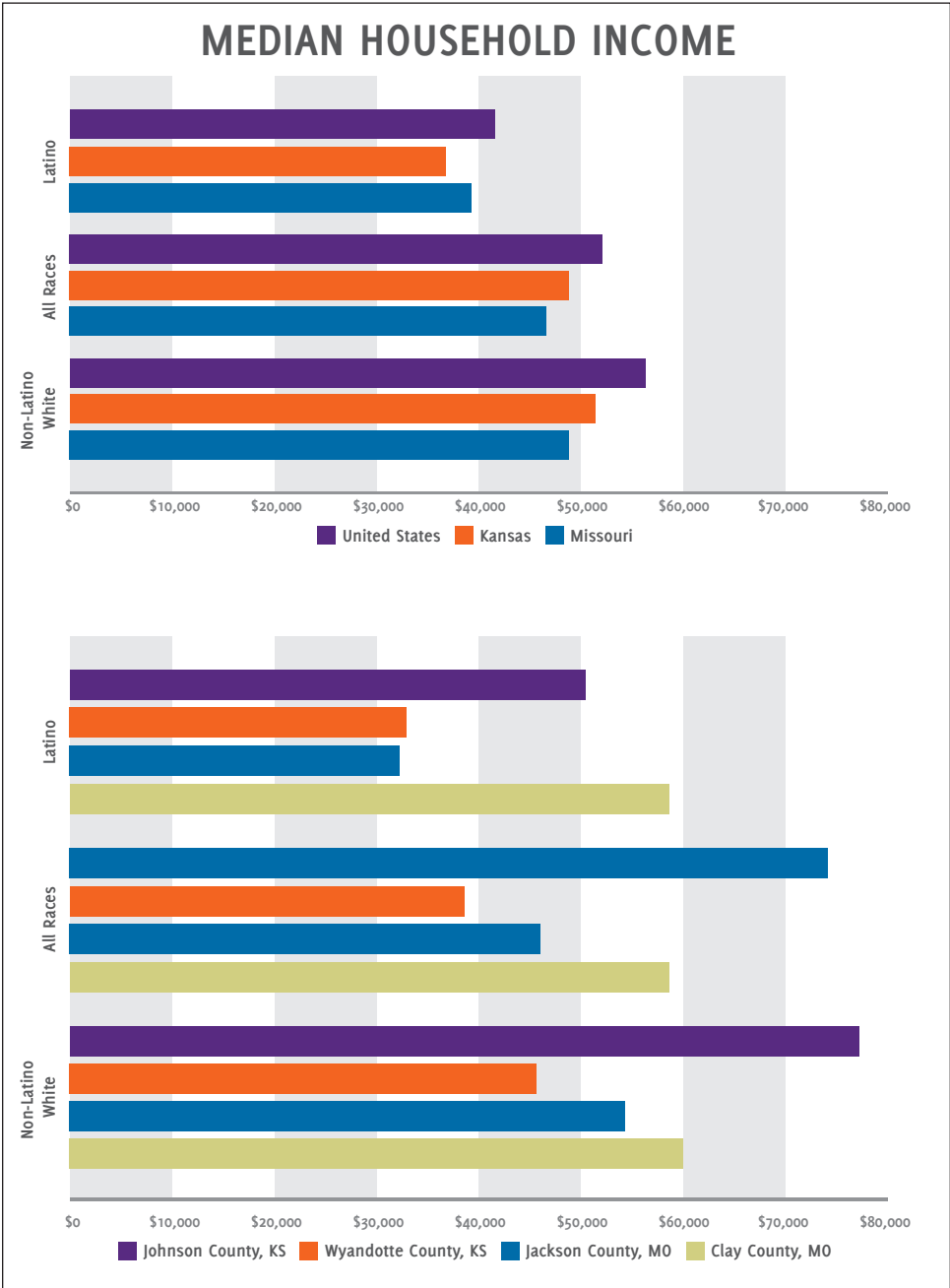
were economically worse off compared to their counterparts across the country. The estimated median household income for Latinos in Kansas was lower than the estimated median household income for Latinos at the national level.



**Missouri**

The same trend of lower Latino median household earning compared to the state’s median for all households was also true in Missouri. Latino households reported a median household income of between \$37,253 and \$40,369. The median for all races in Missouri was estimated between \$40,369 and \$46,439. No difference exists in median household incomes of Latinos in Missouri and in Kansas, however.

Figure 13 Median Household Income Reported in 2006-2010



—Source: U.S. Census Bureau, 2006-2010 American Community Survey

**Counties within Greater Kansas City**

The 2010 Census reported that 91.5% of Latinos living in Greater Kansas City were concentrated in four counties: Johnson and Wyandotte Counties in Kansas



and Clay and Jackson Counties in Missouri (see *Demographic Profile*). The median household incomes of Latinos in these four counties varied widely.

On the Kansas side of Greater Kansas City, Latinos living in Johnson County had higher median household income than their counterparts in Wyandotte County. Latinos in Johnson County had an estimated median household income between \$45,647 and \$54,823 compared to the estimate for Latinos in Wyandotte County (between \$31,238 and \$35,194). Latinos in both counties still had smaller median household income compared to the county's median for all races, with a larger difference in Johnson County. The median household income for all races in Johnson County was between \$72,905 and \$74,561; the same estimate in Wyandotte County was between \$37,445 and \$39,561.

In Missouri, Latinos in Clay County had higher median household income (between \$53,308 and \$63,422) compared to Latinos in Jackson County (between \$31,101 and \$35,271). Latinos in Jackson County also had lower median incomes compared to the total population of Jackson County (between \$45,656 and \$46,848). In Clay County, the median household income for Latinos (between \$53,308 and \$63,422) was not statistically different from the estimate for all races (between \$57,290 and \$59,828).

Furthermore, statistical tests compared median household incomes of Latinos by county for these four counties. Latino households in Clay County had the highest median household income, and Latino households in Johnson County had the second highest median household income. Differences in median household incomes between Jackson and Wyandotte Counties were not statistically significant.

## **Poverty Status**

The *American Community Survey* determined the percentage of people who lived in poverty in the past 12 months by comparing the reported total income of the family with the published poverty level income. The Census Bureau updates the poverty level income thresholds each year. The poverty threshold is adjusted for family size and composition. Figure 14 reports the estimated percentage of sampled individuals who lived in poverty in the United States, Kansas, Missouri, and four selected counties of Greater Kansas City.

### **United States**

The poverty rate for Latinos in the United States was much higher than the national average for all races/ethnicities and for non-Latino Whites. An estimate of 22.2% to 22.6% Latinos lived in poverty compared to the estimated poverty rate for the total population (between 13.7% and 13.9%) and the estimated poverty rate for non-Latino Whites (between 11.0% and 11.2%).

### **Kansas**

The rate of poverty for Latinos in Kansas was also higher than the state's average for the total population and non-Latino Whites. The Latino poverty rate was estimated between 23.0% and 25.2%. The rate for the state's total population (between 12.2% and 12.6%) and the state's non-Latino Whites (between 9.5% and 9.9%) were much lower. The poverty rate for Latinos in Kansas was not statistically different from the national Latino poverty rate.

### **Missouri**

For individuals of Latino origin, the Missouri poverty rate was very similar to the national Latino poverty rate and the Kansas Latino poverty rate. Furthermore, a much higher percentage of Latinos in Missouri lived in poverty compared to the percentage of the state's total population and non-Latino Whites living in poverty. An estimate of between 23.9% and 25.7% of Latinos in Missouri lived in poverty compared to the state's total population (between 13.8% and 14.2%) and the state's non-Latino White population (between 11.1% and 11.5%).

### **Greater Kansas City**

The Latino poverty rates in Johnson and Clay Counties were not statistically different from each other. Likewise, the Latino poverty rates in Jackson and Wyandotte counties



were not statistically different from each other. However, a statistically significant difference was found in comparing Latinos living in Johnson and Clay Counties with Latinos living in Wyandotte and Jackson Counties, with the Latinos in Johnson and Clay Counties less likely to live in poverty than their counterparts in Wyandotte and Jackson.



In each of the four counties selected for analysis (Clay, Jackson, Johnson, and Wyandotte), higher percentages of Latinos lived in poverty compared to the poverty rate for all racial/ethnic groups. The Latino poverty rate in Clay was estimated between 10.3% and 18.9%, whereas the average for the county's total population was between 7.1% and 8.5%. In Jackson County, the Latino poverty rate was estimated to be between 26.0% and 31.8%; the poverty rate of the total population in the county was estimated between 15.1% and 16.3%. The Latino poverty rate in Johnson County was between 13.7% and 20.3%, while the county's rate for the total population was between 5.1% and 5.9%. And in Wyandotte County, the poverty rate in the Latino population was estimated to be between 26.2% and 33.2%, while the total population poverty rate was estimated to be between 20.1% and 22.5%.

Figure 14 Poverty Status in 2006-2010



Source: U.S. Census Bureau, 2006-2010 American Community Survey

## Education Profile



Educational attainment and English language fluency affect the opportunities for individuals in their employment and other life decisions. This section presents information pertaining to these two factors.

### ***Educational Attainment***

An important factor that contributes to an individual's occupation of employment is his/her educational level. The ACS 2006-2010 sample provides national and state level estimates of educational attainment levels by gender for individuals 25 years and older. Educational attainment estimates for Greater Kansas City could not be estimated due to the lack of county-level margin of error estimates. Nevertheless, national and state level comparisons still provide an essential perspective of the education gap between Latinos and the total population. This section provides narrative describing this information followed by Figure 15, which graphically depicts the distribution of the highest level of education of non-Latino Whites and Latinos in the United States, Kansas, and Missouri.

#### **United States**

Latino(a) men and women did not obtain educational levels comparable to non-Latino(a) Whites. An estimate between 39.8% and 40.3% of Latino males and 36.6% and 37% of Latina females had less than a high school education. In contrast, an estimated 10.3% to 10.5% of non-Latino White males and 9.6% and 9.8% of non-Latina White females obtained less than a high school education.

Another major difference between Latinos and non-Latino Whites is the level of college graduation. An estimate between 32.1% and 32.3% of non-Latino White men and between 27.6% and 27.8% of non-Latina White women had a bachelor's degree or higher. Comparatively, the ACS 2006-2010 sample estimated between 13.9% and 14.1% of Latina women obtained at least a bachelor's degree. An even lower percentage of Latino men had at least a bachelor's degree – between 12.0% and 12.2%.

#### **Kansas**

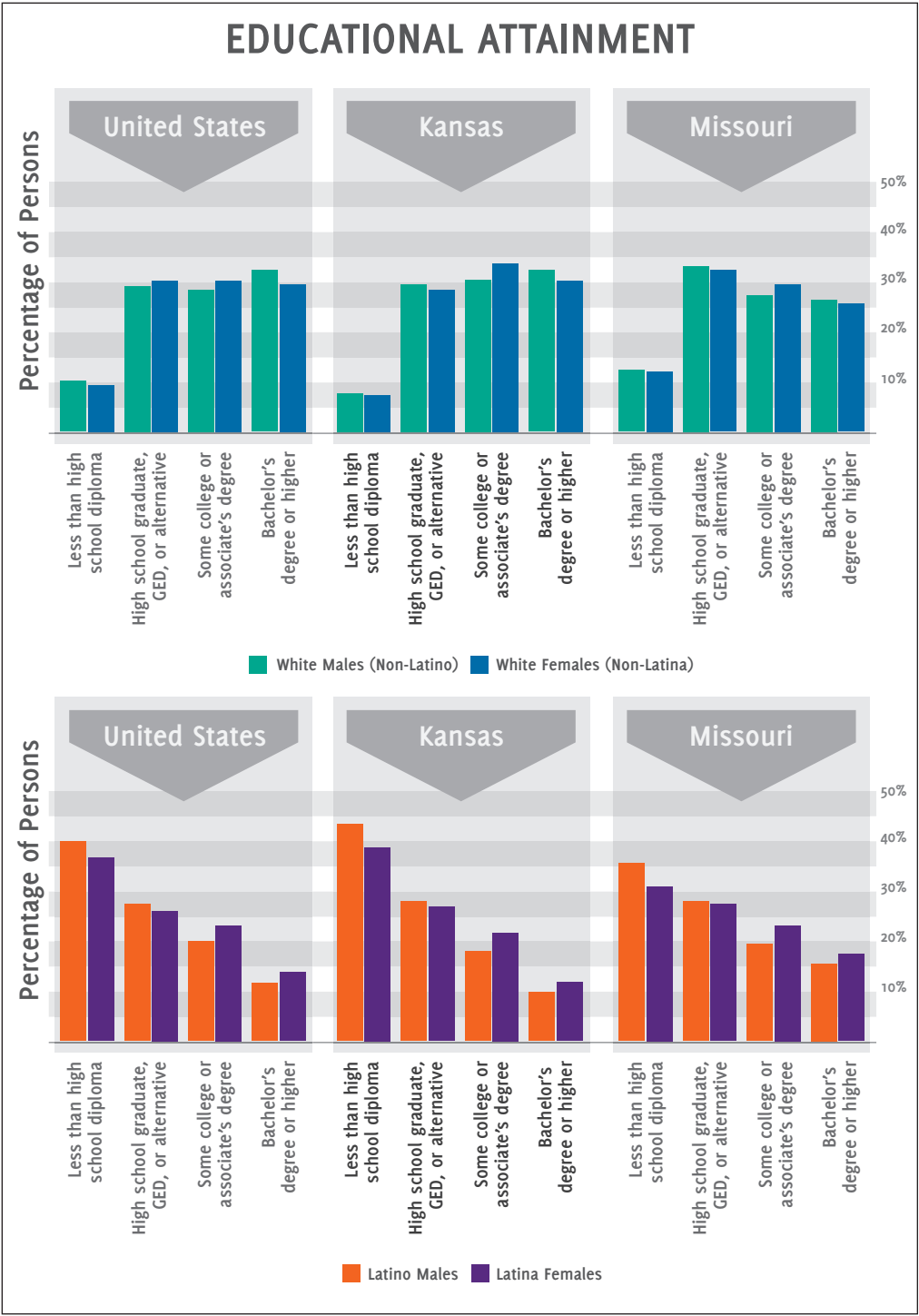
Latinos in Kansas had lower educational attainment than their non-Latino White counterparts. An estimated 41.9% to 44.7% of Latino men and 37.4% to 40.4% of Latina women received less than a high school education. Estimates of the same level of educational attainment among non-Latino White males were between 7.8% and 8.2% and among non-Latino White females were between 7.4% and 7.8%.

The level of college graduation was also lower among Latinos than non-Latino Whites. An estimate of 9.6% to 11.2% of Latino men and 11.2% to 13.2% of Latina women had a bachelor's degree or higher. The estimates for non-Latino White men and non-Latina White women were between 31.9% and 32.7% and between 30.1% and 30.7%, respectively.

#### **Missouri**

Latinos in Missouri also had lower educational attainment compared to non-Latino Whites in the state. The ACS 2006-2010 estimated 34.2% to 38% of Latino men and 29.6% to 32.4% of women had less than a high school education compared to estimates for non-Latino White men (between 12.5% and 12.9%) and non-Latino White women (between 12.2% and 12.6%). Furthermore, lower percentages of Latinos in Missouri graduated from college compared to non-Latino Whites. The ACS Five-Year Sample estimated between 14.8% to 17.2% of Latino men and 16.6% to 19.0% of Latina women had a bachelor's degree or higher. An estimate of 26.2% to 26.6% of non-Latino White men and 25.4% to 25.8% of non-Latina White women had at least a bachelor's degree. Nevertheless, statistical tests indicated that Latinos in Missouri had higher college-level educational attainment compared to Latinos living in Kansas.

Figure 15 Educational Attainment in 2006-2010



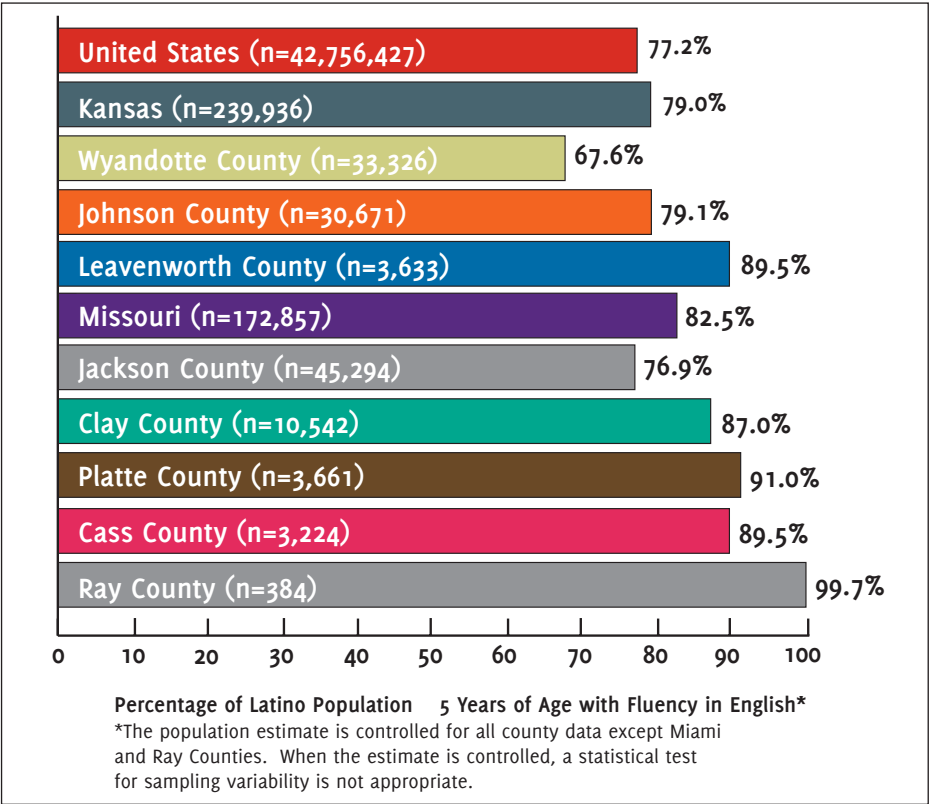
**English Language Ability**

Fluency in the English language also contributes to numerous options for Latinos within the United States and Greater Kansas City. Respondents completing the ACS survey in 2006-2010, reported English language ability of individuals 5 years or older. They selected from six categories to describe the person's language ability: "Speaks Only English," "Speaks Spanish and Speaks English 'Very Well,'" "Speaks Spanish and Speaks English 'Well,'" "Speaks Spanish and Speaks English 'Not Well,'" "Speaks Spanish and Speaks English 'Not at All,'" and "Speaks Other Language." The first three



options (speaking only English, speaking Spanish and speaking English very well, and speaking Spanish and speaking English well) were combined into a percentage with reported functional English language fluency. Figure 16 presents these population estimates tabulated at the national, state, and county levels.<sup>9</sup>

Figure 16 English Language Fluency of Latino Populations in 2006-2010



—Source: U.S. Census Bureau, 2006-2010 American Community Survey

### National, State, and Local Comparison

As displayed in Figure 16, the reported fluency in English of Latino populations is approximately 77% in the United States, 79% in Kansas, and 83% in Missouri. Wyandotte County (Kansas) and Jackson County (Missouri) – the counties in Greater Kansas City with the most Latino residents – have somewhat lower percentages with English fluency (68% and 76%, respectively).

## Health Profile

Many aspects of child and adult health influence the quality of life attained in Greater Kansas City. Maternal and child indicators to consider are births and fertility rates, deaths and infant mortality rates, birth weight, gestational age, and pre-natal care. Three prominent adult risk factors to consider are high blood pressure, obesity, and smoking. Additionally, individuals' perception of their own health status, the incidence of disabilities, and the availability of health insurance coverage assist in describing the health and health care needs of the constituents of Greater Kansas City. Many other factors of interest are not yet available in racial/ethnic categories at the local level. While this is an abbreviated overview of only a few health factors and indicators, it provides a snapshot to preface the responses of participants in the Hispanic Needs Assessment.

<sup>9</sup> The computation of the population estimate, however, differed based on the geographic area reported; thus, margins of error are not displayed. Please see the *ACS 2006-2010 Five-Year Sample* for this information.

## Births and Fertility Rate



The Kansas Department of Health and Environment and the Missouri Department of Health and Senior Services document all live births in their respective states. These datasets, combined with the population datasets from the 2010 U.S. Census allow for the computation of fertility rates for the three most prevalent racial/ethnic groups in Greater Kansas City. Fertility rates are computed by dividing the number of live births by the number of females in the age range of 15 to 44 years, then multiplying the number by 1,000. Table 6 presents the number of live births and the fertility rate in 2010 by racial/ethnic category for Kansas, Missouri, and the nine counties of Greater Kansas City.

Table 6 Live Births and Fertility Rate in 2010

Geography	2010 Live Births and Fertility Rate <sup>1</sup> by Race/Ethnicity							
	Latino Any Race		Non-Latino White		Non-Latino Black		Total	
	Births	Fertility Rate	Births	Fertility Rate	Births	Fertility Rate	Births	Fertility Rate
Kansas	6,407	95.3	29,00	69.7	2,780	81.6	40,439	72.9
Johnson County, KS	728	78.7	5,707	65.7	378	66.8	7,390	67.0
Leavenworth County, KS	61	81.2	759	69.1	74	75.2	946	70.4
Miami County, KS	10	59.2	366	66.9	3	49.2	384	65.8
Wyandotte County, KS	823	88.3	1,090	83.9	682	84.6	2,754	85.2
Missouri	4,334	89.6	58,382	63.7	11,360	72.4	76,718	65.2
Cass County, MO	63	68.6	1,129	67.9	48	63.5	1,265	67.0
Clay County, MO	212	70.2	2,570	68.1	211	77.5	3,136	68.3
Jackson County, MO	1,275	99.9	5,362	64.3	2,815	78.3	9,763	70.0
Platte County, MO	69	69.9	922	64.1	101	80.2	1,157	65.4
Ray County, MO	6	60.6	255	65.0	1	33.3	263	63.4
<sup>1</sup> 2010 Fertility Rate is computed by dividing the live births in 2010 by the number of females ages 15-44 years in the designated population of this geographic area in 2010, then multiplying by 1,000. This was computed from mother populations from the U.S. Census and birth information from Kansas and Missouri health departments. Confidence intervals were not computed. Caution is warranted when interpreting fertility rates for small sample sizes.								

—Sources: Kansas Department of Health and Environment, 2010 Dataset; Missouri Department of Health and Senior Services, 2010 Dataset; and U.S. Census Bureau, 2010 Census

### Kansas and Missouri

In both States, the 2010 fertility rate of Latinos was higher than that of non-Latinos, and the fertility rate of non-Latino Blacks was higher than that of non-Latino Whites. The fertility rate in Missouri was 6 to 10 points lower than in Kansas for each of the racial/ethnic groups. The number of births in 2010 continued to be highest in the non-Latino White group for each State; the second highest number of births occurred in the Latino group in Kansas and the non-Latino Black group in Missouri.

### Greater Kansas City

For the three largest, most urban counties (Johnson and Wyandotte Counties in Kansas and Jackson County in Missouri), the 2010 fertility rate followed the same pattern as the two States. For each of these counties, the Latino fertility rate was highest, followed by the non-Latino Black and then the non-Latino White fertility rate. It is unclear whether that pattern is different for the other counties due to the populations being smaller, due to the locations being more suburban or rural, or due to other reasons. Despite the fertility rate, the highest numbers of infants were born to non-Latino Whites in all nine counties.





Infant Mortality

Infant mortality refers to the number of infants who are born alive and reside within a specified geographic area but die before their first birthday. Within the designated geographic area and racial/ethnic group, this number of infant deaths are computed as a rate per 1,000 live births. Table 7 depicts both the number and the rate of infant deaths per racial/ethnic group in Kansas, Missouri, the four-county Kansas metro area, and the five-county Missouri metro area. The counties in Greater Kansas City were combined for each State, due to the small numbers of deaths per county and the margin of error for such small populations.

Table 7 Infant Deaths and Infant Mortality Rate in 2010

Table with 11 columns: Geography, 2010 Infant Deaths and Infant Mortality Rate¹ by Race/Ethnicity (Latino Any Race, Non-Latino White, Black/African American, Other/Unknown, Total). Rows include Kansas, 4-County KS Metro Area, Missouri, and 5-County MO Metro Area. A footnote explains the calculation of the infant mortality rate.

—Sources: Kansas Department of Health and Environment, 2010 Dataset; and Missouri Department of Health and Senior Services, 2010 Dataset

Kansas

In Kansas, the highest number of infant deaths in 2010 were in the non-Latino White group (142, compared to 50 Latinos and 26 Blacks). The highest rate of infant mortality was in the Black/African American group (rate of 11.9, compared to rates of 4.9 and 7.8 for non-Latino Whites and Latinos, respectively).

Missouri

The highest number of infant deaths in 2010 occurred in the non-Latino White group in Missouri (347, compared to 21 Latinos and 136 Blacks). The highest rate of infant mortality occurred in the Black/African American group (rate of 11.9, compared to rates of 4.9 and 5.9 for non-Latinos and Whites, respectively).

Greater Kansas City

As in each State, the highest numbers of infant deaths in 2010 occurred within the non-Latino White group in both the Kansas and Missouri counties of Greater Kansas City. This is also the racial/ethnic group with the largest population to date. The infant mortality rate in the metro area was also consistent with the patterns in Kansas and Missouri, with the Black/African American group having the highest rates (7.9 in the Kansas counties and 8.8 in the Missouri counties of Greater Kansas City). Note that both rates are lower than the overall infant mortality rate for Blacks/African Americans in Kansas and Missouri. Within the Greater Kansas City groupings of counties by state, infant mortality rates for Latinos and non-Latino Whites were similar; in Kansas they were 4.9 and 4.7, respectively, and in Missouri, they were 6.2 and 5.7, respectively.

Infant Health Indicators

Three indicators of infant health pertain to the number of weeks of pregnancy and the weight of the infant at birth. The indicators are pre-term birth, low birth weight, and very low birth weight. The Missouri Department of Health and Senior Services and the Kansas Department of Health and Environment collect data

on these indicators and on live births an ongoing basis. See Table 8 for a summary of these indicators in the five-year period from 2006 to 2010 for Kansas, Missouri, and the nine counties of Greater Kansas City.

### 2006-2010 Pre-Term Births

Pre-term births are defined in the U.S. Census as births prior to 37 weeks gestation. The rate is computed by dividing the number of pre-term births by the number of live births for the designated population and using the rate per 100. Due to the larger population of non-Latino Whites, the *number* of pre-term births in this group is higher than for the other racial/ethnic groups. The *rate* of pre-term births, however, is higher for the non-Latino Black group in Kansas, Missouri, and each of the Greater Kansas City counties. In Kansas, the rate of pre-term Latino births was slightly lower than that of non-Latino White births in all counties except Miami (where pre-term birth population was very small). Pre-term birth rate of Latino infants in Missouri was very comparable to non-Latino White infants in all counties except Platte, where Latino pre-term birth rate was lower..



### 2006-2010 Low and Very Low Birth Weight

In assessing the weight of infants at birth, several categories are used. An infant is classified as low birth weight when the weight is below 2,500 grams. When the weight is below 1,500 grams, the infant is classified as very low birth weight. States track very low birth weight separately due to increased associated risks. The largest *numbers* of infants with low and very low birth weight are in the non-Latino White group due to the much larger number of live births from this group. Similar to pre-term births, the low and very low birth *rates* for the non-Latino Black group are higher than the rates for the non-Latino White group in both States and all counties. Latino and non-Latino White rates for both low birth weight and very low birth weight are comparable in both States and all counties in which the sample size is sufficient to warrant a comparison. It is particularly important to use caution in interpreting the findings based on the rates for Miami and Ray Counties, as well as Leavenworth, Cass, and Platte Counties, where the population of infants with low or very low birth weight is very small.



Table 8 Infant Health Indicators in 2006-2010

2006-2010 Infant Health Indicators									
Geography	Health Indicator	Latino Any Race		Non-Latino White		Non-Latino Black		Total	
		Number	Rate	Number	Rate	Number	Rate	Number	Rate
Kansas	Preterm Birth <sup>1</sup>	2,551	7.7	13,435	9.1	1,765	12.5	18,889	9.2
	LBW <sup>2</sup>	2,011	6.1	9,984	6.8	1,847	13.0	14,826	7.2
	VLBW <sup>3</sup>	389	1.2	1,775	1.2	410	2.9	2,744	1.3
Johnson County, KS	Preterm Birth	286	7.1	2,591	8.8	175	9.6	3,333	8.7
	LBW	209	5.2	1,794	6.1	174	9.5	2,446	6.4
	VLBW	32	0.8	327	1.1	45	2.5	451	1.2
Leavenworth County, KS	Preterm Birth	24	8.9	366	9.3	39	10.5	455	9.5
	LBW	22	8.1	267	6.8	42	11.3	358	7.5
	VLBW	---	---	53	1.4	8	2.2	70	1.5
Miami County, KS	Preterm Birth	10	17.5	177	9.5	---	---	195	9.9
	LBW	---	---	115	6.2	---	---	128	6.5
	VLBW	---	---	17	0.9	---	---	20	1.0
Wyandotte County, KS	Preterm Birth	286	6.4	483	8.9	467	12.5	1,296	9.1
	LBW	258	5.7	398	7.4	490	13.1	1,200	8.4
	VLBW	51	1.1	74	1.4	123	3.3	260	1.8
Missouri	Preterm Birth	2,750	12.3	35,141	11.6	11,380	18.8	50,885	12.7
	LBW	1,404	6.3	21,573	7.1	8,264	13.6	32,326	8.1
	VLBW	238	1.1	3,693	1.2	1,858	3.1	5,945	1.5
Cass County, MO	Preterm Birth	37	10.2	588	10.2	35	16.4	676	10.4
	LBW	24	6.6	392	6.8	19	8.9	449	6.9
	VLBW	1	0.3	63	1.1	8	3.7	74	1.1
Clay County, MO	Preterm Birth	131	11.9	1,449	11.0	163	15.0	1,836	11.4
	LBW	77	7.0	838	6.4	133	12.2	1,100	6.8
	VLBW	7	0.6	130	1.0	35	3.2	178	1.1
Jackson County, MO	Preterm Birth	779	10.9	2,991	10.7	2,431	16.2	6,437	12.4
	LBW	436	6.1	1,929	6.9	1,868	12.5	4,368	8.4
	VLBW	72	1.0	348	1.2	420	2.8	863	1.7
Platte County, MO	Preterm Birth	26	7.9	470	10.6	57	13.6	590	10.7
	LBW	20	6.1	310	7.0	37	8.8	387	7.0
	VLBW	2	0.6	51	1.1	7	1.7	62	1.1
Ray County, MO	Preterm Birth	4	13.3	184	13.3	4	33.3	193	13.3
	LBW	1	3.3	114	8.2	4	33.3	120	8.3
	VLBW	---	---	19	1.4	1	8.3	20	1.4

<sup>1</sup> Preterm Birth: The number of infants born from 2006 through 2010 with a gestational age of < 37 weeks. Denominator for the rate is the number of live births from 2006 through 2010 for the designated population. The rate is per 100.  
<sup>2</sup> Low Birth Weight (LBW): This is a weight of < 2,500 grams. Denominator is the number of live births from 2006 through 2010 for the designated population. The rate is per 100.  
<sup>3</sup> Low Birth Weight (LBW): This is a weight of < 1,500 grams. Denominator is the number of live births from 2006 through 2010 for the designated population. The rate is per 100.

—Sources: Kansas Department of Health and Environment, 2010 Dataset; and Missouri Department of Health and Senior Services, 2010 Dataset

### 2006-2010 Prenatal Health Care

Accessing prenatal health care during the first three months of pregnancy (the first trimester) is an important indicator of both maternal and infant health. To strengthen the size of the population, the States' health department data from 2006 to 2010 were collapsed to determine one rate for each ethnic group in each geographic area. The highest numbers of pregnant women in the non-Latino White group accessed prenatal care in the first trimester. This group also had the highest rate of prevalence.<sup>10</sup> The second highest rate was for Latinos in Leavenworth, Miami, Clay, and Jackson Counties. In the other counties, the second highest rate was for non-Latino Blacks.

<sup>10</sup> Divide the number of mothers accessing prenatal health care during the first three months of pregnancy by the number of live births for the designated population. The rate is per 100.

Table 9 Prenatal Health Care in 2006-2010



2006-2010 Prenatal Care in First Trimester								
Geography	Latino Any Race		Non-Latino White		Non-Latino Black		Total	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Kansas	17,551	56.1	111,376	79.2	8,054	61.5	144,848	73.9
Johnson County, KS	1,979	57.0	24,642	89.9	1,247	74.0	30,237	85.5
Leavenworth County, KS	1,979	76.0	3,092	83.5	238	70.0	3,687	81.8
Miami County, KS	193	78.6	1,526	84.0	10	71.4	1,603	83.3
Wyandotte County, KS	2,208	55.1	3,712	75.1	1,901	59.8	8,152	64.2
Missouri	15,974	75.0	258,145	87.2	43,331	75.4	328,074	84.6
Cass County, MO	234	67.2	4,819	85.7	168	82.4	5,338	84.5
Clay County, MO	861	81.6	11,442	88.4	761	75.5	13,579	86.5
Jackson County, MO	4,798	73.3	22,880	84.0	9,916	72.1	38,921	79.0
Platte County, MO	246	78.1	3,892	89.1	309	78.0	4,658	87.1
Ray County, MO	23	79.3	1,128	82.7	10	83.3	1,173	82.5
1 First Trimester: The number of mothers who first engaged in prenatal health care during the first three months of pregnancy with the identified child. Denominator is the number of live births from 2006 through 2010 for the designated population. The rate is per 100.								

—Sources: Kansas Department of Health and Environment, 2010 Dataset; and Missouri Department of Health and Senior Services, 2010 Dataset

Adult Health Factors

The Behavioral Risk Factor Surveillance System (BRFSS)

The Centers for Disease Control and Prevention (CDC) initiated and coordinates the BRFSS, a large telephone survey and data system administered annually throughout the United States. The *BRFSS Questionnaire*<sup>11</sup> is comprised of multiple questions on personal health behaviors, and the searchable online database<sup>12</sup> allows easy access to aggregate information for various locations and populations. Individual states and other entities have chosen the items of greatest interest from this survey for data collection to further describe the demographics, risk factors, and health status of respondents.

As a state agency participating in the BRFSS, Kansas Department of Health and Environment selected items of interest from the questionnaire for administration. In 2012, it published a statewide report of the findings from the survey administration in 2011,<sup>13</sup> which was followed in November 2013 by a regional report of Kansas counties in the Kansas City region, identified as the “Kansas City Area Coalition.”<sup>14</sup> These six Kansas counties comprised the Kansas City Area Coalition: Douglas, Johnson, Leavenworth, Linn, Miami, and Wyandotte.

Missouri Department of Health and Senior Services also selected items from the 2011 BRFSS survey for inclusion in its County-Level Study (CLS). This resulted in county-specific estimates of prevalence of various conditions and risk factors. These findings are disseminated on the *Missouri Department of Health and Senior Services Community Data Profiles* website.<sup>15</sup> Like Kansas, Missouri provided aggregated information for Missouri counties in the Kansas City region, identifying these nine

11 Centers for Disease Control and Prevention (CDC). (2011). *Behavioral Risk Factor Surveillance System Survey Questionnaire*. Atlanta, Georgia: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention.  
12 Centers for Disease Control and Prevention (CDC). (2011). *Behavioral Risk Factor Surveillance System Survey Data*. Atlanta, Georgia: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention.  
13 Kansas Department of Health and Environment. (2012). *Health Risk Behaviors of Kansans: 2011 Kansas Behavioral Risk Factor Surveillance System*. Topeka, KS: Author.  
14 Kansas Department of Health and Environment. (2013). *2011 Kansas Behavioral Risk Factor Surveillance System Local Data: Kansas City Area Coalition*. (Website: <http://www.kdheks.gov/brfss/>). Author. Topeka, KS: Author.  
15 Missouri Department of Health and Senior Services. (2012). *2011 Missouri Department of Health and Senior Services County-Level Study*. (Website: [http://health.mo.gov/data/mica/County\\_Level\\_Study\\_12/](http://health.mo.gov/data/mica/County_Level_Study_12/)). Jefferson City, MO: Author.



Missouri counties as the “Kansas City Metro”: Bates, Caldwell, Cass, Clay, Clinton, Jackson, Lafayette, Platte, and Ray.

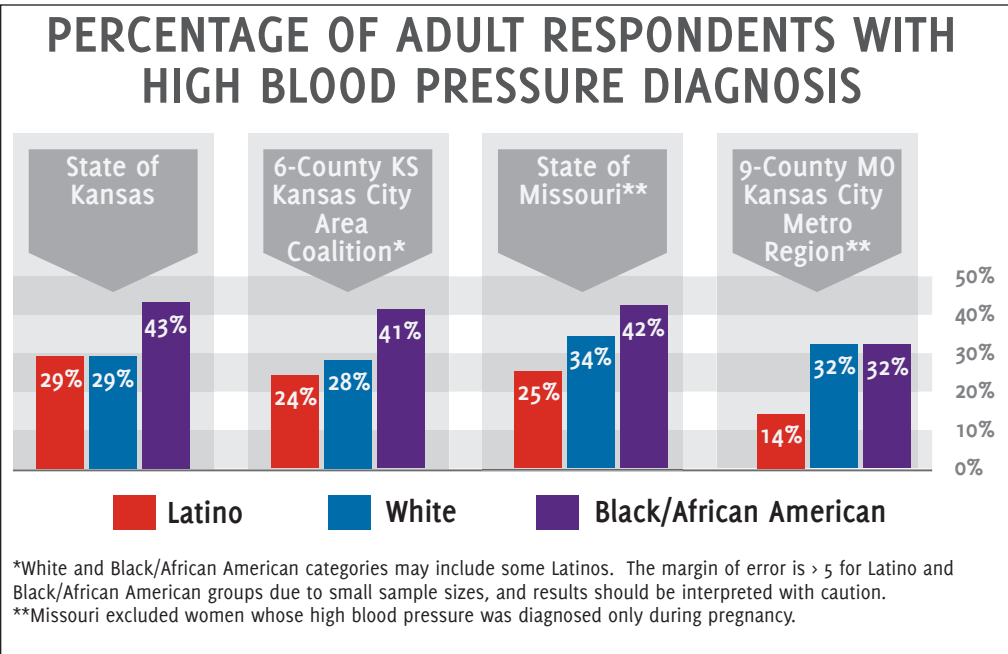
Several limitations are important to understand when interpreting the data. While extensive in scope, the BRFSS sample size is still very limited, particularly for small counties or subsets of the population. Thus, it was important to include the additional counties in the aggregated sample to have sufficient sample size. The margin of error was also greater than 5 for the Latino population and the non-Latino African American population in the Kansas City Area Coalition in Kansas, thus warranting caution when interpreting the findings. Nonetheless, the instrument holds promise for long-term collection of similar data across states and communities.

The selection of different BRFSS survey items by Missouri and Kansas for inclusion in their State studies also prevented an overview of a number of additional risk factors for Greater Kansas City. Differences in the initial data analysis also hindered comparability of the findings from the two States. Missouri sorted the results at the State level and the Kansas City Metro level by these three racial/ethnic categories: non-Hispanic White, non-Hispanic African American, Hispanic, and Other. This categorization was also used at the State level in Kansas. The report for the Kansas City Area Coalition in Kansas, however, used two separate analyses: (a) categorizing by Hispanic and non-Hispanic; and (b) categorizing by race only, using White, African American, Other, and Multi-Race. Thus, the Hispanic category in the BRFSS data of this report are comparable for Kansas, Missouri, and both sides of the metropolitan region; the categories of White and African American, however, may include some Hispanic population in the Kansas City Area Coalition in Kansas. These differences are noted in the charts that follow.

High Blood Pressure

Both Missouri and Kansas defined a diagnosis of high blood pressure or hypertension as an affirmative response to this survey item: “Have you ever been told by a doctor, nurse, or other health professional that you have high blood pressure?” Missouri excluded pregnant women who were diagnosed during pregnancy, however, while Kansas did not. Figure 17 presents the findings.

Figure 17 High Blood Pressure Diagnosis



—Sources: Centers for Disease Control and Prevention, 2011 BRFSS Questionnaire; Kansas Department of Health and Environment, 2011 BRFSS Dataset; and Missouri Department of Health and Senior Services, 2011 County Level Study (CLS) Dataset



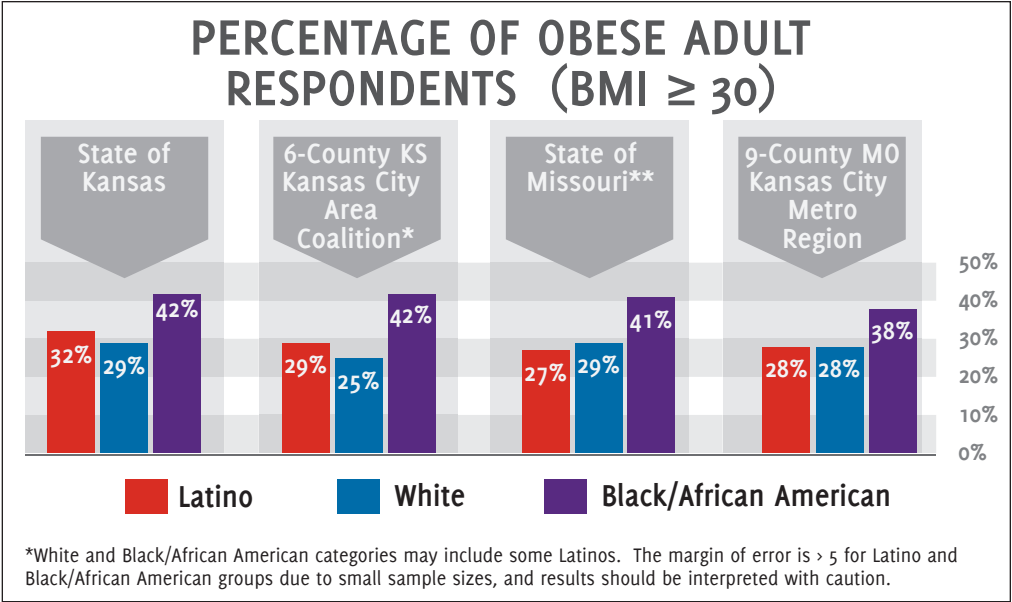
The estimated prevalence of Latino adults in 2011 with high blood pressure was 29% in Kansas, 25% in Missouri, and 24% in the Kansas counties and 14% in the Missouri counties of the Kansas City region. This was lower than the estimated prevalence of this diagnosis among Black or African American adults in all four geographic areas. It was also lower than the estimated prevalence of high blood pressure among White adults in the State of Missouri and both the Kansas and Missouri portions of the Kansas City region. In Kansas, the estimated prevalence of high blood pressure among Latinos matched that of White adults.



**Obesity**

In the *BRFSS Questionnaire*, the Body Mass Index was computed based on the respondents’ reports of their height and weight without shoes. “Obesity” is defined as a BMI score greater or equal to 30. Figure 18 displays the estimated prevalence of obesity in each of the four geographic areas, using this definition, categorized by race/ethnicity. The estimated prevalence of obesity among Blacks/African Americans in Kansas, Missouri, and both the Kansas and Missouri counties of the Kansas City region was approximately 40%. Lower percentages of respondents who were Latino or White had BMI scores in the range defined as obese, with prevalence estimates of 27%-32% for Latino adults and 25%-29% for White adults.

Figure 18 Obesity



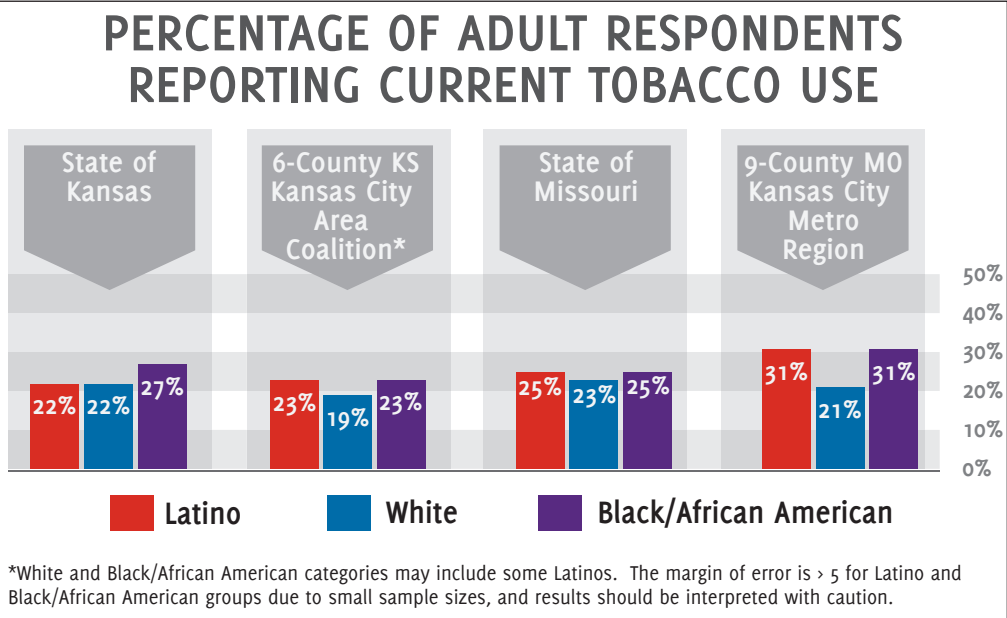
—Sources: Centers for Disease Control and Prevention, 2011 BRFSS Questionnaire; Kansas Department of Health and Environment, 2011 BRFSS Dataset; and Missouri Department of Health and Senior Services, 2011 County Level Study (CLS) Dataset

**Cigarette Use**

Respondents to the *BRFSS Questionnaire* indicated current cigarette use of adults. Based on these findings, Figure 19 presents the estimated prevalence of adult cigarette smoking in each of the four geographic areas, categorized by race/ethnicity. The estimated prevalence of adult cigarette smoking was relatively similar for the three racial/ethnic groups in both Kansas and Missouri, as well as the Kansas counties of the Kansas City region (22%-25% for Latinos, 19-23% for Whites, and 23-27% for Blacks/African Americans). Differences in estimated prevalence of adult cigarette smoking were more notable in the Missouri counties of the Kansas City region. Both Latinos and Blacks/African Americans had estimated smoking rates of 31%, compared to estimated smoking rates of 21% for Whites.



Figure 19 Current Cigarette Use

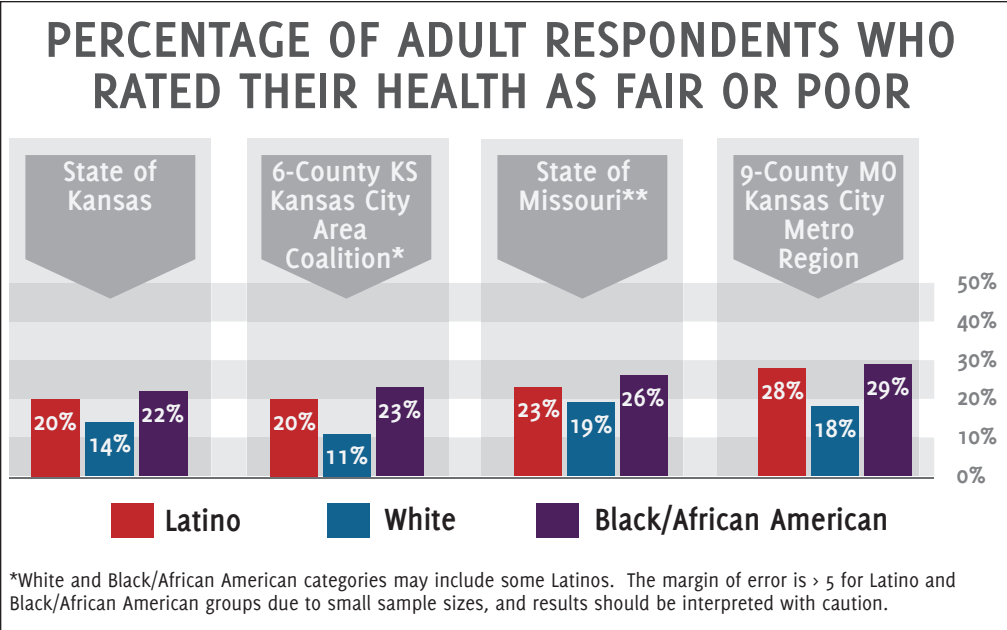


—Sources: Centers for Disease Control and Prevention, 2011 BRFSS Questionnaire; Kansas Department of Health and Environment, 2011 BRFSS Dataset; and Missouri Department of Health and Senior Services, 2011 County Level Study (CLS) Dataset

Self-Perceived Health Status

Individuals completing the BRFSS Questionnaire rated their own health using a scale of *poor*, *fair*, *good*, *very good*, and *excellent*. Figure 20 shows the percentages of individuals rating their health as either *poor* or *fair*, categorized by race/ethnicity in Kansas, in Missouri, and in the Kansas and Missouri counties of the Kansas City region. Latinos and Blacks/African Americans assess their health as *poor* or *fair* at a higher rate than Whites in each geographical area. A higher rate of Missourians assess their health as poor or fair, compared to Kansans – both in the States as a whole and in the bi-state Kansas City region.

Figure 20 Self-Perceptions of Health Status



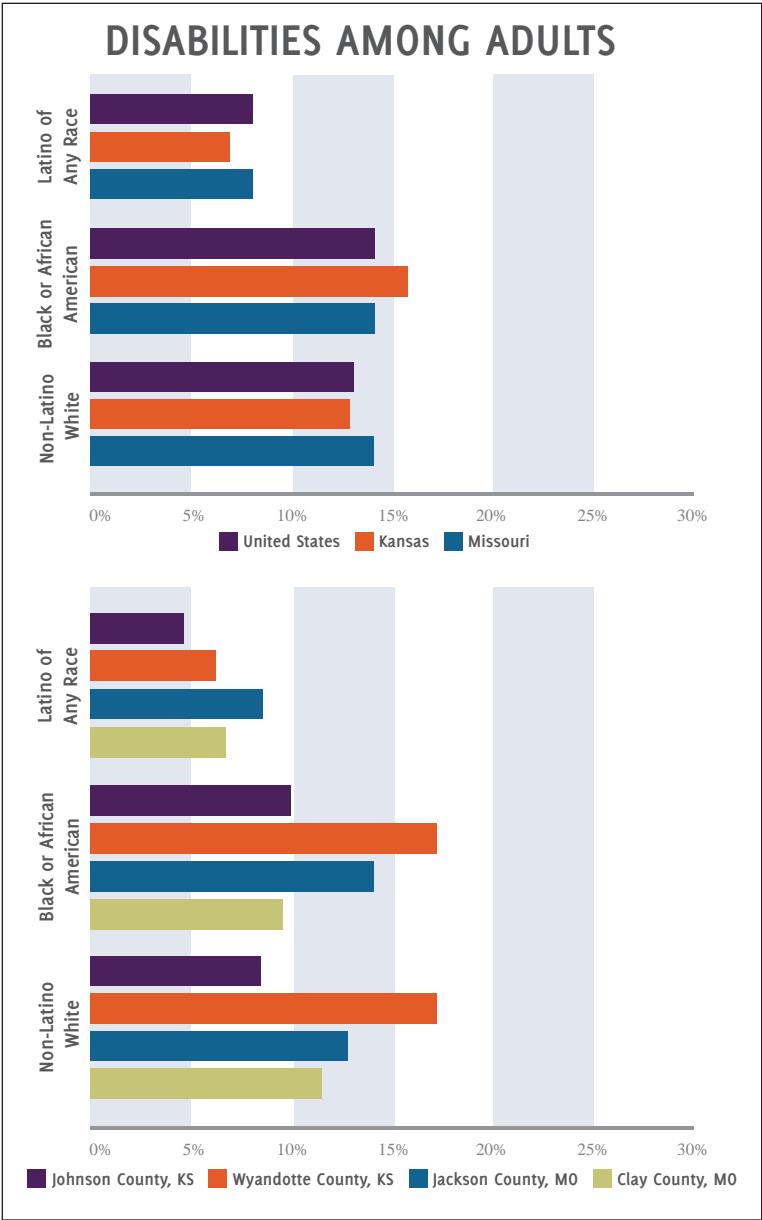
—Sources: Centers for Disease Control and Prevention, 2011 BRFSS Questionnaire; Kansas Department of Health and Environment, 2011 BRFSS Dataset; and Missouri Department of Health and Senior Services, 2011 County Level Study (CLS) Dataset

Incidence of Disabilities

The 2008-2010 ACS recorded whether adults in the surveyed households had disabilities. Based on the surveys administered during this three-year period, Figure 21 displays the estimated prevalence of Latinos (any race), Black or African Americans, and non-Latino Whites with disabilities in the United States, Kansas, Missouri, and the four Greater Kansas City counties with the highest percentages of Latinos.



Figure 21 Estimated Prevalence of Disabilities among Adults in 2008-2010



—Source: U.S. Census Bureau, 2008-2010 American Community Survey

Racial/Ethnic Differences at the National and State Levels

Estimated prevalence of disabilities was lower among Latinos in the United States, Kansas, and Missouri than among non-Latinos (approximately 6% to 9% for Latinos and 12% to 19% for non-Latinos). This difference was statistically significant. Comparison of non-Latino Whites with non-Latino Blacks found similar estimated prevalence in the United States and Missouri. The difference was statistically significant in Kansas, where the Black/African American group had a higher rate of disability (estimated between 14.8% and 16.4%) than the White group (estimated between 12.6% and 13.0%).



## **Racial/Ethnic Differences in Greater Kansas City**

In Greater Kansas City counties, Latinos had a lower estimated prevalence of disability (approximately 3% to 10%) than the other groups. Estimated rates of disability were highest for non-Latinos in Wyandotte County (estimates of 15.3%-18.9% for Blacks and 15.7%-18.5% for Whites).

## **Health Insurance**

Current health insurance coverage by race/ethnicity was included in the 2006-2010 ACS. The responses for the Greater Kansas City area, however, did not provide sufficient information about health insurance coverage for Latino populations prior to 2008. For this reason, the 2008-2010 Three-Year Sample was used. Information categorized by race/ethnicity was available for both Kansas and Missouri and one county in each State: Johnson County, KS and Jackson County, MO.

### **No Health Insurance Coverage**

As displayed in Figure 22, the Latino group had the highest estimated rate of being uninsured – at the national level, at the State level in Kansas and Missouri, and at the county level in both Johnson County, KS and Jackson County, MO.<sup>16</sup> This difference between the Latino group and each of the two non-Latino racial/ethnic groups was statistically significant at each geographic level. Across the geographic levels, approximately 30% to 40% of Latinos had no health insurance, compared to approximately 15% to 20% of non-Latino Blacks and less than 15% of non-Latino Whites.

### **Public Health Insurance Coverage**

The non-Latino Black group had the highest estimated prevalence of public health insurance coverage in all geographic levels except Johnson County, Kansas (approximately 35% to 40% in the United States, Kansas, Missouri, and Jackson County). Comparisons between non-Latino Blacks and both non-Latino Whites and Latinos were statistically significant in these geographic levels. Latinos and non-Latino Whites had similar rates of public health insurance coverage in these geographic levels, which were approximately 10% lower than the rates of non-Latino Blacks.

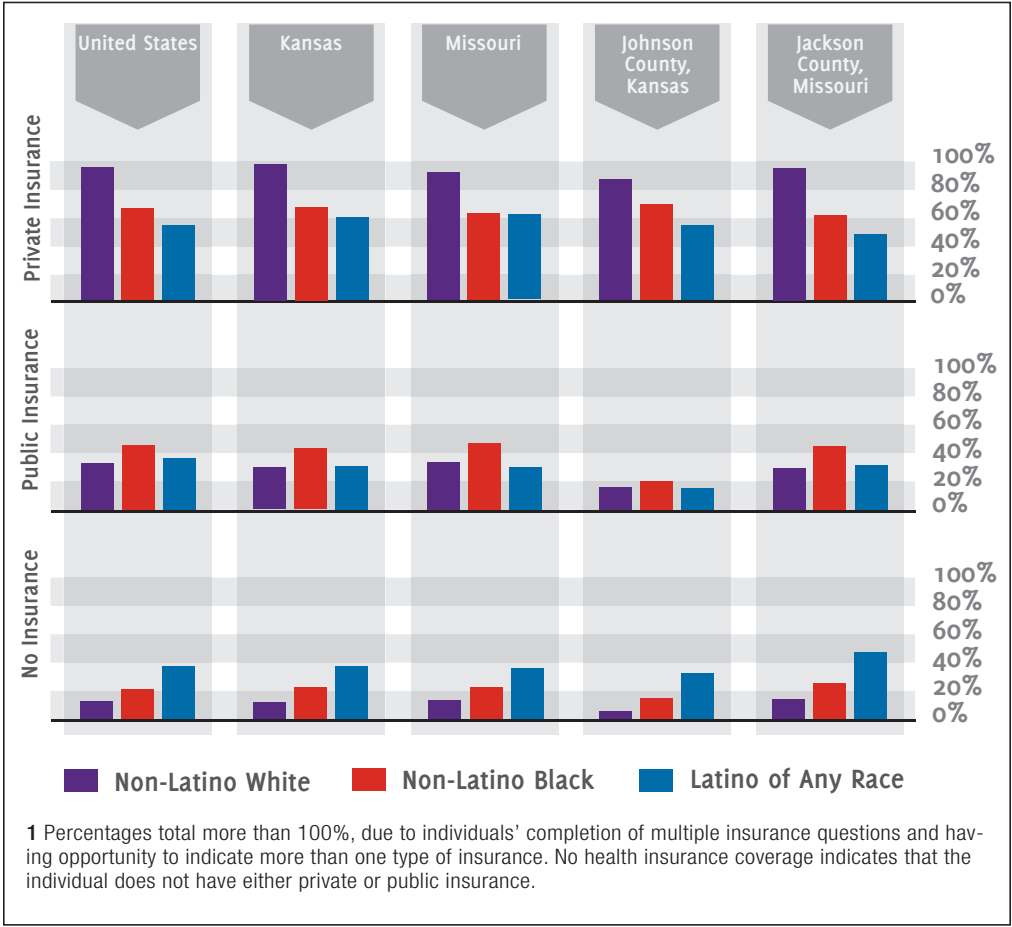
### **Private Health Insurance Coverage**

The non-Latino White group had the highest estimated prevalence of private health insurance coverage, with approximately 75% to 80% having this coverage in the United States, Kansas, Missouri, and Jackson County. Even higher rates of non-Latino Whites had private health insurance in Johnson County (estimated at 87.8%-89.2%). The differences between the non-Latino White group and both the non-Latino Black and the Latino group were statistically significant at each geographic level. Non-Latino Blacks had statistically higher rates of private health insurance than Latinos in the United States and both the Kansas and Missouri sides of the metro region. Latinos and non-Latino Blacks differed slightly but significantly in the State of Kansas and did not differ significantly in Missouri.

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<sup>16</sup> Percentages total more than 100%, due to individuals' completion of multiple insurance questions and having opportunity to indicate more than one type of insurance. No health insurance coverage indicates that the individual does not have either private or public insurance.

Figure 22 Health Insurance of the Civilian Non-Institutionalized Population in 2008-2010 <sup>1</sup>



—Source: U.S. Census Bureau, 2008-2010 American Community Survey

The 2010 Census counted 50.5 Million Hispanics in the U.S. – making up 16.3% of the total population. Hispanics accounted for more than half of the Nation's growth in the past decade, driven by births and immigration. Yet, Hispanics are under-represented in the electorate and politically. Over the next 50 years, it is imperative for all of us – policy makers, business owners, law enforcement, educators, and anyone with a stake in our country's quality of life – to embrace the reality that the workers of the future will be older versions of ourselves.

As we digest the findings of the 2013 Hispanic Needs Assessment, it will be imperative for all of us in the Kansas City Metropolitan area to project how the fast growth of Latinos will blur traditional black-white color lines, testing the limits of civil rights and equity, especially in the area of resource distribution for early childhood education, economic development, health and mental health services, housing, and workforce development.

—John Fierro, President and CEO,  
Mattie Rhodes Center







## Chapter 3



# Community Survey Findings



## Participants in the Community Study

### Survey Administration

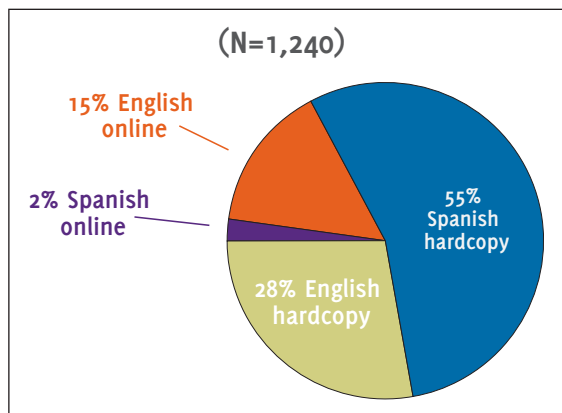
#### Sample

Between August and December of 2012, 1,368 Latino members of the Greater Kansas City area completed Community Surveys. Of these, 1,240 respondents clearly met the eligibility criteria of both age (at least 18 years of age) and ZIP code (within the 9-county Greater Kansas City area), as well as the criterion of self-identifying as Hispanic/Latino. Among the respondents excluded from this report were 10 who reported being under the age of 18 years, 44 who reported living outside the area, and 74 who did not provide age and/or ZIP code information.

#### Survey Completion

Paper copies of both Spanish and English surveys were available at all recruitment locations and events, with participants given a choice of which survey to complete. Both Spanish and English online versions were available on Survey Monkey, and these were publicized at recruitment locations and events. Return envelopes were provided at a number of sites, as well. Figure 23 provides detailed information about the types of surveys completed.<sup>17</sup>

Figure 23 Type of Survey Completed



#### Recruitment Sites

In addition to the efforts of participating agencies of the Hispanic Needs Assessment Committee, UMKC-IHD staff, students, and other volunteers recruited participants at many events and locations. These included the Mexican Consulate, several churches, soccer games, a bike rodeo, some restaurants or businesses, the Expo Americas, the MCC-Penn Valley Town Hall Meeting on College Affordability and the Hispanic Community (with US Department of Education Secretary Arne Duncan and Janet Murguía), Bi-National Health Week, several other local festivals, and some of the Deferred Action information meetings. Several college/university campuses agreed to publish the link to the online versions of the survey on their websites. Media throughout the data collection phase assisted in building public awareness and participation. Utilizing numerous forms of publicity, engaging volunteers to distribute the survey in many diverse locations, and monitoring the demographics of the sample throughout the data collection period to determine whether it was representative of the Greater Kansas City area and consistent with the Census data enhanced the usefulness of this dataset.

The findings from this report will prove extremely useful to not only Hispanic-serving institutions throughout the metropolitan area but to institutions, corporations and other entities that will be addressing the growing Hispanic community and consumer.

—Bernardo Ramirez, Executive Vice President/COO,  
Economic Development Corporation of Kansas City

<sup>17</sup> Throughout this report, percentages may not total 100% due to rounding. Sample sizes may vary due to the voluntary nature of the survey and the option for respondents to omit selected items. Additionally, some items are only applicable when a particular response is given to a previous question.

Characteristics of Survey Participants



Language Preference

Participants varied greatly in their language preferences. The largest percentage considered themselves bilingual, with Spanish as the dominant language (35%). The survey did not offer the option of Bilingual – No Dominance, but this category was created in the dataset and used when respondents checked both of the bilingual options. See Figure 24 for more detail.

Gender

More women (60%) than men completed the survey. Thirty-nine percent of survey respondents were men and 1% did not identify their gender.

Figure 24 Language of Respondents

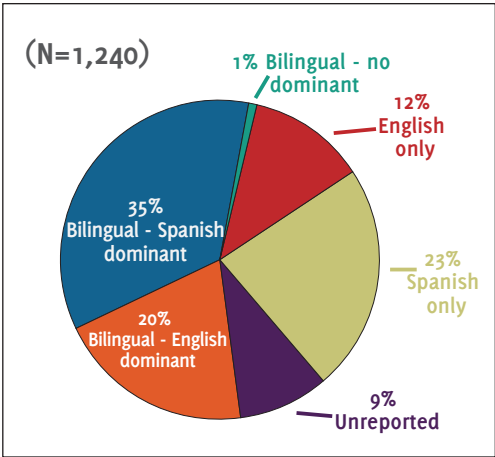
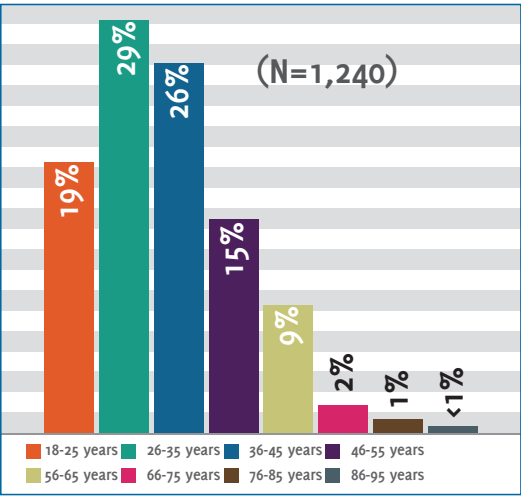


Figure 25 Age of Respondents



Age

The age of eligible respondents ranged from 18 to 91 years. Mean age was 37.8 years. By category, the highest percentages of respondents were either 26-35 years old or 36-45 years old (29% and 26% of the sample, respectively). Additional information about the age of respondents is displayed in Figure 25.

Employment Status

Approximately half of the respondents were employed full-time. The survey instructions gave the option for checking more than one employment status, and some overlap in responses occurred. The most common combination of responses occurred for students; 28 students worked full-time, 36 students worked part-time, 5 students were self-employed, 3 students were out of work for more than a year, 2 were out of work for less than a year, 7 students were homemakers or caregivers, and 4 students were unable to work. Also, 25 homemakers/ caregivers had been out of work for over a year, and 8 worked part-time. Five percent of all respondents earned the majority of their household income by owning a business. See Table 10.



Table 10 Employment of Respondents

Employment Status (N=1,240)	Affirmative Responses	Percentage of Sample <sup>1</sup>
1. Employed for wages full-time	615	50%
2. Employed for wages part-time	192	16%
3. Self-employed	87	7%
4. Out of work for more than 1 year	59	5%
5. Out of work for less than 1 year	61	5%
6. A homemaker, housewife, or caregiver	153	12%
7. A student	124	10%
8. Retired	33	3%
9. Unable to work	55	5%
10. Unreported	24	2%
1 Respondents answered each question separately, and they had the option of providing more than one affirmative response.		

One item on the survey asked the following: “Do you (or does anyone else in your household) own a business or earn money from selling things that you make? Thirteen percent of the 1,176 persons who responded to this question replied affirmatively. A second item asked, “What portion of your household income comes from this business?” They were given two options of “only a small portion” or “all or most” of the household income comes from this business. This business endeavor reportedly provides all or most of the household income for 39% of the 153 individuals with this type of business. Fifty-seven percent reported that this business provides only a small portion of the household income, and 4% did not provide a response.<sup>18</sup>

### Family Origin

Participants answered questions about their family origins. Of the 1,078 people who reported information about where their parents were born, 85% had at least one parent who was born outside of the United States. Ninety-four percent of 1,071 respondents reported having at least one grandparent who was born outside the United States. Thirty-one percent of the 1,063 people who identified their countries of origin were born in the United States. This percentage included the 18% of respondents who were born in Greater Kansas City and the 14% who were born outside of the area. Fifty-six percent of participants were born in Mexico, and the remaining 15% reported other countries of origin.

Seven hundred twenty-nine respondents reported that they were born outside of the United States. Within this group, 72% had lived in the U.S. for ten or more years and 17% had lived here for five to nine years. Eight percent reported immigrating to the U.S. within the past year. The length of residency was unknown for the remaining 3% of participants.

<sup>18</sup> Tallying every respondent who claimed self-employment and every respondent who claimed that they or a household member owned a business, 193 households (16%) had some form of self-employment income. Income from this business was reportedly a major source of household income for 60 of the respondents.



Geographic Location

When asked their ZIP code, 1,240 respondents replied, including 703 from Missouri and 537 from Kansas. Altogether, 63 ZIP codes in Missouri and 37 ZIP codes in Kansas were represented among the eligible respondents. The sample was limited to residents of these counties:

- Jackson, Cass, Clay, Platte, and Ray in Missouri; and
- Wyandotte, Johnson, Leavenworth, and Miami in Kansas.

County-level data are presented in Figure 26. The largest percentages of respondents resided in Jackson County, Missouri (47%); Wyandotte County, Kansas (21%); and Johnson County, Kansas (22%). The least represented counties were Leavenworth County, Kansas (3 respondents), Ray County, Missouri (1 respondent), and Miami County, Kansas (no respondents). Based on the 101 ZIP codes reported, respondents reside in 17 Missouri cities and 14 Kansas cities. Table 11 presents the percentages of respondents according to their city and state.

Figure 26 County

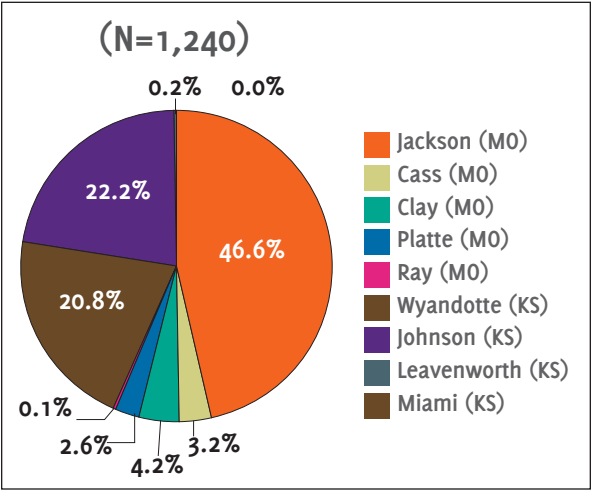
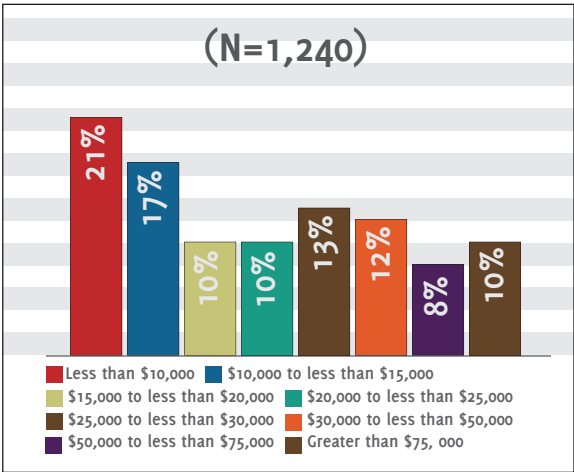


Table 11 Respondents by City and State

MO Cities (n=703)	Affirmative Responses	Percentage of MO Sample	KS Cities (n=537)	Affirmative Responses	Percentage of KS Sample
1. Kansas City MO	547	77.8%	1. Kansas City KS	259	48.2%
2. Independence MO	56	8.0%	2. Olathe KS	129	24.0%
3. Belton MO	37	5.3%	3. Overland Park KS	58	10.8%
4. Grandview MO	26	3.7%	4. Mission KS	35	6.5%
5. Lee’s Summit MO	11	1.6%	5. Shawnee KS	30	5.6%
6. Liberty MO	6	0.9%	6. Lenexa KS	10	1.9%
8. Grain Valley MO	6	0.9%	7. Prairie Village KS	5	0.9%
9. Greenwood MO	3	0.4%	8. Bonner Springs KS	2	0.4%
10. Raymore MO	2	0.3%	9. Gardner KS	2	0.4%
11. Buckner MO	2	0.3%	10. Leavenworth KS	2	0.4%
12. Crystal Lakes MO	1	0.1%	11. Leawood KS	2	0.4%
13. Kearney MO	1	0.1%	12. De Soto KS	1	0.2%
14. Pleasant Hill MO	1	0.1%	13. Lansing KS	1	0.2%
15. Rayville MO	1	0.1%	14. Spring Hill KS	1	0.2%
16. Riverside MO	1	0.1%			
17. Smithville MO	1	0.1%			



Figure 27 Annual Household Income of Respondents



Income

Respondents were asked to report their total annual household income, including income from all sources.<sup>19</sup> Responses were divided into categories that ranged from Less than \$10,000 per year to \$75,000 per year or more.<sup>20</sup> Nearly half of survey participants (48%) reported an annual household income of less than \$20,000, as shown in Figure 27. The highest percentage (21%) of respondents stated that their household income was less than \$10,000; the middle selection, if ranked, was in the range of \$20,000 to less than \$25,000.<sup>21</sup> One context to consider in reviewing their responses is the Department of Health and Human Services Poverty Guidelines for the 48 Contiguous States, which is used to determine eligibility for many federally funded programs.<sup>22</sup> According to the 2013 Federal Poverty Guidelines, three-person households with an annual income of less than \$19,530 were considered to be living in poverty (less than \$15,510 for two-person households and less than \$11,490 for one-person households).<sup>23</sup> The 2006-2010 American Community Survey estimated these average household sizes in Jackson County (MO), Clay County (MO), Johnson County (KS), and Wyandotte County (KS): 2.4, 2.5, 2.5, and 2.7 people, respectively.<sup>24</sup> However, please note that these statistics are only helpful as general guidelines for examining the participant's self-reported household income. Insufficient data were collected to align the self-reported income data directly with the Poverty Guidelines, since household size of respondents and adult-to-child ratio were not ascertained.

<sup>19</sup> Instructions stated, "Include income for all family members in the household and include all sources: wages, self-employment income, rent, Social Security, retirement, investments, etc. Check one answer."  
<sup>20</sup> Respondents selected from one of the following income categories: <\$10,000, \$10,000-<\$15,000, \$15,000-<\$20,000, \$20,000-<\$25,000, \$25,000-<\$35,000, \$35,000-<\$50,000, \$50,000-<\$75,000, and >\$75,000.  
<sup>21</sup> Note that the middle response is not a median because the income ranges provided as options were not equal.  
<sup>22</sup> Because the adult to child ratio for respondents was unknown, the 2013 DHHS Poverty Guidelines were used instead of the U.S. Census Bureau Poverty Thresholds.  
<sup>23</sup> Federal Register, Vol. 78, No. 16, January 24, 2013, pp. 5182-5183. These are "the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services under the authority of 42 U.S.C. 9902(2)." This source states, "The poverty guidelines (unlike the poverty thresholds) are designated by the year in which they are issued. For instance, the guidelines issued in January 2013 are designated the 2013 poverty guidelines. However, the 2013 HHS poverty guidelines only reflect price changes through calendar year 2012; accordingly, they are approximately equal to the Census Bureau poverty thresholds for calendar year 2012."  
<sup>24</sup> U.S. Census Bureau, 2006-2010 American Community Survey. The average household sizes in Jackson County (MO), Clay County (MO), Johnson County (KS), and Wyandotte County (KS) were 2.43 +/- 0.01, 2.46 +/- 0.02, 2.51 +/- 0.01, and 2.69 +/- 0.04, respectively.

# Identified Assets and Challenges in Greater Kansas City



One page of the survey itemized a number of assets and challenges that could be present within communities, with directions for the respondents to check those that pertain to Greater Kansas City. A total of 974 respondents checked at least one item or offered at least one additional feature on one of the lists.<sup>25</sup> Additionally, they had the opportunity to identify additional community assets and additional community challenges that they believe are present in Greater Kansas City.

## Community Assets

Varying percentages of respondents identified these features as local community assets. Table 12 ranks the items by the percentages of individuals checking them as positive features in Greater Kansas City. Almost two-thirds of respondents claimed that bilingual language skills among the Hispanic/Latino population are a strong asset in Greater Kansas City. Half of them also highlighted the strengths of family relationships and the participation of Hispanics/Latinos in faith-based organizations.

Table 12 Perceived Community Assets

Community Assets (n=974)			
Selected Features	%	Selected Features	%
Maintaining bilingual language skills	64%	Spirit of service and volunteering	47%
Participation in religious organizations	52%	Connections with neighbors	40%
Strength of family relationships	50%	Sense of hope	38%
Work ethic	48%	Adult role models for youth	37%
Adding cultural diversity to Kansas City community	47%	Strength of community social networks	35%
Entrepreneurship, or willingness to start businesses	47%		

One hundred nineteen respondents provided narrative descriptions of assets that they perceive exist in Greater Kansas City. These ranged from personal, family, and community attributes to organizations and services available in Greater Kansas City.

### Personal Attributes

Echoing the findings from the checklist, a strong work ethic, and a sense of hope are two themes that emerged from the narrative comments related to individual assets. Many of the additional comments expanded upon these themes. Responses like “hard workers” and “hard-working people” were frequent. One person wrote, “Latinos in this area, as in the majority of the country, are hard-working people.” Others described some of the attributes found within individuals who value the impor-

<sup>25</sup> It is important to use caution in assessing the weight to be ascribed to individual items in the preselected list. Respondents were not instructed to rank the features or to limit the number of items that could be selected. Thus, there is no assurance of equal weight for the items by the respondents. Additionally, while the lists were informed by literature defining likely assets and challenges, there is no assurance that these were optimal selections for the survey respondents. The opportunity for respondents to provide narrative responses to these items enhanced the usefulness of the findings by capturing their perceptions qualitatively, as well. Both their selections and their comments, though not definitive, served as a backdrop for their responses to more specific questions throughout the remainder of the survey. In most instances, the findings from the checklists were consistent with the findings from the more focused items.



tance of hard work. These included portrayals of Latinos as having a “*strong sense of pride,*” a “*desire to succeed,*” and a “*willingness to give help.*”

Respondents also characterized Latinos as having “*hope in very adverse circumstances.*” One considered the “*hopes of success and better living conditions for one’s children*” found among individual Latinos to be an asset to the community as a whole. Another shared, “*Along with many needs, there is a sense of gratefulness.*” Narrative responses suggested that this sense of optimism among community members fosters their resilience to adversity. “*Despite the racism that exists in the KC Metro, Hispanics are thriving and continue to...advance their quality of life for their families.*”

Some survey respondents listed other positive personal attributes they believe are common among area Latinos. These include political engagement, kindness, respect, honesty, family and religious values, fraternity, and tolerance.

### Family

Several respondents discussed the importance of family as a valuable asset, which is consistent with the data displayed in Table 12. They cited “*families*” and “*family unity*” as community assets. One individual claimed, “*Family is most important,*” and another responded, “*In my community, I believe that the only ‘asset or positive characteristics’ are my family and Mattie Rhodes...*”

### People in the Community

Respondents identified people who serve the community as assets, including doctors, military personnel, and “*bilingual staff in community centers.*” They mentioned youth leaders and youth who are involved in organizing efforts. One respondent recognized “*...many non-Latinos [who] are willing to help out in our community*” as community assets.

### The Latino Community

Some individuals focused on the community as a whole, discussing the cohesiveness of the community and a “*sense of community.*” Such statements as “*We are unified*” and “*We support each other*” were common. Some also highlighted Latinos’ commitment to community service. One individual stated, “*Along with many needs, there is a desire to be of service the community.*” Another made this observation: “*Grassroots organizations are beginning to sprout up from the youth.*”

### Community Organizations

Survey respondents identified key social service organizations that contribute to stability. They noted organizations of various types, including “*advocacy groups that collaborate within the Latino community,*” “*religious organizations,*” “*churches,*” and “*several Hispanic-serving agencies.*” One community member shared that “*professional networking groups like Young Latino Professionals of Greater Kansas City*” (a program of the Greater Kansas City Collaborative and sponsored by the Hispanic Chamber of Commerce of Kansas City) are a local asset. While this is not an exhaustive list, the following is a list of other community organizations mentioned by name:

- El Centro, Inc.
- Guadalupe Centers, Inc.
- Hispanic Economic Development Corporation (HEDC)
- Mattie Rhodes Center
- The Don Bosco Centers
- Westside Community Action Network (CAN) Center.

### Community Services and Resources

Several respondents identified youth- or education-focused services as community assets. One survey participant wrote that “*after school programs for children to exercise without paying too much or something for children to get engaged [in] as a routine*” are a benefit to the community as a whole. Others agreed, citing “*youth sports activities*” and “*programs for youth in community centers*” as assets. Identified assets for young children and their families include “*nurseries (child care)*” and “*Hispanic day cares that teach our children both English and Spanish.*” “*Programs presented for*

dropouts,” “resources to get scholarships,” and “higher education institutions” are assets geared toward older youth.

Some respondents focused on such community resources as “museums,” “parks,” and “Spanish books at the library.” Others highlighted public services by mentioning “police community involvement,” “bus services,” “family services,” and “streets that [are] in good condition.” A few individuals stated that the area is a “great place to find work” and that there is a “lack of unemployment.”



Community Challenges

In like manner to the items about community assets, the survey listed 17 potentially challenging issues, with the request that respondents check the issues that they perceive to be challenges in the Greater Kansas City area. Table 13 presents their perceptions of community challenges in Greater Kansas City, ranked by the percentage of the 974 respondents that considered each an issue. Respondents perceived many of the selected issues to be challenges in communities of Greater Kansas City. Each of the following issues was considered a serious challenge by at least 60% of the respondents: gangs, low high school graduation rates for Hispanic youth, lack of opportunities and services for undocumented individuals, low education levels of adults, and unemployment for adults.

Table 13 Perceived Community Challenges

Community Challenges (n=974)			
Selected Features	%	Selected Features	%
Gangs	65%	Family violence or domestic violence	54%
Low high school graduation rates (for Hispanic youth)	65%	Lack of permanent residency options for youth (young scholars)	51%
Lack of opportunities and services for undocumented individuals	63%	Loss of Spanish language or culture of origin	49%
Low education levels of adults	62%	Poor physical health of community members	49%
Unemployment for adults	60%	Unemployment for youth	46%
Unplanned pregnancy among Hispanic teenagers	58%	Low literacy	43%
Lack of permanent residency options for working adults	57%	Lack of adequate, affordable housing	43%
Crime in neighborhoods	56%	Poor mental health of community members	30%
Lack of Hispanics/Latinos in community leadership roles	56%		

Some respondents also identified specific challenges that they perceive are issues in Greater Kansas City. The following narrative responses of 181 individuals reflect issues pertaining to personal attributes, family life, the people, the community, and its community organizations and related services.

Personal Attributes

While most responses focused on community issues, a few individuals described personal behaviors and traits that compounded the challenges. Several referenced feelings of “insecurity” and worry. One stated, “It is hard to study when you are worried about your finances or safety.” Another respondent observed a lack of motivation for self-improvement among community members and an unwillingness to get involved in community issues. One participant stated, “I think too many Hispanics feel comfortable and don’t care about grow[ing] as professionals...” Another noted a “lack of commitment and motivation from [the] Hispanic community to better themselves.”





## Family

A few respondents depicted issues associated with family dynamics and linkage between families and the community at large. One survey participant described the insular nature of Latino families as an issue: *"Families take care of their own."* Others identified *"domestic violence"* as an issue in the community and reported a need for *"family guidance."* One respondent reflected on the way the family unit interfaces with the education system, *"Family partnership with the schools has dwindled."*

## People in the Community

Discrimination against and among Latinos is a theme expressed by survey participants. Respondents described the effects of discrimination in multiple facets of daily life, including work, the criminal justice system, and opportunities for advancement. One individual described discrimination in the community as *"racial profiling of youth and young Latino adults by police in surrounding metro areas."* One person expressed a need to *"fight against discrimination towards Hispanics from police and people at the workplace."* Multiple respondents reported experiencing contempt for Latinos that includes *"scapegoating the Latino population as [though] all of us are undocumented and poor when the vast majority were born here."* Many reported that this stems from the current political situation, as depicted in such comments as these: *"The extremist national movement to use Latinos as a scapegoat for the economic problems has increased discrimination and negative attitude[s] towards Latinos;"* and *"The current politics are making racism seem as acceptable."*

Survey participants pointed out impacts of racism and discrimination that limit opportunities overall and reduce community cohesiveness. In addition to *"discrimination at work,"* one person asserted that non-Latinos *"...do not provide us the same opportunities."* Another contended, *"Latinos with education, experience, and desire to serve are denied the chance to advance in [the] workplace with a decent salary to support a family."* Some identified *"discrimination among Latino groups"* as an issue in the community: *"Mexicans discriminate against other Latinos or vice versa;"* and *"Not all Hispanics are treated the same; even in [our] own community, some are favored more."*

Community members reported a *"lack of mentors for youth"* and a need for programs that help youth learn more about the college admissions process and financial aid. One individual expressed the need for *"...youth mentors/clubs available to our Latino high school students to encourage higher education after high school."* Respondents also noted a need for some community members to improve their English language skills: *"They live for years in the United States and do not speak English"* and have a *"lack of interest in learning another language."*

## The Latino Community

Issues in the local Latino community identified by respondents focused on the police, gangs, community cohesiveness, and the need for additional public services. Multiple responses highlighted the need for *"more police security in the streets and more at night."* One community member contended, *"Much more police patrolling is needed in the area because it impedes gangs."* Others expressed the ineffectiveness of current policing: *"The police [do] not listen when one is trying to make a report,"* *"When one has some problem, with gangs, the police acts too late,"* and *"...there is not [a] response from the police when it is needed."* Some community members reported that police place too much focus on issues that do not protect the community. *"The police only focuses on giving tickets and not really on what they should..."* Additionally, some expressed concerns about the impact of racial profiling and immigration raids.

The majority of responses about criminal activity addressed issues with neighborhood gangs: *"The gangs are what harms us;"* *"There are many gangs or groups in the streets;"* and *"The problem that I have felt is gangs."* One community member expressed a need for youth to think about the impact of gang activity on the neighborhood before joining one, identifying this as a problem: *"The gangs that are formed within Hispanics; we are affecting ourselves, so we should think before harming people."* Another suggested providing additional *"activities for the high school kids to keep them out of the gangs."* Other criminal activities reported include *"robberies,"* *"vandalism,"* *"drugs,"* *"delinquency,"* and *"lots of murder crimes that were left unsolved."*



Respondents expressed concerns about community cohesiveness, particularly discrimination among Latino ethnic groups and poor communication among community members. One respondent said, *"Outside of all the restaurants on Southwest Blvd., I am unaware of any Hispanic community in KC."* Another claimed, *"In the Hispanic community there is discrimination among the people,"* using as an example *"the Mexicans from Mexico and the Mexicans living here."* Others discussed a lack of *"solidarity in cases of need,"* including one respondent who declared, *"There is no unity, nor support from Hispanic community itself; everyone cares for themselves, and there is no support."* Respondents also expressed a need for solidarity among those in leadership positions, as shown in reports of *"inner fighting among community leaders"* and a need for *"community programs working together."*

Community members identified multiple areas of need related to events and public services. Some wanted additional *"activities for Latinos,"* including one who shared, *"In KCMO [Kansas City, Missouri], I find it difficult to find any Hispanic cultural or ethnic events."* Survey participants also reported a need for additional *"parks and recreational places,"* *"...a swimming pool on the west side,"* *"art education,"* and *"cultural programs."* Some cited a need for increased public services to address *"street maintenance,"* *"sewer maintenance,"* litter, snow removal, and trash removal.

### Community Organizations

The need for better leadership within the community and better coordination among organizations are two themes that emerged from the comments related to community organizations. Respondents identified areas of need at multiple levels of leadership. At the grassroots level, they reported a *"lack of voice and say for the undocumented,"* as well as a *"lack of local Latino leadership to lead and their inability to unite or mobilize with organizations to address issues with one voice for the progress of communities."* One person remarked, *"Not very many leaders of Hispanic organizations speak Spanish to communicate with the community."* Some individuals expressed their perceptions that Latinos need *"representation in government."* In a similar vein, one stated, *"Hispanics are not represented in City Hall, KCPD [Kansas City Police Department] and other areas of KCMO [Kansas City, Missouri] decision-making bodies."*

Some individuals highlighted a need for better communication among local agencies that serve Latinos. In addition to the suggestion that organizations *"cross-refer"* and share information, respondents wanted *"social service organizations leveraging resources, especially across state lines [and] leadership working together across state lines."* The reported need for collaboration extended to for-profit businesses. One respondent identified *"business not supporting our community"* as a concern. Another identified *"for-profit agencies offering services in competition to non-profits, limiting non-profit agencies' ability to serve community"* as an issue, asserting, *"For-profit services compete to offer free services paid by grants."*

### Services

Comments related to area services centered on education and employment. Statements included concerns about the *"lack of child care,"* the need for access to *"quality special education for youth,"* and the need for *"more education for adults."* Respondents claimed that *"school standards are very low,"* and that there is a need for *"good schools to prepare students for college."* Multiple responses noted the issues that prevented Latino youth from attending college, including *"lack of support for DREAM youth"* and needs for *"educational [and] economic support for youth that aspire to go to college"* and *"financial assistance for Latino families who cannot afford to put their kids through college..."* One person stated, *"In Missouri, undocumented individuals aren't allowed to enroll in colleges/universities."* Another linked this disallowance with dropout rates, commenting, *"A serious problem was that students did not have access to opportunity to study at a university; that is why they abandoned their classes to work."*

Employment was another area of concern noted by survey participants. They expressed a need for *"better jobs,"* *"training centers for Hispanic workers"* including job training programs in Spanish, *"opportunities to improve in work,"* and *"employment opportunities."* One individual referenced the impact of legal status on employment by stating, *"...people without papers cannot get work."* Unemployment and limited income



may also affect access to other resources. Respondents reported a “*lack of housing,*” difficulty paying “*water, electric and gas utility bills,*” “*lack of credit,*” and “*no bank accounts*” as areas of concern. Other identified needs include better access to classes to learn English, better public transportation, and additional activities for youth.

## Need and Access to Services and Resources in Greater Kansas City

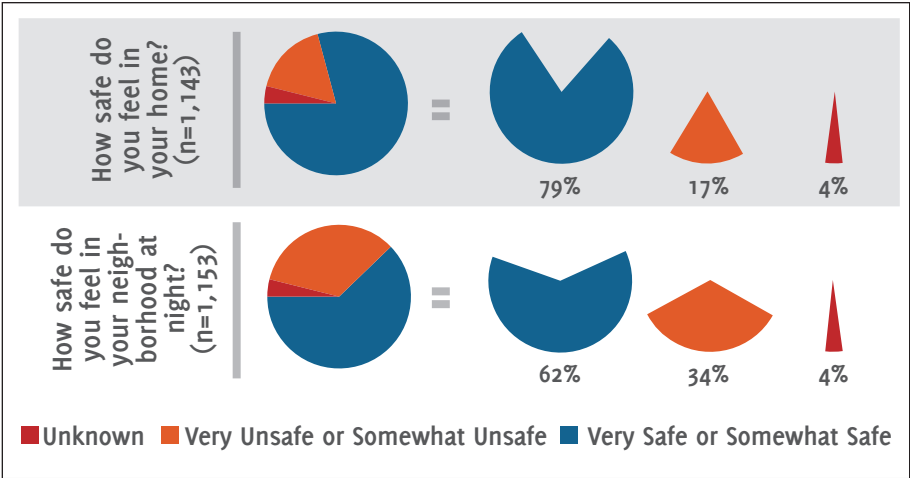
### Safety

#### Safety in the Home

Three issues identified by over half of the respondents as community challenges were family violence or domestic violence, gangs, and crime in the neighborhoods (Table 13). Two additional survey questions addressed their own perceptions of safety within their own home and nighttime safety in their own neighborhood.

Of 1,143 participants who rated how safe they (and their children, if applicable) felt within their own homes, 79% reported feeling ‘*Very Safe*’ or ‘*Somewhat Safe*’ at home, while 17% reported feeling ‘*Very Unsafe,*’ or ‘*Somewhat Unsafe*’ in their homes. Figure 28 provides additional detail.

Figure 28 Perceptions of Safety



#### Safety in the Neighborhood

Higher percentages of respondents reportedly felt that they or their family are more unsafe in their neighborhoods at night than in their homes. Thirty-four percent reported feeling ‘*Very Unsafe*’ or ‘*Somewhat Unsafe,*’ while 62% reported feeling ‘*Very Safe*’ or ‘*Somewhat Safe*’ in their own neighborhood at night. Figure 28 also presents their perceptions of safety in the neighborhood.

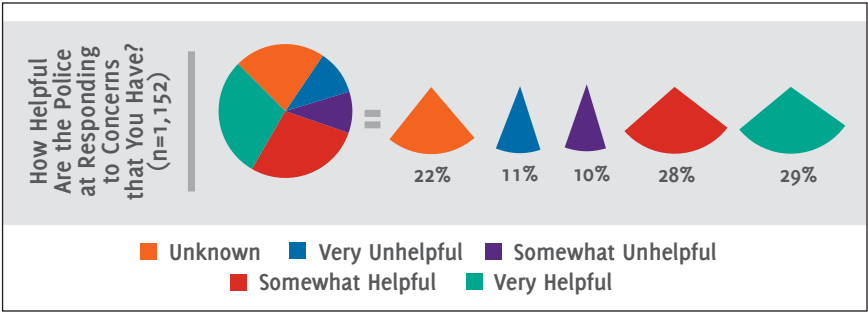
The perception of lack of safety in the neighborhood by one-third of respondents corresponds with these comments pertaining to community challenges: “*My children are unsafe because of gangs;*” and “*Gangs make it hard to walk down the street.*” Some expressed frustration with police effectiveness and crime prevention. For example, one local resident remarked, “*[There is] lots of talk of improvement but nothing has been done, especially in controlling our streets from crime.*”

In considering their own personal circumstances, however, most of 1,152 respondents reported that local law enforcement officials were responsive to their concerns. When asked to rate the helpfulness of the police in responding to their own or their family’s concerns, 57% of respondents rated the police as ‘*Very Help-*

ful' or 'Somewhat Helpful;' 21% rated them as 'Somewhat Unhelpful' or 'Very Unhelpful.' The fact that 22% did not know the helpfulness of police might imply the lack of some respondents' personal interaction with them. See Figure 29.



Figure 29 Helpfulness of Police

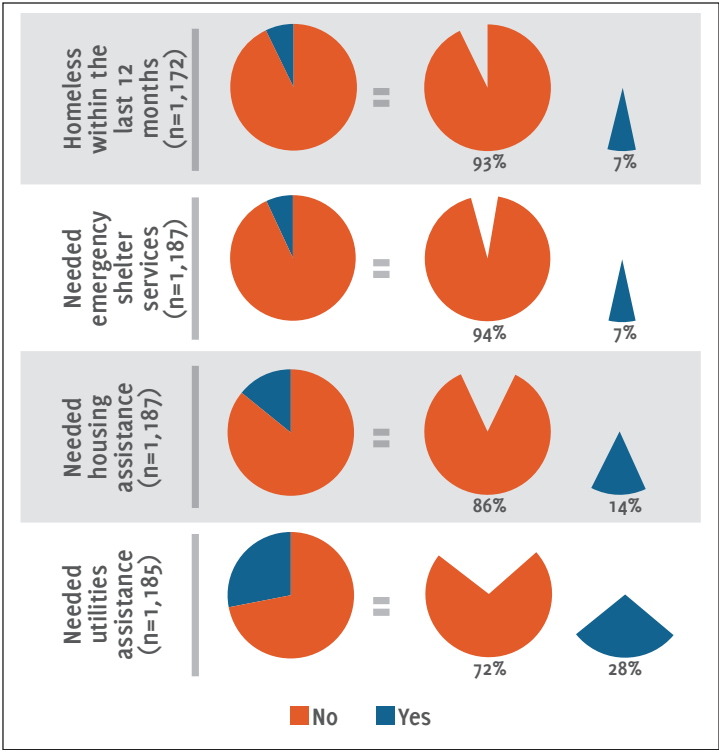


### Housing

#### Homelessness and Need for Emergency Shelter

One community challenge identified by over one-third of respondents was the limited availability of adequate and affordable housing for local Latinos (Table 13). In this section, respondents considered their own needs related to housing, including homelessness, housing assistance, utilities assistance, and emergency shelter use. As displayed in Figure 30, 7% of 1,172 respondents (84 individuals) reported experiencing at least one instance of homelessness in the previous 12 months. Similarly, 7% of 1,183 respondents (77 individuals) reported that they or their family had needed or used emergency shelter services. Thirty percent of individuals who needed emergency shelter services indicated that these services were easy to access, compared to 30% who indicated that the services were difficult to access and 31% were unsuccessful accessing them. See Figure 31.<sup>26</sup>

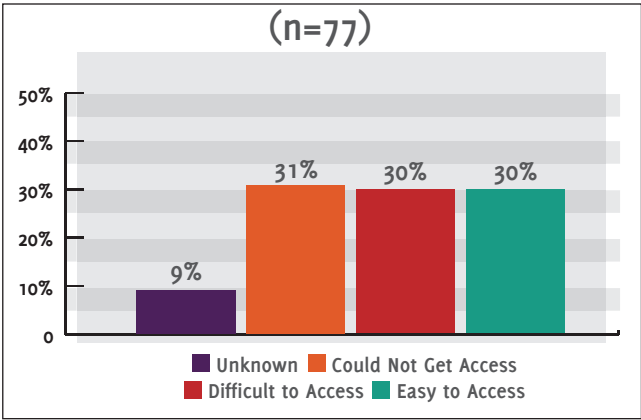
Figure 30 Housing Needs



<sup>26</sup> Seventeen of the individuals who experienced homelessness also reported attempting to access emergency shelter services; 41% were unsuccessful, 24% found it difficult, and 24% found it easy to access (access unknown for 12%).



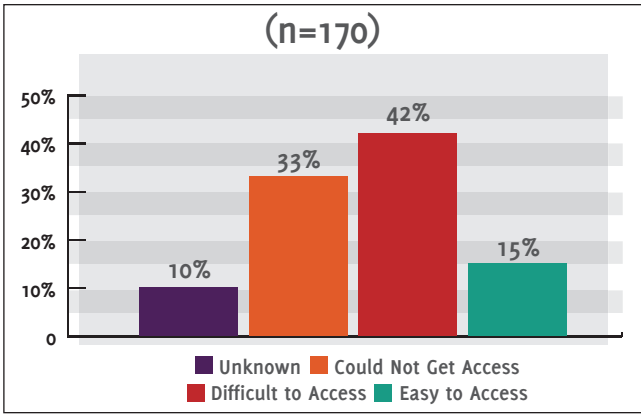
Figure 31 Access to Emergency Shelter Services



**Housing Assistance**

Fourteen percent of 1,187 respondents reported that they or their family had needed or used housing assistance services, such as public housing and rental or mortgage assistance (see Figure 30). One-third (33%) of people who needed housing assistance reported that they could not get it; 42% accessed housing assistance with difficulty, and only 15% accessed it easily. See Figure 32.

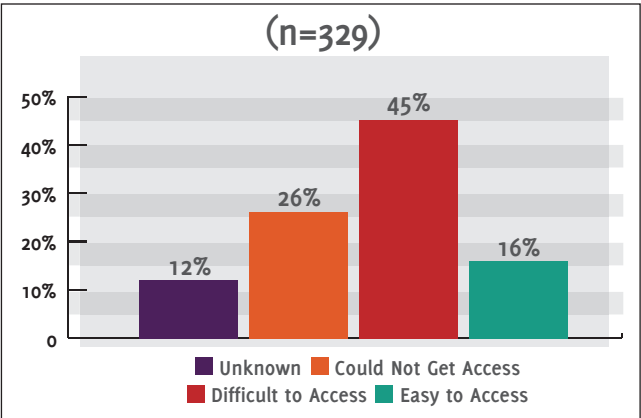
Figure 32 Access to Housing Assistance



**Utility Assistance**

Help paying utility bills (e.g., electricity, gas, water, or sewer) was the most frequently reported housing-related need, with 28% of 1,185 respondents claiming this to be an issue for themselves or their family (see Figure 30). As shown in Figure 33, 45% found it difficult to get this assistance when they needed it, and 26% could not get assistance with utilities. Only 16% considered it easy to get assistance paying their utilities.

Figure 33 Access to Utilities Assistance





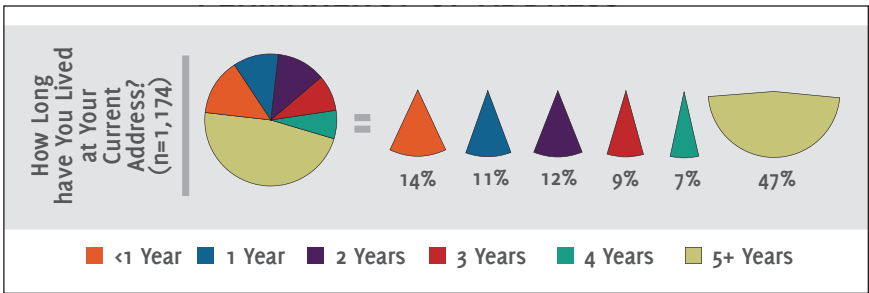
Permanency of Address and Home Ownership

Almost half (47%) of 1,174 respondents had lived at their current address for 5 years or more. Fifteen percent had maintained their current address 3-4 years, 22% for 1-2 years, and 14% for less than 1 year. See Figure 34.



Forty-three percent of 1,172 respondents reported that they were homeowners (including a house, a townhome, or a condominium). The 2010 U.S. Census data for Greater Kansas City provides a point of reference, documenting that 67% of all housing units in the Greater Kansas City area were occupied by the owner, compared to 50% of housing units inhabited by Latinos being occupied by the owner (see Figure 11).

Figure 34 Permanency of Address



Employment

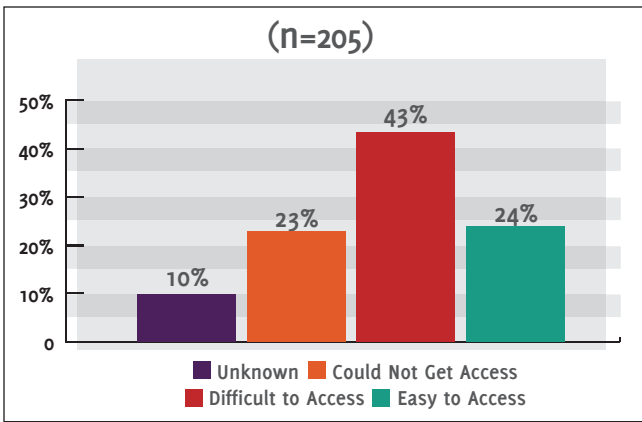
Perceived Effects of Unemployment and Underemployment

In their identification of community challenges, over half of the respondents cited unemployment of Latino adults and almost half cited unemployment of Latino youth (Table 13). In these sections on employment and community resources, survey participants responded to questions about their own access to a variety of resources related to employment, including employment training, business loans, transportation, and other professional services. When considering their responses to the questions in this section, it is helpful to recall that 73% of respondents stated that they were employed (full-time or part-time, including self-employment) at the time they completed the survey.

Employment Training

Eighteen percent of 1,117 participants reported that they or a family member had needed or used an employment training program at some time. However, 43% of respondents who needed these programs reported them to be difficult to access, and another 23% said that they could not obtain the training. Only 24% of respondents reported these programs to be easily accessible. Figure 35 highlights participant responses

Figure 35 Access to Employment Training



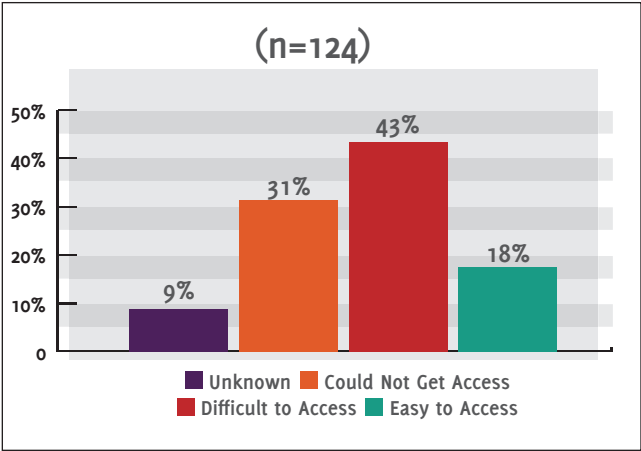




**Small Business Loans**

Few respondents (11% of 1,176 people) stated that they or a family member had needed or used business assistance or a small business loan at some point in time. As displayed in Figure 36, 31% of the people who needed help could not get the assistance or the loan that they attempted to obtain. Another 43% stated that they found the process difficult, compared to 18% that found the process to be easy.

**Figure 36 Access to Small Business Loans**

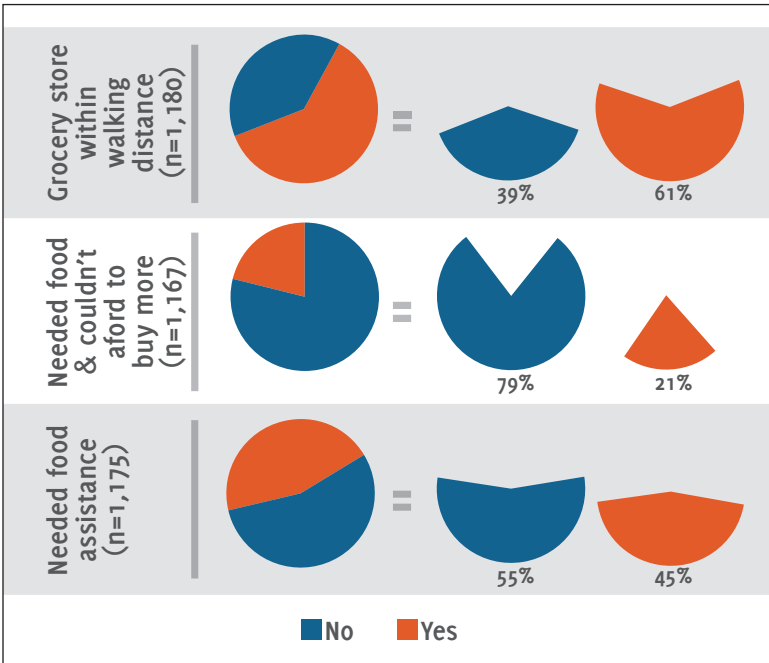


**Community Resources**

**Food Resources**

Thirty-nine percent of 1,180 respondents reported that there was no grocery store within walking distance of where they lived. Nearly half of the respondents with no nearby grocery store (48%) indicated that having a grocery store within walking distance was ‘*Very Important*,’ 35% reported it to be ‘*Somewhat Important*,’ and only 15% reported this to be ‘*Not Important*.’

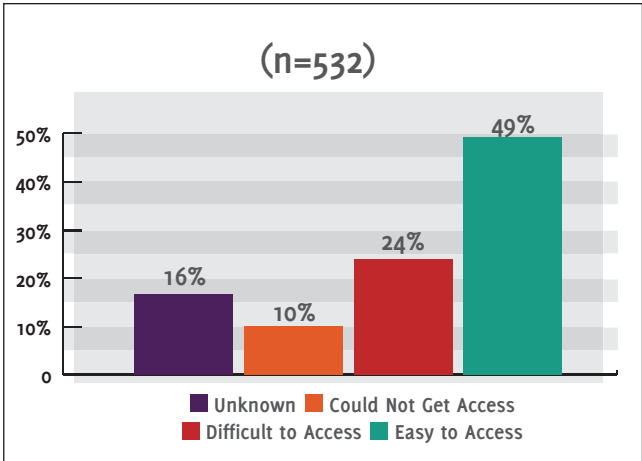
**Figure 37 Availability of Food Resources**



Twenty-one percent of 1,167 participants reported that at least once in the previous 12 months they ran out of food and could not afford to buy more. Forty-five percent of 1,175 participants stated that they or their family had needed supplementary food assistance programs, like WIC (Women Infants and Children) or SNAP (Supplemental Nutrition Assistance Program). Figure 37 summarizes the availability of these food resources. Almost half (49%) of those who reported a need for these programs found the services easily accessible; 24% reported them to be difficult to access, and 10% reported that they could not access these services. See Figure 38.



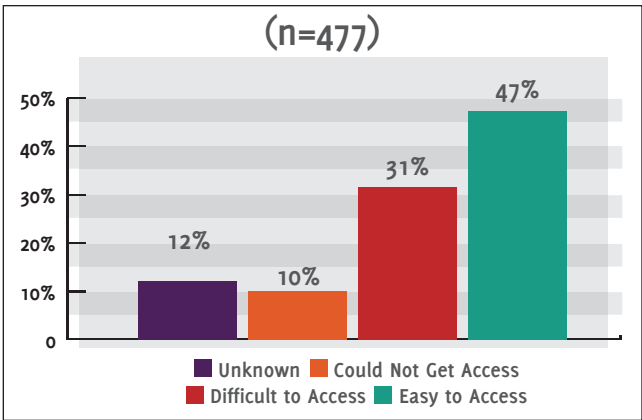
Figure 38 Access to Food Assistance Programs



Transportation

Ninety-two percent of 1,180 respondents had access to a car that either they or a household member owned. However, 41% of 1,173 respondents stated that they or someone in their family had needed public bus service at some point in time. While 47% of those who needed public bus service found it easy to access at that time, 31% found it difficult to access when they needed it, and 10% could not access it at all, as shown in Figure 39.

Figure 39 Access to Bus Service

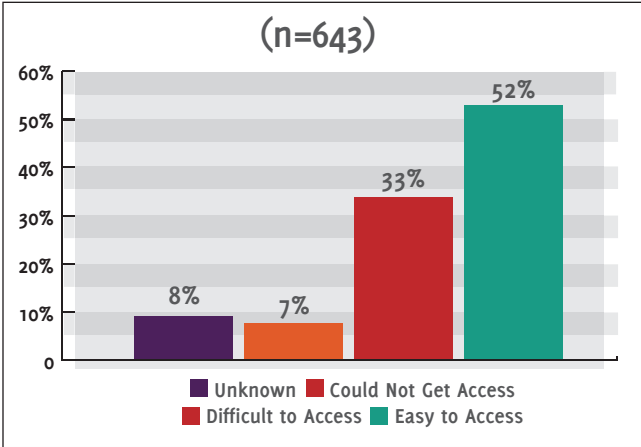


Legal Services

Participants were asked to report if they or their family had needed or used a lawyer. Fifty-seven percent of 1,133 respondents reported a need for legal services. Of those who attempted to get legal help, 52% reported that it was easy to obtain, 33% reported that it was difficult to access, and 7% could not access the service. Figure 40 details their responses.



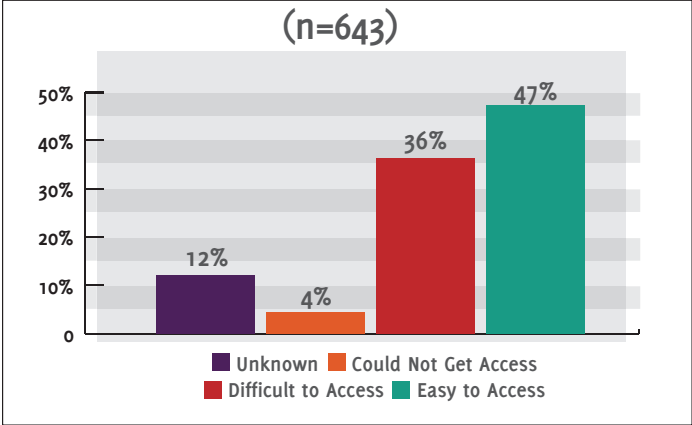
Figure 40 Access to Legal Services



Translation Services

Forty-seven percent of 1,065 people reported that they had needed translation services while living in Greater Kansas City.<sup>27</sup> Thirty-six percent reported that the service was difficult to access, and 4% reported not being able to access a translator when they needed one. In contrast, 47% reportedly had no difficulty getting translation assistance. See Figure 41.

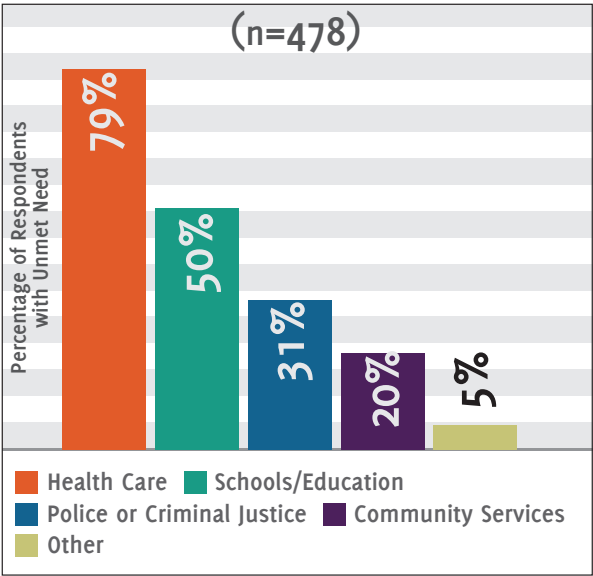
Figure 41 Access to Translation Services



Almost all of the 498 survey participants who acknowledged a need for translation services (96%) also indicated the areas in which they needed assistance.<sup>28</sup> The most frequently identified area of need for translation services was health care, as noted by 79% of the respondents. Some participants also indicated that they needed translation services when interacting with others in settings associated with education, criminal justice, and community services (according to 50%, 31% and 20% of respondents, respectively). Five percent reported other needs for translators, which were most frequently related to employment. One participant commented, “An interpreter has been difficult to come by at City Hall.” Others expressed the need for additional bilingual professionals, including health care providers, police officers, and lawyers. Almost half of the individuals who needed translation services (49%) expressed a need for this assistance in more than one area, with the highest percentage of respondents needing translation in both health care and education. See Figure 42.

<sup>27</sup> While the survey item referenced “translation services,” it appears from the responses that the respondents considered this to include interpretation, as well as translation. This broader connotation was the intent of the survey authors.  
<sup>28</sup> Respondents were allowed to select all areas that apply and to describe any other areas of need for these services.

Figure 42 Translation Service Areas



Health

Health Care

As respondents identified community challenges, they noted health care accessibility issues. As shown in Table 13, almost half of the respondents identified poor physical health as an issue for the local Latino population, while almost one-fourth considered poor mental health an issue. In addition, over half considered unplanned teen pregnancies to be an issue for the Latino community in Greater Kansas City.

Several survey items addressed their own personal health care needs and the health care needs of their families. Survey participants were asked whether they or others in their family needed but could not see a doctor or dentist in the previous 12 months. Sometime during the past year, access to a doctor was not possible for 29% of 1,666 respondents or their families, and access to a dentist was not possible for 38% of 1,165 respondents or their families. At some time in the past year, 27% of 1,161 respondents or their family members had reportedly needed prescription medications that they could not get. See Figure 43.

I was surprised to see that Hispanics felt discriminated by police often times but also appreciate their help at times.

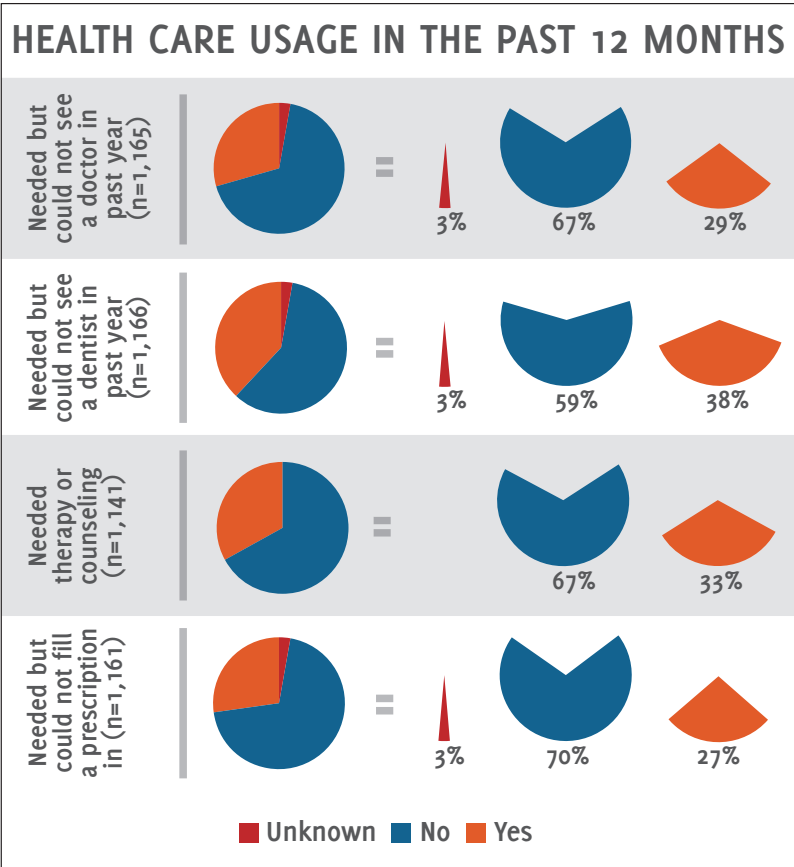
—Ann Murguia, Commissioner, Wyandotte County  
Kansas City, Kansas Unified Government

Some responses were revealing; for example, regarding assets, the Community Survey respondents focused on bilingual skills (64%) as the most valued asset, while the Key Informants indicated overwhelmingly that entrepreneurship was a greater asset (82%). Family relationships and faith-based/religious organizations received high marks from both groups, which is in line with general Latino values.

—Bernardo Ramirez, Executive Vice President/ CCO  
Economic Development Corporation of Kansas City



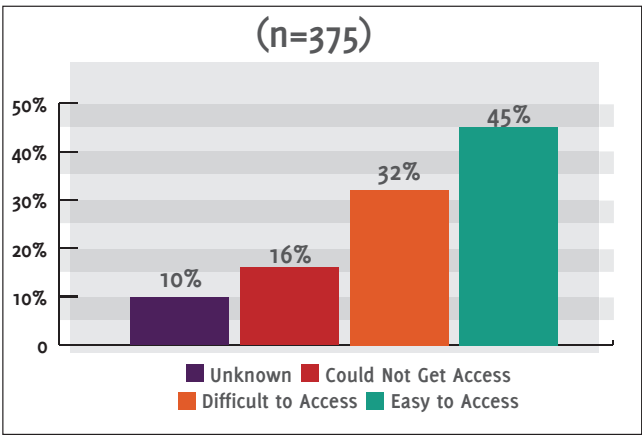
Figure 43 Health Care Needs



**Mental Health Care**

Thirty-three percent of 1,141 respondents reported that they or others in their family had needed or used therapy or counseling services at some point in time, as displayed in Figure 43. Of those who reported this need, 15% could not access the service, and 31% found it difficult to access. Forty-four percent of people who attempted to access mental health services found the process to be easy. See Figure 44.

Figure 44 Access to Mental Health Care



**Comments about Access to Health and Mental Health Care**

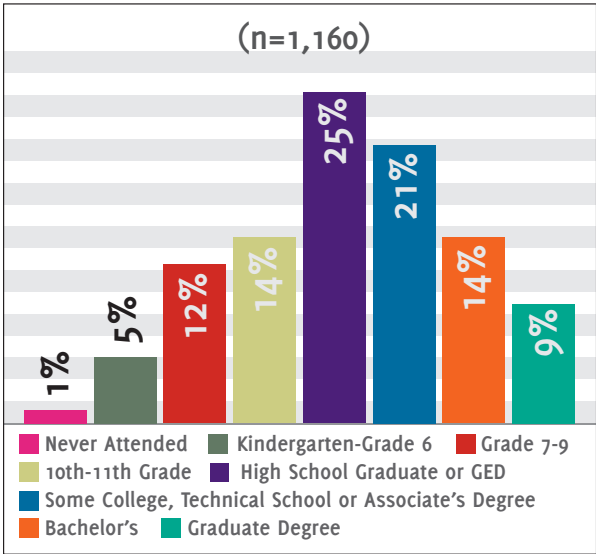
Most frequently, comments about the factors affecting access to health/mental health care were related to income, residency status, and the availability of bilingual translators or service providers. The following statement is especially representative: “We earn more

than what the clinics approve to receive assistance, but not enough to pay the medical costs.” In a similar vein, other respondents identified needs for affordable dental care, eye care, and corrective lenses. For some, immigration status was a barrier, such as those who reported being “denied medical treatment for being undocumented.” Others had issues accessing providers who could meet their health needs because there were few “opportunities for children with disability who are Spanish-speaking.”



Education

Figure 45 Highest Level of Education Completed



Graduation from High School

Low graduation rates were an area of concern identified by 65% of 974 respondents. Sixty-one percent reported low levels of education among adults to be a problem, and 43% reported low literacy rates as an issue in the local Latino community. See Table 9. The highest level of education completed was reported by 1,160 participants. Thirty-one percent had not graduated from high school or earned a General Education Development (GED) certificate. Of the respondents without diplomas or their equivalent, 43% completed at least their sophomore year. Twenty-five percent of

respondents completed high school or passed GED tests. Twenty-one percent completed some college-level coursework without earning a bachelor's degree, including those who earned technical certificates and associate's degrees. Fourteen percent had bachelor's degrees, and 9% earned a graduate degree of some kind. Figure 35 presents this information.

Children's School Environments

Children's School Environments. Six hundred sixty-four participants answered one or more questions related to their children in grade 12 or younger. Respondents identified the type(s) of school their children attend currently and rated the quality of instruction their children receive. The survey allowed parents to select more than one type of school that their children attend. The majority of 569 parents (84%) reported having one or more children in a public school, while 11% reported having children in a private or parochial school and 9% reported having children in a charter school.

Six hundred fourteen parents rated the quality of education their children receive at the time of survey completion. Over three-fourths of respondents (78%) assessed the quality of their children's education as 'Good' or 'Excellent,' but 15% assessed their education as 'Fair' or 'Poor.' Seven percent of respondents were unsure of the quality of their children's education at this time. See Figure 46.

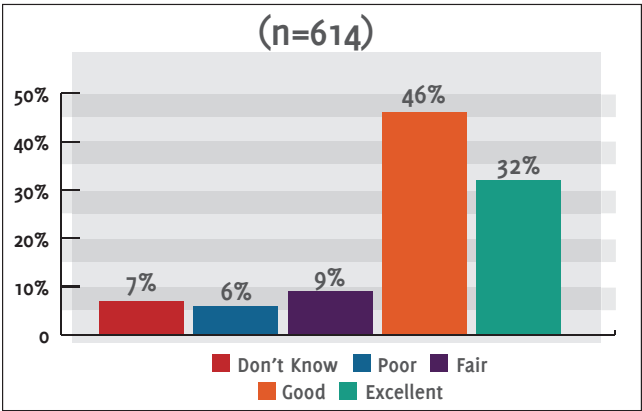
Hispanics seemed to be relatively happy with public transportation. As a politician, it is not often that we hear anyone is happy with public transportation in the metropolitan area.

—Ann Murguia, Commissioner, Wyandotte County  
Kansas City, Kansas Unified Government





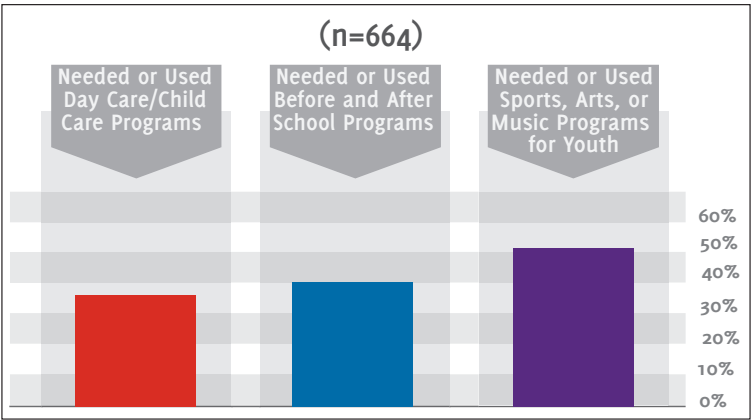
Figure 46 Perceived Quality of Children's Education



Other Educational and Enrichment Programs for Children

Many of the 664 respondents with children or youth stated that they had needed or used child care, before and after school care, and enrichment programs for them. Figure 47 displays the percentages of respondents needing or utilizing these types of programs.

Figure 47 Use of Early Childhood and School-Age Programs



Thirty-six percent of parents reported having had a need for early childhood programs, e.g., day care or child care. However, parents found these programs more difficult to access than extracurricular activities for older children. Only 38% of parents who needed child care reported that it was easily obtainable, while 37% found the process difficult, and 17% could not get child care for one or more of their children.

Forty percent of respondents with school-aged children reportedly needed before and after school programs, which is consistent with comments describing community challenges. The majority of parents (55%) found before and after school care to be easily accessible, while 28% found it to be difficult to obtain, and 10% could not get the service.

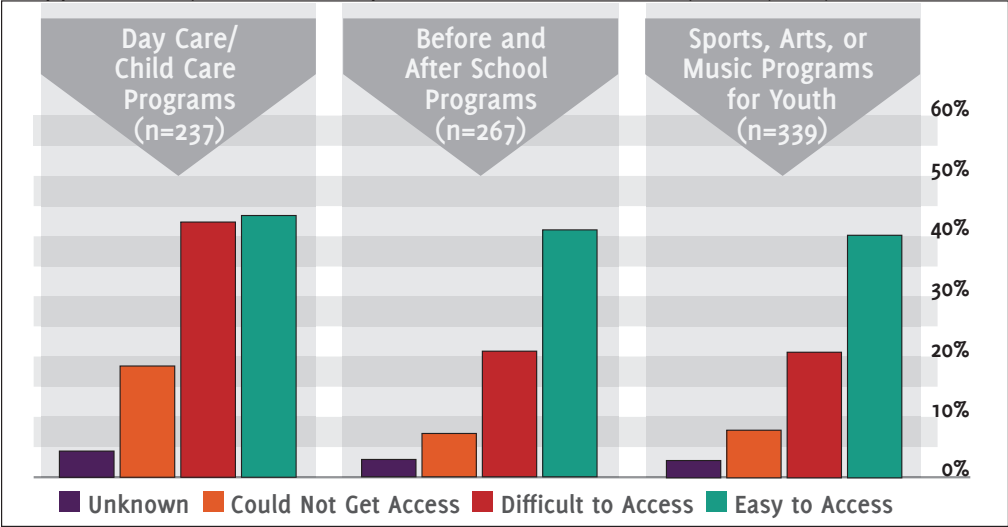
Figure 48 Access to Early Childhood and School-Age Programs

While U.S. citizen and legal immigrant Hispanics struggle with these issues, the undocumented population faces more obstacles to finding solutions. For example, undocumented immigrants are barred from receiving housing assistance, food stamps, and free legal assistance. The implication for this divide shows that immigration reform could level the playing field for all Hispanics.

—Jessica Piedra, President,  
Latino Coalition of Kansas City



Approximately half of the respondents with children or youth (51%) had needed or

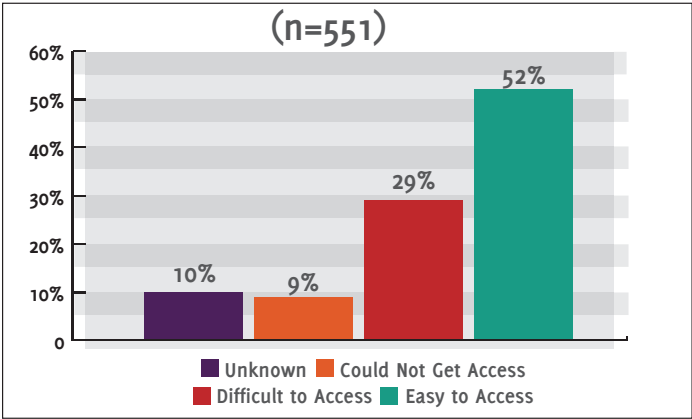


accessed enrichment programs related to the arts, sports, or music at some time. Fifty-three percent of those who needed these types of programs reported that they were easily accessible, while 27% reported having difficulty accessing them and 10% reported being unable to get them for the youth in their family. Figure 48 compares the ease with which parents were able to obtain each of these types of programs for their children.

English Language Classes

Survey participants discussed the need for and availability of English as a second language courses. Fifty percent of 1,094 respondents reported a need for English language classes at some time. Just over half of those who needed this service (52%) reported that it was easy to obtain, as shown in Figure 49. Twenty-nine percent reported some difficulty accessing the service, and another 9% reported that they could not get it. One respondent stated, “It is very important for me to learn English, but it is difficult for me.” Some respondents also indicated a desire for GED preparation courses offered in Spanish.

Figure 49 Access to English Language Classes



In 1990 the Latino population in the Kansas City Metro Area represented 3% of the total, and by 2010 it had tripled in just 20 years to over 9%. Similarly, the sample size for the 1988 needs assessment was approximately 0.2% of the Latino population at that time, while the 2012 sample size was approximately 0.7% of the Latino population at that time. This represents an increase of roughly 3.5 times the original; this is a huge victory for the LCEC.

—Gloria Ortiz-Fisher, Executive Director,  
Westside Housing Organization



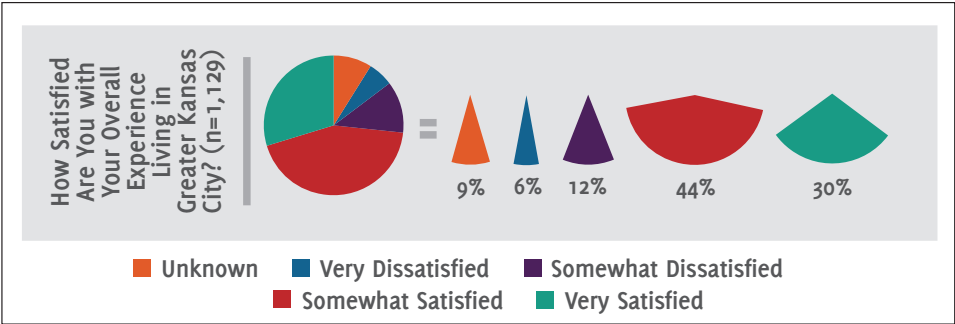
## Social and Civic Engagement

### Satisfaction with Greater Kansas City

#### Overall Satisfaction

Respondents were asked how satisfied they are with their overall experience living in Greater Kansas City. Most indicated some level of satisfaction, with 74% of 1,129 reporting that they are ‘*Somewhat*’ or ‘*Very Satisfied*’; 18% are ‘*Somewhat*’ or ‘*Very Dissatisfied*.’ See Figure 50. This suggests that the assets most people identified contributed to their positive perceptions about living in Greater Kansas City, despite the challenges.

Figure 50 Overall Satisfaction Living in Greater Kansas City



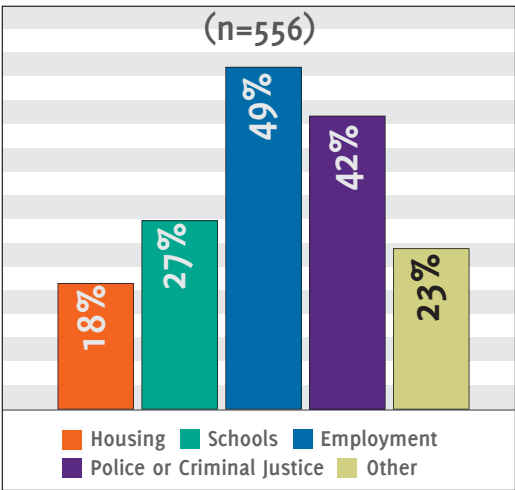
#### Latino Cultural Events

When asked if ‘*there are enough Latino cultural events, such as fiestas, art exhibits, and concerts offered in the Kansas City metro area,*’ 44% of 1,141 respondents said ‘*no,*’ while 35% said that an adequate number of events were available, and 21% said that they didn’t know.

### Discrimination

Figure 51 Areas of Discrimination

A major source of dissatisfaction was related to discrimination against Latinos. Fifty percent of 1,119 participants reported experiencing discrimination of some kind while living in Greater Kansas City. Figure 51 depicts the most commonly reported areas. Participants could select multiple forms of discrimination. Work-related discrimination and bias by police or criminal justice officials were the two most frequently reported, as evidenced by response rates of 49% and 42% respectively. Over one quarter of respondents reported an experience with educational bias, and 18% experienced bias in housing. Participants also wrote about some of their other experiences with discrimination. Many written comments identified specific places where respondents encountered discrimination, including retail and grocery stores. Bias was also reported when accessing health care and the criminal justice system. One participant wrote, “*I felt that because of being Latino, the lawyer didn’t represent me good [sic] in my accident.*”





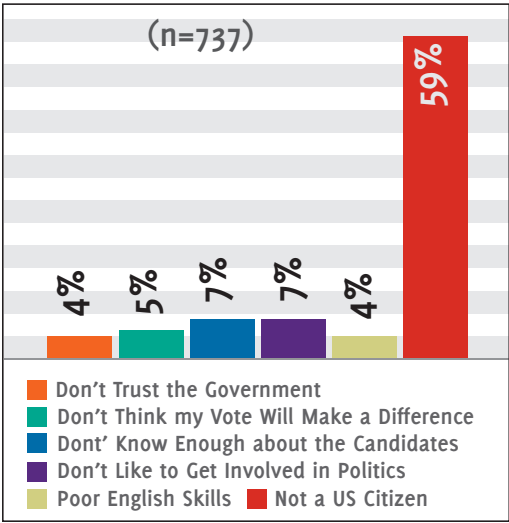
Government Representation of Latino Interests

Respondents also reported how well they believed that local and state government represented their interests as Latinos. Only 15% of 1,130 participants felt as though their interests were represented by their local government. Fifty percent of them said their interests were not considered, and 35% were unsure. Similarly, 13% of 1,130 participants perceived their state government as responsive to their needs. Fifty-four percent did not, and 33% were unsure of how well their state government represented the interests of Latinos.

Challenges Gaining Permanent Residency

Limited opportunities to gain permanent residency status can be a problem in Latino communities. Over half of respondents considered this a challenge for local Latino adults and for local Latino youth; further, almost two-thirds reported that there were limited opportunities and services for undocumented Latinos in Greater Kansas City (Table 13). A commonly reported issue related to having an undocumented status was the availability of medical and dental care. One respondent wrote that it was “*difficult to have access without being a legal resident. The only option is to pay on my own but [it] ends up being excessively expensive.*” Others discussed their inability to get driving licenses and the inability to change their documentation status. One participant reported feeling insecure “*...living in a country where no opportunity is provided to adjust the immigration status and succeed.*” Another felt that “*doors were closed to a better way of life*” when opportunities to become documented were not available.

Figure 52 Reasons for Not Voting



Voting

Voting is one area affected by residency status. When asked about their voting history, 65% of 1,134 respondents reported that they had never voted while living in the Greater Kansas City area. The most commonly indicated reason for not voting was a lack of United States citizenship, as reported by 59% of respondents. Other factors included a dislike of politics, a distrust of the government, and the perception that an individual vote would not affect the overall outcome of an election. Seven percent of nonvoters reported a lack of information about candidates as a cause and 4% reported having poor English skills. See Figure 52.



## Chapter 4

# Key Informant Survey Findings







# Key Informant Survey Findings

## Introduction

The Latino Civic Engagement Collaborative, the Greater Kansas City Hispanic Needs Assessment Committee, and staff of the University of Missouri-Kansas City Institute for Human Development invited approximately 200 community leaders in the Latino community to give a broader perspective of the needs and assets in the Greater Kansas City area. Their responses were to consider the Greater Kansas City area to include the following counties: Jackson, Cass, Clay, Platte, and Ray in Missouri; and Wyandotte, Johnson, Leavenworth, and Miami in Kansas. Forty-four leaders completed the online survey between January and April 2013.<sup>29</sup>

### Information about the Key Informant Leaders

#### Areas of Expertise

The 44 respondents were employed or engaged in a variety of sectors. They most commonly reported positions in broad-based nonprofit organizations or businesses, represented by 23% and 20% of survey participants, respectively. Eleven percent worked in organizations classified as government or quasi-government, including persons in elected, appointed, and staff positions. Others were specifically involved in education (9%), health care (14%), and faith-based organizations (2%). Many served on boards and councils, in addition to 11% with a primary focus on policy and advocacy. Nine percent did not identify their areas of employment or expertise. See Table 14.

Table 14 Areas of Expertise of Respondents (n=44)

	Affirmative Responses	Percentage of Sample
1. Business	9	20%
2. Government/Quasi-Government	5	11%
3. Education	4	9%
4. Health Care	6	14%
5. Faith Organization	1	2%
6. Policy and Advocacy	5	11%
7. Other Broad-Based Nonprofit Organizations	10	23%
8. Unreported	4	9%

#### Geographic Representation

Community leaders were recruited from the bi-state Greater Kansas City area. Of the 43 leaders who provided information, 86% reported that their work extended across the metro area and was not limited to communities in either Kansas or Missouri. The remaining 14% specified these areas of Greater Kansas City where they worked: “the urban core;” “the Westside of Kansas City, Missouri;” “primarily Wyandotte and Johnson Counties;” and “Jackson County.” Their knowledge of the needs and available services for local Latinos also crossed state lines. Of 41 respondents, 78% percent reported that they were familiar with the needs of communities in both Kansas and Missouri of the Greater

<sup>29</sup> Survey participation was voluntary. Sample size varied from item to item when respondents omitted items or sections of the survey. No statistical procedures were used to substitute for missing data.

Kansas City area. Twenty percent were more acquainted with the issues facing Missouri residents, and 2% were most familiar with those in Kansas. Responses about the availability of services for local Latinos were similar. Eighty percent of leaders reported that they were well informed about the services available in both states, and 20% were only knowledgeable about those in Missouri.



Demographic Profile

Race and Ethnicity

Forty-three respondents provided information about their ethnicity and race (with the option of selecting multiple races). Seventy-nine percent identified themselves as Hispanic or Latino. With regard to race, 67% identified themselves as white, 2% as American Indian/Native American, 2% as Black or African American, 7% as multiracial, 7% as unknown, and 14% selecting none of the categories.<sup>30</sup> The 34 Latino respondents' determination of their race was as follows: 62% white, 3% American Indian/Alaskan Native, 9% unknown, 9% multiracial, and 18% unreported.

Language Preference

Forty-three participants reported their language preferences. Approximately half were bilingual, including 9% who preferred speaking Spanish and 47% who preferred speaking English. Forty-two percent of participants spoke only English and the remaining 2% spoke only Spanish. See Figure 53.

Gender and Age

Nearly an equal number of men and women completed the survey. Fifty-four percent of the 41 respondents who provided their age were male, and 47% were female. They ranged in age from 27 to 67, with a mean and median age of 48 years.

Figure 53 Language

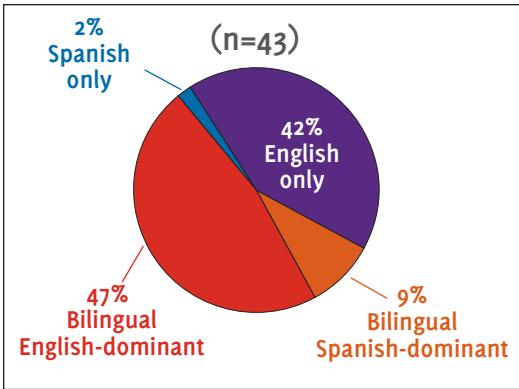
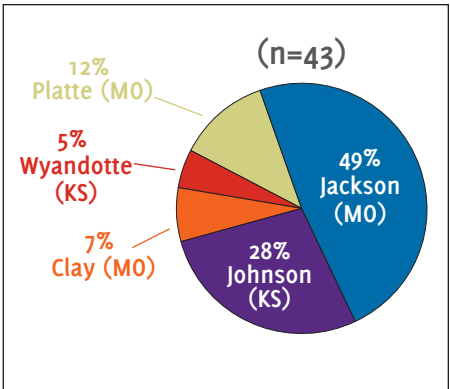


Figure 54 County



Geographic Location

Of the 43 respondents who reported the ZIP code of their residence, 67% lived in Missouri, and 33% lived in Kansas. Altogether, 21 ZIP codes in Missouri and 11 ZIP codes in Kansas were represented. County-level data are presented in Figure 54. The largest percentages of respondents resided in Jackson County, Missouri (49%) and Johnson County, Kansas (28%). The least represented counties were Clay County, Missouri (7%) and Wyandotte County, Kansas (5%). No respondents were from Ray or Cass County in Missouri or Leavenworth or Miami County in Kansas. ZIP data were used to identify the four cities in Missouri and six cities in Kansas where respondents lived.<sup>31</sup> Table 15 presents the percentages of respondents according to their city and state.

<sup>30</sup> Some percentages throughout this report may not total 100% due to rounding.  
<sup>31</sup> If the ZIP code for the given area includes multiple cities, the largest city in that area is shown.



Table 15 Respondents by City and State

MO Cities (n=29)			KS Cities (n=14)		
	Affirmative Responses	Percentage of MO Sample		Affirmative Responses	Percentage of KS Sample
1. Kansas City MO	25	80%	1. Overland Park KS	4	27%
2. Lee's Summit MO	2	7%	2. Olathe KS	3	20%
3. Riverside MO	1	3%	3. Kansas City KS	2	13%
4. Blue Springs MO	1	3%	4. Prairie Village KS	2	13%
			5. Shawnee KS	1	7%
			6. Mission KS	2	13%

## Perceived Assets and Challenges for the Latino Community in Greater Kansas City

### Identified Community Assets in Greater Kansas City

Local community leaders were asked to identify assets and positive features present within the Greater Kansas City Latino community. Thirty-four survey participants selected items from a list of 11 potentially positive attributes generated from the literature and the Greater Kansas City Hispanic Needs Assessment Committee. They were given instructions to check all that they considered to be existing assets in the community. Table 16 summarizes their responses.

Table 16 Perceived Community Assets

Community Assets (n=34)			
Selected Features		%	
Entrepreneurship, or willingness to start businesses		82%	Strength of community social networks
Work ethic		82%	Sense of hope
Strength of family relationships		77%	Spirit of service and volunteering
Work ethic		71%	Adult role models for youth
Adding cultural diversity to Kansas City community		65%	Connections with neighbors
Maintaining bilingual language skills		47%	

### Personal Attributes

**Entrepreneurship** and a **strong work ethic** were the two most frequently reported community assets, each of which 82% of responding leaders identified. Almost half of the respondents (47%) acknowledged that individuals maintaining bilingual language skills was an asset of the Latino community. Two respondents also noted these individual qualities as strengths: the *“celebration of life – daily”* and *“willingness to learn.”*

It is interesting that only 5% of the Key Informants reside in Wyandotte County, Kansas.

—Bernardo Ramirez, Executive Vice President/ COO  
Economic Development Corporation of Kansas City

Family Characteristics

The majority (77%) considered **strong family relationships** to be an asset of the greater community. For one respondent, being “*raised Democrat but hold[ing] Conservative values*” was an example of a positive family influence.



Community Organizations and Services

Sixty-five percent of respondents identified Latinos’ participation in **faith-based organizations** as an asset in Greater Kansas City. One respondent reflected on the contributions of a number of other community organizations, commenting, “*The Hispanic Chamber, Mattie Rhodes, and similar organizations are a force in the community and offer a wide variety of services to any individual with their needs.*”

Diversity

Seventy-one percent of respondents considered the **cultural diversity** that Latinos add to Greater Kansas City to be a positive contribution to the community at large. Two individuals qualified their statements by accentuating the great diversity within the Latino population. One stated that it “*depends on what segment of the Hispanic population*” you are referencing. Another stated, “*It is different among the different subsets (fourth generation vs. newcomer, where they settle within the metro, how much education they have, whether or not they are English speaking, income levels, etc.),*” then added that the following individual assets may vary: “*creativity, ingenuity, joie de vivre, endurance/stamina.*”

Identified Community Challenges in Greater Kansas City

The leaders also responded to a list of 19 possible community challenges generated by the literature and the committee, with instructions to check all that they identified as community issues for Latinos in Greater Kansas City. Table 17 presents their responses.

Table 17 Perceived Community Challenges

Community Challenges (n=34)			
Selected Features	%	Selected Features	%
Low high school graduation rates (for Hispanic youth)	91%	Low literacy	59%
Low education levels of adults	77%	Poor physical health of community members	56%
Unemployment for adults	77%	Lack of adequate, affordable housing	56%
Lack of Hispanics/Latinos in community leadership roles	74%	Unplanned pregnancy among Hispanic teenagers	56%
Lack of opportunities and services for undocumented individuals	74%	Poor mental health of community members	50%
Crime in neighborhoods	71%	Family violence or domestic violence	50%
Unemployment for youth	68%	Lack of access to transportation	47%
Lack of permanent residency options for working adults	68%	Food deserts	44%
Gangs	62%	Loss of Spanish language or culture of origin	32%
Lack of permanent residency options for youth (young scholars)	59%		

Each of the issues listed was considered a community challenge by a substantive number of respondents. Leaders identified concerns for the people in the Latino community and for the community as a whole.



## Challenges for Individuals and their Families

The largest percentages of leaders identified **education** as a serious issue (with low high school graduation rates for Latino youth and low educational achievement for Latino adults perceived as serious challenges by 90% and 77% of respondents, respectively). The majority noted major challenges in these areas that reduce the security of individuals and their families: **employment** for adults and for youth; **permanent residency** for adults and for youth; and the lack of both **opportunities and access to services for undocumented individuals** as issues. The majority of responding leaders also identified **crime** and **housing** as serious challenges for families.

### The Latino Community

In reference to this survey, one leader asked, *“What segment of the Hispanic population?”* This remains an important question to consider, due to the diversity within the Latino community in the area. When defining the term *“Latino community”* broadly to include all Latinos in Greater Kansas City, regardless of where they live and work, it is important to understand the diversity of lifestyles and backgrounds among Latinos. Several leaders discussed issues about the integration of Latinos into the larger society of Greater Kansas City. One leader mentioned that individuals have a *“hesitancy to integrate with the larger communities”* and a *“lack of understanding of community standards and mores, expectations, laws.”* Another noted that there is a *“lack of communication for the immigrant community.”*

Leadership and resources are essential to address the challenges presented. One respondent stated that there is a *“lack of influential leadership in key positions in the Kansas City metropolitan area”*...and a shortage of...*“a variety of small businesses (law firms, primary care offices, grocery stores, cleaners, work-out facilities, dental offices, etc.) in the community owned and operated by the community.”*

## Importance and Availability of Specified Services in Greater Kansas City

The next sections of this report summarize findings to survey items that requested key informants to provide their perceptions of both the importance and the availability of various services in the Greater Kansas City area. All of the questions about importance utilize a 4-point scale of *very unimportant* (1), *somewhat unimportant* (2), *somewhat important* (3), and *very important* (4). Similarly, questions about the availability of specific services use a 4-point scale of *very unavailable* (1), *somewhat unavailable* (2), *somewhat available* (3), and *very available* (4).

### Housing

#### Importance of Specified Housing Services

Thirty-nine respondents provided information about housing-related issues in the local Latino community. Large percentages of responding leaders reported these types of programs to be important for Latinos in Greater Kansas City: low-income housing, utilities assistance, and emergency shelter (83%, 83%, and 67%, respectively). See Figure 55.

At Westside Housing we see the need for affordable housing every day. In fact, we carry a waiting list at all times of people wanting to move into our apartments and looking for housing that is safe, clean and affordable. The surprise finding in the Community Survey was that 84 of the Latinos surveyed reported at least one instance of homelessness in the past 12 months.

—Gloria Ortiz-Fisher, Executive Director,  
Westside Housing Organization



Figure 55 Importance of Housing Services

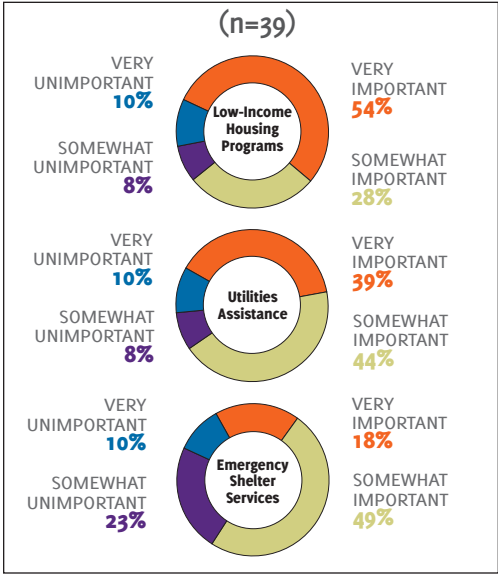
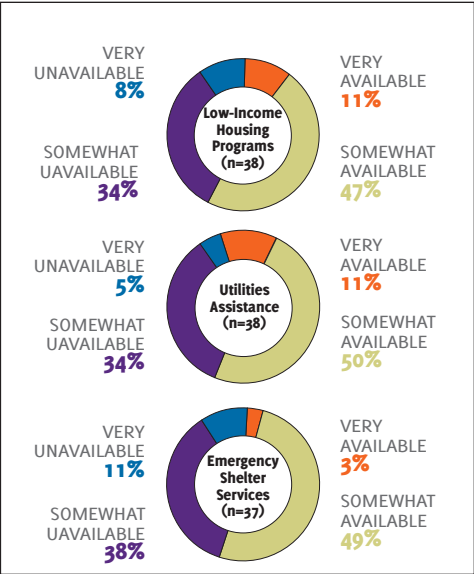


Figure 56 Availability of Housing Services



Availability of Specified Housing Services

When asked about the availability of the same services to Latino populations, however, the 39 respondents indicated less availability than the degree of importance would warrant. While over half believed that low-income housing, utility assistance and emergency shelter were available to some degree (57%, 62%, and 53%, respectively), the availability did not match the level of importance shown in Figure 56. The information in Figure 55 is aligned with Figure 56 for ease of comparison.

Basic Services

Importance of Specified Basic Services

The surveyed leaders reported how important they believed key community services were for the individuals they served. With regard to public transportation services and food assistance programs, 85% and 87% of the 39 respondents considered these respective services important for the local Latino community, with the degree of importance being roughly evenly distributed between *somewhat* and *very important*. See Figure 57.

Figure 57 Importance of Basic Services

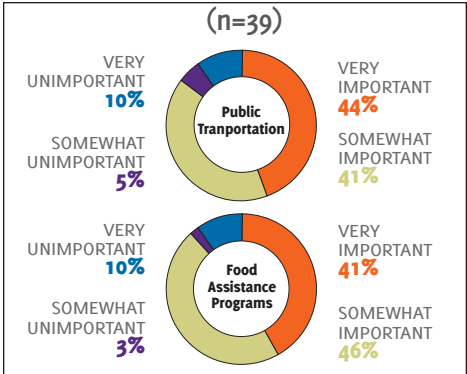
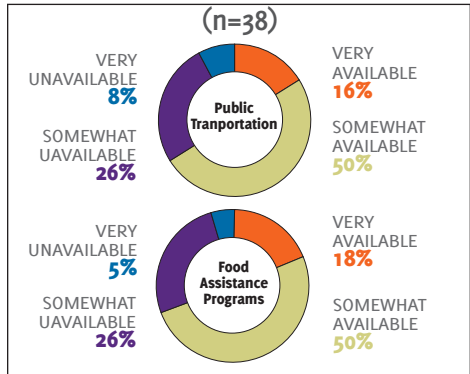


Figure 58 Availability of Basic Services







Availability of Specified Basic Services

Public transportation and food assistance programs were perceived by 66% and 68% of respondents to be available in the metro area. Percentages of respondents who considered the services *very available*, however, were low (16% and 18%, respectively), suggesting gaps in availability. See Figure 58.

Health-Related Services

Importance of Specified Health Care Services

Thirty-nine respondents rated the importance of health-related services for the Latino community in the following key service areas: general health care, dental care, access to prescription medication, mental health care, and domestic violence prevention. Responding leaders gave the highest ratings of importance to the health-related services, compared to all other services and resources in the survey. As shown in Figure 59, 93% of respondents reported that general health care was important to some degree, including 80% who said it was *very important* and 13% who said it was *somewhat important*. Similarly, access to prescription medications, dental care, mental health services, and domestic violence prevention was considered important by 89% to 93% of respondents.

Figure 59 Importance of Health Care Services

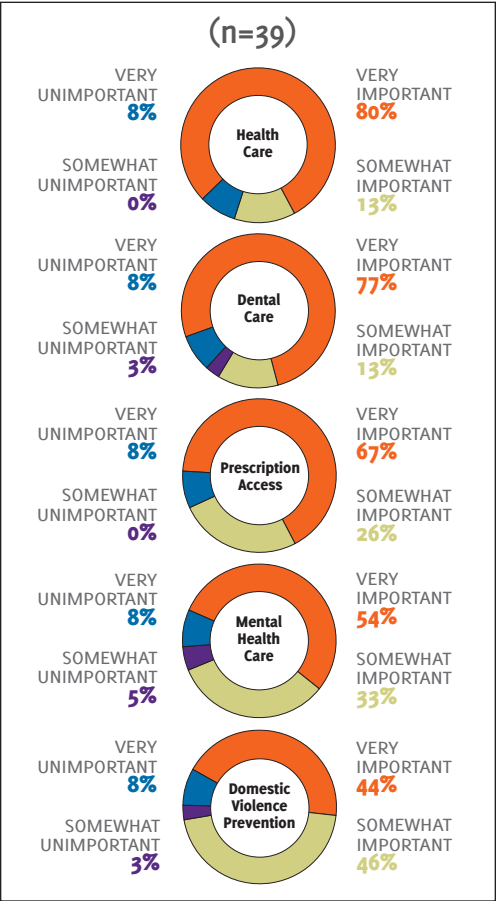
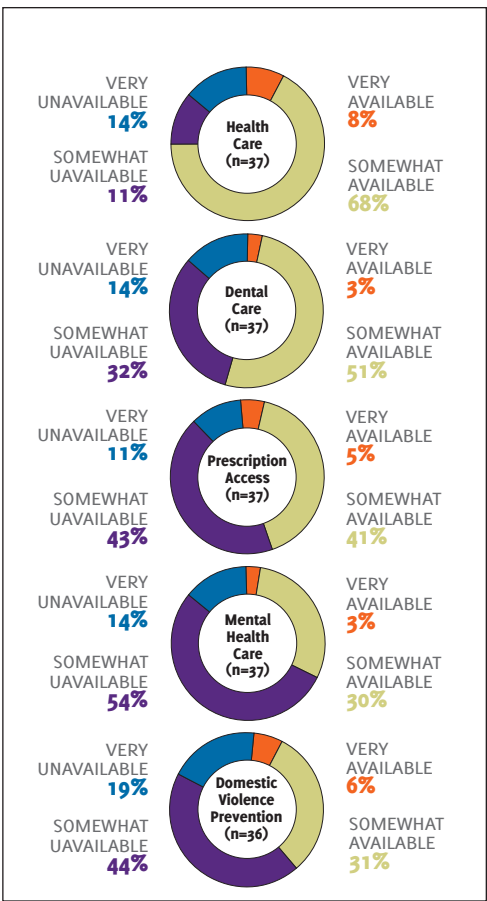


Figure 60 Availability of Health Care Services



Availability of Specified Health Care Services

General health care was designated as a *very important* service by most respondents, as presented in Figure 59. Importantly, the smallest percentage of respondents (25%) perceived this service to be unavailable, as presented in Figure 60. This suggests relative consistency between the importance and availability of general

health care. Although dental care was also identified as a highly important service, 46% percent of respondents reported it to be *somewhat* or *very unavailable*. A similar gap was seen with regard to prescription access, mental health care, and domestic violence prevention services.

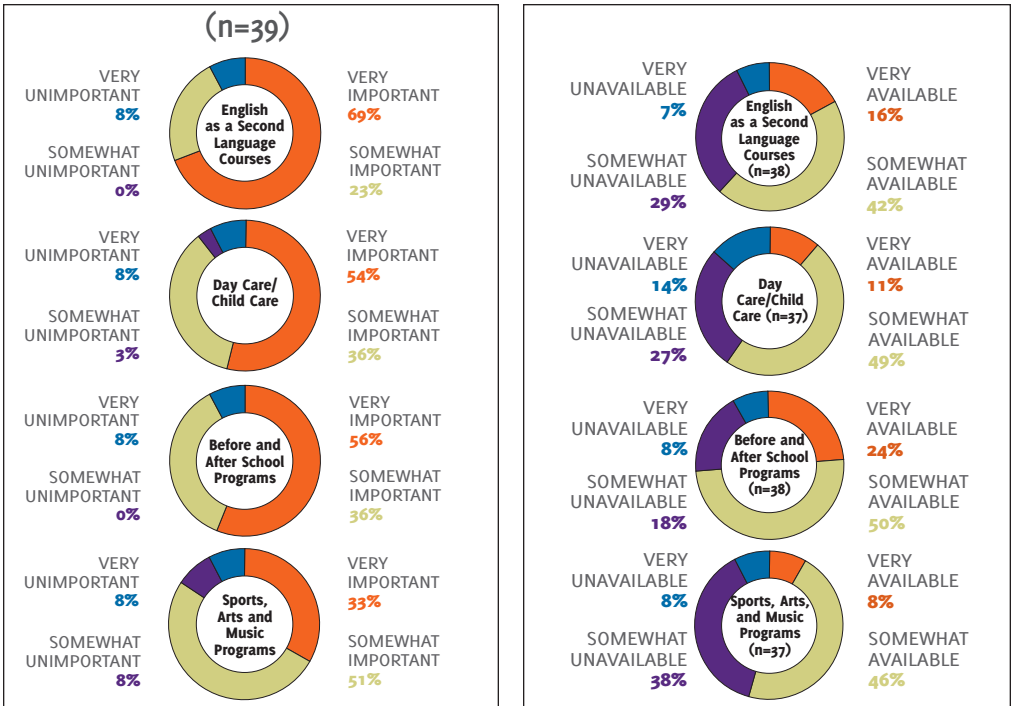


Education Programs

Importance of Specified Educational Programs

The responding leaders placed high importance on various types of educational programs included in this study. At least 90% of the 39 leaders considered English as a Second Language courses, child care, and before/after school programs *somewhat* to *very important*. While slightly lower in rating of importance, enrichment programs that offered music, sports, or arts instruction were still considered quite important to over 80% of respondents. These findings are displayed in Figure 61.

Figure 61 Importance of Educational Programs      Figure 62 Availability of Educational Programs



Availability of Specified Educational Programs

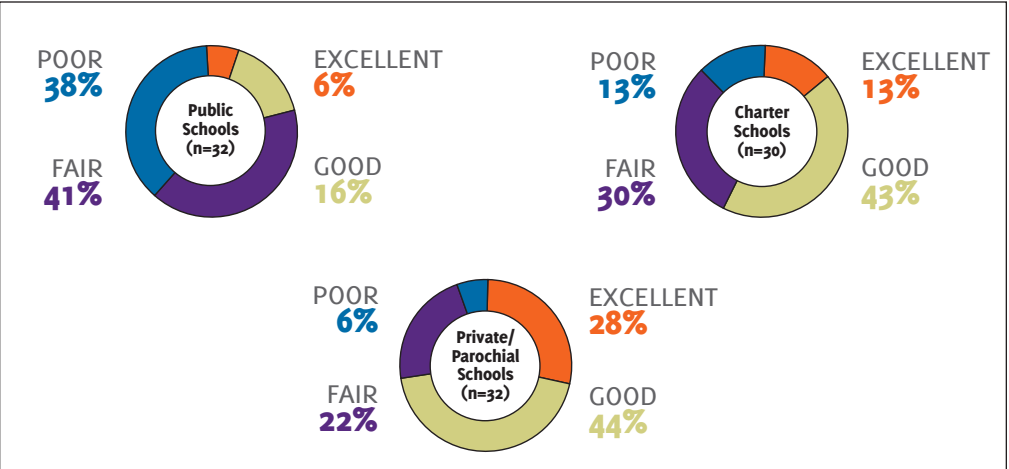
Four leaders noted the need for additional education opportunities in the community, including one who commented, “Early childhood education needs to be a priority to be able to give our Hispanic children a chance to succeed in life.” While their assessment suggested some availability of each of these educational programs, as shown in Figure 62, it appears that a gap between the level of importance and the availability of services indicates a potential gap for many. English classes for second language learners were reported to be *very available* by 15% of those surveyed and *somewhat available* by 45% of respondents. Before and after school programs were rated as being the most accessible of the four areas of programming that were examined. Sixty-five percent of respondents reported them to have some level of accessibility to the community, including 23% who said they were *very available*. A total of 53% of participants felt that sports, arts, and music enrichment programs were accessible to some degree. This included the 8% who found them to be *very unavailable*. Early childhood programs were reported to as being accessible to some degree by 59% of community leaders, with only 10% finding them to be *very unavailable*.



### Quality of Schools

Community leaders also rated the quality of three types of schools in the region: public schools, charter schools, and private schools. They used a 4-point scale of poor (1), fair (2), good (3), and excellent (4). As displayed in Figure 63, the following percentages of leaders saw needs for quality improvement in the public schools (79%), charter schools (43%), and private schools (28%). This was especially evident in their assessment of public schools that did not have a charter.

Figure 63 Perceptions of School Quality



### Other Professional Services

#### Importance of Specified Professional Services

Respondents rated the importance of employment training, business assistance loans, and legal services. The three respective service areas were ranked by 87%, 90%, and 87% of the 39 respondents as having some level of importance for the Latino community. Seventy-four percent of respondents reported that employment training was *very important*. This exceeded the 51% who found legal services to be *very important* and the 44% who rated business assistance and loans in this category. See Figure 64 for details.

#### Availability of Specified Professional Services

More variation was seen in the responses of the leaders who reported the availability of these services. While employment training was identified as a highly important resource in the community, unfortunately, it was perceived to be the least available of the three professional services, with only 45% considering it *somewhat* to *very available*. Although business assistance and legal services were considered available to some degree by 63% and 54% of respondents, respectively, the ratings of the importance of these services was still much higher. See Figure 65.

Three leaders shared comments about the services available to the Latino community. Two reported a need for better coordination between different agencies, one stating that the *“community needs unified services and cooperation between all*

Over half of the respondents reported that there were issues of intimate partner violence...Although this information is surprising and upsetting, the results appear to align with the increased requests for services at Mattie Rhodes Center's Family Violence program. It is crucial that we strive to improve our coordinated community response to increase the sense of safety, and end violence in our community.

—Andrea Perdomo – Morales,  
Director of Family and Services Support,  
Mattie Rhodes Center

Figure 64 Importance of Professional Services

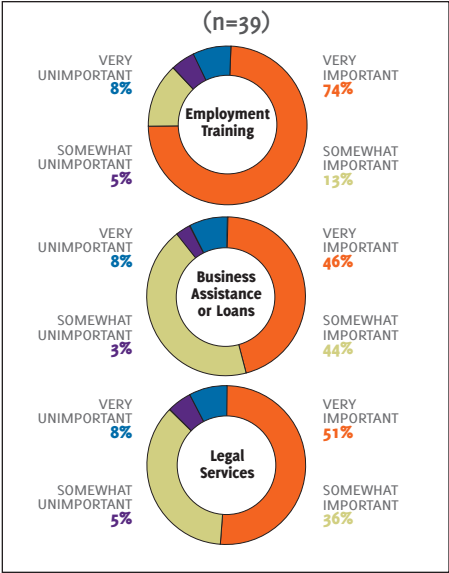
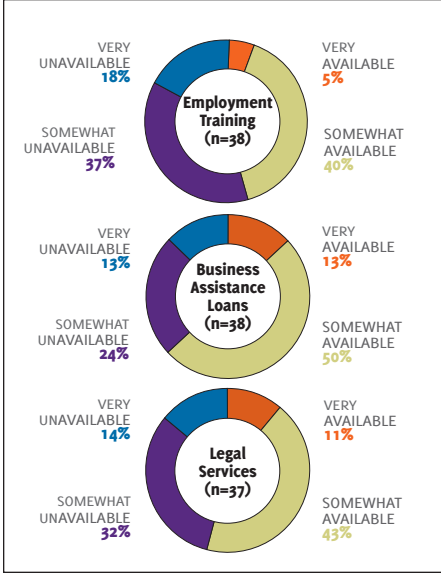


Figure 65 Availability of Professional Services



Hispanic/Latino non-profits.” The other respondent wrote, “Organizations that are providing assistance to the Hispanic community need assistance themselves.”

Translation Services

Importance of Translation Services in Specified Areas

Survey participants were asked to rank the importance of translation services for the Latino community. See Figure 66. Thirty-nine respondents assessed translation services across these settings in which translation services are often used: in health

Figure 66 Importance of Translation Services in Specified Areas

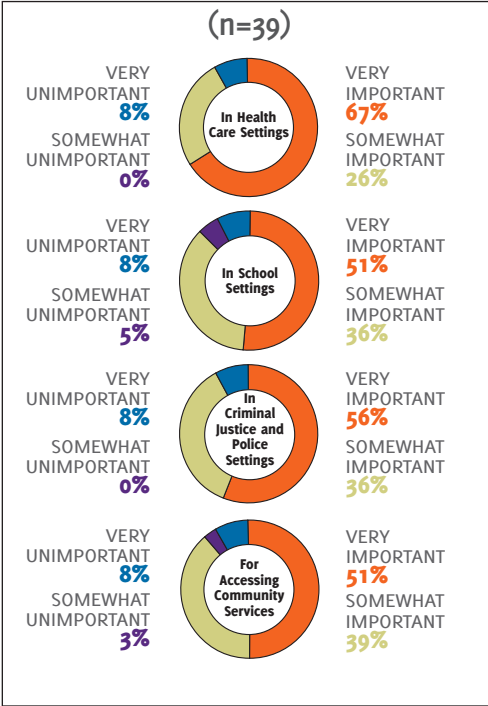
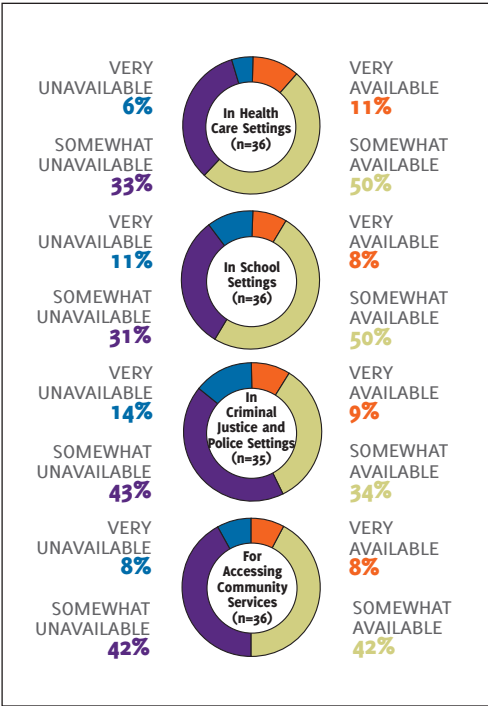


Figure 67 Availability of Translation Services in Specified Areas





care settings, in school settings, in criminal justice and police settings, and for accessing community services.

Over 85% of leaders identified translation services in each of the four areas as *somewhat to very important* for the community. They emphasized the value of translation services in health care settings, with 67% considering this service *very important* when health decisions are being made.

**Availability of Translation Services in Specified Areas**

Respondents generally perceived the availability of translation services to be lower than the degree of importance would suggest. From 38% to 57% of respondents considered translation services to be *somewhat to very unavailable* across the specified settings. The unavailability of translation services in criminal justice and police settings perceived by 57% of the leaders ranked it as particularly challenging. Figure 67 provides additional information.

**Civic Issues**

***Citizenship and Residency Opportunities***

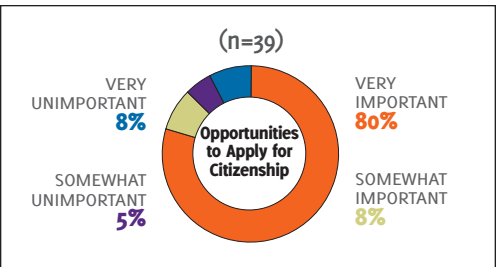
**Importance of Citizenship and Residency Opportunities**

Local leaders expressed concern regarding issues of citizenship and residency status. As presented in Figure 68, 88% of 39 respondents considered opportunities for undocumented residents to apply for U.S. citizenship to be important, including the 80% who stated that it was *very important*.

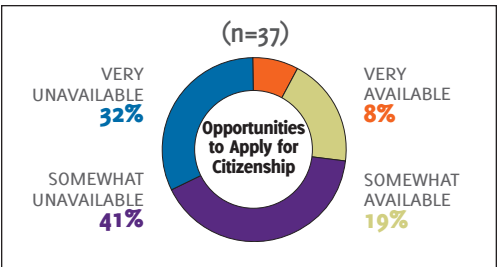
**Availability of Citizenship and Residency Opportunities**

In contrast, 73% of 37 respondents reported that opportunities for undocumented residents to apply for citizenship were unavailable, including 32% who stated that the opportunities were *very unavailable*. See Figure 69.

**Figure 68 Importance of Opportunities for Undocumented Residents to Apply for Citizenship**



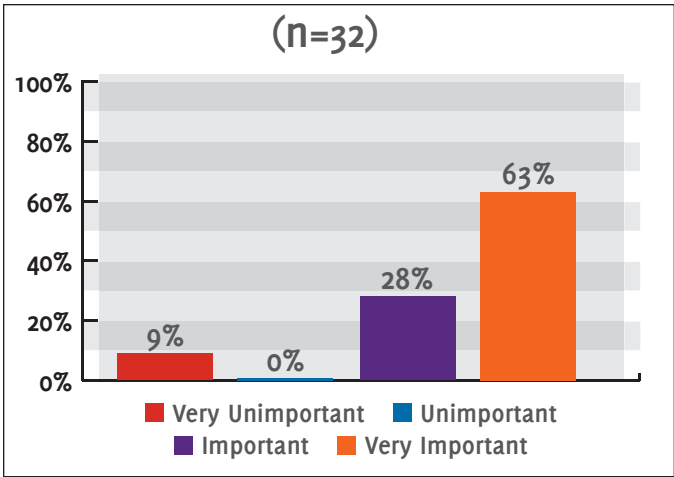
**Figure 69 Availability of Opportunities for Undocumented Residents to Apply for Citizenship**



Latinos need to have elected officials that look like the population they serve. When we have policy makers that care about Latino issues and Latino education, Latino opportunities we will see results that reflect the resources applied.

—Gloria Ortiz-Fisher, Executive Director, Westside Housing Organization

Figure 70 Importance of the DREAM Act

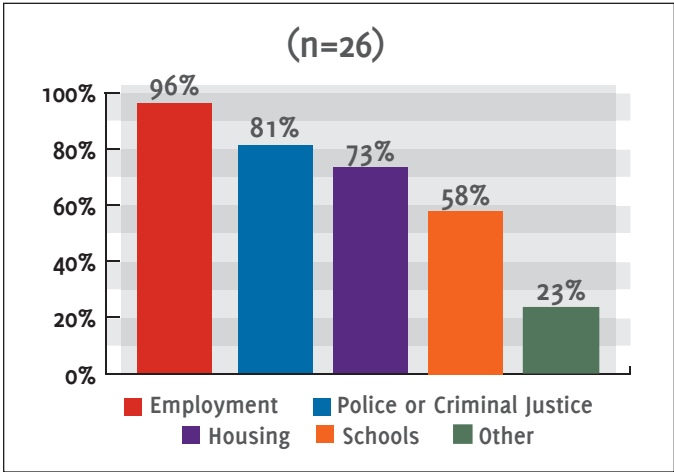


Thirty-two community leaders shared their thoughts about the legislation related to the Development, Relief, and Education for Alien Minors (DREAM) Act. Ninety-one percent of respondents reported that the legislation had some degree of importance for the advancement of the quality of life of local Latinos, while 9% felt that the legislation was *very unimportant* for the community. Figure 70 presents more detail.

**Perceived Discrimination**

Thirty community leaders reported their perceptions of discrimination or unfair treatment of Latinos in the Greater Kansas City area. Seventeen percent of respondents *strongly agreed* that community members experienced discrimination because of their Latino ethnicity and 70% *agreed*. Ten percent *disagreed*, and 3% *strongly disagreed*. The 26 survey participants who reported that discrimination was an issue for area Latinos answered questions about the types of bias community members experience. Respondents could select multiple areas of concern. Employment-related bias was the most frequently reported issue, with 96% of leaders selecting this area. Eighty-one percent reported discrimination against Latinos in the criminal justice system, and 73% reported discrimination in housing. Figure 71 summarizes this information.

Figure 71 Areas of Perceived Discrimination

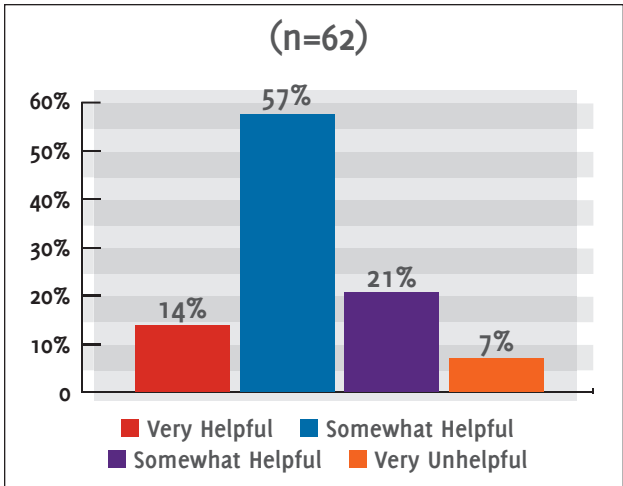






Seven responding leaders cited specific areas of discrimination or unfair treatment toward Latinos in Greater Kansas City. They noted discrimination in retail stores, neighborhoods, entrepreneurship, and access to legal assistance. Within health care, they identified discrimination in access to services for health care, with one leader specifying “suburban hospitals and clinics.” Another respondent considered “general community perception” discriminatory.

Figure 72 Perceptions of Police Helpfulness



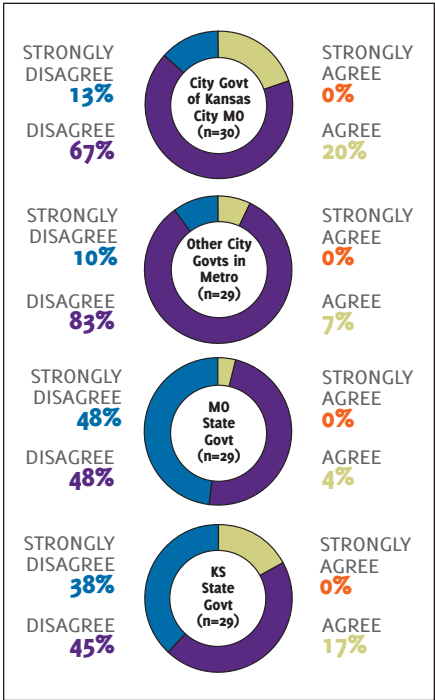
**Perceived Support from Law Enforcement**

Twenty-eight leaders also shared their perceptions of the responsiveness of law enforcement officials to challenges in the Latino community. Most (71%) perceived the police to be *helpful* to some degree when addressing community problems. See details in Figure 72. This is a perceived asset needed to address the issues of crime, gang activity, and domestic violence that they identified as serious challenges for the Greater Kansas City Latino community.

**Perceived Support from Government**

Four questions in the survey requested the leaders to rate their level of agreement with this statement regarding city and state government: “The best interests of Hispanic/Latina(o) residents are represented by...[the specified form of local or state government].” None of the surveyed leaders selected *strongly agree* as a response to this statement for any of the forms of city or state government. Only 20% of 30 respondents *agreed* that the city government of Kansas City, Missouri represented the best interests of Latino residents, compared to an even lower rating of 7% agreement with this statement when collectively rating the other city governments of the region. Four percent of 29 respondents *agreed* that the Missouri state government represented the needs of Latino residents, while 17% *agreed* to this statement regarding the Kansas state government. Notably, substantial percentages of leaders believed strongly that the state governments did *not* represent the best interests of Latino populations (48% regarding Missouri and 38% regarding Kansas). See Figure 73 for more information.

Figure 73 Government Representation of Latino Interests



Three leaders shared comments about the inclusion of Latino interests in state and local government, including one who wrote that *“leaders need to be effective [at] promoting Hispanics/Latino candidates for public office.”*



Twelve leaders commented about issues specific to the city government of **Kansas City, Missouri**. While some pointed to optimistic predispositions (e.g., *“It is growing well;”* ), most reflected challenges with representation, saying that we *“need more elected leaders from the community;”* we need *“appointments by leaders of Latinos to offices;”* and we *“lack...representation on boards and commissions, city council, and other city endeavors. At times, the community is not asked for input, or may become an afterthought regarding issues that affect the city.”* Others added the following:

- *“In Kansas City, Missouri, it has gotten better as far as appointees to boards and commission at the City level, but we are still lacking elected and appointed officials at higher levels.”*
- *“I believe our Councilpersons and current Mayor are receptive to consideration of requests – doesn’t mean that everything requested is funded or granted, but I think fair consideration is offered.”*
- *“I believe Mayor James and some council members are aware of Hispanic residents and interests. It would be good to have Hispanics on the Council.”*
- *“Although the best at this time, tends to be directed towards one organization.”*
- *“I believe they try to do what is best for our community, but with out representation the City relies on a specific individual and not the community as a whole.”*

Some were more critical:

- *“Our city continues to not represent the Latino community as we struggle to have input on development within our neighborhood.”*
- *“City government is available during election time, but seem to forget the Latino community after the election.”*

One respondent added, *“Most of the Hispanic population in Kansas City, Missouri come from new immigrant population, which has different needs than Hispanic U.S. citizens who have moved out of Kansas City.”*

Six respondents provided comments in reference to Latino support from city government in **other local municipalities**. One leader saw *“no investment in Latino communities by the city officials;”* another observed that *“there exists animosity towards the Hispanic population in some municipalities.”* One respondent stated, *“In Wyandotte County, I believe Hispanics have access to the United Government Commissioners. However, a large segment of the population are new immigrants, and they need to become knowledgeable how the system works. Olathe is beginning an effort to understand the Hispanic population better.”* Another said, *“Although Olathe is making positive strides, Kansas overall is behind.”* One leader noted the *“lack of bilingual staff in city departments who have high contact with citizens (e.g., -911 or -311).”*

Seven responding leaders contributed thoughts about the support of **Missouri state government** for the Latino population of Greater Kansas City. One respondent said, *“If you’re focus is immigrants, then absolutely not. If you are talking about the established citizen population, then there is a sense that those needs are being met equitably to all Missouri residents.”* Another respondent made this recommendation: *“Missouri’s Governor needs to appoint an Executive Director of Hispanic and Latino American Affairs Commission.”* Others pointed to *“SB590 in last legislation session”* and *“Spanish as a second language...being removed from our schools.”* Three leaders voiced these concerns: *“[Latinos] do not have significant representation at state legislative and agencies; [they are a] small population;”* *“Missouri is way behind the curve in recognizing and supporting the Hispanic population of the state;”* and *“No true Hispanic representation leads to lack of awareness or understanding.”*



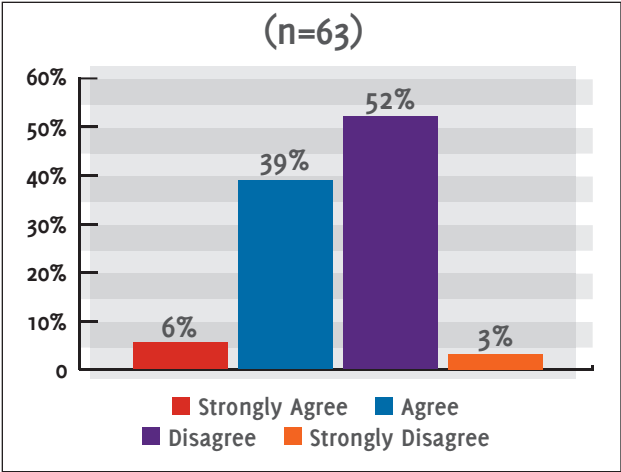
Six leaders expressed a range of thoughts about Latino support from **Kansas state government**. One leader believed that Latinos had “more representation than Missouri, because of bigger population and percentage of population.” Another commented, “Kansas has a director of Latina Affairs position and has moved to accomplished great things. However, more efforts can certainly can be done in the area of supporting interests of the Hispanic population, but they have never sufficiently served or addressed this community.” Others stated, “Kansas does not seem to offer much to Latino people;” and “If Missouri is bad, Kansas is worse.” One respondent discussed legislation and other initiatives that affect Latinos: “I am concerned about the anti-immigrant legislation that is introduced each year, a few get adopted. The conservative nature of the current legislators and Governor are making changes to abortion, food stamps, earned income credit, taxes, etc that affect the poor and Latinos.”

**Community Engagement**

**Cultural Events**

Thirty-three leaders rated the availability of Latin American cultural events. The majority of respondents (55%) believed that there were not an adequate number of Latino cultural events. Figure 74 details participant responses.

Figure 74 Adequate Number of Latino Cultural Events



**Importance of Community Engagement**

When asked how important community engagement of Latino residents is for furthering their quality of life in Greater Kansas City, 83% of the 34 respondents considered it somewhat or very important. See Figure 75.

**Perceived Level of Community Engagement**

In evaluating the degree to which individuals in the Latino community are engaged in their communities, however, half (50%) perceived that the Latino population in Kansas City, as a whole, is engaged, while half perceive that they are not. Perceptions of community involvement are displayed in Figure 76.

Figure 75 Importance of Community Engagement

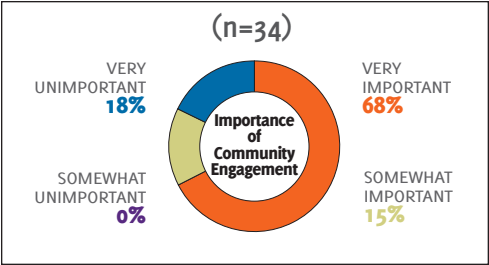
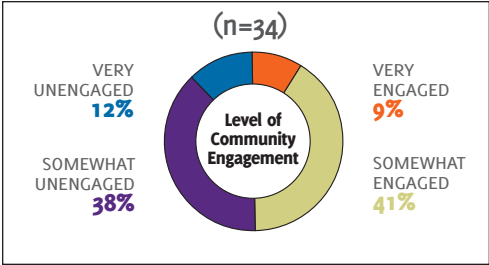


Figure 76 Perceived Level of Community Engagement



Other Comments about Civic Issues

Six responding leaders added their thoughts about civic issues for Latinos in Greater Kansas City. One respondent offered this reminder: *“It is hard to answer about a single Hispanic community since there are a wide variety of communities around the region. Not everyone is necessarily facing education issues or housing issues.”* Another commented about perceived inequity in community investments: *“LISC [Local Initiatives Support Corporation] does not invest in Hispanic residential communities with collaboration of Hispanic 501c3 organizations; they do with African American organizations and general community organizations.”*

Two focused on voting and other civic responsibilities. One leader stated, *“Regardless of the Hispanic population growth, if we don’t vote, it’s irrelevant!”* In a similar vein, another expanded this thought: *“It isn’t enough to register Latino/Hispanic’s to vote – they have to actually vote, vote on a regular basis, be seen at candidate forums, donate to campaigns, etc.”*

Two respondents contributed messages of hope and direction: *“It is a community of immigrants. It will flourish, like most, if given opportunity and the basic tools to do it (education and basic services).”* *“Let’s work to build the city that we will all be proud of in the future.”*

Prioritization of Unmet Needs

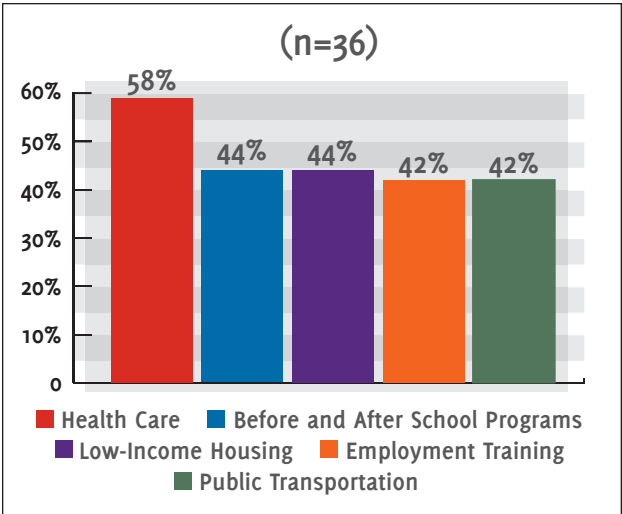
After the leaders considered the importance and availability of the various services and resources, they ranked the degree to which the 19 different services failed to meet the needs of Latinos in Greater Kansas City. Respondents were asked to identify the top five issues and number them according to priority, with “1” representing the most pressing unmet need.

Ranked Unmet Needs

The five issues ranked as priority areas most frequently were health care, before and after school programs, low-income housing, employment training, and public transportation. Health care services were not meeting the needs of the Hispanic/Latino population, according to 58% of the respondents. This area represented the greatest reported gap in services. One leader articulated deeper issues than access to health care alone, stating, *“Access is less of an issue than affordability. And medical, dental and prescription care is unaffordable across ethnic lines.”* Low-income housing and before/after school programs were each reported within the top 5 priority areas by 44% of respondents. Both employment training and public transportation were a priority need reported by 42% of community leaders. Percentages of the 36 respondents who rated each item within the top five areas of need are represented in Figure 77.



Figure 77 Priority of Unmet Needs



Broader Concerns

Clearly, the specified list of services was a narrow representation of what individuals need for high quality of life. Nineteen of the responding leaders contributed their thoughts about issues that were broader than single service sectors. They discussed the interconnectedness of education, employment, and access to health care and other basic services, as well as the compounding effects of unmet need in any area. They described the need for coordination, assistance in navigating the systems, leadership development, and diversity awareness.

Navigation and Coordination of Comprehensive Services

One leader spoke about fundamental challenges individuals have navigating health care and other service systems: *“While there are translators available in various areas (i.e., hospitals), that is not enough. We need volunteer advocates who would help the person navigate through the maze of the various processes.”* Another respondent spoke to situations in which people did not access services: *“Sometimes it isn’t that they aren’t there... Consideration of the people that need services and scheduling due to [their holding] two or more jobs is not considered.”* Beyond a focus on health care alone, one respondent commented that *“comprehensive coordinated services for the Hispanic family and the immigrant community”* are needed. Reducing geographic barriers is also important; according to another leader, *“The community needs unified services and cooperation between all Hispanic/Latino nonprofits that spreads across state lines and encompasses the Metro.”* Another challenge was added by this respondent: *“The organizations that are providing assistance to the Hispanic community need assistance themselves. They are eating up valuable time struggling to obtain the dollars to operate and provide the needed services.”*

A significant finding of the HNA is the gap between the perceived importance of Early Childhood Education and its availability. Children who enter Kindergarten knowing their ABCs, are familiar with phonics, and can recognize some words are 3 times more likely to read and understand simple sentences by the end of the 3rd Grade. Once you reach that threshold catching up becomes increasingly difficult because 74% of those children will still be poor readers by the 9th Grade. As a result, these students will be 25% more likely to drop out of high school. For Latino students who speak English as a second language, these numbers are higher. As a community, we must prioritize Early Childhood Education so that all students come ready to learn on their first day of Kindergarten.

—Crispin Rea,  
KCPS School Board Member  
and UMKC Law School Student



## Education as a Precondition for Other Advancements

Leaders focused on several kinds of resources that enhance the education of Latino children and adults. One leader said, *“Early childhood education needs to be a priority to be able to give our Hispanic children a chance to succeed in life.”* Another recommended *“scholarships for students without [a] Social Security number.”* Other educational needs included *“summer job opportunities for kids out of school”* and *“resume help.”*



Other resources were proposed to enhance individuals' careers, e.g., *“professional networking”* and *“loans and banking services.”* One respondent commented, *“The small business community is also in desperate need of access to opportunities, training, awareness of business, funding/loans, mentorships of other high performing executives, etc.”*

On responding leader described the multiple challenges that impede progress of Latino families: *“... low literacy rates, lack of marketable skills, lack [of] or limited English speaking/reading skills set the limitations to their upward mobility [and] income stability, ensuring economic insecurity, dependence upon seasonal and/or low wage employment, [and being] subject to predator employers...Education, literacy, [and] ability to function in English would go a long way in moving up the ladder. Education is the only thing that will change the paradigm, and education is not unilaterally on the family agenda as a priority.”*

## Leadership Development

Two respondents accentuated the importance of cultivating leaders in the Latino population. They stated the need for *“leadership development with opportunity to appointments to lead and hold office at every civic and professional level;”* and stated that *“leaders need to be effective promoting Hispanics/Latino candidates for public office.”*

## Diversity Awareness

Respondents also referenced the diversity within the Latino population, which calls for an acknowledgement that their needs for support and assistance vary greatly. Leaders spoke about *“meeting needs of the immigrant segments of the Hispanic population”* and clarifying what *“opportunities for undocumented residents to apply for citizenship”* are available. One leader commented, *“There is a need for organizations and employees that are encountering Latinos to [be] better informed about the diverse Latino population and how to relate to them and assist them.”*







## Chapter 5

# Youth and Civic Engagement in Kansas City Survey Findings



# Youth and Civic Engagement in Kansas City Survey Findings

## Introduction

### Areas of Interest

The needs assessment survey administered to youth focused primarily on civic engagement. The youth survey addressed their civic engagement in home and family life, in school, and in their communities. Of particular interest were the current civic activities and social networks of local high school students within these spheres of influence. Factors that foster engagement among Latino and non-Latino youth in the Greater Kansas City area were explored.

### Survey Administration

Eight public schools, one charter school, and one parochial school in the Greater Kansas City area with the highest percentages of Hispanic/Latino enrollment were approached to participate. Of these, six high schools agreed to allow administration of the surveys to their high school juniors and seniors who were between the ages of 15 and 19 years old. During February and March of 2013, 814 high school students attending the six high schools completed the *Youth and Civic Engagement in Kansas City Survey*. Of 814 survey respondents, 766 clearly met the eligibility criteria of (a) being 15-19 years old and (b) being enrolled as juniors or seniors (11th or 12th grade). The remainder of this report is based on survey responses of the 766 eligible respondents. Table 18 presents the percentage of respondents from each participating high school.<sup>32</sup>

UMKC-IHD staff or survey volunteers introduced the surveys in classroom settings at each school and provided instructions for survey completion. Paper copies were administered in five of the six schools, and an online version of the survey (on Survey Monkey) was selected for the remaining school.

Table 18 School of Respondents (n=766)

SCHOOL	RESPONDENTS	PERCENTAGE of SAMPLE
Alta Vista Charter School Kansas City, MO	55	7%
Cristo Rey High School Kansas City, MO	111	15%
East High School Kansas City, MO	53	7%
J.C. Harmon High School Kansas City, KS	290	38%
Northeast High School Kansas City, MO	143	19%
Wyandotte High School Kansas City, KS	114	15%

32. Throughout this report, percentages may not total 100% due to rounding. Sample size may vary from item to item because all items are voluntary, and respondents may elect to omit items.

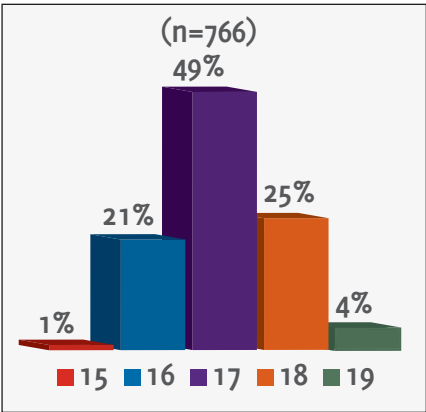
Demographic Information



Gender and Age

More female (53%) than male respondents completed the survey. Forty-seven percent of survey respondents were male. The age of eligible respondents ranged from 15 to 19 years. Both median and mode age were 17 years. See Figure 78.

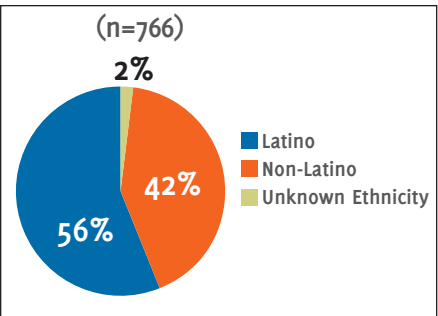
Figure 78 Age of Respondents



Ethnicity, Race, and Origin

Students indicated whether they identified themselves as Hispanic/Latino, then answered a series of questions about their race and family origins. As shown in Figure 79, 56% of the 766 responding students stated that they were Hispanic/Latino, while 42% stated that they were not Hispanic/Latino, with 2% not reporting their ethnicity. Throughout this report, responses of the Latino and non-Latino students will be compared.

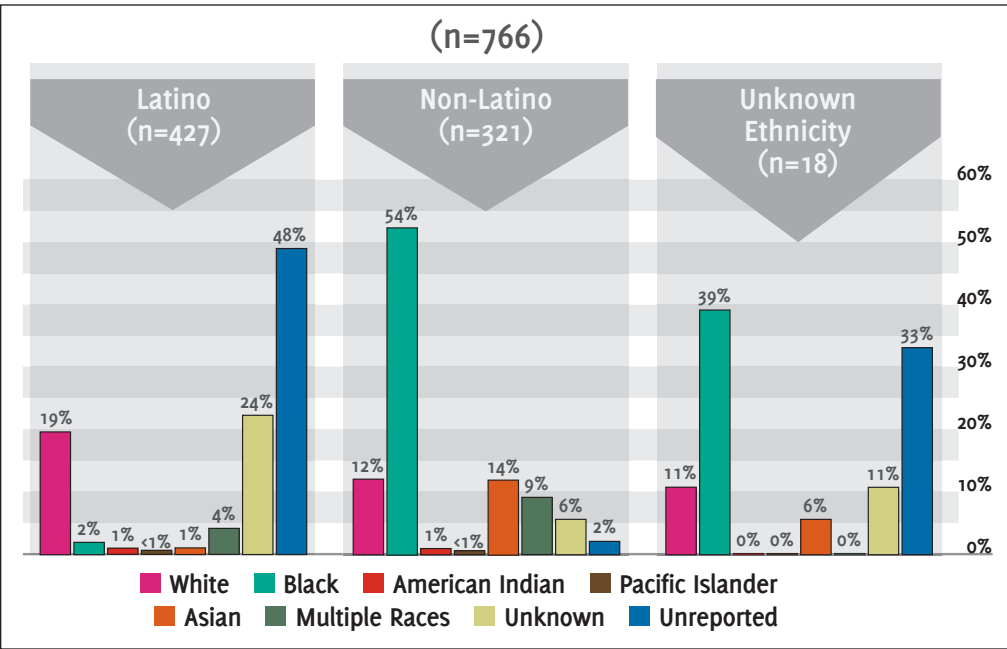
Figure 79 Ethnicity



The survey used categories of race defined by the U.S. Census, and students were given the option to check more than one race. Their responses are categorized by their self-reported ethnicity in Figure 80. The student responses suggest that Latino students generally identify themselves less by their race than non-Latino students, with almost half (48%) not reporting their race and almost one-fourth (24%) reporting that their race is unknown. The largest percentage of Latino students who identified their race considered

their race to be white. By comparison, the largest percentages of non-Latino students and students of unknown ethnicity identified themselves as black or African-American (54% and 39%, respectively).

Figure 80 Race by Ethnicity





Students were asked to indicate where they were born. This information is summarized in Table 19 for Latino, non-Latino, and all students. Seventy percent of the 766 students indicated that they were born in the United States, which includes the 48% of respondents who were born in the Greater Kansas City area. Sixteen percent of participants were born in Mexico, and 1% in the following Latin American countries: El Salvador (3), Guatemala (2), Honduras (1), Nicaragua (1), Colombia (1), Dominican Republic (1), Jamaica (1), and an unidentified South American country (1). Countries represented by the 11% of students who did not come from Latin American countries include Congo, Cote d'Ivoire, Ethiopia, Kenya, Liberia, Somalia, Rwanda, Sudan, Tanzania, Bhutan, Bosnia, Dubai, Jamaica, Lebanon, Myanmar (Burma), Nepal, Philippines, Republic of the Marshall Islands, Thailand, Vietnam, and Yemen. One percent did not report their country or continent of origin. Within the group of 221 respondents who reported that they were born outside the U.S., 47% had lived in the U.S. for 10 or more years, 29% for 5 to 9 years, 22% for 1 to 4 years, and 1% for less than 1 year.

Table 19 Students' Place of Origin

PLACE of ORIGIN (SELF)	LATINO (N=427)	NON-LATINO (N=321)	TOTAL (N=766)
Greater Kansas City Area	41%	59%	48%
In U.S. Outside Greater Kansas City	25%	18%	22%
Mexico	29%	<1%	16%
Other	4%	23%	13%
Unreported	1%	0%	1%

Among 427 Latino respondents, 66% were born in the U.S. (including 41% born in the Kansas City area), 29% were born in Mexico, 2% were born in other Latin American countries, and 4% were born in other countries. Of the 141 Latino students not born in the U.S., 61% had lived in the U.S. for at least 10 years, 30% for 5 to 9 years, 6% for 1 to 4 years, and 1% for less than 1 year (with 1% not reporting the length of time in the U.S.).

Additional survey items addressed whether the respondents' parents and grandparents were born inside or outside the U.S. Table 20 displays the place of origin of respondents' parents and grandparents, grouped by ethnicity. Over 80% of parents of Latino students were born outside the U.S. (Both mother and father of 77%, mother only of 4%, and father only of 8% of Latino respondents were born outside the U.S., with 1% unreported; only 10% of Latino students stated that both mother and father were born in the U.S.) Only 13% of Latino respondents had one or both maternal grandparents born in the U.S., and only 10% had one or both paternal grandparents born in the U.S.

Table 20 Place of Origin of Students' Parents and Grandparents



PLACE of ORIGIN of PARENTS	LATINO (n=427)	NON-LATINO (n=321)	TOTAL (n=766)
<b>MOTHER:</b>			
Inside U.S.	18%	71%	40%
Outside U.S.	81%	28%	58%
Unreported	1%	1%	2%
<b>FATHER:</b>			
Inside U.S.	14%	70%	38%
Outside U.S.	85%	28%	60%
Unreported	1%	1%	2%
PLACE of ORIGIN of PARENTS	LATINO (n=427)	NON-LATINO (n=321)	TOTAL (n=766)
<b>MATERNAL GRANDPARENTS:</b>			
Both Inside U.S.	12%	68%	36%
Both Outside U.S.	85%	31%	62%
One Inside and One Outside U.S.	1%	<1%	1%
Unreported	1%	1%	2%
<b>PATERNAL GRANDPARENTS:</b>			
Both Inside U.S.	9%	67%	34%
Both Outside U.S.	89%	32%	64%
One Inside and One Outside U.S.	1%	<1%	1%
Unreported	1%	1%	2%

Spheres of Youth Engagement

Home Life

Siblings

Students were asked how many siblings they have at home. The number of siblings ranged from 0 to 15 with a median of 3 siblings.

Language

Student responded to a survey item asking what language is spoken most often at home. Seventy percent of non-Latino students reportedly speak English only in the home, compared to 8% of Latino students. The largest percentage of Latino students (59%) reported that they speak mostly Spanish and some English in their home. See Table 21 for the language(s) spoken in the homes of the students categorized by their ethnicity.

Table 21 Language Spoken in the Home

LANGUAGE in the HOME	LATINO (n=427)	NON-LATINO (n=321)	TOTAL (n=766)
English Only	8%	70%	34%
Spanish Only	10%	1%	6%
Mostly Spanish and Some English	59%	1%	34%
Mostly English and Some Spanish	21%	3%	13%
Other Language	1%	24%	11%
Unreported	1%	1%	1%



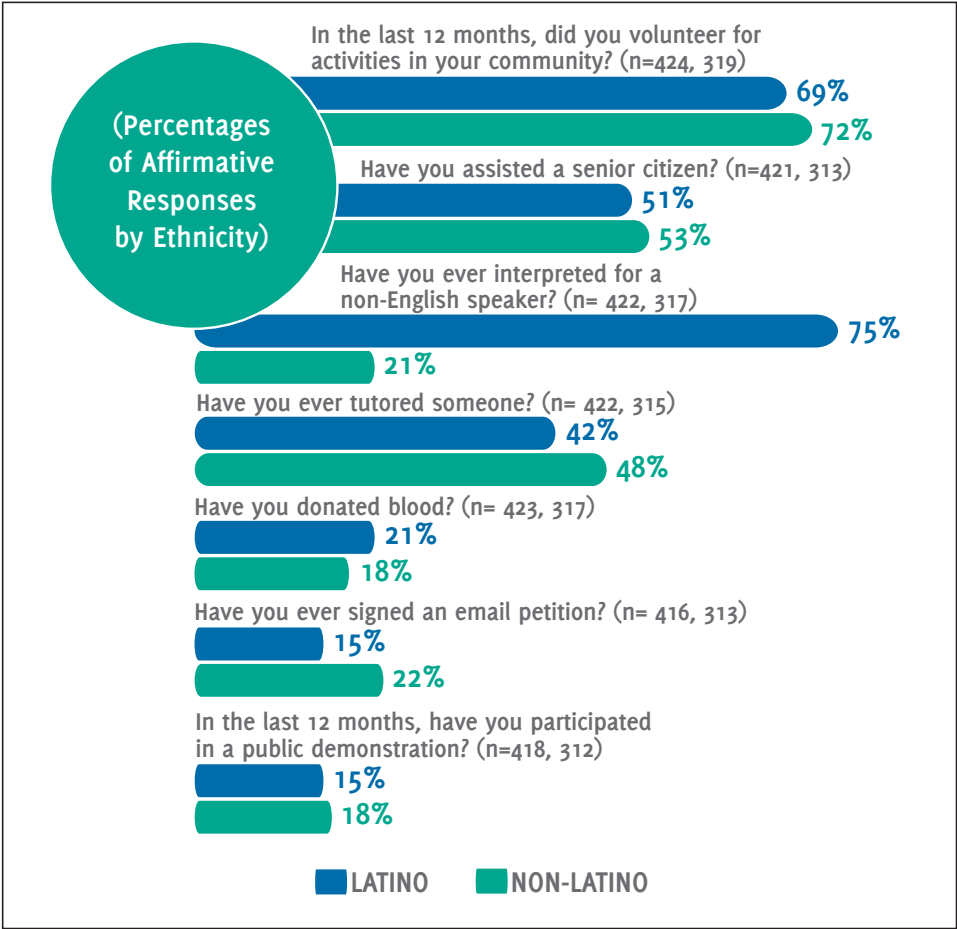


Service and Volunteerism

This section seeks to assess students’ level of engagement through volunteering and service. Often students are unaware that some activities they may regularly engage in are considered a form of civic engagement. The questions in this section represent a number of service-minded activities that are often an individual’s earliest civic acts.

Students indicated a number of ways that they exercise a spirit of service in their community, with over half assisting a senior citizen and over two-thirds volunteering for community activities. Figure 81 presents a comparison of service and volunteerism reported by Latino and non-Latino students.

Figure 81 Self-Reported Service and Volunteerism



Of the 532 students who volunteered for community activities, 16% stated that they did this very often, while 56% stated that they did this sometimes, and 27% stated that they did not do this very often. Unlike their non-Latino peers, most Latino students (75%) had interpreted for a person who did not speak English.<sup>33</sup> Lower percentages of students donated blood, signed email petitions,<sup>34</sup> or participated in public demonstrations.

Civic Social Network

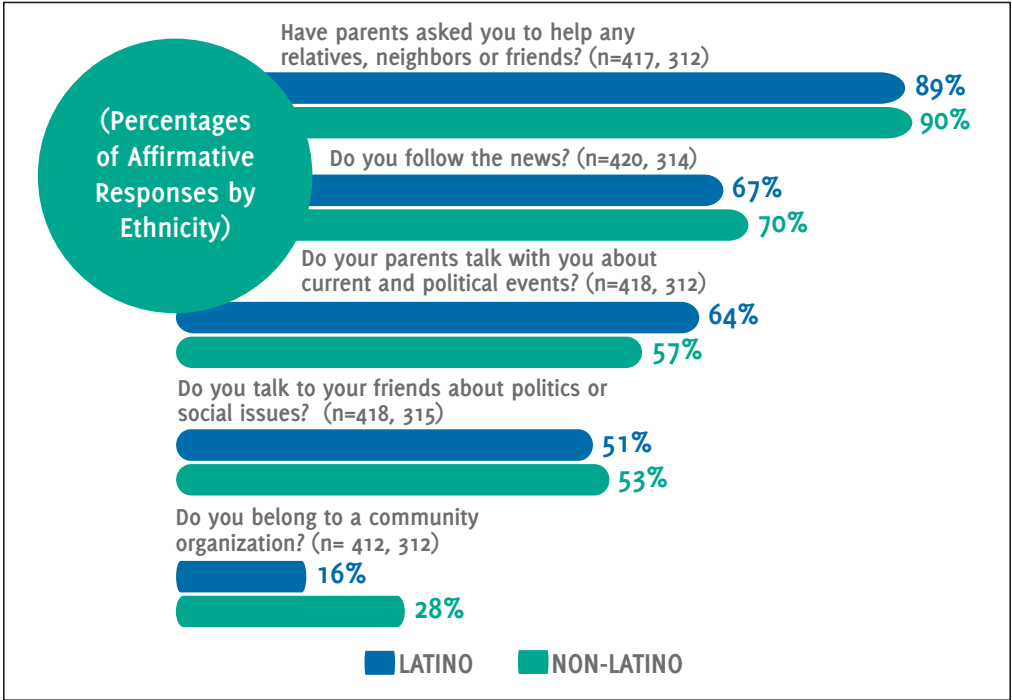
This section examines the influence of social connections on high school youth, beginning with their family and extending to their peers and the community. A large majority of both Latino and non-Latino students acknowledged their parents’ role in

<sup>33</sup> The difference between Latino and non-Latino students was statistically significant [ $\chi^2$  (df=1) = 210.82,  $p < .001$ ].  
<sup>34</sup> A higher percentage of non-Latino youth, however, signed email petitions than Latino youth; this difference was statistically significant [ $\chi^2$  (df=1) = 4.84,  $p = .028$ ].

extending their civic social network beyond the immediate family. Additionally, over two-thirds stated that their civic social network includes their attention to the news of current events. Dialogue with family and friends about these social and political issues reportedly occurs for over half of the students. Smaller percentages of students reported membership in a community organization (16% and 28% of Latino and non-Latino youth, respectively).<sup>35</sup> Two-thirds of the 153 individuals who belonged to a community organization indicated that someone had motivated them to join (75% of Latino group members and 60% of non-Latino group members). Figure 82 presents a comparison of the self-reported civic social networks of students by their ethnicity.



Figure 82 Civic Social Network



School Life

Opportunities for Development of Civic Skills in School

Civic competence develops as students gain an understanding of how government functions and as they exercise skills related to systems of influence. Two survey items addressed the degree to which teachers create spaces for civic engagement with students. When asked whether teachers encourage discussion and debate over social and political issues in class, 77% of 766 students replied that their teachers do this, and 22% replied that they do not. Seventeen percent of the 573 respondents whose teachers reportedly encourage discussion and debate stated that this occurs *very often*, while 62% stated that this occurs *sometimes* and 20% stated that this occurs *not very often*.

Education seemed to be the #1 priority with Hispanics. I would not have guessed that, as graduation rates and higher education attendance does not seem to reflect that it is that important.

—Ann Murguia, Commissioner,  
Wyandotte County,  
Kansas City, Kansas Unified Government

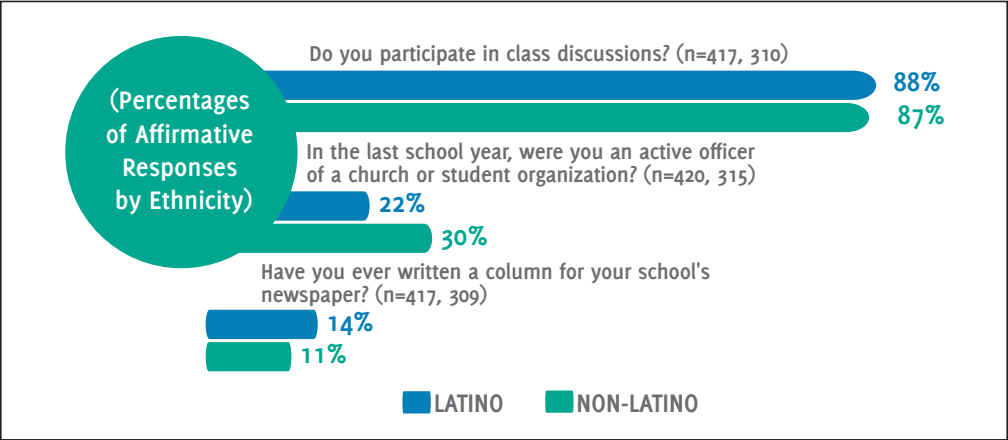
35 The difference between Latino and non-Latino youth was statistically significant [ $\chi^2$  (df=1) = 15.69,  $p < .001$ ].



Civic Skills in School

Several items focused on ways that students utilize opportunities to develop civic skills in the classroom and the school. Participation in class discussions is an important opportunity to expand these skills, and over 85% of Latino and non-Latino students reported that they engage in class discussions. Smaller percentages of students confirmed that they filled leadership roles in student (or church) organizations (22% of Latinos and 30% of non-Latinos). Even fewer (14% of Latinos and 11% of non-Latinos) indicated that they had written a column for the school newspaper, although this is just one specific opportunity for exercising civic leadership. Figure 83 displays the results of these self-reported measures of civic skills and competence by ethnicity.

Figure 83 Civic Skills in School



School Activities

Many other activities provide opportunities for student leadership and development of their civic skills, as well. Over two-thirds (67%) of all the students surveyed reported that they participate in organized school activities, groups, and events (70% of Latino students and 65% of non-Latino students). In selecting from a list of common types of school activities, students could check all that apply. They could also add other activities that were not on the list. Table 22 summarizes the types of activities, the sample sizes of students participating in each type of activity, and the percentages of participating students by ethnicity.

Table 22 Participation in School Activities

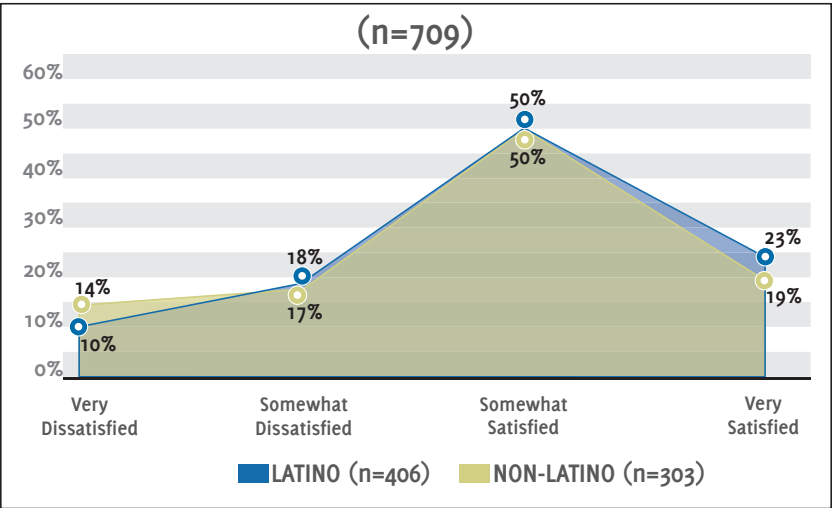
School Activities							
Selected Features	n	Latino	Non-Latino	Selected Features	n	Latino	Non-Latino
Sports	330	60%	40%	Drama/Speech	49	55%	45%
Music	144	55%	45%	Clubs	159	58%	42%
Student Government	52	46%	54%	Other Activities	185	58%	42%

In the ‘Other Activities’ category, both Latino and non-Latino students participated in such activities as JROTC, Multicultural Club, Pay It Forward, yearbook, dance, poetry, robotics, LINK peer mentoring, and civil service groups. Art Club, Conexion Azteca, and Aztec Productions Club were other activities in which Latino students participated.

Student Satisfaction with School

The students completed one item requesting that they rate their satisfaction with their education, using a 4-point scale from *very dissatisfied* (1) to *very satisfied* (4). See Figure 84, which shows the highest percentages of both Latino and non-Latino students rating their satisfaction as *somewhat satisfied*.

Figure 84 Students' Satisfaction with Their Education

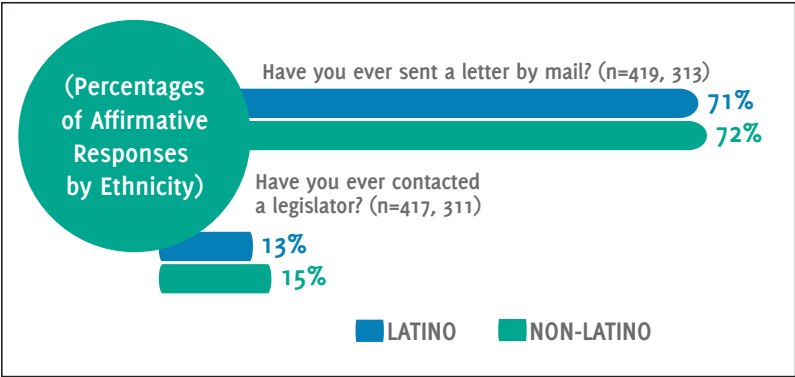


Community Life

Civic Skills in the Community

Just as students responded to questions about their civic competence within the school setting, they responded to questions about civic skills within the community. These questions pertained to corresponding with others by mail and contacting legislators in a variety of ways. While over 70% of students had sent letters by mail, few (< 20%) had used letters or other means to contact a legislator. The 112 students who had contacted a legislator used these ways to communicate: letters (43%), an electronic message (27%), a phone call (33%), and a visit in person (25%). (Multiple responses could be selected.) Figure 85 displays the results of these self-reported measures of civic skills and competence by ethnicity.

Figure 85 Civic Skills in the Community



Actions and Expressions in the Community

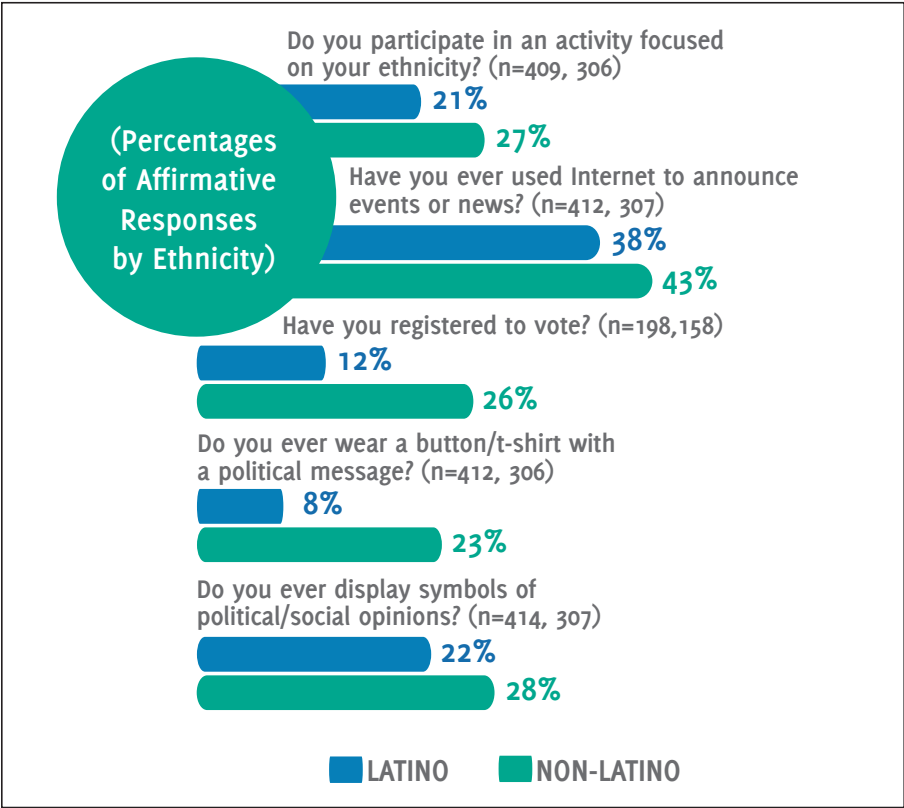
Once youth develop civic competence and understanding through volunteerism and establishing their social network, they may engage more actively in civic participation and expression. Higher percentages of non-Latino youth than Latino youth wore buttons or t-shirts with a political message.<sup>36</sup> When excluding the youth who are too young to register to vote, a higher percentage of non-Latinos had registered.<sup>37</sup> Figure 86 displays student responses to questions regarding their self-expression and activism.

<sup>36</sup> The difference was statistically significant [ $\chi^2$  (df=1) = 30.45,  $p < .001$ ].

<sup>37</sup> The difference was statistically significant [ $\chi^2$  (df=1) = 12.24,  $p < .001$ ].



Figure 86 Actions and Expressions



Community Activities

Just as many students participate in various school activities, they may opt to participate in community activities. Over one-third (36%) of all the youth surveyed are active in some kind of community activity (35% of Latino students and 37% of non-Latino students). Youth responded to questions about five specific types of community activities and had the opportunity to describe other activities not on the list. They could check multiple items. Table 23 presents a summary of the community activities in which the youth are involved, with both the sample size and the percentage of youth who participate in each activity shown by ethnicity. The largest numbers of youth participated in church activities (e.g., choir or youth group) and sports teams or lessons in their communities.

Table 23 Participation in Community Activities

Community Activities							
Selected Features	n	Latino	Non-Latino	Selected Features	n	Latino	Non-Latino
Church	137	51%	49%	Scouts, 4-H, Other Club	13	31%	69%
Sports Lessons or Teams	85	60%	40%	Music Lessons	28	57%	43%
Dance Lessons	30	43%	57%	Other	58	53%	47%

Fifty-five of the individuals who selected the ‘Other’ category described these activities. The types of activities were sponsored by various organizations. They involved community service, mentoring and teaching, gardening, translation, fund-raising, participating on a youth council, community mobilization, helping children with homework, community center involvement, and many other forms of volunteerism and activity.



Access to Services and Resources

Access to Health and Mental Health Care Services

The students responded to questions about their need for and access to health care and counseling or other mental health care services. Figure 87 displays the responses of Latino youth, and Figure 88 displays the responses of the non-Latino youth. Among the students who completed the survey, extremely comparable responses were submitted for both ethnic groups. The large majority of students in each group indicated that they needed health care. Among Latino youth, 82% who needed health care stated that they had access to it, while 88% of non-Latino youth stated that they had access to it. It is important to note that almost half of the students in each group expressed a need for counseling or other mental health services, and only 69% who needed these services perceived that they had access to them.

Figure 87 Access to Health Resources for Latino Youth

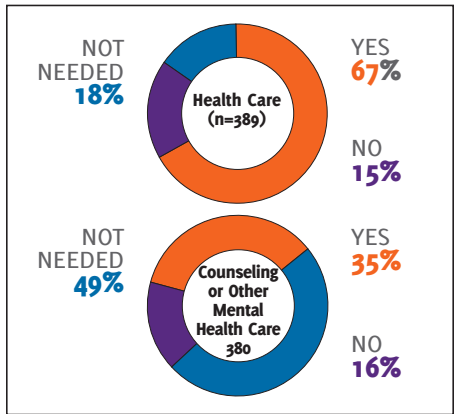
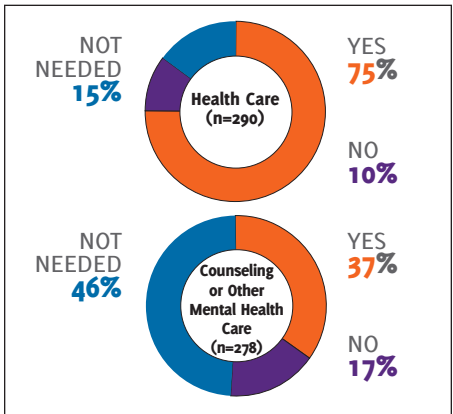


Figure 88 Access to Health Resources for Non-Latino Youth



Access to Other Resources

Students also reported whether they had access to other resources, including recreation programs, transportation services, tutoring, and language services. Figure 89 displays the responses of Latino youth, and Figure 90 displays those of non-Latino youth. Responses indicate that Latino and non-Latino youth had similar levels of access to most of these resources, with the exception of transportation. Sixty-three percent of Latino youth reported a need for transportation services, and 83% of Latino youth who needed the service were able to get it. However, a greater percentage of non-Latino youth (78%) reported a need for transportation, and a smaller percentage of those who needed the service (76%) were able to get it.





Figure 89 Access to Other Resources for Latino Youth

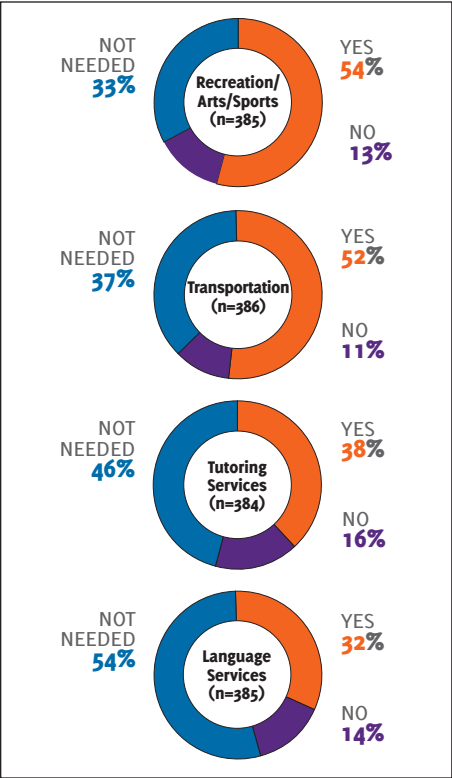
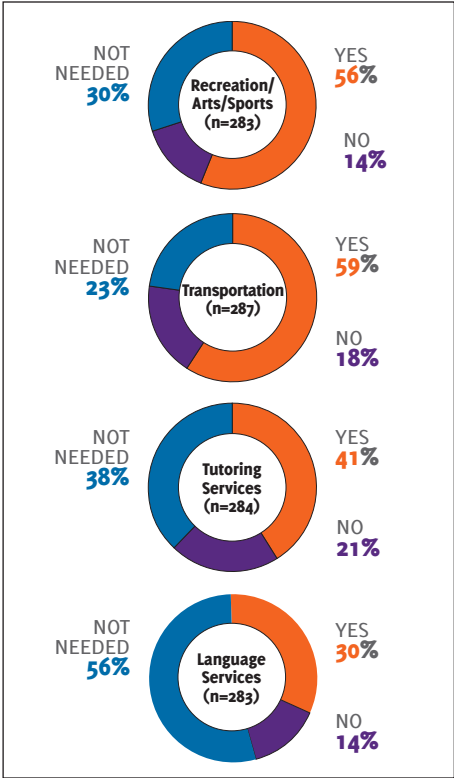


Figure 90 Access to Other Resources for Non-Latino Youth



**Youth Perceptions of the “Best Things” about Greater Kansas City**

Youth were asked to share what they thought were the two best things about Greater Kansas City. Five hundred fifty-five students generated 1,062 positive statements about Greater Kansas City. The statements focused on the people of Greater Kansas City, the city itself, and the services and opportunities available. Throughout this section, little difference was seen between the comments from Latino and non-Latino students. Statements were representative of both groups within each category related to perceived assets of Greater Kansas City. Any differences in the thrust of the comments by ethnicity will be noted. In some instances, the ethnicity of the respondent is identified due to its particular relevance for this study.

**Family and Friends**

Among the most frequently referenced “best things” about living here were family and friends, as noted in 146 student comments. They liked “being around loved ones” and “being close to family.” The respondents mentioned both their immediate and extended family members, including “my nieces and my family,” “grandmother,” and “uncles, aunts, grandmas and dad.” They described close relationships with family members; one expressed comfort in “knowing I have family here to support me.” Another stated, “One best thing about living in Kansas City area is that I have all my family close to visit.”

Students also considered their friendships an asset in Kansas City, stating, “I have met great friends;” “[I’ve] got some good friends to hang with” “[I] have nice friends” and “[I’ve] got friends that like being with me.” They said, “Being close to my friends,” and “Hanging out with all my friends,” and “Going out with your friends at night” are some of the best things about Greater Kansas City.

**People**

Beyond relationships with relatives and friends, 73 students described the people in general as a positive attribute of Greater Kansas City. They described the people

of Kansas City as “amazing,” “welcoming,” “kind,” “nice,” “fun, energetic,” “happy,” “helpful,” and “friendly.” One student commented, “There are many beautiful, kind people here that care about the welfare of others.” Another claimed, “People do get involved.”



Some student comments accentuated the diverse populations of Kansas City as positive aspects. “I love the mix [of] the culture from all over the world that Kansas City has provided my life.” Others particularly liked having people of their own race or ethnicity here; for example: “They are people [of] your race;” “My neighborhood is full of people like me (Hispanics);” and “[There are] a lot of people of my race.”

Twenty other students addressed the importance of knowing people and indicating that this is a feature of Greater Kansas City and its communities. One considered the metro as a “large population,” but stated in parentheses that “(everyone knows everyone).” Others said, “I know a lot of people;” “You get to know all the people around you;” and “Everyone I know is here.” The connotations of many of their statements suggested that knowing people involved building trusting, caring relationships: “Everyone knows everyone – close community;” “Everyone is connected/related to each other in some way;” “Everyone watches out for each other;” and “Most people look out for each other.”

### Communities and Neighborhoods

The sense of closeness with others that some students described blends with 27 descriptions of neighborhoods and communities within Greater Kansas City. One respondent stated, “The people in my neighborhood are nice sweet old people;” “People of my neighborhood are nice;” and “Some people in the community want to make a difference.”

Several noted advantages of a “good neighborhood” or a “close community.” One liked “being able to know people that live around me,” while another liked “the wonderful scenarios in my every day community.” Two students voiced these positive actions in their communities: “I like how they try to keep the neighborhoods secure;” and “We can talk as a community.”

### The City

In addition to their positive characterizations of the people and the communities of Greater Kansas City, 22 students identified the metro area itself – “the city and its suburbs,” “the city life,” “downtown,” “the city itself” – as one of the best aspects of living here. Several of them spoke with affection for this city and emphasized their feelings: “I love Kansas City...the best place to be;” and Greater Kansas City has a “down-to-earth feeling.” Thirty-four students spoke of the positive “**atmosphere**” of Greater Kansas City, suggesting that they perceive it to be more than a sum of its parts. They described it as “calm,” “usually peaceful,” and “mostly quiet.” One considered it a “good place to grow from and talk about later in life,” and another said, “It’s more peaceful compared to other cities.”

These heartfelt comments complement the statements from 23 Latino and non-Latino students who indicated that the Kansas City area is their **home town** and 18 others who emphasized their familiarity with the city. Several stated that they were “born here” or “grew up here,” with one stating, “I like the city; it will always be home to me.” One Latino student remarked, “I’ve been living here my whole life, [with] friends, family, and future family.” Students commented about “the familiar communities,” where they “[are] used to the area,” “[are] aware of [their] surroundings,” “know how to get around the city,” and “know everyone.” One student liked “knowing where I am feeling safe instead of [in] an unknown place.”

Another contributing factor that 38 students highlighted is the **size** of Greater Kansas City. Interestingly, some perceived the city to be large, e.g., “The city is big;” “[It’s a] big city, with lots of things to do and places to go;” and “Kansas City is a pretty big city with a lot of room.” Others considered it like a small town, labeling it “a small area – all the people are close;” “a small city;” “small area, so it’s easy to get around;” and “not too big.” Quite a few agreed with the students who said, “It is just the right size;” “It’s not too big but also not too small;” and “One can get around.” One student



commented that Greater Kansas City “offers a small town feel with the benefit[s] of the big city.” Five other students described Greater Kansas City as “not too crowded.”

Additionally, 14 students highlighted “accessible **transportation**,” with several stating, “It’s easy to get around,” and one stating, “You can take the highway anywhere.” Others mentioned cars, buses, bicycles, and walking as their modes of transportation to the places that they want to go.

According to 27 students, places that they wished to go in Greater Kansas City were in **close proximity** or easy to access. Several said, “Everything is close,” and one expanded this idea by saying, “I live close by to everywhere I need to go (school, grocery store, gas station).” Others talked about being close to the city, a park, the high school, the gym, retail stores, and restaurants.

Among the features that conjured positive feelings for students were Greater Kansas City’s **beauty, history, art, and music**. Seventeen students commented that the city has “beautiful scenery – the plants, fountains,” “many city scenes,” “skyscrapers,” and “pretty views.” Six students liked learning about its “historical background,” with one student depicting it as an “old city [with] lots of history and secrets.” Eight respondents focused on the arts, commenting that they liked Kansas City’s “way of experiencing with art,” that there is an “artistic feel in certain areas,” and that “art history is displayed.” Students depicted “the art and museums” as being “really nice for a change in one’s day” and “the Crossroads” as a “big art scene.” One mentioned that there are “art opportunities for young artists.” Two also noted music as among the best things about Greater Kansas City.

Forty students summed up the city by focusing on its **culture and diversity**, which they described as “the urban culture” and a place with “rich and vibrant cultures.” They recognized that Greater Kansas City is “very multicultural,” with “more people of different ethnic background appearing,” and “more people of different races.” Students stated, “I like living in Kansas City because it’s really fun to get to know all kinds of people;” “I love the mix [of] the culture from all over the world that Kansas City has provided my life;” and “[I like] living around people from different countries.”

Eleven liked the **location**, especially that it is the “Heart of America,” “the Midwest,” or “the middle of the map.” One student claimed that being “in the middle of the U.S. makes it easier to travel.” Forty-two comments from Latinos and non-Latinos referenced **the weather and the climate** as positive aspects of Kansas City, including those who liked having four seasons and climate changes involving rain and snow. Several mentioned that they did not think Kansas City had many “natural disasters,” “tornadoes,” or “serious storms.”

For 16 Latino and non-Latino respondents, relative **safety** was a primary asset in Greater Kansas City. Some said, “I feel safe,” while others said, “I feel a bit safe where I live,” and “I feel safe most of the time.” Two labeled it a “safe city” or a “safe town.” Others described the city in this way: “We don’t have much or big disturbances around here;” “Not much happens like big trouble;” and “Not much goes down that’s major that I know of, pretty laid back.” Most of these statements had qualifiers that denoted a moderate degree of perceived safety.

Eight students mentioned aspects of the **environment** that they liked best in Greater Kansas City. They cited “clean water,” “the environment and nature,” and for the “trash [to] get picked [up] every week.”

### Activities for Youth

It is difficult to separate students’ comments about youth activities from their comments about access to attractions and entertainment. Nonetheless, 14 spoke in general about the availability of “fun activities,” sharing such comments as the following: “There is always something to do.” Activities may have contributed to responses of three individuals who claimed that this city is “not boring.” Other students described specific activities that they liked. For example, four liked parties, eleven liked going to the parks in their communities (including two who liked skate parks), two liked participating in “good teen” or “youth organizations,” and six

liked participating in their church. Four also highlighted the importance of community centers and their activities, one noting that they “*keep kids’ minds on track.*”



### Attractions and Entertainment

One hundred twenty-eight respondents highlighted attractions of Greater Kansas City focused on **entertainment** (e.g., Worlds of Fun and Oceans of Fun, Sporting KC Stadium, Sprint Center, Power Play, the Kansas City Power and Light District, the Jazz District, and movies) and shopping (e.g., the Legends, the Plaza, Crown Center, and malls). Additionally, 27 considered both **participatory sports** (e.g., soccer, basketball, and swimming) and **spectator sports** (e.g., Sporting KC soccer, Chiefs football, Royals baseball) as assets of Greater Kansas City. Many students (43) also spoke of the great **food** found in the city, including 16 who mentioned Kansas City barbecue, e.g., “*Gates Barbecue.*”

### Opportunities

Many respondents (26) emphasized that Kansas City was a place of opportunity. Some also commented more specifically on important underlying tenets of life in Greater Kansas City. Six students – both Latino and non-Latino – appreciated their **freedom**, and one non-Latino claimed, “*There’s more fairness*” here. Another expressed optimism about Kansas City, stating, “*Our city is growing and becoming more recognizable.*” One youth summarized the thoughts of many by writing, “*There are great opportunities here in KC; you just have to get out and find them.*” Several Latino students assessed Greater Kansas City as a place where “*there is a lot of tolerance*” and “*not much discrimination.*”

Another aspect of opportunity pertained to **employment** and **economic stability**. Sixteen respondents believed that opportunities to work are present in Greater Kansas City. One declared that it was “*easy to find a job,*” and several commented that there are many kinds of jobs available. Twenty students mentioned benefits due to the low cost of living in Greater Kansas City, claiming that the city is “*affordable*” and “*living expenses are cheap,*” with “*low taxes*” and “*decent*” rent.

Seventy respondents referred to the opportunity for a good **education** as an advantage of living in this area. Of these, 51 made positive comments about the school that they currently attend, such as Latino students citing “*being able to go to a good educated school*” and stating that “*teachers give help when needed*” as two of the best things about Greater Kansas City. Similarly, two non-Latino students made these comments: “*My best things living in Kansas City area...[are]...my school and my teachers;*” and “*The school system keeps me on track to graduating.*” Six students highlighted the opportunity to attend one of a variety of colleges or universities. Two Latino youth stated, “*There are universities that are good;*” and “*There are a lot of opportunities to attend a variety of colleges.*”

Six students (both Latino and non-Latino) discussed **health**-related assets, focusing on their opportunity to access health care and health insurance. For one student, family health was the best thing about living in Kansas City. Some cited **other resources and services** that enhanced their lives. They considered these to be among Greater Kansas City’s assets: the library, the police, the Police Athletic League (P.A.L.), and “*many programs [and] community groups.*”

### Youth Perceptions of the “Biggest Problems” in Greater Kansas City

Youth were also asked to identify the two biggest problems in Kansas City. In response, 581 students made 1,074 comments pertaining to challenges they believed existed in Greater Kansas City. Similar to their description of positive features of Greater Kansas City, their descriptions of the challenges ranged from interpersonal issues to issues in their communities and the city at large. In general, the sentiments expressed by Latino and non-Latino students were very similar; any major distinctions in their views will be noted. Taken together, all of the students’ comments about assets and challenges sometimes appeared to contradict each other, e.g., the size of the city or the weather being one of the best assets and one of the





worst problems. When surveying a large number of people, it is expected that opposite opinions will be expressed (and in some cases might even be expressed by the same person who understands both perspectives). This is, however, a legitimate reflection of their perceptions of both the positive and negative aspects of society in Greater Kansas City according to the students who were surveyed.

From the perspectives of the respondents from these six high schools, two primary challenges reportedly permeate the community and affect the people, the neighborhoods, the schools, the city as whole, and its services. First is the concern for **safety**, along with the fears and threats of **danger**, as documented in 471 comments regarding general concern about safety, gangs, violence, fear of guns and shooting, killing, crime, drugs and alcohol, and need for protection. These specific topics will be discussed in the section on danger and safety concerns. Comments related to issues of danger constitute roughly 44% of the students' comments about perceived challenges in Greater Kansas City.

Second is the prevalence of **poverty** that affects many aspects of life in Greater Kansas City. Poverty is potentially an impetus for and a result of economic issues, employment issues, homelessness, and the need for improved infrastructure. The interaction between danger and poverty further compounds the issues, e.g., students' depictions of blighted neighborhoods as being both "*unsafe*" and "*dirty*."

This section of the report will first relay the identified issues related to danger and poverty in Greater Kansas City. Then it will cover other issues as they relate to the people, the schools, the neighborhoods, its activities and services, and the city as a whole.

### Danger and Safety Concerns

Twenty-three youth in the participating schools expressed **general concerns about their safety**. For example, they indicated that there is "*not enough safety in [the] community*," that "*some streets and neighborhoods are not safe*," that there is "*no safe place to go after school*," and that there is "*not enough protection in public places, for example the mall or movies*."

Among the comments about danger were 80 references to **gangs**, especially to "*gang violence*." Students stated that there are "*a lot of gangs*," and "*too many young teens wasting their life in gang violence*." One respondent claimed, "*People get killed really often because of gangbangers*."

Much of the **violence** that students cited occurs in the community or neighborhood. These comments are representative of the 139 statements specifically about violence: "*Kansas City has a lot of violence*;" "*The violence in my area is a problem*;" "*[There is] fighting everyday [in a] different place*;" and "*[There is] a lot of violence in the neighborhood*." One student stated, "*I think there is too much violence and crimes in the city, making it unsafe at times*," and another considered "*not being able to stay out past a certain time because of violence*" an issue.

Some referenced violence among peers and domestic violence as major problems. Seven individuals indicated that bullying was an issue, including one who also cited "*teen domestic violence*" as an issue. One individual described "*waking up in the morning [and] getting to school [to] dad's whip*."

**Gun** violence was a specific concern voiced by 34 students who considered "*getting shot*" and "*too much gunfire*" the biggest problem. One respondent claimed, "*You have a probability of being shot*," and another concurred, "*A lot of people get shot*." Others described having "*gun fright*;" "*walking outside and worrying about the shootings and kidnaps*;" "*looking at people shoot at each other, no gun control law, kid shot in streets*;" and "*gun shots in the distance every few days a week*." One student declared, "*The government should ban guns in the Kansas City Area*."

When death occurs due to violence, this tragic result makes a deep impact on youth. Fifty-seven respondents considered **killing** to be a most devastating problem in Greater Kansas City. A number of their comments implied some association

with the individuals involved: *"People think they [are] tough and end up dead;" "People [are] shooting for no reason and killing;" "People get killed every two weeks;" "People get killed really often because of gangbangers;" "People die for nothing;" and "The problems are that there are a lot of homicides."*



Respondents emphasized other manifestations of **crime**, in addition to homicide, contributing 135 statements about the gravity of this issue. According to one student, the biggest problem is *"the amount of crime – especially violence towards the kids now of days."* The respondents referenced vandalism, molestation, rape, bullying, selling drugs, prostitution, assault, theft (including auto theft), robbery, break-ins, kidnapping, and breaking out of jail as crimes that cause disorder in Greater Kansas City. These student perceptions suggest that they consider crime pervasive: *"There's crime everywhere,"* and *"There's too many stealers."* Four other students cited *"all of the crimes that I see go on;" "criminal activities – such as taggings, shootings, [and] break-ins;" "people always stealing wherever you go;"* and *"the increase of the crime rate"* as the most serious issues in Greater Kansas City. One student acknowledged, *"I fear danger and the crimes around my areas."* Another student reflected on the connection between crime and poverty and its impact on people's lives, saying, *"The crime and poverty rate is really high, which is sad, and people often don't get a chance to better themselves."*

Challenges pertaining to **drugs and alcohol** emerged from 39 of the respondents' comments. They spoke of both substance abuse issues and issues associated with the violence and criminality of the industry. They discussed *"drunk drivers," "teens drinking and smoking," "teens using drugs in school," "potheads,"* and *"crack heads."* Three students focused particularly on the *"drug dealers"* and *"students that are selling drug[s] in the school,"* with one claiming that *"drugs can be obtained too easily."* Eight students verbalized associations between drugs and gangs or violence.

Some of the comments depicting safety concerns clearly reflect students' **personal experiences**, while others reflect students' **fears of danger** around them. The following statements suggest violence that students have experienced or witnessed directly: *"People steal a lot. We got our car stolen. We got another car, and they stole the things inside of it. Then they robbed our house at night, and they almost killed one of my family member[s]. That [is] why I'm kind of scared to live here;"* and *"Sometimes you get a fight from the person who speak[s] [the] same language."* In contrast, these statements speak to an atmosphere in which students fear dangerous encounters with others and conclude that danger is nearby: *"Where I'm at, I tend to always hear sirens. Likely something's going down somewhere;" "...some people look suspicious;" "There are 'gangs' here supposedly;"* and *"[I'm] always hearing on the news someone is die [i.e., dying] because of gun shoot[ing]."*

A few respondents focused on the need for additional **protection** from danger. They claimed that *"we need more security,"* that there is *"not enough strictness for violence,"* and that there is *"not enough police enforcement in the metro area."* Two of the 14 respondents who had concerns about the police accused them of corruption. Most respondents, however, described the threat to their safety or expressed their worry about it, rather than prescribing how to address the problem or ascribing fault to law enforcement.

The respondents rarely mentioned race or ethnicity with regard to their concerns about violence. Two people disclosed being bullied due to race, and two respondents claimed that they were subject to discrimination due to their ethnicity. Similarly, only a few individuals expressed their own biases against persons of another race or ethnicity. While gangs are often organized along racial/ethnic lines, the students made no comment about the specific racial/ethnic composition of the gangs. Instead, what the students referenced was the violence and their sense of danger.

### Poverty

Clearly, not all youth in Greater Kansas City or in the schools that participated in the needs assessment live in poverty. Nonetheless, youth described issues related to poverty as challenges of Greater Kansas City. Like the issues related to danger, some respondents reported repercussions associated with poverty that they





had experienced themselves, and others who referenced poverty saw it as a more global, societal issue. In this section, several issues related to poverty are presented: economic issues, employment issues, homelessness, and the need for improved infrastructure.

Fifteen student comments directly named **poverty** as an issue. Seventeen others defined **economic issues** that are problematic in Greater Kansas City. They cited “gas prices” and “the price of the houses” as concrete examples of the effects of “money issues,” “insufficient funds,” and “the economy.”

Thirty-one youth also spoke about **employment issues**, indicating that “job opportunities are rare,” that they have had “difficulty finding a job,” and that there are “not enough jobs.” Some referenced the “unemployment rate,” especially “unemployment for youth.” Others cited “poor working conditions,” “people losing jobs,” and “people...not hiring and company...clos[ing] down.”

Another sign of poverty is **homelessness**, which 16 student responses identified as one of the most difficult issues in Greater Kansas City. They stated that there are “lots of homeless people” and that “homeless people need help.”

Other indications of poverty are apparent in 83 youth descriptions of the **need for improved infrastructure** in the neighborhoods and city as a whole. Students stated, “[The] community is ugly;” “The city looks old;” and “[There is] abandonment of building[s] – homes, companies, and medical care because of poverty.” Several observed that there are not “as much local stores as there should be,” “not any malls,” “not many interesting stores,” and that “big stores are far away and hard to get to,” They stated that Kansas City “needs some construction,” “needs to upgrade...technology-wise,” and needs “resources for public places.” One claimed, “Kansas City is not a clean/green environment.” Among these comments were six about street maintenance, with students describing “dark streets,” “potholes,” “streets [that] need to be fixed,” and Kansas City not being very good about “clearing the roads for snow plows.” Some youth described Kansas City as “dirty,” “trashy,” or “not very clean in many places.” Youth perceptions of neighborhoods went beyond descriptions of the physical infrastructure (e.g., “dumpy houses,” “a lot of trash,” and “dark streets,”) to characterizations of them as “bad,” “ghetto,” and “the hoods.” These connotations have overtones that merge the dual issues related to danger and poverty.

### People

Paradoxically, while 74 comments from respondents addressed the positive attributes of people in Kansas City, 61 comments identified their **negative attributes**. Some people were described as “rude people who are angry all the time,” “ignorant people,” “judgmental people,” “bullies,” and “creeps.”

Nine students discussed challenges with other people associated with **language barriers**. Among the issues they faced were “not enough people who speak my language.” “Learning the language” and speaking in English were difficult for some. They stated, “I don’t understand what they talk about;” and “I’m not bilingual, so I can’t find a job – it’s not right.” One respondent commented, “I don’t like people who insult [an]other language.”

Students cited 27 other examples of discrimination, racism, and stereotyping. They described being “looked down [upon] by neighboring county schools” and stopped by policemen due to profiling. Some felt that people were treated unfairly; for example, they stated that “not all areas are treated the same,” “that when it snows, the minority gets less snow-removing service...,” that there is “subtle racism,” and that there is “not much help for illegal immigrants.” Some referenced being stereotyped as teenagers or as persons of a particular race or ethnicity. A few comments reflected respondents’ own biases related to race, ethnicity, sexual orientation, or gender of other people.

### Education

Youth made 64 references to problematic issues in the **educational system and schools**. Most of the students that commented about this topic felt that the **quality of education** in Kansas City was poor. They commented, “I feel that the school

*district is very bad in this city; leading many youth to give up on their goals;" "[There are] too many people in the schools;" and "[There is a] lack of helping students educationally."* Some identified the resulting outcomes, stating that they were *"not really getting a great education,"* that there was a *"loss of education importance to minorities,"* and that there were *"high school dropouts."* A number of the students referred specifically to the **public school districts**, including the *"school district structure," "no accreditation in public schools," "not very good school district,"* and *"schools...poorly managed."* Another added, *"I feel that the school district is very bad in this city; leading many youth to give up on their goals."* Only one student specified teachers as an issue. A few students referenced issues about cleanliness, maintenance, and resources in the schools, stating, *"Schools look and are poor, rats in classrooms, dirty;" "Window[s] are broken;" "Schools are poor and then they don't have many book[s] to give to student[s];"* and *"[There is a] lack of funds in the educational department."*



Latinos are overrepresented in the wrong places and underrepresented in the right places. Education is the key to success, however, as the Greater Kansas City Hispanic Needs Assessment (HNA) confirms, many barriers stubbornly persist. These barriers include lack of access to quality educational opportunities, lack of awareness of educational services, and language barriers.

—Crispin Rea,  
KCPS School Board Member  
and UMKC Law School Student

## Communities and Neighborhoods

As already stated, most of the issues of communities or neighborhoods were associated with poor living conditions or safety concerns. Four students added these insights: *"Communities don't come together as much;" "They never ask the kids what they want to see changed;" "There is not enough support for the children;"* and *"[People are]...not wanting to help [the] community get better."*

## Activities and Services

A number of the student responses suggested the need for additional youth-focused activities in Greater Kansas City. This includes 19 comments that Kansas City is **boring**, 6 comments that Kansas City is **lacking in comparison to other places** (like California), and 28 statements that there is **not much to do** in Kansas City. Following are examples of these statements: *"It gets boring here." "It's not as good as other areas." "There is nothing for anybody young to do. If there is, something always ends up happening." "There isn't much for teens and youth of Kansas City to do." "There's never enough to do." "[There is] not much to do for fun."*

Additionally, students made 35 statements that there are **not enough activities or places for teens to go**. Several desired more entertainment activities and spectator sports, such as *"more recreation,"* concert tours, *"active parks," "basketball team – NBA," "big sporting events,"* and *"beaches."* Some wanted *"safe fun for teenagers"* and places to *"go out and chill,"* saying that there is *"nowhere fun to chill and laugh."* Others wanted more local community activities; stating that there are *"not much community involvement/activities," "not enough community centers,"* and *"very little community events for youth of all race[s]."* One student reported, *"They took away the community swim team."*

## The City

Although numerous students considered the size of Kansas City to be an asset, 19 comments reflected some students' perceptions that the **size of Kansas City** is *"too small"* with *"no variety."* Ten complaints focused on **distance** within the city – things being *"hard to get to"* and *"too far apart."*

While students made 42 positive comments about Kansas City's **weather and climate**, they also made 55 negative comments, calling it *"crazy," "too cold,"* and *"bipolar."* One asked, *"Why is it still snowing in spring?"* Another remarked, *"One day it can [be] 70 degrees; the next below freezing and snowing."*



### Other Perceptions of Greater Kansas City

One survey item solicited youth’s perceptions related to whether city government works on behalf of the people. Over half of the students had little awareness of city government roles, as reflected in Figure 91. Another survey item focused on youth perceptions of having been treated unfairly due to their race or ethnicity. Approximately one-third of students in both Latino and non-Latino groups perceived that racial/ethnic bias had affected them, as presented in Figure 92.

Figure 91 Perception that City Government Does What Is Best for People in Your Neighborhood

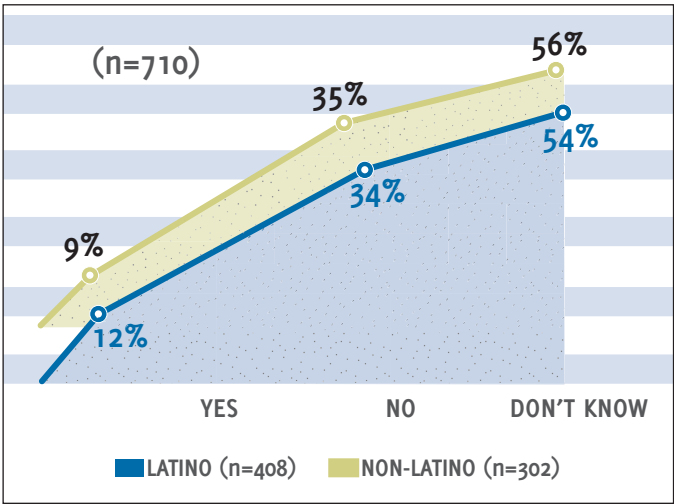
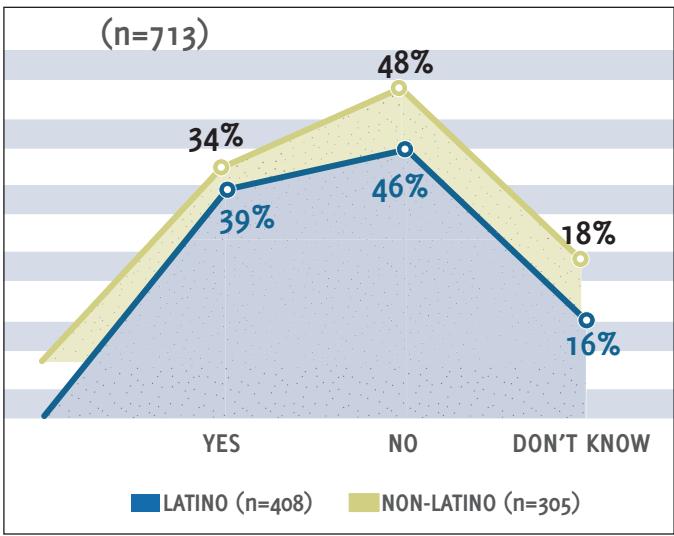


Figure 92 Unfair Treatment in Greater Kansas City because of Your Race/Ethnicity



A series of survey items explored more detail about areas in which students experienced discrimination. The youth were presented options of *School*, *Police* or *Criminal Justice*, *Employment*, and *Other*, with options to describe other situations in which they believed discrimination occurred. Among non-Latino youth, the most prevalent area of perceived discrimination was in the school system (52%); among Latino youth, the perceived discrimination most frequently was in the police or criminal justice system (44%). Table 24 presents this information. Under the open-ended category of ‘other,’ both Latino and non-Latino youth cited discrimination in their neighborhood, churches, stores, restaurants, entertainment areas, recreation (dance, soccer), public buildings, in public, and in the streets or

while traveling (i.e., racial profiling). Non-Latino students described political discrimination and discrimination in school.



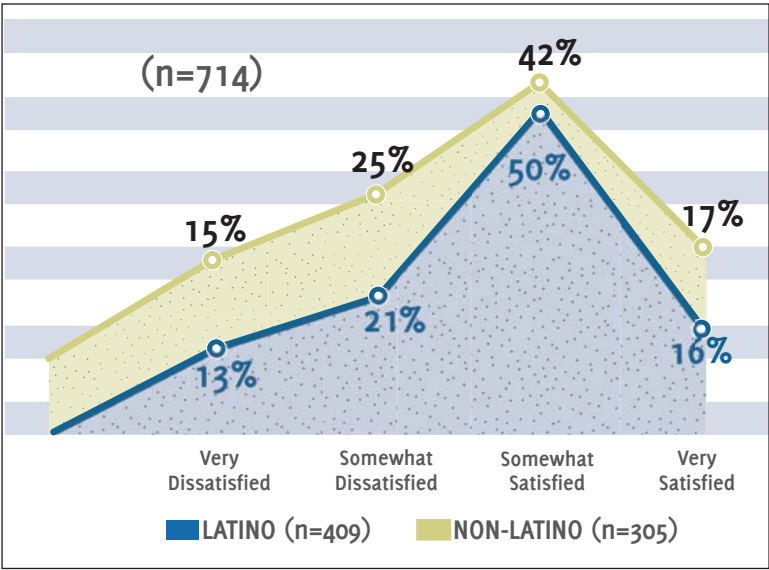
Table 24 Discrimination

Areas Where Discrimination Was Experienced					
Selected Features	Latino (n=157)	Non-Latino (n=103)	Selected Features	Latino (n=157)	Non-Latino (n=103)
Police or Criminal Justice	44%	32%	Employment	28%	32%
Schools	38%	52%	Schools	34%	30%

Students’ Satisfaction with Living in Greater Kansas City

Both Latino and non-Latino youth assessed their satisfaction with living in the Greater Kansas City area, using a 4-point scale from *very dissatisfied* (1) to *very satisfied* (4). Figure 93 presents their responses by ethnicity, which shows the majority of both groups to be *somewhat* to *very satisfied*.

Figure 93 Satisfaction Living In Kansas City

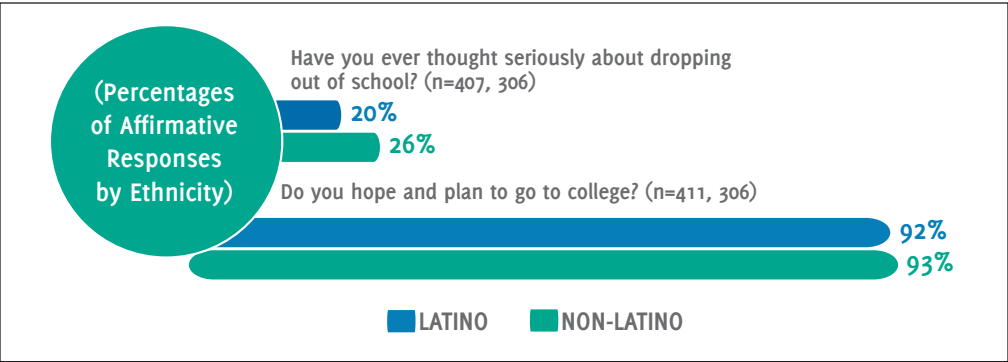


Youth Outlook for the Future

The youth considered their educational options by responding to a question about dropping out of school and two questions about attending college. Twenty-two percent of survey participants acknowledged having thought seriously about dropping out of school (20% of Latino and 26% of non-Lation youth). In contrast, 92% of 730 responded affirmatively when asked, “Do you hope and plan to go to college?” (92% of Latinos and 93% of non-Latinos). Figure 94 presents their outlook with regard to dropping out of school and going to college. The aspirations for the future of Latino youth who completed the survey are similar to those of non-Latino youth.



Figure 94 Outlook and Hopefulness



The most commonly cited reasons for not attending college given by 57 students were cost, poor academic performance, lack of interest, and military or vocational career choices. One youth wrote, *“I’d rather work right after high school to help my family financially.”* Another said that college would be *“too much of a challenge, and I think I will struggle.”*









# Discussion and Implications

## Chapter 6



## Discussion and Implications

### Discussion

#### *Comparison of Needs Assessment Findings: 1988 and 2013*

This section presents a brief comparison of the 1988 and 2013 needs assessments, examining both the individuals who participated and the perspectives that they shared. It is hoped that this will add clarity to the issues of the day and the strategies proposed.

##### **Individuals Assessed in 1988 and 2013**

Latinos were 2.4% of the 7-county Greater Kansas City population in 1988, and 0.3% of that population was surveyed. The 100 persons interviewed were from urban Kansas City MO and Kansas City KS, although attempts were made to survey persons in outlying areas by mail. Comparatively, Latinos were 9% of the 9-county Greater Kansas City population in 2013. A total of 1,240 residents of 8 counties and 101 ZIP codes were surveyed, equating to 0.7% of Latino the population.

The highest percentages of Latinos in Greater Kansas City were of Mexican origin at the time of each needs assessment (80% in 1980 and 78% in 2010, according to the U.S. Census), although percentages from Central and South American countries increased by 2010. Survey responses reflected this; 95% surveyed in 1988 were Mexican American. In 2013, only adults and youth born outside the U.S. reported their place of origin. Among adult respondents born outside the U.S., 79% were from Mexico, 12% were from Central America, and 5% were from South America; among Latino youth respondents born outside the U.S., 88% were from Mexico, and 4% were from Central America.

The percentage of U.S.-born respondents was much lower in 2013 than in 1988. Sixty-six percent of residents surveyed in 1988 (ages 16 years and older) were born in the U.S. In 2013, 31% of adults surveyed and 66% of high school students surveyed were born in the U.S.

Different approaches were used in 1988 to survey community leaders. Twenty-eight directors of 24 organizations serving Latinos were interviewed. Additionally, 36 Latino and 17 non-Latino community leaders completed a different survey, 30 by interview and 23 by mail. In 2013, one survey was completed electronically by 47 stakeholders who provide leadership through their organizations, elected positions, board responsibilities, and other means.

##### **Perceptions of Participants in 1988 and 2013**

Many similarities were evident in comparing the importance of an array of services. In 1988, the services ranked most important by both community residents and leaders were **education** (93% of residents and 89% of leaders), **health care** (83% and 76%), and **employment training** (79% and 81%). In 2013, the Key Informant Survey asked leaders to assess the importance of services; percentages of leaders and the services they deemed very important were **health care** (80%), **dental care** (77%), **employment training** (74%), and **education** (69%).

Among the most critical unmet needs identified in 1988 were education, employment, youth services, emergency food, emergency shelter, housing, substance abuse services, mental health services, and Latino leadership. The **low graduation rate of youth, teen pregnancy, limited employment for adults and youth, and legal status** were perceived as underlying challenges resulting in these needs. Many of the same issues surfaced in the 2013 needs assessment; adults identified these most pressing challenges: **gangs, low graduation rates, lack of opportunities or services for undocumented persons, low education of adults, lack of employment, and teen pregnancy**. Youth described threats to their safety from gangs,

violence, and crime and indicated that they lacked meaningful things to do and places to go. While most of the challenges reported in 1988 and 2013 were similar, 2013 respondents also accentuated issues related to crime and violence. Leaders in 2013 added an emphasis on the need for stronger **Latino community leadership**.



The 2013 needs assessment solicited opinions about the assets of Greater Kansas City for Latinos, as well. Among the assets community members cited were their bilingual language skills, religious organizations, and strength of family relationships. Youth also focused on relationships with family and friends. Many adults and youth expressed optimism for the future and satisfaction with living in Greater Kansas City.

**Comparison of 2010 Census Population and 2013 Needs Assessment Sample**

**Geographic Comparison**

Despite the fact that a rigorous sample selection process was not used, the sample of community members surveyed in 2013 was comparable to the 2010 U.S. Census population in most ways.<sup>38</sup> Geographically, 8 of the 9 counties of Greater Kansas City were included in the survey of community members, and all of the ZIP codes within each county identified by the Census as having a high concentration of Latinos were represented in the sample. The 2013 Community Survey sample from the four counties with highest concentration of Latinos differed in proportion from the 2010 U.S. Census population as follows.

- Jackson County (MO): 46.6% of 2013 sample, 34.4% of 2010 population
- Clay County (MO): 4.2% of 2013 sample, 8.0% of 2010 population
- Wyandotte County (KS): 20.8% of 2013 sample, 25.4% of 2010 population
- Johnson County (KS): 22.2% of 2013 sample, 23.7% of 2010 population

While Missouri was overrepresented in the 2013 Community Survey sample, all counties with a high concentration of Latinos were well-represented.

Sixty-seven percent of the leaders also lived in Missouri, although 86% stated that their work extended into both States. This resulted in 78% reporting familiarity with the *needs* of Latinos in both Missouri and Kansas and 80% reporting that they were well-informed about the *services available* in both States.

The six high schools participating in the Youth Survey were among the ten schools in Greater Kansas City with the highest concentration of Latino students, which is consistent with 2010 U.S. Census data for these ZIP code areas served by the schools: 66101, 66102, 66103, 66104, 66106, 64123, 64124, and 64127. The parochial high school enrolled both Kansas and Missouri students from these and 29 additional ZIP code areas. Fifty-three percent of students attended a Kansas high school, and 47% attended a Missouri high school (including the Kansas students enrolled in the parochial school). The participation of high schools in Johnson County (KS) would have enhanced the representativeness of the youth sample.

**Demographic Comparison**

According to the Census, 52% of Latinos in Greater Kansas City are male, compared to 40% male in Community Survey sample, 54% male in Key Informant Survey sample, and 47% male in Youth Survey sample. Age was comparable, with a median age for Latino adults of approximately 34 years, according to the Census, and a mean age of 38 years for community members surveyed (range of 18 to 91 years). Leaders had a median age of 48 years. Country of origin for the Latino adults and youth respondents who were born outside the U.S. was comparable to the proportions of the 2010 U.S. Census (78% Mexican, 7% Central American, 3% South American, and 12% other).

<sup>38</sup> The geographic representativeness of each sample is estimated; it is likely that additional changes have occurred in distribution of the population between 2010 and 2013.



According to the 2010 U.S. Census, 73% of Latino adults were high school graduates. By comparison, the 2013 sample included 69% of adults who were high school graduates. Based on Census information for the counties with a high percentage of Latinos, from 72% to 80% of Latinos were employed. The survey respondents consisted of 73% with full-time, part-time, or self-employment.

The 2006-2010 *American Community Survey* estimate Latino median income by county for the four metro counties with the highest concentration of Latinos. Ranges of income for each county were higher than the income categories presented by participants in the Community Survey.<sup>39</sup> The sample of adults surveyed underrepresented persons of middle to upper income.

In summary, most 2010 U.S. Census information suggests that this sample was relatively representative of Greater Kansas City Latinos in age, gender, country of origin, education, and employment. It is important to note that the income of the respondents was lower than the estimated median income of the general Latino population. While all of the geographic areas with a high concentration of Latinos were represented in the surveys, Latinos from Kansas were underrepresented in the sample. The findings were not weighted to adjust for these differences.

### ***Comparison of Responses of Community Members, Leaders, and Youth***

The mixed methods employed in surveying community members, leaders knowledgeable of Latino issues, and high school youth allow for meaningful comparative analysis. Similarities and differences in the populations, the topics addressed in each survey, the format of questions (including checklists, multiple choice items, rankings, and short answer questions), and the perspectives requested (most notably, their personal or family experience and their opinion about the entire community) were examined.

#### **Language**

Community member respondents were predominantly Spanish-speaking, with 23% speaking only Spanish, 35% bilingual with Spanish dominance, and 21% bilingual with English or no dominance. Almost two-thirds considered being bilingual a strong asset of Latinos in Greater Kansas City. Approximately half had needed translation or interpretation services, and almost half of them found these services easy to access. Similarly, half had needed English language classes, and just over half of those who needed the classes found them easy to access.

By comparison, lower percentages of the responding leaders relied primarily on Spanish; 2% spoke only Spanish, 9% were bilingual with Spanish as the dominant language, and 47% were bilingual with English as the dominant language. Over half of the leaders considered translation services very important in health, education, justice, and community service sectors.

Spanish was the sole language in 10% of the homes of Latino youth respondents, the dominant language in 59% of their homes where English was also spoken, and the secondary language to English in 21% of their homes. About half of the Latino youth had needed language services, and two-thirds of those who needed them had access to them.

#### **Discrimination**

Nearly half of adult respondents recalled experiences of discrimination based on ethnicity. The highest percentages reported discrimination in employment or in

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<sup>39</sup> Median household income from the 2006-2010 *American Community Survey* was estimated at \$31,238-\$35,194 in Wyandotte County (KS), \$45,647-\$54,823 in Johnson County (KS), \$31,101-\$35,271 in Jackson County (MO), and \$53,308-\$63,422 in Clay County (MO). This is substantially higher than \$20,000-\$25,000, the middle category of income selected by participants in the Hispanic Needs Assessment *Community Survey*. The income categories reported in the *Community Survey* were lower than the *American Community Survey* sample for each of the four counties, as well.



encounters with police or the criminal justice system, but they also cited events in education, housing, retail, and health care.

Most responding leaders perceived that Latinos experience discrimination related to ethnicity, as well. They estimated the most frequent occurrences in employment, criminal justice, housing, and schools.

Approximately one-third of youth stated that they had experienced discrimination (37% of Latino and 32% of non-Latino youth). Latino youth most frequently reported discrimination with police or in the criminal justice system, while non-Latino youth most frequently reported discrimination in school.



### **Governmental Representation**

Community members considered the degree to which their interests were represented by state and local government; for both levels of government, approximately half did not feel their interests were represented, one-third did not know, and less than 15% felt that they were well represented. The leaders assessed the representation of Latinos by the various branches of government, and the majority (80%-96%) believed that Latinos were not well-represented at any level of government. Over half of the Latino and the non-Latino youth stated that they did not know whether their city government was doing what was best for people in their neighborhood.

### **Human Services**

Community members and leaders answered different questions pertaining to human services. Community members spoke from the perspective of what they (and in some cases, their families) needed, and how accessible the services were. The leaders spoke from the perspective of the larger Latino community, rating the importance and availability of various services for Latinos in Greater Kansas City. Youth respondents also addressed some of the same types of services.

- **Housing:**

A number of community members needed emergency shelter (7%), housing assistance (14%), and utility assistance (28%), but the majority who needed these services found them difficult or impossible to access. A large majority of leaders considered these to be important services that were not available to Latinos to the degree warranted. Eleven percent of the youth described the need for improvement in housing and neighborhoods, describing run-down neighborhoods with abandoned buildings, poorly kept homes, and dark streets. Some also cited homelessness as a major problem.

- **Transportation:**

While most community members had access to a car, almost half stated that their family had needed to use public transit; half of those who needed it found it easy to access. Most leaders considered public transportation important, but rated it as somewhat available. While 63% of youth expressed a need for transportation, 83% of those who needed it said that they could get it.

- **Food:**

Over one-fifth of community respondents stated that they had run out of food sometime in the past year and could not afford to buy more. Almost half had needed food assistance for themselves or their family, and half of those who needed it found it easy to access. Forty percent did not have a grocery store nearby, and over 80% of those without one nearby considered this an important need. Over 85% of surveyed leaders believed that food assistance was important; 18% considered this resource very available, and 50% considered it somewhat available.

- **Health:**

A substantial number of community respondents indicated that they or their families could not afford to get necessary health care sometime dur-





ing the past year (a doctor for 29%, a dentist for 38%, and prescriptions for 27%). One-third stated that they or their families needed or used therapy/counseling, but less than half of those who needed it could access it easily. Almost all leaders considered the above components of health care to be important; over half believed that prescription medications or mental health care was unavailable for many Latinos. In addition, most leaders believed that resources for domestic violence prevention were very important, but that Latinos had limited access to them. Most Latino youth respondents stated that they needed health care, and over 80% who needed health care stated that they had access to it. Almost half of the Latino youth stated that they needed mental health services, and almost one-third of the youth who expressed this need perceived that they did not have access to mental health services.

- **Education:**

Three-fourths of the community members considered their children's education to be good or excellent. Half had needed English language classes themselves, and just over half of those who needed the classes found them easy to access. Fifty percent of youth were somewhat satisfied with their education, and 19% were very satisfied. Roughly equal numbers of youth considered education to be one of the best things and one of the biggest problems in Greater Kansas City. Some credited their schools and teachers for their progress, while others deplored the quality of their education, particularly citing administration, resources, and maintenance rather than teachers as the problems. Approximately half of Latino youth reported a need for tutoring, and most who needed it said that they could get it. Community members and leaders discussed ancillary education services of early childhood programs, before/after school programs, and enrichment programs for children and youth. Each type of service was needed by one-third to one-half of respondents, and one-third to one-half of those who needed them found them easy to access. Most leaders (85%-90%) considered these services important, but higher percentages of leaders (55%-70%) than community members believed that they were readily available.

- **Employment:**

Almost three-fourths of the respondents from the community were employed. Some respondents stated that they or their family had needed employment training (18%) or business loans/assistance (11%), but most considered these supports for their employment difficult to access. Almost all leaders considered both employment training and business loans/assistance to be very important services; a lower percentage considered employment training (45%) than business loans/assistance (63%) available.

- **Legal Services:**

While 57% of community respondents reported that they or their family had needed or used legal assistance, only 52% of those who needed it found it easy to access. By comparison, while 87% of leaders considered legal services to be important, only 54% considered these services readily available to Latinos.

### **Unmet Needs**

In addition, the leaders prioritized the top five unmet needs of Latinos in Greater Kansas City for specific human services. They perceived that these services were most needed to fill the gap for Latinos, in ranked order beginning with the highest perceived need: (1) health care, (2) before and after school programs, (3) low-income housing, (4) employment training, and (5) public transportation.

The findings from the *Community Survey* are consistent with the first four human services in this prioritization. The personal experiences of Latino adult and youth respondents accessing human services, as summarized above, however, support expanded definitions of these four human service areas.

- **Health care, dental health care, mental health care, and medications:**

As stated above, the difficulties that community respondents experienced in accessing health care extended to dental health care, mental health care, and access to medications. Similarly, almost half of Latino youth expressed a need for counseling or other mental health services, and one-third who needed these services stated that they did not have access to them.

- **Before and after school programs and early childhood programs:**

Community members noted similar issues accessing before/after school programs and early childhood programs. Early childhood programs for the 36% of families that needed them were difficult or impossible to access for an even higher percentage (54%) of families, particularly affordable, high quality early learning programs.

- **Low-income housing, utility assistance, and emergency shelter:**

In addition to low-income housing, community members highlighted these related issues as challenging: utility assistance (needed by 28% and difficult or impossible to access for 71% of those who needed it) and emergency shelter (only needed by 7%, but difficult or impossible to access for 61% of those who needed it).

- **Employment training and English language classes:**

In addition to employment training, half of the community members expressed a need for English language classes that were difficult or impossible to access for 38% of those who needed them. These classes may enhance knowledge gains from employment training and adaptation to a given work environment, as well.

- **Public transportation:**

Public transportation was needed by 41% of community members or their families, and 41% of those who needed it found it difficult or impossible to access. Further examination of the unmet need by geographic area is warranted.

The following three additional areas of identified need are worthy of consideration as high priorities, based on the experiences reported by community respondents:

- **Legal services:**

With over half of community respondents reporting that they or their family had needed or used legal services, 40% of those who needed these services found them difficult or impossible to access.

- **Translation and interpretation services:**

Almost half of respondents need translation/ interpretation services. While these supports are widespread, 40% of community members who needed them found it difficult or impossible to access them. They reported this need most frequently for health care, education, and the law enforcement and criminal justice systems.

- **Food resources:**

Many community members indicated their need for food resources, and many found these resources accessible. Nonetheless, the report that 21% had needed food that they could not afford to buy at least once in the past year suggests a serious issue.

## Challenges

One section of the Community Survey asked respondents to check the issues that they perceived were major challenges for Latinos in Greater Kansas City. The majority of 974 community members who completed this section of the survey identified 11 specific issues as local challenges. At least half of the responding leaders concurred with these perceptions of the community members. Following is this list of identified challenges for Latinos in Greater Kansas





City, ranked in order from the highest (65%) to the lowest (51%) percentage of community responses:

- Low high school graduation rates,
- Gangs,
- Lack of opportunities and services for undocumented individuals,
- Low education levels of adults,
- Unemployment for adults,
- Unplanned pregnancy among Latino teenagers,
- Lack of permanent residency options for working adults,
- Lack of Latinos in community leadership roles,
- Crime in neighborhoods,
- Family violence or domestic violence, and
- Lack of permanent residency options for youth.

The majority of 34 leaders identified four additional issues as challenges for Latinos in Greater Kansas City. Each of these issues was considered a challenge by at least 43% of the responding community members:

- Unemployment for youth,
- Low literacy,
- Poor physical health of community members, and
- Lack of adequate, affordable housing.

### Assets

Similar to the section defining challenges, both the community members and the leaders checked the assets that they perceived were major strengths of Latinos in Greater Kansas City. These qualities serve as a foundation for initiatives of the future in Greater Kansas City. Each of the qualities listed below was identified by at least 45% of both the community members and the leaders as a strength among Latinos in Greater Kansas City. The list is ranked in order from the highest (64%) to the lowest (47%) percentage of community members selecting this quality:

- Maintaining bilingual language skills,
- Participation in religious organizations,
- Strength of family relationships,
- Work ethic,
- Adding cultural diversity to the Kansas City community, and
- Entrepreneurship or willingness to start businesses.

Youth responded to an open-ended question about the best things about living in Greater Kansas City. The highest percentage of youth mentioned their relationships with family and friends. Many expressed their appreciation of the diversity of the population in Greater Kansas City, as well.

Adding to these strengths is a general sense of satisfaction about living in Greater Kansas City expressed by respondents. Three-fourths of the community members and two-thirds of the Latino youth surveyed stated that they were somewhat to very satisfied living in Greater Kansas City.

Leaders reflected on community engagement of Latino residents as important avenues to improve the quality of life in Greater Kansas City. Over 80% considered this important, but only half of the leaders perceived that the Latino population tended to be engaged in their communities. Some noted the wide variability of community engagement, civic engagement, and community investments across the city.

## ***Comparison of Latino and Non-Latino Youth Assessed in 2013***



The Latino and non-Latino youth in the six schools reported very similar experiences and perspectives. The majority of both Latino and non-Latino students were born in the U.S. The parents and grandparents of a large majority of Latino students, however, were born outside the U.S., in contrast to the families of the non-Latino students. Additionally, only 8% of Latino students had English only spoken in the home, compared to 70% of non-Latino students. Despite these place of origin and home language differences, both Latino and non-Latino students expressed similar sentiments in nearly every section of the survey (including both multiple choice items and comments). Many members of both groups appreciated the diversity in their schools and communities, wrestled with issues of safety, desired more things to do and places to go, but expressed general satisfaction with living in Greater Kansas City.

## **Implications**

### ***Suggested Next Steps***

The following processes and activities are recommended to build on the foundation of the Greater Kansas City Needs Assessment project. The leadership of the LCEC and Greater Kansas City Hispanic Needs Assessment Advisory Committee, the community involvement with UMKC-IHD in the assessment process, and the resulting findings inform the next steps in Greater Kansas City.

#### **Disseminate Information**

It is important to build momentum from the support that led to the commissioning of the Hispanic Needs Assessment. The following audiences are proposed as primary recipients of the information.

- **Participants in the assessment:**  
Staff of all Advisory Committee organizations, all other participating organizations that facilitated recruitment of participants and data collection, all volunteers (community, staff, faculty, and student volunteers), all recruitment sites, schools that participated in the *Youth Survey*, all surveyed leaders;
- **Policy makers:**  
Elected leaders and government personnel at federal, state, regional, and local levels;
- **Potential sponsors and funding sources:**  
Philanthropic organizations and individual donors, governmental entities (federal, state, regional, local), and other organizations with shared interests;
- **Administration and program personnel:**  
Business, nonprofit, and government leaders and practitioners in all human service sectors;
- **Community members:**  
Latino advocacy groups, neighborhood associations, websites of UMKC-IHD and LCEC and Advisory Committee member organizations, public access through libraries, and communication through the media that assisted in recruitment; and
- **Faculty and Students:**  
Educators, researchers, practicum and internship site supervisors, service learning coordinators, and both undergraduate and graduate students.



## Establish a Coordinated City-Wide Initiative

Both the complex issues that respondents conveyed in the Hispanic Needs Assessment and the types of strategies appropriate to address these issues suggest the merits of considering an integrated collective impact approach.<sup>40</sup> Kania and Kramer offer this depiction of collective impact in their seminal work:

*Collective Impact Initiatives are long-term commitments by a group of important actors from different sectors to a **common agenda** for solving a specific social problem. Their actions are supported by a **shared measurement system, mutually reinforcing activities, and ongoing communication, and are staffed by an independent backbone organization** (2011, p. 39).<sup>41</sup>*

The LCEC and other key partners, in fact, began a collective impact approach when they demonstrated their long-term commitment by instituting the needs assessment. Following are some of the next priorities that comprise a collective impact framework.

- **Common agenda:**

The needs assessment findings contribute to a united call to action and an opportunity to build a broad, common vision. This shared vision has potential to enlist champions, sponsors, participants, and allies. It gives purpose to the creation of measureable, action-oriented work plans at multiple levels that aim to achieve the desired impact together.

- **Backbone organization:**

Coordination of the initiative can be accomplished through a “backbone” or intermediary organization. The infrastructure support provided by this organization can facilitate communication and planning, handle administrative issues and technological needs, and document activities across the initiative. Ideally, the backbone organization will also energize stakeholders by helping them see opportunities for positive change, even when facing challenges.

## Foster Meaningful Ongoing Communication

It is essential for stakeholders to coordinate their efforts within and across groups for this initiative to achieve maximum impact for the Latino population. Involving primary stakeholders (e.g., families, neighborhood members, and front-line employees) will benefit the initiative by keeping decisions and actions grounded in the primary stakeholders’ experiences. Initial stages of communication provide impetus for stakeholders to articulate the common vision from their various perspectives. As group members gather information, assess their resources, and make their plans, they build trusting working relationships as collaborators for change. In addition to collaborative work at the city-wide level, the following types of groups are projected to fill significant roles in this initiative.

- **Geographically defined groups:**

Separate groups of Greater Kansas City stakeholders from Kansas, Missouri, individual counties, and smaller neighborhood or community catchment areas;

- **Groups addressing a specific content area, service sector, or population:**

Task forces pertaining to a selected issue, population, or service (e.g., employment, human services, education, health, civic engagement); and

- **Individual Organizations:**

Organizations whose leaders assess the alignment of the common agenda with the organization’s vision, mission, activities, and potential roles in addressing collective issues.

<sup>40</sup> <http://www.fsg.org/OurApproach/Overview.aspx>

<sup>41</sup> Kania, J., & Kramer, M. (2011, Winter). Collective impact. *Stanford Social Innovation Review*, pp. 36-41.



## Develop and Implement an Overall Plan of Synchronized Activities

It is important to capitalize on the expertise that these diverse stakeholders and groups bring to the common agenda. They have the potential to contribute many specialized skills that meet key objectives of the initiative. It is equally important to integrate the various activities into one overall plan. Following are some supports to achieve this.



- **The backbone organization:**  
Maintenance and distribution of the updated group plans and overall plan; facilitation of communication across groups (e.g., forums, electronic messages), sharing of resources;
- **The shared measurement system:**  
Usage of the same instruments, electronic data submission, real-time data availability for planning;
- **Key stakeholders at the city-wide level:**  
Maintained focus on the overall plan, publicity on the collective impacts, private and public acknowledgement of groups and individuals for their efforts and;
- **Funders:**  
Financial support for the activities, visible public support for the common agenda, public acknowledgement of successful activities.

## Integrate Measurement and Evaluation into the Action Plan

The involvement of evaluators throughout the implementation process is vital for monitoring and achieving the impact desired. Preskill and Mack<sup>42</sup> discuss the ideal intersection between strategy and evaluation as the place where the learning occurs that drives social impact. Participation of evaluators with stakeholder groups strengthens their capacity to establish measurable goals, collect and analyze data, report findings for informed decision-making, and determine collective impact. Such partnerships assist in creating and documenting sustainable, replicable approaches that address the priorities at each level. Following are additional types of support that researchers and evaluators can contribute to various aspects of the initiative.

- **Implementation research on new or refined initiatives grounded in findings:**  
Conduct implementation research to build strong, sustainable, evidence-based responses to the issues;
- **Measurement of change and/or quality improvement:**  
Measure fidelity to action plans by monitoring processes and outcomes, by using data for continued decision-making, and by measuring indicators of the collective impact across multiple collaborators;
- **Refined assessment of needs and assets:**  
Collect additional assessment data focused on a specified population, issue, or service;
- **Additional analysis of needs assessment data:**  
Involve students and faculty in further analysis of the archival datasets to extract data relevant to action plans of the various groups; and
- **Ongoing review of literature, data, and intervention models:**  
Assist stakeholder groups in review of up-to-date literature to inform their decisions.

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<sup>42</sup> Preskill, H., & Mack, K. (2013). *Building a strategic learning and evaluation system for your organization*. Boston, MA: FSG. Available at [www.fsg.org](http://www.fsg.org)





## ***Suggested Priority Areas for Action***

### **Assets as a Foundation**

According to both community members and leaders who informed the 2013 Hispanic Needs Assessment, Latinos in Greater Kansas City have a number of assets that should be celebrated and built upon as a foundation for positive change. Accentuating these qualities in the community at large, continuing to nourish these qualities among Latinos, and building these qualities into strategies to address challenges is strongly encouraged:

- Maintaining bilingual language skills,
- Participation in religious organizations,
- Strength of family relationships,
- Work ethic,
- Adding cultural diversity to the Kansas City community, and
- Entrepreneurship or willingness to start businesses.

Youth respondents also cited the importance of their relationships with family and friends and their appreciation for diversity, which align with the adult responses. The majority of Latino youth were bilingual and had translated or interpreted for someone.

It is likely that most of these strengths would enhance a variety of initiatives, e.g., improving employment opportunities, rejuvenating neighborhoods. Bilingual language skills and Latinos' contribution of cultural diversity to Kansas City may become increasingly valuable assets as the Latino population in Kansas City increases. Additionally, most adults and youth respondents stated that they themselves were relatively satisfied with living in Greater Kansas City, an asset which may predispose individuals to participate in community improvement initiatives.

### **Challenges in Greater Kansas City**

Community members and leaders concurred that these complex social issues affect many Latinos in Greater Kansas City:

- **Education issues:**  
Low high school graduation rates, low level of education for adults, and low literacy level;
- **Safety issues:**  
Gangs, crime in neighborhoods, and family violence or domestic violence;
- **Issues associated with legal status:**  
Lack of opportunities and services for undocumented individuals, lack of permanent residency options for working adults, and lack of permanent residency options for youth;
- **Employment issues:**  
Unemployment for adults and unemployment for youth;
- **Health and social issues:**  
Unplanned pregnancy among Latino teenagers and poor physical health of community members;
- **Leadership issues:**  
Lack of Latinos in community leadership roles;
- **Housing issues:**  
Lack of adequate, affordable housing;

- **Discrimination:**

Discrimination most prevalent in employment and law enforcement or criminal justice system, but also in education, housing, retail, and health care; and

- **Lack of Government Representation:**

Lack of representation in both state and local government.

Youth cited challenges associated with these issues:

- **Safety issues:**

General safety concerns, challenges associated with gangs, violence, fear of guns and shooting, killing, crime, challenges related to drugs and alcohol, and need for protection;

- **Poverty issues:**

Economic issues, employment issues, homelessness, the need for improved community infrastructure, and low quality schools with insufficient resources; and

- **Discrimination:**

Discrimination most prevalent in law enforcement or the criminal justice system.

Most Latino and non-Latino youth were unaware of whether they had government representation, and few had contacted a legislator or publicly expressed their socio-political views.

#### **Unmet Service Needs of Latinos**

Many of the perceived challenges are associated with a lack of necessary human services. The personal experiences of adult respondents and the most pressing unmet needs according to leaders are relatively consistent. They stressed the importance of these needed services and the difficulties that many experienced in attempting to access them:

- Health care, dental health care, mental health care, and medications;
- Before and after school programs and early childhood programs;
- Low-income housing, utility assistance, and emergency shelter;
- Employment training and English language classes;
- Translation and interpretation services;
- Legal services;
- Public transportation (in some areas); and
- Food resources.

Needed health care was unavailable for almost 20% of Latino youth. Additionally, half of Latino youth reported a need for mental health services, and this need was unmet for 30% of them.

#### **Major Priority Areas for Action**

In summary, the informants to the 2013 Hispanic Needs Assessment emphasized focused attention on health, education, safety, legal status, employment, and housing and neighborhood development. They desired the following responses in these areas.

- **Health:**

- Increase access to affordable health care, dental care, mental health care, and medications.
- Reduce discrimination in health care services.
- Enhance translation and interpretation services in health care.
- Improve physical health of adults.





- Reduce teen pregnancy.
- Address needs related to domestic violence and substance abuse.
- **Education:**
  - Improve high school graduation rates.
  - Enhance the quality of schools and invest in additional resources for them.
  - Increase youth participation in leadership roles in schools.
  - Increase access to high quality before/after school programs and early childhood programs.
  - Increase the availability of adult classes and supports to improve English language fluency.
  - Improve adult literacy and education.
  - Enhance translation and interpretation services in education.
- **Safety:**
  - Improve safety in neighborhoods.
  - Address issues related to gangs, violence, and crime in neighborhoods.
  - Strengthen relationships with law enforcement.
  - Reduce discrimination in law enforcement and criminal justice systems.
  - Enhance translation and interpretation services in law enforcement and criminal justice systems.
  - Decrease incidence of domestic and family violence.
- **Legal Status:**
  - Strengthen relationships with governmental entities to improve quality of life in Greater Kansas City.
  - Improve opportunities and services for undocumented individuals.
  - Develop permanent residency options for working adults and youth.
  - Increase availability of legal assistance.
  - Enhance civic awareness and civic engagement of youth.
- **Employment:**
  - Reduce discrimination in employment.
  - Increase wages for employed adults.
  - Enhance employment opportunities for adults and youth.
  - Increase access to employment training.
- **Housing and Neighborhood Development:**
  - Increase availability of adequate, affordable housing.
  - Improve access to basic services for persons with limited resources, including utility assistance, emergency food, and emergency shelter.
  - Enhance food resources in neighborhoods.
  - Improve neighborhood infrastructure, including street maintenance, lighting, and building maintenance.

This information can provide great direction to not-for-profits and government trying to assist with those living and working in their service areas. I think the growing interest in Hispanics is simply the result of the growth in the population just over the last 10 years and the fact that it does not seem to be slowing down.

—Ann Murguia, Commissioner,  
Wyandotte County,  
Kansas City, Kansas Unified Government

Many organizations and individuals in Greater Kansas City have prioritized these objectives for a long time. While many improvements have been made, many Latinos still experience severe challenges in these areas. The issues are interrelated and complex.

Improvements that respondents desire assist in prioritizing the areas of need. They do not, however, articulate the road map for improvement. Innovative, collaborative, integrated, systemic strategies are needed at multiple levels in numerous sectors. The strengths of the Latino population of Greater Kansas City will contribute to the potential for creative solutions and positive impact in these areas as the call for action is embraced.







## Appendices





# Appendices

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## **Appendix A: Community Surveys**



## 2012 Hispanic/Latina(o) Needs Assessment – Community Survey

**Instructions:** This survey is part of a community study being conducted by a group of Hispanic-serving non-profit organizations in Kansas City, with support from the University of Missouri-Kansas City. To complete this survey, you must be age 18 or older, identify yourself as Hispanic/Latina(o), and live in the Greater Kansas City Metropolitan Area (in Missouri: Jackson, Cass, Clay, Ray, Platte Counties; in Kansas: Wyandotte, Johnson, Leavenworth, Miami Counties). **All of your answers will be kept completely confidential.** This survey will take about 20 minutes to complete. Please check your answer, or fill your answer in the blank, for each of the following questions. This survey is being distributed by numerous local organizations and groups. Please do not fill out more than one copy of the survey.

### Basic Personal Information

**1. When speaking, are you bilingual (Spanish or English dominant), English only, or Spanish only?** *(Check one answer.)*

Bilingual (Spanish dominant)      Bilingual (English dominant)      English only      Spanish only

**2. Age:** \_\_\_\_\_

**3. Gender:**      Female      Male

**4. What is your current zip code?** \_\_\_\_\_

### Employment, Economics, and Basic Services

**5. What is your current employment status?** *(Check all that apply.)*

Employed for wages full-time	A Homemaker, Housewife, or Caregiver
Employed for wages part-time	A Student
Self-employed	Retired
Out of work for more than 1 year	Unable to work
Out of work for less than 1 year	

**6. What is your household income level from all sources?** *(Include income for all family members in the household and include all sources: wages, self-employment income, rent, Social Security, retirement, investments, etc. Check one answer.)*

Less than \$10,000 per year (less than \$833 per month)  
\$10,000 to less than \$15,000 per year (\$834-\$1250 per month)  
\$15,000 to less than \$20,000 per year (\$1251-\$1666 per month)  
\$20,000 to less than \$25,000 per year (\$1667-\$2083 per month)  
\$25,000 to less than \$35,000 per year (\$2084-\$2916 per month)  
\$35,000 to less than \$50,000 per year (\$2917-\$4166 per month)  
\$50,000 to less than \$75,000 per year (\$4167-\$6250 per month)  
\$75,000 per year or more (\$6250 per month or more)



7. Do you (or does anyone else in your household) own a business or earn money from selling things that you make?

Yes                      No



7b. If yes, what portion of your household income comes from this business? (Check one answer.)

Only a small part of our household income comes from this business  
All or most of our household income comes from this business

8. Do you own a house, townhouse, or condominium?

Yes                      No

9. How long have you lived at your current address? (Check one answer.)

Less than 1 year              1 year              2 years              3 years              4 years              5 years or more

10. In the last 12 months, was there any time that you were homeless or did not have a place to live?

Yes                      No

11. In the last 12 months, was there any time that you ran out of food and couldn't afford to buy more?

Yes                      No

12. Is there a grocery store within walking distance of your home?

Yes                      No

13. How important is it to you or your family to have a grocery store within walking distance of your home? (Check one answer.)

Not important                      Somewhat important                      Very important

14. Do you, or does someone in your household, own a car?

Yes                      No

15. Have you (or has your family) needed/used public bus service?

Yes                      No



15b. If yes, could you get public bus service when needed? (Check one answer.)

I could not get this service              It was difficult to get this service              It was easy to get this service              (Don't know)

16. Have you (or has your family) needed/used food assistance programs (like WIC or SNAP)?

Yes                      No



16b. If yes, could you get food assistance programs (like WIC or SNAP) when needed? (Check one answer.)

I could not get this service              It was difficult to get this service              It was easy to get this service              (Don't know)



17. Have you (or has your family) needed/used utilities (electricity, gas, water, and sewage) assistance?

Yes

No

17b. If yes, could you get utilities assistance when needed? (Check one answer.)

I could not get  
this service

It was difficult to get  
this service

It was easy to get  
this service

(Don't know)

18. Have you (or has your family) needed/used housing programs (like rental assistance, mortgage assistance, or public housing)?

Yes

No

18b. If yes, could you get housing programs when needed? (Check one answer.)

I could not get  
this service

It was difficult to get  
this service

It was easy to get  
this service

(Don't know)

19. Have you (or has your family) needed/used emergency shelter services?

Yes

No

19b. If yes, could you get emergency shelter services when needed? (Check one answer.)

I could not get  
this service

It was difficult to get  
this service

It was easy to get  
this service

(Don't know)

20. Have you (or has your family) needed/used business assistance/small business loans?

Yes

No

20b. If yes, could you get business assistance/small business loans when needed? (Check one answer.)

I could not get  
this service

It was difficult to get  
this service

It was easy to get  
this service

(Don't know)

Education

21. What is the highest grade or year of school you completed? (Check one answer.)

Never attended school

Kindergarten through grade 6

Grades 7-9

Grades 10-11

High school graduate or GED

Some college, technical school, or Associate's Degree

Bachelor's Degree

Graduate Degree



**\*\*If you do not have children in grade 12 or younger, please skip to question 26.\*\***

**If you have children in grades kindergarten through 12:**

**22. Please rate the quality of education that they receive right now.** *(Check one answer.)*

Poor      Fair      Good      Excellent      (Don't know)      (I don't have any school-aged children)

**22b. What type of school do your children attend?** *(Check all that apply.)*

Public school      Charter school      Private or parochial school      (I don't have any school-aged children)

**23. Have you (or has your family) needed/used before and after school programs?** *(Check one answer.)*

Yes      No      (I don't have school-aged children)

↓  
**23b. If yes, could you get before and after school programs when needed?** *(Check one answer.)*

I could not get this service      It was difficult to get this service      It was easy to get this service      (Don't know)

**24. Have you (or has your family) needed/used day care/child care?** *(Check one answer.)*

Yes      No      (I don't have young children)

↓  
**24b. If yes, could you get day care/child care when needed?** *(Check one answer.)*

I could not get this service      It was difficult to get this service      It was easy to get this service      (Don't know)

**25. Have you (or has your family) needed/used sports, arts, or music programs for youth?** *(Check one answer.)*

Yes      No      (I don't have school-aged children)

↓  
**25b. If yes, could you get sports, arts, or music programs for youth when needed?** *(Check one answer.)*

I could not get this service      It was difficult to get this service      It was easy to get this service      (Don't know)

**26. Have you (or has your family) needed/used English as a second language courses?**

Yes      No

↓  
**26b. If yes, could you get English as a second language courses when needed?** *(Check one answer.)*

I could not get this service      It was difficult to get this service      It was easy to get this service      (Don't know)

**27. Have you (or has your family) needed/used employment training programs?**

Yes      No

↓  
**27b. If yes, could you get employment training programs when needed?** *(Check one answer.)*

I could not get this service      It was difficult to get this service      It was easy to get this service      (Don't know)





### Health and Safety

28. Was there a time in the past 12 months when you or your family needed to see a doctor but could not?

Yes                      No                      (Don't know)

29. Was there a time in the past 12 months when you or your family needed to see a dentist but could not?

Yes                      No                      (Don't know)

30. Was there a time in the past 12 months when you or your family needed prescription medications but could not get them?

Yes                      No                      (Don't know)

31. Have you (or has your family) needed/used therapy or counseling?

Yes                      No



31b. If yes, could you get therapy or counseling when needed? *(Check one answer.)*

I could not get                      It was difficult to get                      It was easy to get                      (Don't know)  
this service                      this service                      this service

32. How safe do you feel that you (and your children, if applicable) are within your home? *(Check one answer.)*

Very                      Somewhat                      Somewhat                      Very                      (Don't know)  
unsafe                      unsafe                      safe                      safe

33. How safe do you feel that you (and your family, if applicable) are outdoors in your neighborhood at night?

*(Check one answer.)*

Very                      Somewhat                      Somewhat                      Very                      (Don't know)  
unsafe                      unsafe                      safe                      safe

34. How helpful are the police at responding to concerns that you (or your family, if applicable) have? *(Check one answer.)*

Very                      Somewhat                      Somewhat                      Very                      (Don't know)  
unhelpful                      unhelpful                      helpful                      helpful

### Community Living and Quality of Life

35. How satisfied are you with your overall experience living in the Kansas City metro area? *(Check one answer.)*

Very                      Somewhat                      Somewhat                      Very  
dissatisfied                      dissatisfied                      satisfied                      satisfied



36. Do you think there are enough Latino cultural events, such as fiestas, art exhibits, and concerts, offered in the Kanas City metro area?

Yes                      No                      (Don't know)

37. Do you believe the best interest of Hispanic/Latina(o) residents is represented by the city government in your community?

Yes                      No                      (Don't know)

38. Do you believe the best interest of Hispanic/Latina(o) residents is represented by the government in your state?

Yes                      No                      (Don't know)

39. Have you ever voted in elections in the Kansas City metro area?

Yes                      No



39b. If you have not voted, why not? (Check all that apply.)

I am not a citizen

I don't like to get involved in politics

I didn't think my vote would make a difference

My English isn't very good

I don't trust government

I don't know enough about the candidates

Some other reason – please specify:

\_\_\_\_\_

40. Have you (or has your family) needed/used a lawyer?

Yes                      No



40b. If yes, could you get a lawyer when needed? (Check one answer.)

I could not get this service

It was difficult to get this service

It was easy to get this service

(Don't know)

41. While living in the Kansas City metro area, have you needed/used a translator?

Yes                      No



41b. If yes, in what areas? (Check all that apply.)

Police or criminal justice

Health care

Other – Please specify:

Schools/education

Accessing community services

\_\_\_\_\_



41c. If you needed a translator, could you get one when needed? (Check one answer.)

I could not get this service

It was difficult to get this service

It was easy to get this service

(Don't know)

42. While living in the Kansas City metro area, do you believe you have experienced discrimination or unfair treatment because you are Hispanic/Latina(o)?

Yes                      No                      Don't know



42b. If yes, in what areas? (Check all that apply.)

Police or criminal justice

Schools

Other – Please specify:

Employment

Housing

\_\_\_\_\_



43. Community Assets			
<b>Instructions:</b> The following is a list of positive features or assets of communities. Do you believe that these assets are found in the Hispanic/Latina(o) community in the Kansas City metro area? (Please check all that you believe to be existing assets of the community.)			
<b>X</b>		<b>X</b>	
	Entrepreneurship, or willingness to start businesses		Adult role models for youth
	Maintaining bilingual language skills		Strength of family relationships
	Adding cultural diversity to Kansas City community		Strength of community social networks
	Sense of hope		Participation in religious organizations
	Work ethic		Connections with neighbors
	Spirit of service and volunteering		

**43b. Based on your personal experience, please list additional assets or positive characteristics found in the Hispanic/Latina(o) community in the Kansas City metro area.**

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44. Community Problems			
<b>Instructions:</b> The following is a list of issues that are problems for many communities. Do you believe that these issues are problems for the Hispanic/Latina(o) community in the Kansas City metro area? (Please check all issues that you believe to be problems for the community.)			
<b>X</b>		<b>X</b>	
	Lack of adequate, affordable housing		Gangs
	Unemployment for adults		Family violence or domestic violence
	Unemployment for youth		Crime in neighborhoods
	Low high school graduation rates (for Hispanic youth)		Lack of permanent residency options for working adults
	Low education levels of adults		Lack of permanent residency options for youth (young scholars)
	Low literacy		Lack of opportunities and services for undocumented individuals
	Poor physical health of community members		Lack of Hispanics/Latinas(os) in community leadership roles
	Poor mental health of community members		Loss of Spanish language or culture of origin
	Unplanned pregnancy among Hispanic teenagers		

**44b. Based on your personal experience, please list additional issues or problems found in the Hispanic/Latina(o) community in the Kansas City metro area.**

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**Additional Information**

**45. Who asked you to complete this survey?**

**A representative from...**

- |   |  |
|---|--|
| Hispanic Economic Development Corporation | Coalition of Hispanic Organizations (COHO)               |
| Westside Housing Organization             | Argentine Neighborhood Development Association           |
| LULAC                                     | (ANDA)   |
| Education Center of Kansas City           | UMKC Latina/Latino Studies Program                       |
| Mattie Rhodes Center                      | Latinos of Tomorrow (LOT)                                |
| Guadalupe Centers Inc.                    | Association of Latino American Students (ALAS)           |
| El Centro                                 | A church – please specify:                               |
| Cabot Westside Health Center              | A survey volunteer at a local business or event – please |
| Hispanic Chamber                          | specify:   |
| of Commerce of Greater KC                 | Another place or group – please specify:                 |
| Young Latino                              | Through an email listserv – please specify:              |
| Professionals (YLP)                       |  |
| Greater KC Hispanic                       |  |
| Scholarship Fund                          |  |

**46. Where were you born? (Check one answer.)**

- In the Kansas City metro area
- In the United States, but outside of the Kansas City metro area
- Mexico
- Puerto Rico
- Cuba
- Central America – please specify: \_\_\_\_\_
- South America – please specify: \_\_\_\_\_
- Other – Please specify country: \_\_\_\_\_

**47. If you were born outside of the United States, how long have you been living in the United States? (Check one answer.)**

- Less than 1 year      1-4 years      5-9 years      10 years or more      (Born in the U.S.)

**48. How long have you been living in the Kansas City metro area? (Check one answer.)**

- Less than 1 year      1-4 years      5-9 years      10 years or more      All my life

**49. Where was your mother born? (Check one answer.)**

- In the United States      Outside of the United States

**50. Where was your father born? (Check one answer.)**

- In the United States      Outside of the United States

**51. Where were your mother's parents born? (Check one answer.)**

- In the United States      Outside of the United States

**52. Where were your father's parents born? (Check one answer.)**

- In the United States      Outside of the United States



**53. THIS QUESTION IS OPTIONAL. As a reminder, all survey responses are completely confidential.**

**What is your residency status? (Check one answer.)**

- I am a U.S. citizen
- I am a permanent resident/I have a green card
- I am in the U.S. under a student or working visa
- I am in the U.S. under a tourist visa
- I do not have any immigration documents

**If you have needed but could not get any other services that we did not ask about in this survey, please list those services in the space below**


**Please provide any other comments that you have regarding the needs of Hispanics and Latinas(os) who live in the Kansas City metro area.**


**Thank you!**

<b>FOR ADMINISTRATOR USE ONLY: Was assistance provided?</b>		<b>Yes</b>	<b>No</b>
<b>If yes, type(s) of assistance given: (Check all that apply.)</b>			
<input type="checkbox"/> Explaining instructions	<input type="checkbox"/> Reading survey questions		
<input type="checkbox"/> Explaining survey questions	<input type="checkbox"/> Answering questions about survey content		
<b>Was the survey administered to one individual or a group?</b>		<b>Individual</b>	<b>Group</b>
<b>Location where survey was completed:</b> _____			
<b>Name of administrator or volunteer:</b> _____			

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Funding to date for this assessment has been made possible to the LCEC from the following funders: Adelante Fund, Bank of America, City of Kansas City, Missouri's City Manager's Office, Hall Family Foundation, Hispanic Development Fund and H&R Block Foundation. All material appearing in this document is in the public domain and may be reproduced or copied without permission from LCEC. Citation of the source is required. However, this publication may not be reproduced or distributed for a fee without the specific, written authorization of the Latino Civic Engagement Collaborative (LCEC).

**RECOMMENDED CITATION:** UMKC Institute for Human Development, 2013 *Metropolitan Kansas City Hispanic Needs Assessment*. Latino Civic Engagement Collaborative, 2013.



## Estudio sobre las Necesidades de los Hispanas/Latinas (os) en el 2012—Encuesta Comunitaria

**Instrucciones:** La siguiente encuesta es parte de un estudio de la comunidad que se lleva a cabo por un grupo de organizaciones Hispana sin fines de lucro—con la asistencia de la Universidad de Missouri-Kansas City—que brindan servicios a la comunidad de la zona metropolitana de Kansas City. Para poder participar en esta encuesta, el o la interesada(o) debe tener 18 años o más, considerarse Hispana(o)/Latina(o) y residir en el área metropolitana de Kansas City. El área metropolitana incluye los condados de Jackson, Cass, Clay, Ray y Platte en el estado de Missouri y en Kansas, los condados de Wyandotte, Johnson, Leavenworth y Miami. **Todas sus respuestas se mantendrán completamente confidenciales.** El tiempo aproximado para completar esta encuesta es de 20 minutos. Por favor marque sus respuestas para cada una de las siguientes preguntas. Esta encuesta esta siendo distribuida a través de numerosas organizaciones y grupos locales. Favor de completar solo UNA copia de la encuesta.

### Información Personal Básica

1. ¿Al comunicarse, es usted bilingüe (español o inglés como idioma dominante), únicamente inglés o únicamente español? *(Marque una respuesta.)*

Bilingüe (español como idioma dominante)      Bilingüe (ingles como idioma dominante)  
Únicamente ingles      Únicamente español

2. Edad: \_\_\_\_\_

3. Género:      Femenino      Masculino

4. ¿Cuál es su código postal? \_\_\_\_\_

### Empleo, Economía y Servicios Básicos

5. En este momento ¿cuál es su situación de empleo? *(Marque todas las respuestas que apliquen.)*

Empleada(o) asalariada(o)-tiempo completo	Ama de casa o proveedora de cuidados
Empleada(o) asalariada(o)-medio tiempo	Estudiante
Auto-empleada(o)	Jubilada(o)
No he trabajado por más de un año	No puedo trabajar
No he trabajado por menos de un año	

6. Tomando en cuenta todos sus empleos ¿Cuál es el nivel de ingresos de su hogar? *(Incluya el ingreso de todos los miembros de la familia que viven en el hogar al igual que todos los recursos: salarios, salarios que se originan del autoempleo, rentas, seguro social, retiro, inversiones, etcétera. Marque solo una respuesta.)*

Menos de \$10,000 por año (menos de \$833 al mes)  
Entre \$10,000 y menos de \$15,000 por año (entre \$832-\$1,250 al mes)  
Entre \$15,000 y menos de \$20,000 por año (entre \$1251-\$1666 al mes)  
Entre \$20,000 y menos de \$25,000 por año (entre \$1667-\$2083 al mes)  
Entre \$25,000 y menos de \$35,000 por año (entre \$2084-\$2916 al mes)  
Entre \$35,000 y menos de \$50,000 por año (entre \$2917-\$4166 al mes)  
Entre \$50,000 y menos de \$75,000 por año (entre \$4167-\$6250 al mes)  
\$75,000 por año o más (\$6250 al mes o más)





7. ¿Es usted (o alguien en su hogar) dueño de un negocio o gana dinero a través de la venta de mercancía que produce?

Sí No



7b. En caso afirmativo: ¿Que porción de sus ingresos familiares provienen de este negocio? (Marque solo una respuesta.)

Solo una pequeña porción de nuestros ingresos provienen de este negocio  
Todo o la mayoría de nuestro ingreso familiar proviene de este negocio

8. ¿Es usted dueño de una casa, condominio horizontal o departamento?

Sí No

9. ¿Por cuánto tiempo ha vivido en su domicilio actual? (Marque solo una respuesta.)

menos de 1 año 1 año 2 años 3 años 4 años 5 años o más

10. En los últimos 12 meses ¿existió un periodo de tiempo en el que se quedo desamparada(o) o sin un lugar en donde vivir?

Sí No

11. En los últimos 12 meses ¿ha pasado por situaciones en las que le faltaron alimentos o no pudo comprar más alimentos?

Sí No

12. ¿Hay una tienda de abarrotes cerca de su casa a la que pueda ir caminando?

Sí No

13. ¿Qué tan importante es para usted y su familia tener una tienda de abarrotes a la que pueda ir caminando desde su casa? (Marque solo una respuesta.)

No es importante Es algo importante Muy importante

14. ¿Es usted o alguien que vive en su hogar dueño de un automóvil?

Sí No

15. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado el servicio de autobuses públicos?

Sí No



15b. En caso afirmativo ¿pudo obtener el servicio de autobuses públicos cuando lo necesitó? (Marque sola una respuesta.)

No pude obtener este servicio Es difícil obtener este servicio Es fácil obtener este servicio (No lo sé)

16. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado programas de asistencia alimentaria (como WIC o SNAP)?

Sí No



16b. En caso afirmativo ¿pudo obtener programas de asistencia alimentaria (como WIC o SNAP) cuando los necesitó? (Marque solo una respuesta.)

No pude obtener este servicio Es difícil obtener este servicio Es fácil obtener este servicio (No lo sé)



17. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado asistencia económica para solventar los gastos del hogar (electricidad, gas, agua y drenaje)?

Sí                      No

↓  
17b. En caso afirmativo, ¿le fue posible obtener asistencia económica para solventar los gastos del hogar cuando los necesitó? (Marque una sola respuesta.)

No pude obtener este servicio      Es difícil obtener este servicio      Es fácil obtener este servicio      (No lo sé)

18. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado programas de vivienda (como asistencia en el pago de la renta, asistencia en el pago de la hipoteca o vivienda pública)?

Sí                      No

↓  
18b. En caso afirmativo ¿le fue posible obtener programas de vivienda cuando los necesitó? (Marque solo una respuesta.)

No pude obtener este servicio      Es difícil obtener este servicio      Es fácil obtener este servicio      (No lo sé)

19. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado los servicios de albergue de emergencias?

Sí                      No

↓  
19b. En caso afirmativo ¿le fue posible obtener los servicios de albergue de emergencias cuando los necesitó? (Marque solo una respuesta.)

No pude obtener este servicio      Es difícil obtener este servicio      Es fácil obtener este servicio      (No lo sé)

20. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado asistencia para negocios/ pequeños préstamos bancarios para negocios?

Sí                      No

↓  
20b. En caso afirmativo ¿le fue posible obtener asistencia para negocios/pequeños préstamos bancarios para negocios cuando los necesitó? (Marque solo una respuesta.)

No pude obtener este servicio      Es difícil obtener este servicio      Es fácil obtener este servicio      (No lo sé)

**Educación**

21. ¿Cuál es el nivel más alto de escolaridad que ha completado? (Marque solo una respuesta.)

Nunca asistí a la escuela	Graduada/o de la preparatoria o preparatoria abierta
Jardín de niños - 6 año	Curse algunos años de universidad, carrera técnica o bachillerato
7-9 año	Graduada/o de la universidad
10-11 año	Graduada/o de escuela de posgrado



**\*\*Si usted no tiene niña/o(s) en el grado 12 o menos, por favor ignore las siguientes preguntas y responda hasta la pregunta 26.\*\***

**22. En caso de sus hijos que asisten a la escuela [ya sea al jardín de niños (kindergarten), la secundaria (middle school) o la preparatoria (high school)], por favor califique la calidad de la educación que están recibiendo en este momento.** *(Marque solo una respuesta.)*

Pobre      Suficiente      Buena      Excelente      (No lo sé)      (No tengo niñas(os) en edad escolar)

**22b. ¿Qué tipo de escuela su(s) hija/o(s) asisten?** *(Marque todas las respuestas que apliquen.)*

Escuela pública      Escuela tipo chárter      Escuela privada o parroquial      (No tengo niñas(os) en edad escolar)

**23. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado los programas para antes y después del horario escolar?** *(Marque solo una pregunta.)*

Sí      No      (No tengo niñas(os) en edad escolar)

↓  
**23b. En caso afirmativo ¿pudo obtener los programas escolares para antes y después del horario escolar?** *(Marque solo una respuesta.)*

No pude obtener este servicio      Es difícil obtener este servicio      Es fácil obtener este servicio      (No lo sé)

**24. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado servicio de guardería durante el día?**

Sí      No      (No tengo niñas(os) pequeños)

↓  
**24b. En caso afirmativo, ¿pudo obtener servicio de guardería durante el día cuando los necesitó?** *(Marque solo una respuesta.)*

No pude obtener este servicio      Es difícil obtener este servicio      Es fácil obtener este servicio      (No lo sé)

**25. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado programas deportivos, arte o de aprendizaje musical para los jóvenes?**

Sí      No      (No tengo niñas(os) en edad escolar)

↓  
**25b. En caso afirmativo, ¿fue posible obtener programas deportivos, arte o de aprendizaje musical para los jóvenes cuando los necesitó?** *(Marque solo una respuesta.)*

No pude obtener este servicio      Es difícil obtener este servicio      Es fácil obtener este servicio      (No lo sé)

**26. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado cursos para aprender inglés como idioma secundario?**

Sí      No

↓  
**26b. En caso afirmativo ¿pudo obtener cursos de inglés como idioma secundario cuando los necesitó?** *(Marque solo una respuesta.)*

No pude obtener este servicio      Es difícil obtener este servicio      Es fácil obtener este servicio      (No lo sé)



27. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado programas de capacitación de empleo?

Sí

No

27b. En caso afirmativo, ¿pudo obtener programas de capacitación de empleo cuando los necesitó?

(Marque una respuesta.)

No pude obtener  
este servicio

Es difícil obtener este  
servicio

Es fácil obtener  
este servicio

(No lo sé)

### Salud y Seguridad

28. En los últimos 12 meses ¿existió una ocasión en la que usted (o algún miembro de su familia) ha necesitado un doctor y no pudo obtenerlo?

Sí

No

(No lo sé)

29. En los últimos 12 meses ¿hubo una ocasión en la que usted (o algún miembro de familia) ha necesitado un dentista y no pudo obtenerlo?

Sí

No

(No lo sé)

30. En los últimos 12 meses ¿existió una ocasión en la que usted o algún miembro de su familia ha necesitado medicinas con receta y no pudo obtenerlas?

Sí

No

(No lo sé)

31. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado asesoramiento o terapia?

Sí

No

31b. En caso afirmativo ¿pudo obtener asesoramiento o terapia cuando los necesitó? (Marque solo una respuesta.)

No pude obtener  
este servicio

Es difícil obtener este  
servicio

Es fácil obtener  
este servicio

(No lo sé)

32. ¿Qué tan segura/o(s) se siente usted (y sus hijos, en caso de tenerlos) dentro de su vivienda? (Marque solo una respuesta.)

Muy  
insegura/o(s)

Algo  
insegura/o(s)

Algo  
segura/o(s)

Muy  
segura/o(s)

(No lo sé)

33. ¿Qué tan seguro se siente usted (y sus familiares, en caso de tenerlos) cuando transitan las calles de su vecindario por la noche? (Marque solo una respuesta.)

Muy  
insegura/o(s)

Algo  
insegura/o(s)

Algo  
segura/o(s)

Muy  
segura/o(s)

(No lo sé)

34. ¿Qué tan oportuna es la respuesta de la policía a las preocupaciones que usted (o su familia) tiene(n)? (Marque solo una respuesta.)

Muy  
inoportuna

Algo  
inoportuna

Algo  
oportuna

Muy  
oportuna

(No lo sé)



### Vida Comunitaria y Calidad de Vida

35. ¿Qué tan satisfecho está con su experiencia de vida en la zona metropolitana de Kansas City? (Marque solo una respuesta.)

Muy insatisfecha(o)      Algo insatisfecha/o      Algo satisfecha/o      Muy satisfecha/o

36. ¿Usted cree que se ofrecen suficientes eventos culturales Hispanos/Latinos en el área metropolitana de Kansas City?

Sí      No      (No lo sé)

37. ¿Usted cree que los intereses de las(os) residentes hispanas(os)/ latinas(os) están representados en el gobierno municipal de su comunidad?

Sí      No      (No lo sé)

38. ¿Usted cree que los intereses de las(os) residentes hispanas(os)/ latinas(os) están representados en el gobierno del estado?

Sí      No      (No lo sé)

39. ¿Alguna vez ha votado en elecciones en el área metropolitana de Kansas City?

Sí      No



39b. Si usted no ha votado ¿por qué no lo ha hecho? (Marque todas las respuestas que apliquen.)

No soy un ciudadano	No me gusta involucrarme en asuntos políticos	No pensé que mi voto hiciera alguna diferencia
Mi inglés no es muy bueno	No se lo suficiente acerca de los candidatos	Alguna otra razón – Por favor especifique: _____
No confío en el gobierno		

40. ¿Usted (o su familia) ha(n) necesitado/utilizado a un abogada(o)?

Sí      No



40b. En caso afirmativo ¿pudo obtener un abogada(o) cuando lo(a) necesitó? (Marque solo una respuesta.)

No pude obtener este servicio      Es difícil obtener este servicio      Es fácil obtener este servicio      (No lo sé)

41. En el tiempo que ha vivido en el área metropolitana de Kansas City ¿ha necesitado/utilizado a un(a) traductor(a)?

Sí      No



41b. En caso afirmativo ¿en qué lugar y/o momentos? (Marque todas las respuestas que apliquen.)

Policía o el sistema de justicia	Hospitales/Cuidado de la Salud	Otra – Por favor especifique: _____
Escuelas/Educación	Obtener acceso a servicios comunitarios	



41c. En caso afirmativo ¿pudo obtener un(a) traductor(a) cuando lo necesitó? (Marque solo una respuesta.)

No pude obtener este servicio      Es difícil obtener este servicio      Es fácil obtener este servicio      (No lo sé)



42. En el tiempo que ha vivido en el área metropolitana de Kansas City, ¿cree que ha sido discriminado o ha experimentado un trato injusto por ser hispana(o) / latina(o)?

Si                      No                      No lo sé

42b. En caso afirmativo ¿en qué áreas? (Marque todas las que apliquen.)

Policia o el sistema de justicia                      Escuelas                      Otra – Por favor especifique:  
Empleo                      Vivienda

43. Activos de la Comunidad			
<b>Instrucciones:</b> La siguiente tabla es una lista de características positivas o activos de la comunidad. ¿Usted cree que estos activos se encuentran a la comunidad Hispana/Latina que reside en la zona metropolitana de Kansas City? (Por favor marque todos los renglones que crea que existen en la comunidad.)			
<b>X</b>		<b>X</b>	
	Iniciativa empresarial o ganas de empezar un negocio		Modelos de adultos ejemplares para la juventud
	Mantener los dos idiomas: ingles y español		Fortalecimiento de las relaciones familiares
	Contribuir a la diversidad cultural de la comunidad de Kansas City		Fortalecimiento de las redes sociales comunitarias
	Sentido de esperanza		Participación de las organizaciones religiosas
	Ética del trabajo		Mantener conexión con los vecinos
	Espíritu de servicio y voluntariado		

43b. Basado en su experiencia personal, favor de enlistar recursos adicionales y características positivas que usted considere se encuentran en la comunidad Hispana/Latina que reside en el área metropolitana de Kansas City.

44. Problemas de la Comunidad			
<b>Instrucciones:</b> La siguiente tabla es una lista de cuestiones que representan problemas para muchas comunidades. ¿Usted cree que estas cuestiones representan problemas para la comunidad Hispana/Latina de la zona metropolitana de Kansas City? (Por favor marque cada uno de los renglones que considere representen problemas para la comunidad.)			
<b>X</b>		<b>X</b>	
	Una vivienda adecuada y accesible		Pandillas
	Alta tasa de desempleo entre los adultos		Violencia familiar y violencia domestica
	Alta tasa de desempleo entre los jóvenes		Criminalidad en los vecindarios
	Bajo porcentaje de graduados de la preparatoria entre los jóvenes Hispanos		Falta de opciones para obtener la residencia permanente (green card) para los adultos que trabajan
	Bajos niveles educativos entre los adultos		Falta de opciones para obtener la residencia permanente para los jóvenes ( jóvenes académicos)
	Altos niveles de analfabetismo		Falta de oportunidades y servicios para los individuos indocumentados
	Bajos niveles de salud física en la comunidad		La ausencia de Hispanas(os)/Latinas(os) desempeñando papeles de liderazgo en las comunidades
	Bajos niveles de salud mental en la comunidad		Perdida del idioma español o cultura de origen
	Embarazo no planeado entre los adolescentes Hispanos		





44b. Basado en experiencia personal, favor de enlistar problemas adicionales que usted considera impactan a la comunidad Hispana/Latina en el área metropolitana de Kansas City.

Información Adicional

45. ¿Que persona le sugirió completar esta encuesta?

Un representante de las siguientes organizaciones:

- |  |   |
|--|---|
| Hispanic Economic Development Corporation  | Argentine Neighborhood Development Association (ANDA) |
| Westside Housing Organization              | LULAC   |
| Education Center of Kansas City            | UMKC Latina/Latino Studies Program                    |
| Mattie Rhodes Center                       | Latinos of Tomorrow (LOT)                             |
| Guadalupe Centers Inc.                     | Association of Latino American Students (ALAS)        |
| El Centro                                  | Una iglesia – por favor especifique:                  |
| Cabot Westside Health Center               | Hispanic  |
| Chamber of Commerce of Greater KC          | Young Latino  |
| Professionals (YLP)                        | Greater KC Hispanic Scholarship Fund                  |
| Coalition of Hispanic Organizations (COHO) |   |

- Un encuestador(a) del estudio en un evento o negocio local – por favor especifique:
- Otro lugar o grupo – por favor especifique:
- A través de una lista de correo electrónico – por favor especifique:

46. ¿En qué lugar nació? (Marque solo una respuesta.)

- En el área metropolitana de Kansas City
- En los Estados Unidos fuera del área metropolitana de Kansas City
- México
- Puerto Rico
- Cuba
- América Central – por favor especifique: \_\_\_\_\_
- América del Sur – por favor especifique: \_\_\_\_\_
- En otro país - Por favor, especifique el nombre país: \_\_\_\_\_

47. Si nació fuera de los Estados Unidos ¿por cuánto tiempo ha estado viviendo en los Estados Unidos? (Marque solo una respuesta.)

- Menos de 1 año      1-4 años      5-9 años      10 años o más      (Naci en los Estados Unidos.)

48. ¿Por cuánto tiempo ha estado viviendo en el área metropolitana de Kansas City? (Marque solo una respuesta.)

- Menos de 1 año      1-4 años      5-9 años      10 años o más      Toda mi vida

49. ¿En dónde nació su madre? (Marque solo una respuesta.)

- En los Estados Unidos      Fuera de los Estados Unidos

50. ¿En dónde nació su padre? (Marque solo una respuesta.)

- En los Estados Unidos      Fuera de los Estados Unidos



51. ¿En dónde nacieron sus abuelos maternos? (Marque solo una respuesta.)  
En los Estados Unidos      Fuera de los Estados Unidos

52. ¿En qué país nacieron sus abuelos paternos? (Marque solo una respuesta.)  
En los Estados Unidos      Fuera de los Estados Unidos

53. ESTA PREGUNTA ES OPCIONAL. Como recordatorio, todas las respuestas de la encuesta son completamente confidenciales.

¿Cual es su estatus residencial en Estados Unidos? (Marque solo una respuesta)

- Soy ciudadano de los EE.UU.
- Soy residente permanente / tengo una tarjeta de residencia
- Permanezco en los Estados Unidos en virtud de una visa de estudiante o trabajo
- Permanezco en los Estados Unidos en virtud de una visa de turista
- No tengo ningún documento migratorio

Si usted ha necesitado pero no pudo obtener otro tipo de servicios que no han sido incluidos en esta encuesta, por favor liste dichos servicios en los siguientes renglones.

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Favor de compartir sus comentarios en relación a las necesidades de las(os) Hispanas(os)/Latinas(os) que viven en la área metropolitana de Kansas City en los siguientes renglones.

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¡Gracias!

PARA USO EXCLUSIVO DEL PERSONAL ADMINISTRATIVO:

¿Fue proporcionada cualquier tipo de asistencia?    Sí    No

En caso afirmativo, que tipo(s) de asistencia(s) fue facilitada: (Marque todas las que apliquen.)

Explicación de las instrucciones de la encuestas

Lectura de las preguntas de la encuesta

Explicación de las preguntas de la encuesta

Respuestas a preguntas sobre el contenido de la encuesta

¿La encuesta fue administrada a un solo individuo o a un grupo de personas?    Individuo    Grupo

Lugar en donde la encuesta fue completada: \_\_\_\_\_

Nombre del administrador (a) o voluntario (a): \_\_\_\_\_



## Hispanic Needs Assessment Community Survey - ENGLISH

### 2012 Hispanic/Latina(o) Needs Assessment – Community Survey

Instructions: This survey is part of a community study being conducted by a group of Hispanic-serving non-profit organizations in Kansas City, with support from the University of Missouri-Kansas City. To complete this survey, you must be age 18 or older, identify yourself as Hispanic/Latina(o), and live in the Greater Kansas City Metropolitan Area (in Missouri: Jackson, Cass, Clay, Ray, Platte Counties; in Kansas: Wyandotte, Johnson, Leavenworth, Miami Counties). \*\*All of your answers will be kept completely confidential.\*\* This survey will take about 20 minutes to complete. Please check your answer, or fill your answer in the blank, for each of the following questions. This survey is being distributed by numerous local organizations and groups. Please do not fill out more than one copy of the survey.

### Basic Personal Information

**1. When speaking, are you bilingual (Spanish or English dominant), English only, or Spanish only? (Check one answer)**

- ☐ Bilingual (Spanish dominant)
- ☐ Bilingual (English dominant)
- ☐ English only
- ☐ Spanish only

**2. Age:**

**3. Gender:**

- ☐ Female
- ☐ Male

**4. What is your current zip code?**

### Employment, Economics, and Basic Services

**5. What is your current employment status? (Check all that apply)**

- |   |   |
|---|---|
| <input type="checkbox"/> Employed for wages full-time     | <input type="checkbox"/> A Homemaker, Housewife, or Caregiver |
| <input type="checkbox"/> Employed for wages part-time     | <input type="checkbox"/> A Student                            |
| <input type="checkbox"/> Self-employed                    | <input type="checkbox"/> Retired                              |
| <input type="checkbox"/> Out of work for more than 1 year | <input type="checkbox"/> Unable to work                       |
| <input type="checkbox"/> Out of work for less than 1 year |   |



**Hispanic Needs Assessment Community Survey - ENGLISH**

**6. What is your annual household income level from all sources? (Include income for all family members in the household and include all sources: wages, self-employment income, rent, Social Security, retirement, investments, etc.) Check one answer**

<input type="radio"/> Less than \$10,000 per year (less than \$833 per month)	<input type="radio"/> \$25,000 to less than \$35,000 per year (\$2084-\$2916 per month)
<input type="radio"/> \$10,000 to less than \$15,000 per year (\$834-\$1250 per month)	<input type="radio"/> \$35,000 to less than \$50,000 per year (\$2917-\$4166 per month)
<input type="radio"/> \$15,000 to less than \$20,000 per year (\$1251-\$1666 per month)	<input type="radio"/> \$50,000 to less than \$75,000 per year (\$4167-\$6250 per month)
<input type="radio"/> \$20,000 to less than \$25,000 per year (\$1667-\$2083 per month)	<input type="radio"/> \$75,000 per year or more (\$6250 per month or more)

**Employment, Economics, and Basic Services**

**7. Do you (or does anyone else in your household) own a business or earn money from selling things that you make?**

☐ Yes

☐ No

**Employment, Economics, and Basic Services**

**8. What portion of your household income comes from this business? (Check one answer)**

☐ Only a small part of our household income comes from this business

☐ All or most of our household income comes from this business

**Employment, Economics, and Basic Services**

**9. Do you own a house, townhouse, or condominium?**

☐ Yes

☐ No

**10. How long have you lived at your current address? (Check one answer)**

☐ Less than 1 year

☐ 1 year

☐ 2 years

☐ 3 years

☐ 4 years

☐ 5 years or more



**Hispanic Needs Assessment Community Survey - ENGLISH**

**11. In the last 12 months, was there any time that you were homeless or did not have a place to live?**

- ☐ Yes
- ☐ No

**12. In the last 12 months, was there any time that you ran out of food and couldn't afford to buy more?**

- ☐ Yes
- ☐ No

**13. Is there a grocery store within walking distance of your home?**

- ☐ Yes
- ☐ No

**14. How important is it to you or your family to have a grocery store within walking distance of your home? (Check one answer)**

- ☐ Not important
- ☐ Somewhat important
- ☐ Very important

**15. Do you, or does someone in your household, own a car?**

- ☐ Yes
- ☐ No

**Employment, Economics, and Basic Services**

**16. Have you (or has your family) needed/used public bus service?**

- ☐ Yes
- ☐ No

**Employment, Economics, and Basic Services**



**Hispanic Needs Assessment Community Survey - ENGLISH**

**17. Could you get public bus service when needed? (Check one answer)**

☐ I could not get this service

☐ It was difficult to get this service

☐ It was easy to get this service

☐ Don't know

**Employment, Economics, and Basic Services**

**18. Have you (or has your family) needed/used food assistance programs (like WIC or SNAP)?**

☐ Yes

☐ No

**Employment, Economics, and Basic Services**

**19. Could you get food assistance programs (like WIC or SNAP) when needed? (Check one answer)**

☐ I could not get this service

☐ It was difficult to get this service

☐ It was easy to get this service

☐ Don't know

**Employment, Economics, and Basic Services**

**20. Have you (or has your family) needed/used utilities (electricity, gas, water, and sewage) assistance?**

☐ Yes

☐ No

**Employment, Economics, and Basic Services**





## Hispanic Needs Assessment Community Survey - ENGLISH

**21. Could you get utilities assistance when needed? (Check one answer)**

- ☐ I could not get this service
- ☐ It was difficult to get this service
- ☐ It was easy to get this service
- ☐ Don't know

### Employment, Economics, and Basic Services

**22. Have you (or has your family) needed/used housing programs (like rental assistance, mortgage assistance, or public housing)?**

- ☐ Yes
- ☐ No

### Employment, Economics, and Basic Services

**23. Could you get housing programs when needed? (Check one answer)**

- ☐ I could not get this service
- ☐ It was difficult to get this service
- ☐ It was easy to get this service
- ☐ Don't know

### Employment, Economics, and Basic Services

**24. Have you (or has your family) needed/used emergency shelter services?**

- ☐ Yes
- ☐ No

### Employment, Economics, and Basic Services

**25. Could you get emergency shelter services when needed? (Check one answer)**

- ☐ I could not get this service
- ☐ It was difficult to get this service
- ☐ It was easy to get this service
- ☐ Don't know



Hispanic Needs Assessment Community Survey - ENGLISH

Employment, Economics, and Basic Services

26. Have you (or has your family) needed/used business assistance/small business loans?

☐ Yes

☐ No

Employment, Economics, and Basic Services

27. Could you get business assistance/small business loans when needed? (Check one answer)

☐ I could not get this service

☐ It was difficult to get this service

☐ It was easy to get this service

☐ Don't know

Education

28. What is the highest grade or year of school you completed? (Check one answer)

☐ Never attended school

☐ Kindergarten through grade 6

☐ Grades 7-9

☐ Grades 10-11

☐ High school graduate or GED

☐ Some college, technical school, or Associate's Degree

☐ Bachelor's Degree

☐ Graduate Degree

Education

29. Do you have children in grade 12 or younger?

☐ Yes

☐ No

Education



Hispanic Needs Assessment Community Survey - ENGLISH

30. If you have children in grades kindergarten through 12, please rate the quality of education that they receive right now. (Check one answer)

- ☐ Poor
- ☐ Fair
- ☐ Good
- ☐ Excellent
- ☐ Don't know
- ☐ I don't have school-aged children

31. If you have children in grades kindergarten through 12, what type of school do your children attend? (Check all that apply.)

- ☐ Public school
- ☐ Charter school
- ☐ Private or parochial school
- ☐ I don't have school-aged children

Education

32. Have you (or has your family) needed/used before and after school programs? (Check one answer)

- ☐ Yes
- ☐ No
- ☐ I don't have school-aged children

Education

33. Could you get before and after school programs when needed? (Check one answer)

- ☐ I could not get this service
- ☐ It was difficult to get this service
- ☐ It was easy to get this service
- ☐ Don't know

Education



**Hispanic Needs Assessment Community Survey - ENGLISH**

**34. Have you (or has your family) needed/used day care/child care?**

- ☐ Yes
- ☐ No
- ☐ I do not have young children

**Education**

**35. Could you get day care/child care when needed? (Check one answer)**

- ☐ I could not get this service
- ☐ It was difficult to get this service
- ☐ It was easy to get this service
- ☐ Don't know

**Education**

**36. Have you (or has your family) needed/used sport, art, or music programs for youth?**

- ☐ Yes
- ☐ No
- ☐ I do not have school-aged children

**Education**

**37. Could you get sport, art, or music programs for youth when needed? (Check one answer)**

- ☐ I could not get this service
- ☐ It was difficult to get this service
- ☐ It was easy to get this service
- ☐ Don't know

**Education**



## Hispanic Needs Assessment Community Survey - ENGLISH

**38. Have you (or has your family) needed/used English as a second language courses?**

- ☐ Yes  
☐ No

### Education

**39. Could you get English as a second language courses when needed? (Check one answer)**

- ☐ I could not get this service  
☐ It was difficult to get this service  
☐ It was easy to get this service  
☐ Don't know

### Education

**40. Have you (or has your family) needed/used employment training programs?**

- ☐ Yes  
☐ No

### Education

**41. Could you get employment training programs when needed? (Check one answer)**

- ☐ I could not get this service  
☐ It was difficult to get this service  
☐ It was easy to get this service  
☐ Don't know

### Health and Safety

**42. Was there a time in the past 12 months when you or your family needed to see a doctor but could not?**

- ☐ Yes  
☐ No  
☐ Don't know



**Hispanic Needs Assessment Community Survey - ENGLISH**

**43. Was there a time in the past 12 months when you or your family needed to see a dentist but could not?**

- ☐ Yes
- ☐ No
- ☐ Don't know

**44. Was there a time in the past 12 months when you or your family needed prescription medications but could not get them?**

- ☐ Yes
- ☐ No
- ☐ Don't know

**Health and Safety**

**45. Have you (or has your family) needed/used therapy or counseling?**

- ☐ Yes
- ☐ No

**Health and Safety**

**46. Could you get therapy or counseling when needed? (Check one answer)**

- ☐ I could not get this service
- ☐ It was difficult to get this service
- ☐ It was easy to get this service
- ☐ Don't know

**Health and Safety**





**Hispanic Needs Assessment Community Survey - ENGLISH**

**47. How safe do you feel that you (and your children, if applicable) are within you home? (Check one answer)**

- ☐ Very unsafe
- ☐ Somewhat unsafe
- ☐ Somewhat safe
- ☐ Very safe
- ☐ Don't know

**48. How safe do you feel that you (and your family, if applicable) are outdoors in your neighborhood at night? (Check one answer)**

- ☐ Very unsafe
- ☐ Somewhat unsafe
- ☐ Somewhat safe
- ☐ Very safe
- ☐ Don't know

**49. How helpful are the police at responding to concerns that you (or your family, if applicable) have? (Check one answer)**

- ☐ Very unhelpful
- ☐ Somewhat unhelpful
- ☐ Somewhat helpful
- ☐ Very helpful
- ☐ Don't know

**Community Living and Quality of Life**

**50. How satisfied are you with your overall experience living in the Kansas City metro area? (Check one answer)**

- ☐ Very dissatisfied
- ☐ Somewhat dissatisfied
- ☐ Somewhat satisfied
- ☐ Very satisfied



**Hispanic Needs Assessment Community Survey - ENGLISH**

**51. Do you think there are enough Latino cultural events, such as fiestas, art exhibits, and concerts, offered in the Kansas City metro area?**

☐ Yes

☐ No

☐ Don't know

**Community Living and Quality of Life**

**52. Do you believe the best interest of Hispanic/Latina(o) residents is represented by the city government in your community?**

☐ Yes

☐ No

☐ Don't know

**53. Do you believe the best interest of Hispanic/Latina(o) residents is represented by the government in your state?**

☐ Yes

☐ No

☐ Don't know

**Community Living and Quality of Life**

**54. Have you ever voted in elections in the Kansas City metro area?**

☐ Yes

☐ No

**Community Living and Quality of Life**



## Hispanic Needs Assessment Community Survey - ENGLISH

### 55. If you have not voted, why not? (Check all that apply)

- ☐ I am not a citizen
- ☐ My English isn't very good
- ☐ I don't trust government
- ☐ I don't like to get involved in politics
- ☐ I don't know enough about the candidates
- ☐ I didn't think my vote would make a difference
- ☐ Some other reason (please specify):

### Community Living and Quality of Life

### 56. Have you (or has your family) needed/used a lawyer?

- ☐ Yes
- ☐ No

### Community Living and Quality of Life

### 57. Could you get a lawyer when needed? (Check one answer)

- ☐ I could not get this service
- ☐ It was difficult to get this service
- ☐ It was easy to get this service
- ☐ Don't know

### Community Living and Quality of Life

### 58. While living in the Kansas City metro area, have you needed/used a translator?

- ☐ Yes
- ☐ No

### Community Living and Quality of Life



**Hispanic Needs Assessment Community Survey - ENGLISH**

**59. In what areas have you needed/used a translator? (Check all that apply)**

☐ Police or criminal justice

☐ Schools/education

☐ Health care

☐ Accessing community services

☐ Other (please specify):

**Community Living and Quality of Life**

**60. Could you get a translator when needed? (Check one answer)**

☐ I could not get this service

☐ It was difficult to get this service

☐ It was easy to get this service

☐ Don't know

**Community Living and Quality of Life**

**61. While living in the Kansas City metro area, do you believe you have experienced discrimination or unfair treatment because you are Hispanic/Latina(o)?**

☐ Yes

☐ No

☐ Don't know

**Community Living and Quality of Life**

**62. In what areas have you experienced discrimination? (Check all that apply)**

☐ Police or criminal justice

☐ Employment

☐ Schools

☐ Housing

☐ Other area (please specify):



Hispanic Needs Assessment Community Survey - ENGLISH

Community Assets

63. The following is a list of positive features or assets of communities. Do you believe that these assets are found in the Hispanic/Latina(o) community in the Kansas City metro area? (Please check all that you believe to be existing assets of the community.)

☐ Entrepreneurship, or willingness to start businesses

☐ Maintaining bilingual language skills

☐ Adding cultural diversity to Kansas City community

☐ Sense of hope

☐ Work ethic

☐ Spirit of service and volunteering

☐ Adult role models for youth

☐ Strength of family relationships

☐ Strength of community social networks

☐ Participation in religious organizations

☐ Connections with neighbors

64. Based on your personal experience, please list additional assets or positive characteristics found in the Hispanic/Latina(o) community in the Kansas City metro area.

Community Problems



**Hispanic Needs Assessment Community Survey - ENGLISH**

**65. The following is a list of issues that are problems for many communities. Do you believe that these issues are problems for the Hispanic/Latina(o) community in the Kansas City metro area? (Please check all issues that you believe to be problems for the community.)**

- ☐ Lack of adequate, affordable housing
- ☐ Unemployment for adults
- ☐ Unemployment for youth
- ☐ Low high school graduation rates (for Hispanic youth)
- ☐ Low education levels of adults
- ☐ Low literacy
- ☐ Poor physical health of community members
- ☐ Poor mental health of community members
- ☐ Unplanned pregnancy among Hispanic teenagers
- ☐ Gangs
- ☐ Family violence or domestic violence
- ☐ Crime in neighborhoods
- ☐ Lack of permanent residency options for working adults
- ☐ Lack of permanent residency options for youth (young scholars)
- ☐ Lack of opportunities and services for undocumented individuals
- ☐ Lack of Hispanic/Latinas(os) in community leadership roles
- ☐ Loss of Spanish language or culture of origin

**66. Based on your personal experience, please list additional issues or problems found in the Hispanic/Latina(o) community in the Kansas City metro area.**

**Additional Information**





## Hispanic Needs Assessment Community Survey - ENGLISH

### 67. Who asked you to complete this survey?

#### A representative from...

- |   |  |
|---|--|
| <input type="checkbox"/> Hispanic Economic Development Corporation  | <input type="checkbox"/> Coalition of Hispanic Organizations (COHO)                              |
| <input type="checkbox"/> Westside Housing Organization              | <input type="checkbox"/> Argentine Neighborhood Development Association (ANDA)                   |
| <input type="checkbox"/> LULAC Education Center of Kansas City      | <input type="checkbox"/> UMKC Latina/Latino Studies Program                                      |
| <input type="checkbox"/> Mattie Rhodes Center                       | <input type="checkbox"/> Latinos of Tomorrow (LOT)   |
| <input type="checkbox"/> Guadalupe Centers Inc.                     | <input type="checkbox"/> Association of Latino American Students (ALAS)                          |
| <input type="checkbox"/> El Centro                                  | <input type="checkbox"/> A church – please specify below:  |
| <input type="checkbox"/> Cabot Westside Health Center               | <input type="checkbox"/> A survey volunteer at a local business or event – please specify below: |
| <input type="checkbox"/> Hispanic Chamber of Commerce of Greater KC | <input type="checkbox"/> Another place or group – please specify below:                          |
| <input type="checkbox"/> Young Latino Professionals (YLP)           | <input type="checkbox"/> Through an email listserv – please specify below:                       |
| <input type="checkbox"/> Greater KC Hispanic Scholarship Fund       |  |

Please specify church, local business, event, other place/group, or email listserv

### 68. Where were you born? (Check one answer)

- ☐ In the Kansas City metro area
- ☐ In the United States, but outside of the Kansas City metro area
- ☐ Mexico
- ☐ Puerto Rico
- ☐ Cuba
- ☐ Central America - please specify below:
- ☐ South America - please specify below:
- ☐ Other - please specify below:

Specify country:

## Additional Information



## Hispanic Needs Assessment Community Survey - ENGLISH

**69. If you were born outside of the United States, how long have you been living in the United States? (Check one answer)**

- ☐ Less than 1 year
- ☐ 1-4 years
- ☐ 5-9 years
- ☐ 10 years or more
- ☐ (Born in the U.S.)

### Additional Information

**70. How long have you been living in the Kansas City metro area? (Check one answer)**

- ☐ Less than 1 year
- ☐ 1-4 years
- ☐ 5-9 years
- ☐ 10 years or more
- ☐ All my life

**71. Where was your mother born? (Check one answer)**

- ☐ In the United States
- ☐ Outside of the United States

**72. Where was your father born? (Check one answer)**

- ☐ In the United States
- ☐ Outside of the United States

**73. Where were your mother's parents born? (Check one answer)**

- ☐ In the United States
- ☐ Outside of the United States

**74. Where were your father's parents born? (Check one answer)**

- ☐ In the United States
- ☐ Outside of the United States



Hispanic Needs Assessment Community Survey - ENGLISH

**75. THIS QUESTION IS OPTIONAL. As a reminder, all survey responses are completely confidential.**

**What is your residency status? (Check one answer)**

☐

I am a U.S. citizen

☐

I am a permanent resident/I have a green card

☐

I am in the U.S. under a student or working visa

☐

I am in the U.S. under a tourist visa

☐

I do not have any immigration documents

**76. If you have needed but could not get any other services that we did not ask about in this survey, please list those services in the space below.**

**77. Please provide any other comments that you have regarding the needs of Hispanics and Latinas(os) who live in the Kansas City metro area.**

**78. How did you complete this survey? (Check one answer)**

☐

Online in Survey Monkey

☐

Paper copy

**79. Did someone help you complete this survey? (Check one answer)**

☐

Yes

☐

No

Additional Information

**80. If yes, how did the person help you? (Check all that apply)**

☐

Explain instructions

☐

Explain survey questions

☐

Read survey questions

☐

Answer survey questions for me



Hispanic Needs Assessment Community Survey - ENGLISH

81. Did you complete the survey by yourself or in a group? (Check one answer)

- ☐ By myself
- ☐ In a group

82. Where were you when you completed this survey?

83. Who gave you this survey?

Thank you for completing this survey!

DISCLAIMER (as of December 11, 2012): The information contained in this document has been commissioned by the members of the Latino Civic Engagement Collaborative (LCEC) compiled by the University of Missouri Kansas City's Institute for Human Development as part of the 2013 Metropolitan Kansas City Hispanic Needs Assessment. This document is the exclusive property of LCEC and is intended for use by policy makers, research organizations, not for profit service providers, governmental agencies and all others seeking to understand the complexities of the Hispanic population of greater Kansas City.

Funding to date for this assessment has been made possible to the LCEC from the following funders: Adelante Fund, Bank of America, City of Kansas City, Missouri's City Manager's Office, Hall Family Foundation, Hispanic Development Fund and H&R Block Foundation. All material appearing in this document is in the public domain and may be reproduced or copied without permission from LCEC. Citation of the source is required. However, this publication may not be reproduced or distributed for a fee without the specific, written authorization of the Latino Civic Engagement Collaborative (LCEC).

RECOMMENDED CITATION: UMKC Institute for Human Development, 2013 Metropolitan Kansas City Hispanic Needs Assessment. Latino Civic Engagement Collaborative, 2013.



## Hispanic Needs Assessment Community Survey - SPANISH

### Estudio sobre las Necesidades de los Hispanas/Latinas (os) en el 2012—Encue...

Instrucciones: La siguiente encuesta es parte de un estudio de la comunidad que se lleva a cabo por un grupo de organizaciones Hispana sin fines de lucro—con la asistencia de la Universidad de Missouri-Kansas City—que brindan servicios a la comunidad de la zona metropolitana de Kansas City. Para poder participar en esta encuesta, el o la interesada(o) debe ser mayor de 18 años, considerarse Hispana(o)/Latina(o) y residir en el área metropolitana de Kansas City. El área metropolitana incluye los condados de Jackson, Cass, Clay, Ray y Platte en el estado de Missouri y en Kansas, los condados de Wyandotte, Johnson, Leavenworth y Miami. \*\*Todas sus respuestas se mantendrán completamente confidenciales.\*\* El tiempo aproximado para completar esta encuesta es de 20 minutos. Por favor marque sus respuestas para cada una de las siguientes preguntas. Esta encuesta esta siendo distribuida a través de numerosas organizaciones y grupos locales. Favor de completar solo UNA copia de la encuesta.

#### Información Personal Básica

**1. ¿Al comunicarse, es usted bilingüe (español o inglés como idioma dominante), únicamente inglés o únicamente español? (Marque una respuesta)**

☐

Bilingüe (español como idioma dominante)

☐

Bilingüe (ingles como idioma dominante)

☐

Únicamente ingles

☐

Únicamente español

**2. Edad:**

**3. Género:**

☐

Femenino

☐

Masculino

**4. ¿Cuál es su código postal?**

#### Empleo, Economía y Servicios Básicos



Hispanic Needs Assessment Community Survey - SPANISH

5. En este momento ¿cuál es su situación de empleo? (Marque todas las respuestas que apliquen)

- ☐ Empleada(o) asalariada(o)-tiempo completo
- ☐ Ama de casa o proveedora de cuidados
- ☐ Empleada(o) asalariada(o)-medio tiempo
- ☐ Estudiante
- ☐ Auto-empleada(o)
- ☐ Jubilada(o)
- ☐ No he trabajado por más de un año
- ☐ No puedo trabajar
- ☐ No he trabajado por menos de un año

6. Tomando en cuenta todos sus empleos ¿Cuál es el nivel de ingresos de su hogar? (Incluya el ingreso de todos los miembros de la familia que viven en el hogar al igual que todos los recursos: salarios, salarios que se originan del autoempleo, rentas, seguro social, retiro, inversiones, etcétera. Marque solo una respuesta.)

- ☐ Menos de \$10,000 por año (menos de \$833 al mes)
- ☐ Entre \$25,000 y menos de \$35,000 por año (entre \$2084-\$2916 al mes)
- ☐ Entre \$10,000 y menos de \$15,000 por año (entre \$832-\$1,250 al mes)
- ☐ Entre \$35,000 y menos de \$50,000 por año (entre \$2917-\$4166 al mes)
- ☐ Entre \$15,000 y menos de \$20,000 por año (entre \$1251-\$1666 al mes)
- ☐ Entre \$50,000 y menos de \$75,000 por año (entre \$4167-\$6250 al mes)
- ☐ Entre \$20,000 y menos de \$25,000 por año (entre \$1667-\$2083 al mes)
- ☐ \$75,000 por año o más (\$6250 al mes o más)

Empleo, Economía y Servicios Básicos

7. ¿Es usted (o alguien en su hogar) dueño de un negocio o gana dinero a través de la venta de mercancía que produce?

☐ Yes

☐ No

Empleo, Economía y Servicios Básicos

8. ¿Que porción de sus ingresos familiares provienen de este negocio? (Marque solo una respuesta)

☐ Solo una pequeña porción de nuestros ingresos provienen de este negocio

☐ Todo o la mayoría de nuestro ingreso familiar proviene de este negocio

Empleo, Economía y Servicios Básicos





## Hispanic Needs Assessment Community Survey - SPANISH

**9. ¿Es usted dueño de una casa, condominio horizontal o departamento?**

- ☐ Sí  
☐ No

**10. ¿Por cuánto tiempo ha vivido en su domicilio actual? (Marque solo una respuesta)**

- ☐ Menos de 1 año  
☐ 1 año  
☐ 2 años  
☐ 3 años  
☐ 4 años  
☐ 5 años o más

**11. En los últimos 12 meses ¿existió un periodo de tiempo en el que se quedo desamparada(o) o sin un lugar en donde vivir?**

- ☐ Sí  
☐ No

**12. En los últimos 12 meses ¿ha pasado por situaciones en las que le faltaron alimentos o no pudo comprar más alimentos?**

- ☐ Sí  
☐ No

**13. ¿Hay una tienda de abarrotes cerca de su casa a la que pueda ir caminando?**

- ☐ Sí  
☐ No

**14. ¿Qué tan importante es para usted y su familia tener una tienda de abarrotes a la que pueda ir caminando desde su casa? (Marque solo una respuesta.)**

- ☐ No es importante  
☐ Es algo importante  
☐ Muy importante

**15. ¿Es usted o alguien que vive en su hogar dueño de un automóvil?**

- ☐ Sí  
☐ No



<b>Hispanic Needs Assessment Community Survey - SPANISH</b>	
<b>Empleo, Economía y Servicios Básicos</b>	
<b>16. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado el servicio de autobuses públicos?</b>	
<div><input type="radio"/> Sí</div> <div><input type="radio"/> No</div>	
<b>Empleo, Economía y Servicios Básicos</b>	
<b>17. ¿Pudo obtener el servicio de autobuses públicos cuando lo necesitó? (Marque solo una respuesta)</b>	
<div><input type="radio"/> No pude obtener este servicio</div> <div><input type="radio"/> Es difícil obtener este servicio</div> <div><input type="radio"/> Es fácil obtener este servicio</div> <div><input type="radio"/> No lo sé</div>	
<b>Empleo, Economía y Servicios Básicos</b>	
<b>18. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado programas de asistencia alimentaria (como WIC o SNAP)?</b>	
<div><input type="radio"/> Sí</div> <div><input type="radio"/> No</div>	
<b>Empleo, Economía y Servicios Básicos</b>	
<b>19. ¿Pudo obtener programas de asistencia alimentaria (como WIC o SNAP) cuando los necesitó? (Marque solo una respuesta)</b>	
<div><input type="radio"/> No pude obtener este servicio</div> <div><input type="radio"/> Es difícil obtener este servicio</div> <div><input type="radio"/> Es fácil obtener este servicio</div> <div><input type="radio"/> No lo sé</div>	
<b>Empleo, Economía y Servicios Básicos</b>	



## Hispanic Needs Assessment Community Survey - SPANISH

**20. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado asistencia económica para solventar los gastos del hogar (electricidad, gas, agua y drenaje)?**

- ☐ Sí
- ☐ No

### Empleo, Economía y Servicios Básicos

**21. ¿Le fue posible obtener asistencia económica para solventar los gastos del hogar cuando los necesitó? (Marque una sola respuesta.)**

- ☐ No pude obtener este servicio
- ☐ Es difícil obtener este servicio
- ☐ Es fácil obtener este servicio
- ☐ No lo sé

### Empleo, Economía y Servicios Básicos

**22. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado programas de vivienda (como asistencia en el pago de la renta, asistencia en el pago de la hipoteca o vivienda pública)?**

- ☐ Sí
- ☐ No

### Empleo, Economía y Servicios Básicos

**23. ¿Le fue posible obtener programas de vivienda cuando los necesitó? (Marque solo una respuesta)**

- ☐ No pude obtener este servicio
- ☐ Es difícil obtener este servicio
- ☐ Es fácil obtener este servicio
- ☐ No lo sé

### Empleo, Economía y Servicios Básicos



<b>Hispanic Needs Assessment Community Survey - SPANISH</b>
<b>24. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado los servicios de albergue de emergencias?</b>
<input type="radio"/> Sí
<input type="radio"/> No
<b>Empleo, Economía y Servicios Básicos</b>
<b>25. ¿Le fue posible obtener los servicios de albergue de emergencias cuando los necesitó? (Marque solo una respuesta)</b>
<input type="radio"/> No pude obtener este servicio
<input type="radio"/> Es difícil obtener este servicio
<input type="radio"/> Es fácil obtener este servicio
<input type="radio"/> No lo sé
<b>Empleo, Economía y Servicios Básicos</b>
<b>26. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado asistencia para negocios/ pequeños préstamos bancarios para negocios?</b>
<input type="radio"/> Sí
<input type="radio"/> No
<b>Empleo, Economía y Servicios Básicos</b>
<b>27. ¿Le fue posible obtener asistencia para negocios/pequeños préstamos bancarios para negocios cuando los necesitó? (Marque solo una respuesta)</b>
<input type="radio"/> No pude obtener este servicio
<input type="radio"/> Es difícil obtener este servicio
<input type="radio"/> Es fácil obtener este servicio
<input type="radio"/> No lo sé
<b>Educación</b>



## Hispanic Needs Assessment Community Survey - SPANISH

**28. ¿Cuál es el nivel más alto de escolaridad que ha completado? (Marque solo una respuesta.)**

- ☐ Nunca asistí a la escuela
- ☐ Jardín de niños - 6 año
- ☐ 7-9 año
- ☐ 10-11 año
- ☐ Graduada/o de la preparatoria o preparatoria abierta
- ☐ Curse algunos años de universidad, carrera técnica o bachillerato
- ☐ Graduada/o de la universidad
- ☐ Graduada/o de escuela de posgrado

### Educación

**29. ¿Tiene usted niña(o)s en el grado 12 o menos?**

- ☐ Sí
- ☐ No

### Educación

**30. En el caso de sus hijos que asisten a la escuela [ya sea al jardín de niños (kindergarten), la secundaria (middle school) o la preparatoria (high school)], por favor califique la calidad de la educación que están recibiendo en este momento. (Marque solo una respuesta)**

- ☐ Pobre
- ☐ Suficiente
- ☐ Buena
- ☐ Excelente
- ☐ No lo sé
- ☐ No tengo niñas(os) en edad escolar



<b>Hispanic Needs Assessment Community Survey - SPANISH</b>	
<b>31. ¿Qué tipo de escuela su(s) hija/o(s) asisten? (Marque todas las respuestas que apliquen)</b>	
<input type="checkbox"/>	Escuela publica
<input type="checkbox"/>	Escuela tipo charter
<input type="checkbox"/>	Escuela privada o parroquial
<input type="checkbox"/>	No tengo niñas(os) en edad escolar
<b>Educación</b>	
<b>32. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado los programas para antes y después del horario escolar? (Marque solo una respuesta)</b>	
<input type="radio"/>	Sí
<input type="radio"/>	No
<input type="radio"/>	No tengo niñas(os) en edad escolar
<b>Educación</b>	
<b>33. ¿Pudo obtener los programas escolares para antes y después del horario escolar? (Marque solo una respuesta)</b>	
<input type="radio"/>	No pude obtener este servicio
<input type="radio"/>	Es difícil obtener este servicio
<input type="radio"/>	Es fácil obtener este servicio
<input type="radio"/>	No lo sé
<b>Educación</b>	
<b>34. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado servicio de guardería durante el día?</b>	
<input type="radio"/>	Sí
<input type="radio"/>	No
<input type="radio"/>	No tengo niñas(os) pequeños
<b>Educación</b>	





Hispanic Needs Assessment Community Survey - SPANISH	
<p><b>35. ¿Pudo obtener servicio de guardería durante el día cuando los necesitó? (Marque solo una respuesta)</b></p> <div><input type="radio"/> No pude obtener este servicio</div> <div><input type="radio"/> Es difícil obtener este servicio</div> <div><input type="radio"/> Es fácil obtener este servicio</div> <div><input type="radio"/> No lo sé</div>	
Educación	
<p><b>36. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado programas deportivos, arte o de aprendizaje musical para los jóvenes?</b></p> <div><input type="radio"/> Sí</div> <div><input type="radio"/> No</div> <div><input type="radio"/> No tengo niñas(os) en edad escolar</div>	
Educación	
<p><b>37. ¿Fue posible obtener programas deportivos, arte o de aprendizaje musical para los jóvenes cuando los necesitó? (Marque solo una respuesta)</b></p> <div><input type="radio"/> No pude obtener este servicio</div> <div><input type="radio"/> Es difícil obtener este servicio</div> <div><input type="radio"/> Es fácil obtener este servicio</div> <div><input type="radio"/> No lo sé</div>	
Educación	
<p><b>38. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado cursos para aprender inglés como idioma secundario?</b></p> <div><input type="radio"/> Sí</div> <div><input type="radio"/> No</div>	
Educación	



**Hispanic Needs Assessment Community Survey - SPANISH**

**39. ¿Pudo obtener cursos de inglés como idioma secundario cuando los necesitó? (Marque solo una respuesta.)**

☐ No pude obtener este servicio

☐ Es difícil obtener este servicio

☐ Es fácil obtener este servicio

☐ No lo sé

**Educación**

**40. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado programas de capacitación de empleo?**

☐ Sí

☐ No

**Educación**

**41. ¿Pudo obtener programas de capacitación de empleo cuando los necesitó? (Marque una respuesta)**

☐ No pude obtener este servicio

☐ Es difícil obtener este servicio

☐ Es fácil obtener este servicio

☐ No lo sé

**Salud y Seguridad**

**42. En los últimos 12 meses ¿existió una ocasión en la que usted (o algún miembro de su familia) ha necesitado un doctor y no pudo obtenerlo?**

☐ Sí

☐ No

☐ No lo sé



Hispanic Needs Assessment Community Survey - SPANISH

**43. En los últimos 12 meses ¿hubo una ocasión en la que usted (o algún miembro de familia) ha necesitado un dentista y no pudo obtenerlo?**

- ☐ Sí
- ☐ No
- ☐ No lo sé

**44. En los últimos 12 meses ¿existió una ocasión en la que usted o algún miembro de su familia ha necesitado medicinas con receta y no pudo obtenerlas?**

- ☐ Sí
- ☐ No
- ☐ No lo sé

Salud y Seguridad

**45. ¿Usted (o algún miembro de su familia) ha necesitado/utilizado asesoramiento o terapia?**

- ☐ Sí
- ☐ No

Salud y Seguridad

**46. ¿Pudo obtener asesoramiento o terapia cuando los necesitó? (Marque solo una respuesta)**

- ☐ No pude obtener este servicio
- ☐ Es difícil obtener este servicio
- ☐ Es fácil obtener este servicio
- ☐ No lo sé

Salud y Seguridad



## Hispanic Needs Assessment Community Survey - SPANISH

**47. ¿Qué tan seguro(s) se siente usted (y sus hijos, en caso de tenerlos) dentro de su vivienda? (Marque solo una respuesta)**

- ☐ Muy insegura/o(s)
- ☐ Algo insegura/o(s)
- ☐ Algo segura/o(s)
- ☐ Muy segura/o(s)
- ☐ No lo sé

**48. ¿Qué tan seguro se siente usted (y sus familiares, en caso de tenerlos) cuando transitan las calles de su vecindario por la noche? (Marque solo una respuesta)**

- ☐ Muy insegura/o(s)
- ☐ Algo insegura/o(s)
- ☐ Algo segura/o(s)
- ☐ Muy segura/o(s)
- ☐ No lo sé

**49. ¿Qué tan oportuna es la respuesta de la policía a las preocupaciones que usted (o su familia) tiene(n)? (Marque solo una respuesta)**

- ☐ Muy inoportuna
- ☐ Algo inoportuna
- ☐ Algo oportuna
- ☐ Muy oportuna
- ☐ No lo sé

## Vida Comunitaria y Calidad de Vida

**50. ¿Qué tan satisfecho está con su experiencia de vida en la zona metropolitana de Kansas City? (Marque solo una respuesta)**

- ☐ Muy insatisfecha(o)
- ☐ Algo insatisfecha/o
- ☐ Algo satisfecha/o
- ☐ Muy satisfecha/o



**Hispanic Needs Assessment Community Survey - SPANISH**

**51. ¿Usted cree que se ofrecen suficientes eventos culturales Hispanos/Latinos en el área metropolitana de Kansas City?**

- ☐ Sí
- ☐ No
- ☐ No lo sé

**Vida Comunitaria y Calidad de Vida**

**52. ¿Usted cree que los intereses de las(os) residentes hispanas(os)/ latinas(os) están representados en el gobierno municipal de su comunidad?**

- ☐ Sí
- ☐ No
- ☐ No lo sé

**53. ¿Usted cree que los intereses de las(os) residentes hispanas(os)/ latinas(os) están representados en el gobierno del estado?**

- ☐ Sí
- ☐ No
- ☐ No lo sé

**Vida Comunitaria y Calidad de Vida**

**54. ¿Alguna vez ha votado en elecciones en el área metropolitana de Kansas City?**

- ☐ Sí
- ☐ No

**Vida Comunitaria y Calidad de Vida**



**Hispanic Needs Assessment Community Survey - SPANISH**

**55. Si usted no ha votado ¿por qué no lo ha hecho? (Marque todas las respuestas que apliquen)**

- ☐ No soy un ciudadano
  - ☐ Mi inglés no es muy bueno
  - ☐ No confío en el gobierno
  - ☐ No me gusta involucrarme en asuntos políticos
  - ☐ No se lo suficiente acerca de los candidatos
  - ☐ No pensé que mi voto hiciera alguna diferencia
  - ☐ alguna otra razón (por favor especifique)
- 

**Vida Comunitaria y Calidad de Vida**

**56. ¿Usted (o su familia) ha(n) necesitado/utilizado a un abogada(o)?**

- ☐ Sí
- ☐ No

**Vida Comunitaria y Calidad de Vida**

**57. ¿Pudo obtener un abogada(o) cuando lo(a) necesitó? (Marque solo una respuesta)**

- ☐ No pude obtener este servicio
- ☐ Es difícil obtener este servicio
- ☐ Es fácil obtener este servicio
- ☐ No lo sé

**Vida Comunitaria y Calidad de Vida**

**58. En el tiempo que ha vivido en el área metropolitana de Kansas City ¿ha necesitado/utilizado a un(a) traductor(a)?**

- ☐ Sí
- ☐ No

**Vida Comunitaria y Calidad de Vida**





Hispanic Needs Assessment Community Survey - SPANISH

59. ¿En qué lugar y/o momentos ha necesitado/utilizado un(a) traductor(a)? (Marque todas las que apliquen)

☐ Policía o el sistema de justicia

☐ Escuelas/Educación

☐ Hospitales/Cuidado de la Salud

☐ Obtener acceso a servicios comunitarios

☐ Otra (por favor especifique)

60. ¿Pudo obtener un traductor(a) cuando lo necesitó? (Marque solo una respuesta)

☐ No pude obtener este servicio

☐ Es difícil obtener este servicio

☐ Es fácil obtener este servicio

☐ No lo sé

Vida Comunitaria y Calidad de Vida

61. En el tiempo que ha vivido en el área metropolitana de Kansas City, ¿cree que ha sido discriminado o ha experimentado un trato injusto por ser hispana(o) / latina(o)?

☐ Sí

☐ No

☐ No lo se

Vida Comunitaria y Calidad de Vida

62. ¿En qué lugares y/o áreas usted ha sido discirminado o ha experimentado un trato injusto por ser hispana(o) / latina(o)? (Marque todas las que apliquen)

☐ Policía o el sistema de justicia

☐ Empleo

☐ Escuelas

☐ Vivienda

☐ Otra (por favor especifique)

A-56 Hispanic Needs Assessment



Hispanic Needs Assessment Community Survey - SPANISH

Activos de la Comunidad

63. La siguiente tabla es una lista de características positivas o activos de la comunidad. ¿Usted cree que estos activos se encuentran a la comunidad Hispana/Latina que reside en la zona metropolitana de Kansas City? (Por favor marque todos los renglones que crea que existen en la comunidad)

- ☐ Iniciativa empresarial o ganas de empezar un negocio
- ☐ Mantener los dos idiomas: ingles y español
- ☐ Contribuir a la diversidad cultural de la comunidad de Kansas City
- ☐ Sentido de esperanza
- ☐ Ética del trabajo
- ☐ Espíritu de servicio y voluntariado
- ☐ Modelos de adultos ejemplares para la juventud
- ☐ Fortalecimiento de las relaciones familiares
- ☐ Fortalecimiento de las redes sociales comunitarias
- ☐ Participación de las organizaciones religiosas
- ☐ Mantener conexión con los vecinos

64. Basado en su experiencia personal, favor de enlistar recursos adicionales y características positivas que usted considere se encuentran en la comunidad Hispana/Latina que reside en el área metropolitana de Kansas City.

Problemas de la Comunidad



Hispanic Needs Assessment Community Survey - SPANISH

65. La siguiente es una lista de cuestiones que representan problemas para muchas comunidades. ¿Usted cree que estas cuestiones representan problemas para la comunidad Hispana/Latina de la zona metropolitana de Kansas City? (Por favor marque cada uno de los renglones que considere representen problemas para la comunidad)

- ☐ Una vivienda adecuada y accesible
- ☐ Alta tasa de desempleo entre los adultos
- ☐ Alta tasa de desempleo entre los jóvenes
- ☐ Bajo porcentaje de graduados de la preparatoria entre los jóvenes Hispanos.
- ☐ Bajos niveles educativos entre los adultos
- ☐ Altos niveles de analfabetismo
- ☐ Bajos niveles de salud física en la comunidad
- ☐ Bajos niveles de salud mental en la comunidad
- ☐ Embarazo no planeado entre los adolescentes Hispanos
- ☐ Pandillas
- ☐ Violencia familiar y violencia domestica
- ☐ Criminalidad en los vecindarios
- ☐ Falta de opciones para obtener la residencia permanente (green card) para los adultos que trabajan
- ☐ Falta de opciones para obtener la residencia permanente para los jóvenes ( jóvenes académicos)
- ☐ Falta de oportunidades y servicios para los individuos indocumentados
- ☐ La ausencia de Hispanas(os)/Latinas(os) desempeñando papeles de liderazgo en las comunidades
- ☐ Pérdida del idioma español o identidad cultural personal

66. Basado en experiencia personal, favor de enlistar problemas adicionales que usted considera impactan a la comunidad Hispana/Latina en el área metropolitana de Kansas City.

Información Adicional



Hispanic Needs Assessment Community Survey - SPANISH

67. ¿Que persona le sugirió completar esta encuesta?

Un representante de las siguientes organizaciones...

- ☐ Hispanic Economic Development Corporation
- ☐ Westside Housing Organization
- ☐ LULAC Education Center of Kansas City
- ☐ Mattie Rhodes Center
- ☐ Guadalupe Centers Inc.
- ☐ El Centro
- ☐ Cabot Westside Health Center
- ☐ Hispanic Chamber of Commerce of Greater Kansas City
- ☐ Young Latino Professionals (YLP)
- ☐ GKC Hispanic Scholarship Fund
- ☐ Coalition of Hispanic Organizations (COHO)
- ☐ Argentine Neighborhood Development Association (ANDA)
- ☐ UMKC Latina/Latino Studies Program
- ☐ Latinos of Tomorrow (LOT)
- ☐ Association of Latino American Students (ALAS) –
- ☐ Una iglesia – por favor especifique abajo:
- ☐ Un encuestador(a) del estudio en un evento o negocio local – por favor especifique abajo:
- ☐ Otro lugar o grupo – por favor especifique abajo:
- ☐ A través de una lista de correo electrónico – por favor especifique abajo:

Por favor especifique la Iglesia, negocio local, evento, otro lugar/grupo, o lista de correo electrónico



### Hispanic Needs Assessment Community Survey - SPANISH

**68. ¿En qué lugar nació? (Marque solo una respuesta)**

☐

En el área metropolitana de Kansas City

☐

En los Estados Unidos fuera del área metropolitana de Kansas City

☐

México

☐

Puerto Rico

☐

Cuba

☐

América Central – por favor especifique abajo:

☐

América del Sur – por favor especifique abajo:

☐

En otro país - Por favor, especifique el nombre país abajo:

Especifique país:

### Información Adicional

**69. Si nació fuera de los Estados Unidos ¿por cuánto tiempo ha estado viviendo en los Estados Unidos? (Marque solo una respuesta)**

☐

Menos de 1 año

☐

1-4 años

☐

5-9 años

☐

10 años o más

☐

Naci en los Estados Unidos

### Información Adicional

**70. ¿Por cuánto tiempo ha estado viviendo en el área metropolitana de Kansas City? (Marque solo una respuesta)**

☐

Menos de 1 año

☐

1-4 años

☐

5-9 años

☐

10 años o más

☐

Toda mi vida



## Hispanic Needs Assessment Community Survey - SPANISH

**71. ¿En dónde nació su madre? (Marque solo una respuesta)**

- ☐ En los Estados Unidos
- ☐ Fuera de los Estados Unidos

**72. ¿En dónde nació su padre? (Marque solo una respuesta)**

- ☐ En los Estados Unidos
- ☐ Fuera de los Estados Unidos

**73. ¿En dónde nacieron sus abuelos maternos? (Marque solo una respuesta)**

- ☐ En los Estados Unidos
- ☐ Fuera de los Estados Unidos

**74. ¿En qué país nacieron sus abuelos paternos? (Marque solo una respuesta)**

- ☐ En los Estados Unidos
- ☐ Fuera de los Estados Unidos

**75. ESTA PREGUNTA ES OPCIONAL. Como recordatorio, todas las respuestas de la encuesta son completamente confidenciales.**

**¿Cual es su estatus residencial en Estados Unidos? (Marque solo una respuesta)**

- ☐ Soy ciudadano de los EE.UU.
- ☐ Soy residente permanente / tengo una tarjeta de residencia
- ☐ Permanezco en los Estados Unidos en virtud de una visa de estudiante o trabajo
- ☐ Permanezco en los Estados Unidos en virtud de una visa de turista
- ☐ No tengo ningún documento migratorio

**76. Si usted ha necesitado pero no pudo obtener otro tipo de servicios que no han sido incluidos en esta encuesta, por favor liste dichos servicios en los siguientes renglones.**

**77. Favor de compartir sus comentarios en relación a las necesidades de las(os) Hispanas (os)/Latinas(os) que viven en la área metropolitana de Kansas City en los siguientes renglones.**



## Hispanic Needs Assessment Community Survey - SPANISH

### 78. How did you complete this survey?

- ☐ On line in Survey Monkey
- ☐ Paper copy

Thank you for completing this survey!

DISCLAIMER (as of December 11, 2012): The information contained in this document has been commissioned by the members of the Latino Civic Engagement Collaborative (LCEC) compiled by the University of Missouri Kansas City's Institute for Human Development as part of the 2013 Metropolitan Kansas City Hispanic Needs Assessment. This document is the exclusive property of LCEC and is intended for use by policy makers, research organizations, not for profit service providers, governmental agencies and all others seeking to understand the complexities of the Hispanic population of greater Kansas City.

Funding to date for this assessment has been made possible to the LCEC from the following funders: Adelante Fund, Bank of America, City of Kansas City, Missouri's City Manager's Office, Hall Family Foundation, Hispanic Development Fund and H&R Block Foundation. All material appearing in this document is in the public domain and may be reproduced or copied without permission from LCEC. Citation of the source is required. However, this publication may not be reproduced or distributed for a fee without the specific, written authorization of the Latino Civic Engagement Collaborative (LCEC).

RECOMMENDED CITATION: UMKC Institute for Human Development, 2013 Metropolitan Kansas City Hispanic Needs Assessment. Latino Civic Engagement Collaborative, 2013.





**Appendix B: Key Informant Survey**



## Hispanic/Latina(o) Key Informant Survey

### 2012 Hispanic/Latina(o) Needs Assessment – Key Informant Survey

Instructions: This survey is part of a Hispanic/Latina(o) Needs Assessment being conducted by the Latino Civic Engagement Collaborative – a group of Hispanic-serving non-profit organizations in Kansas City – with support from the Institute for Human Development at the University of Missouri-Kansas City. You are being asked to complete this survey because you were identified as a professional in the Greater Kansas City Metropolitan Area who works or volunteers closely with the local Hispanic/Latino population and who is knowledgeable of the needs and assets of this group.

Please draw on your experience working with the Hispanic/Latina(o) population in the Greater Kansas City Metropolitan Area (Kansas City Metro) when answering the survey questions. For the purposes of this survey, the Kansas City Metro consists of Jackson, Cass, Clay, Ray, and Platte counties in Missouri, and Wyandotte, Johnson, Leavenworth, and Miami counties in Kansas. We request your name to assist us in tracking completed surveys, but all of your answers will be kept confidential. We will only report answers given by the group in aggregate. This survey will take about 20 minutes to complete.

### Respondent Information

**1. Name:**

**2. Do you consider your ethnicity to be Hispanic/Latina(o)?**

- ☐ Yes  
☐ No

**3. What is your race? (Check all that apply)**

- ☐ American Indian or Alaska Native  
☐ Asian  
☐ Black or African American  
☐ Pacific Islander (Native Hawaiian, Guamanian, Samoan)  
☐ White  
☐ Unknown

**4. When speaking, are you bilingual (Spanish or English dominant), English only, or Spanish only? (Check one answer)**

- ☐ Bilingual (Spanish dominant)  
☐ Bilingual (English dominant)  
☐ English only  
☐ Spanish only



## Hispanic/Latina(o) Key Informant Survey

### 5. Age:

### 6. Gender:

☐ Female

☐ Male

### 7. What is your current zip code of residence?

## Respondent Information

**8. Please describe your current or past professional work that makes you knowledgeable about the Hispanic/Latina(o) population of the Kansas City Metro. This could include occupational, political, or volunteer endeavors.**

Position:

Agency/organization:

Brief description of work:

## Respondent Information

**9. Do you work with the Hispanic/Latina(o) population in a particular county, city, or neighborhood of Kansas City Metro?**

☐ Across the metro

☐ In a particular location (please specify below)

☐ Other (please specify below)

Please specify:

**10. Are you knowledgeable about the needs of the Hispanic/Latina(o) population in Kansas, Missouri, both, or neither?**

☐ Kansas

☐ Missouri

☐ Both

☐ Neither



Hispanic/Latina(o) Key Informant Survey

11. Are you knowledgeable about services available to the Hispanic/Latina(o) population in Kansas, Missouri, both, or neither?

- ☐ Kansas
- ☐ Missouri
- ☐ Both
- ☐ Neither

Community Services and Unmet Needs

You will be presented with a list of services three times. First, we will ask you to rate the importance of each service to the Hispanic/Latina(o) population in the Kansas City Metro. Second, we will ask you to rate the availability of each service to the Hispanic/Latina(o) population in the Kansas City Metro. Third, we will ask you to select up to five services that you believe are not meeting the needs of Hispanics/Latina(o)s in the Kansas City Metro, ranking them according to the greatest priority for community response.

12. Based on your knowledge and experience, how important do you believe each of the following services is for Hispanics/Latina(o)s in the Kansas City Metro?

	Very unimportant	Somewhat unimportant	Somewhat important	Very important
Public transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food assistance programs (like food stamps, SNAP, or the WIC program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilities assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low-income housing programs (like rental assistance, mortgage assistance, or public housing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency shelter services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business assistance or small business loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before and after school programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Day care/child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports, arts, and music programs for youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English as a second language courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment training programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Community Services and Unmet Needs



## Hispanic/Latina(o) Key Informant Survey

**13. Based on your knowledge and experience, how important do you believe each of the following services is for Hispanics/Latina(o)s in the Kansas City Metro? (Continued from previous page)**

	Very unimportant	Somewhat unimportant	Somewhat important	Very important
Health care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dental care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to prescription medications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal services/lawyers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translation services in health care settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translation services in school settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translation services in police or criminal justice settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translation services for accessing community services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs to prevent domestic violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for undocumented residents to apply for citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Community Services and Unmet Needs



**Hispanic/Latina(o) Key Informant Survey**

**14. Based on your knowledge and experience, please indicate how available each type of service is to Hispanics/Latina(o)s in the Kansas City Metro.**

	Very unavailable	Somewhat unavailable	Somewhat available	Very available
Public transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food assistance programs (like food stamps or SNAP and the WIC program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilities assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low-income housing programs (like rental assistance, mortgage assistance, or public housing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency shelter services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business assistance or small business loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before and after school programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Day care/child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports, arts, and music programs for youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English as a second language courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment training programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Community Services and Unmet Needs**



## Hispanic/Latina(o) Key Informant Survey

**15. Based on your knowledge and experience, please indicate how available each type of service is to Hispanics/Latina(o)s in the Kansas City Metro. (Continued from previous page)**

	Very unavailable	Somewhat unavailable	Somewhat available	Very available
Health care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dental care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to prescription medications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal services/lawyers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translation services in health care settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translation services in school settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translation services in police or criminal justice settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translation services for accessing community services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs to prevent domestic violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for undocumented residents to apply for citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Community Services and Unmet Needs





### Hispanic/Latina(o) Key Informant Survey

**16. Based on your knowledge and experience, please indicate which of the following types of services are not meeting the needs of Hispanics/Latina(o)s in the Kansas City Metro. Please assign numbers 1 to 5 to your top five priorities for community response.**

<input type="text"/>	Public transportation
<input type="text"/>	Food assistance programs (like food stamps, SNAP, or the WIC program)
<input type="text"/>	Utilities assistance
<input type="text"/>	Low-income housing programs (like rental assistance, mortgage assistance, or public housing)
<input type="text"/>	Emergency shelter services
<input type="text"/>	Business assistance or small business loans
<input type="text"/>	Before and after school programs
<input type="text"/>	Day care/child care
<input type="text"/>	Sports, arts, and music programs for youth
<input type="text"/>	English as a second language courses
<input type="text"/>	Employment training programs
<input type="text"/>	Health care
<input type="text"/>	Dental care
<input type="text"/>	Access to prescription medications
<input type="text"/>	Mental health care
<input type="text"/>	Legal services/lawyers
<input type="text"/>	Translation services
<input type="text"/>	Programs to prevent domestic violence
<input type="text"/>	Opportunities for undocumented residents to apply for citizenship

### Community Services and Unmet Needs



**Hispanic/Latina(o) Key Informant Survey**

**17. Please offer any further comment on unmet service needs for Hispanics/Latina(o)s in the Kansas City Metro:**

**Education**

Please rate the quality of the education offered to school-aged Hispanic/Latina(o) youth in each type of school in the community where you work, volunteer, or represent the people.

**18. Public schools**

- ☐ Poor
- ☐ Fair
- ☐ Good
- ☐ Excellent
- ☐ Don't know

**19. Charter schools**

- ☐ Poor
- ☐ Fair
- ☐ Good
- ☐ Excellent
- ☐ Don't know

**20. Private or parochial schools**

- ☐ Poor
- ☐ Fair
- ☐ Good
- ☐ Excellent
- ☐ Don't know

**21. Please offer any further comment on the quality of education for Hispanic/Latina(o) youth in the Kansas City Metro:**



## Hispanic/Latina(o) Key Informant Survey

### Community Assets

**22. The following is a list of positive features or assets of communities. Do you believe that these assets are found in the Hispanic/Latina(o) community in the Kansas City Metro? (Please check all that you believe to be existing assets of the community)**

☐ Entrepreneurship, or willingness to start businesses

☐ Maintaining bilingual language skills

☐ Adding cultural diversity to Kansas City community

☐ Sense of hope

☐ Work ethic

☐ Spirit of service and volunteering

☐ Adult role models for youth

☐ Strength of family relationships

☐ Strength of community social networks

☐ Participation in religious organizations

☐ Connections with neighbors

**23. Based on your knowledge and experience, please list additional assets or positive characteristics found in the Hispanic/Latina(o) community in the Kansas City Metro.**

### Community Problems



## Hispanic/Latina(o) Key Informant Survey

**24. The following is a list of issues that are problems for many communities. Do you believe that these issues are problems for the Hispanic/Latina(o) community in the Kansas City Metro? (Please check all issues that you believe to be problems for the community)**

- ☐ Lack of adequate, affordable housing
- ☐ Lack of access to transportation
- ☐ Food deserts, or lack of grocery stores located within neighborhoods where many Hispanic/Latino families live
- ☐ Unemployment for adults
- ☐ Unemployment for youth
- ☐ Low high school graduation rates (for Hispanic youth)
- ☐ Low education levels of adults
- ☐ Low literacy
- ☐ Poor physical health of the community
- ☐ Poor mental health of the community
- ☐ Unplanned pregnancy among Hispanic teenagers
- ☐ Gangs
- ☐ Family violence or domestic violence
- ☐ Crime in neighborhoods
- ☐ Lack of permanent residency options for working adults
- ☐ Lack of permanent residency options for youth (young scholars)
- ☐ Lack of opportunities and services for undocumented individuals
- ☐ Lack of Hispanic/Latinas(os) in community leadership roles
- ☐ Loss of Spanish language or culture of origin

**25. Based on your knowledge and experience, please list additional issues that are problems for the Hispanic/Latina(o) community in the Kansas City Metro.**

## Civic Issues

Page 10



### Hispanic/Latina(o) Key Informant Survey

**26. Please rate your agreement or disagreement with the following statement: There are enough Latino cultural events (such as fiestas, art exhibits, and concerts) offered in the Kansas City Metro.**

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

☐ Don't know

**27. How helpful are police in local police departments at responding to concerns of Hispanic/Latina(o) residents of the Greater Kansas City Metro? (Check one answer)**

☐ Very unhelpful

☐ Somewhat unhelpful

☐ Somewhat helpful

☐ Very helpful

☐ Don't know

### Civic Issues

**28. Please rate your agreement or disagreement with the following statement: The best interests of Hispanic/Latina(o) residents are represented by the city government in Kansas City, MO.**

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

☐ Don't know

**29. If desired, please offer further comment on representation of the interests of Hispanic/Latina(o) residents by the city government in Kansas City, MO.**



**Hispanic/Latina(o) Key Informant Survey**

**30. Please rate your agreement or disagreement with the following statement:  
The best interests of Hispanic/Latina(o) residents are represented by the city governments  
in other parts of the Kansas City Metro.**

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree
- ☐ Don't know

**31. If desired, please offer further comment on representation of the interests of  
Hispanic/Latina(o) residents by the city governments in other parts of the Kansas City  
Metro.**

**Civic Issues**

**32. Please rate your agreement or disagreement with the following statement:  
The best interests of Hispanic/Latina(o) residents are represented by the Missouri State  
government.**

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree
- ☐ Don't know

**33. If desired, please offer further comment on representation of the interests of  
Hispanic/Latina(o) residents by the Missouri State government.**



**Hispanic/Latina(o) Key Informant Survey**

**34. Please rate your agreement or disagreement with the following statement:  
The best interests of Hispanic/Latina(o) residents are represented by the Kansas State government.**

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree
- ☐ Don't know

**35. If desired, please offer further comment on representation of the interests of Hispanic/Latina(o) residents by the Kansas State government.**

**Civic Issues**

**36. Please rate the level of community engagement of Hispanic/Latina(o) residents in the Kansas City Metro.**

**In general, Hispanic/Latina(o) residents are:**

- ☐ Very unengaged
- ☐ Somewhat unengaged
- ☐ Somewhat engaged
- ☐ Very engaged
- ☐ Don't know

**37. How important is community engagement of Hispanic/Latina(o) residents to furthering the quality of life of Hispanics/Latina(o)s in the Kansas City Metro?**

- ☐ Very unimportant
- ☐ Unimportant
- ☐ Important
- ☐ Very important
- ☐ Don't know





**Hispanic/Latina(o) Key Informant Survey**

**38. How important is “Dream Act” legislation to furthering the quality of life of Hispanics/Latina(o)s in the Kansas City Metro?**

☐ Very unimportant

☐ Unimportant

☐ Important

☐ Very important

☐ Don't know

**Civic Issues**

**39. Please rate your agreement or disagreement with the following statement: Hispanic/Latina(o)s in the Kansas City Metro experience discrimination or unfair treatment because they are Hispanic/Latina(o).**

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly agree

☐ Don't know

**Civic Issues**

**40. In what areas? (Check all that apply)**

☐ Police or criminal justice

☐ Employment

☐ Schools

☐ Housing

☐ Other

Other (please specify)

**Civic Issues**



### Hispanic/Latina(o) Key Informant Survey

**41. Please offer any further comment on civic issues for Hispanics/Latina(o)s in the Kansas City Metro:**

Thank you for completing this survey!

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RECOMMENDED CITATION: UMKC Institute for Human Development, 2013 Metropolitan Kansas City Hispanic Needs Assessment. Latino Civic Engagement Collaborative, 2013.



## **Appendix C: Youth and Civic Engagement in Kansas City Surveys**



**2012 Hispanic Needs Assessment – Student Survey**  
**Youth and Civic Engagement in Kansas City**

Instructions: This survey is part of a youth civic engagement study being conducted by a group of nonprofit organizations in Kansas City, with support from the University of Missouri-Kansas City. To complete this survey, you must be 19 years or younger and be a junior or senior in one of the following high schools located in the Greater Kansas City metropolitan area: Northeast High School, East High School, Harmon High School, Wyandotte High School, Cristo Rey High School, Alta Vista Charter High School, Shawnee Mission North High School, Olathe North High School, North Kansas City High School, or Truman High School. **All of your answers will be kept completely confidential.** The survey will take about 10-15 minutes to complete. Please make a check mark or fill in your answer for each of the following questions. Please do not fill out more than one copy of the survey.

<b>My Personal Information</b>
--------------------------------

1. Age: \_\_\_\_\_
2. Year of enrollment:      Junior (11<sup>th</sup> Grade)      Senior (12<sup>th</sup> Grade)
3. School name: \_\_\_\_\_
4. Gender:      Female      Male
5. Number of siblings: \_\_\_\_\_
6. Do you consider your ethnicity to be Hispanic/Latina(o)?  
Yes      No
7. What is your race? (Check all that apply.)  
American Indian or Alaska Native  
Asian  
Black or African American  
Pacific Islander (Native Hawaiian, Guamanian, Samoan)  
White  
Unknown
8. Where were you born? (Check one answer.)  
In the Kansas City metro area  
In the United States outside of the Kansas City metro area  
Mexico  
Puerto Rico  
Cuba  
Central America – please specify: \_\_\_\_\_  
South America – please specify: \_\_\_\_\_  
Other – please specify the country: \_\_\_\_\_



9. If you were born outside of the United States, how long have you been living in the United States?  
(Check one answer.)  
Less than 1 year      1-4 years      5-9 years      10 years or more      (I was born in the U.S.)
10. Where was your mother born? (Check one answer.)  
In the United States      Outside of the United States
11. Where was your father born? (Check one answer.)  
In the United States      Outside of the United States
12. Where were your mother's parents born? (Check all that apply.)  
In the United States      Outside of the United States
13. Where were your father's parents born? (Check all that apply.)  
In the United States      Outside of the United States
14. At home, what language is spoken most often? (Check one answer.)  
Only Spanish      Mostly Spanish, some English      Mostly English, some Spanish      Only English      Other language

<b>My Spirit of Service</b>
-----------------------------

15. In the last school year, were you an active officer of a church or student organization?  
Yes      No
16. In the last 12 months, did you volunteer for activities in your community?  
Yes      No
- 16b. If yes, how often did you volunteer? (Check one answer.)  
Very often      Sometimes      Not very often
17. In the last 12 months, have you participated in a public demonstration?  
Yes      No
18. Have you ever tutored someone?  
Yes      No
19. Have you ever interpreted for a non-English speaker?  
Yes      No
20. Have you donated blood?  
Yes      No
21. Have you assisted a senior citizen?  
Yes      No
22. Have you ever signed an email petition?  
Yes      No



#### My Civic Social Network

23. Do you talk to your friends about politics or social issues?

Yes No

24. Do your parents talk with you about current social and political events?

(e.g., Presidential elections, Health Care Reform, Immigration Reform)

Yes No

25. Do you think teachers encourage discussion and debate in class?

Yes No

25b. If yes, how often do they encourage discussion and debate in class? (Check one answer.)

Very often Sometimes Not very often

26. Do you follow the news? (e.g., watch the news on TV or Internet, read the newspaper)

Yes No

27. Do you belong to a community organization?

Yes No

27b. If yes, did someone motivate you to join?

Yes No

28. Have your parents ever asked you to help any relatives, neighbors or friends?

(e.g., babysit children, help relatives move or complete tasks, translate or interpret for someone)

Yes No

#### My Civic Skills

29. Have you ever sent a letter by mail?

Yes No

30. Have you ever contacted a legislator or representative of your federal or state government?

Yes No

30b. If yes, how did you contact the legislator? (Check all that apply.)

Mailed a letter

Sent an electronic message (e.g., e-mail, Facebook, Twitter)

Made a phone call

Visited in person

31. Do you participate in class discussions?

Yes No

31b. If yes, how often do you participate in class discussions? (Check one answer.)

Very often Sometimes Not very often

32. Have you ever written a column or article for your school's newspaper?

Yes No



### My Actions and Expressions

33. Do you participate in student activities?

Yes No

33b. If yes, what school activities? (Check all that apply.)

Sports

Drama/Speech

Music

Clubs – Please describe: \_\_\_\_\_

Student government (e.g., Student Council)

Other – Please describe: \_\_\_\_\_

34. Do you participate in other organized community activities?

Yes No

34b. If yes, what community activities? (Check all that apply.)

Church (e.g., youth group, choir)

Music lessons

Scouts, 4-H, or other club

Dance lessons

Sports lessons or teams

Other – Please describe: \_\_\_\_\_

35. Do you participate in an activity focused on your ethnicity?

(e.g., ethnic folk dance, music or arts from your heritage)

Yes No

36. Have you ever used the Internet to announce community events or news?

Yes No

37. Have you registered to vote?

Yes No Not old enough yet

38. Do you ever wear a button or t-shirt that has a political message?

Yes No

39. Do you ever display other symbols of your political or social opinions?

(e.g., banners, stickers, bumper stickers, or logos in your locker, room, car, Facebook, or Twitter)

Yes No

### My View of Kansas City

40. How satisfied are you with your education? (Check one answer.)

Very dissatisfied

Somewhat dissatisfied

Somewhat satisfied

Very satisfied

41. Have you ever thought seriously about dropping out of school?

Yes No

42. Do you hope and plan to go to college?

Yes No

42b. If no, why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





- 43. How satisfied are you with living in the Kansas City area?** *(Check one answer.)*  
Very dissatisfied      Somewhat dissatisfied      Somewhat satisfied      Very satisfied
- 44. Do you believe your city government does what is best for people in your neighborhood?**  
Yes      No      Don't know
- 45. Have you ever been treated unfairly in the Kansas City area because of your race or ethnic background?**  
Yes      No      Don't know
- 45b. If yes, in what areas?** *(Check all that apply.)*  
Police or criminal justice      Schools  
Employment      Other – Please describe: \_\_\_\_\_
- 46. Have you been able to get the kinds of help or services that you need in Kansas City?**  
*(Please answer each question. Check "Yes" if you can get this kind of help that you need. Check "No" if you cannot get the help that you need. Check "Not needed" if you do not need this kind of help.)*
- |  |     |    |            |
|--|-----|----|------------|
| <b>46a.</b> Health care                            | Yes | No | Not needed |
| <b>46b.</b> Counseling or other mental health care | Yes | No | Not needed |
| <b>46c.</b> Language services                      | Yes | No | Not needed |
| <b>46d.</b> Tutoring services                      | Yes | No | Not needed |
| <b>46e.</b> Recreation/arts/sports                 | Yes | No | Not needed |
| <b>46f.</b> Transportation                         | Yes | No | Not needed |
- 47. What are 2 of the best things about living in the Kansas City area?**
- 47a.** \_\_\_\_\_  
\_\_\_\_\_
- 47b.** \_\_\_\_\_  
\_\_\_\_\_
- 48. What are the 2 biggest problems about living in the Kansas City area?**
- 48a.** \_\_\_\_\_  
\_\_\_\_\_
- 48b.** \_\_\_\_\_  
\_\_\_\_\_

***Thank you for completing this survey!***

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**IMMENDED CITATION:** UMKC Institute for Human Development, 2013 *Metropolitan Kansas City Hispanic Needs Assessment*. Latino Civic Engagement Collaborative, 2013.



# 2012 Hispanic Needs Assessment - Student Survey

## Youth and Civic Engagement in Kansas City

Instructions: This survey is part of a youth civic engagement study being conducted by a group of nonprofit organizations in Kansas City, with support from the University of Missouri-Kansas City. To complete this survey, you must be 19 years or younger and be a junior or senior in one of the following high schools located in the Greater Kansas City metropolitan area: Northeast High School, East High School, Harmon High School, Wyandotte High School, Cristo Rey High School, Alta Vista Charter High School, Shawnee Mission North High School, Olathe North High School, North Kansas City High School, or Truman High School. All of your answers will be kept completely confidential. The survey will take about 10-15 minutes to complete. Please make a check mark or fill in your answer for each of the following questions. Please do not fill out more than one copy of the survey.

## My Personal Information

**1. Age:**

**2. Year of enrollment:**

☐

Junior (11th Grade)

☐

Senior (12th Grade)

**3. School name:**

**4. Gender**

☐

Female

☐

Male

**5. Number of siblings:**

## My Personal Information

**6. Do you consider your ethnicity to be Hispanic/Latina(o)?**

☐

Yes

☐

No



2012 Hispanic Needs Assessment - Student Survey

7. What is your race? (Check all that apply.)

☐ American Indian or Alaska Native

☐ Asian

☐ Black or African American

☐ Pacific Islander (Native Hawaiian, Guamanian, Samoan)

☐ White

☐ Unknown

My Personal Information

8. Where were you born? (Check one answer.)

☐ In the Kansas City metro area

☐ In the United States outside of the Kansas City metro area

☐ Mexico

☐ Puerto Rico

☐ Cuba

☐ Central America - please specify below:

☐ South America - please specify below:

☐ Other - please specify the country below:

Please specify here:

My Personal Information

9. If you were born outside of the United States, how long have you been living in the United States? (Check one answer.)

☐ Less than 1 year

☐ 1-4 years

☐ 5-9 years

☐ 10 years or more

☐ (I was born in the United States)

My Personal Information

C-8 Hispanic Needs Assessment



## 2012 Hispanic Needs Assessment - Student Survey

### 10. Where was your mother born? (Check one answer.)

- ☐ In the United States
- ☐ Outside of the United States

### 11. Where was your father born? (Check one answer.)

- ☐ In the United States
- ☐ Outside of the United States

### 12. Where were your mother's parents born? (Check all that apply.)

- ☐ In the United States
- ☐ Outside of the United States

### 13. Where were your father's parents born? (Check all that apply.)

- ☐ In the United States
- ☐ Outside of the United States

## My Personal Information

### 14. At home, what language is spoken most often? (Check one answer.)

- ☐ Only Spanish
- ☐ Mostly Spanish, some English
- ☐ Mostly English, some Spanish
- ☐ Only English
- ☐ Other language

## My Spirit of Service

### 15. In the last school year, were you an active officer of a church or student organization?

- ☐ Yes
- ☐ No

### 16. In the last 12 months, did you volunteer for activities in your community?

- ☐ Yes
- ☐ No



## 2012 Hispanic Needs Assessment - Student Survey

### My Spirit of Service

**17. How often did you volunteer? (Check one answer.)**

- ☐ Very often
- ☐ Sometimes
- ☐ Not very often

### My Spirit of Service

**18. In the last 12 months, have you participated in a public demonstration?**

- ☐ Yes
- ☐ No

**19. Have you ever tutored someone?**

- ☐ Yes
- ☐ No

**20. Have you ever interpreted for a non-English speaker?**

- ☐ Yes
- ☐ No

### My Spirit of Service

**21. Have you donated blood?**

- ☐ Yes
- ☐ No

**22. Have you assisted a senior citizen?**

- ☐ Yes
- ☐ No

**23. Have you ever signed an email petition?**

- ☐ Yes
- ☐ No

### My Civic Social Network



## 2012 Hispanic Needs Assessment - Student Survey

**24. Do you talk to your friends about politics or social issues?**

☐ Yes

☐ No

**25. Do your parents talk with you about current social and political events? (e.g., Presidential elections, Health Care Reform, Immigration Reform)**

☐ Yes

☐ No

**26. Do you think teachers encourage discussion and debate in class?**

☐ Yes

☐ No

### My Civic Social Network

**27. How often do they encourage discussion and debate in class? (Check one answer.)**

☐ Very often

☐ Sometimes

☐ Not very often

### My Civic Social Network

**28. Do you follow the news? (e.g., watch the news on TV or Internet, read the newspaper)**

☐ Yes

☐ No

**29. Do you belong to a community organization?**

☐ Yes

☐ No

### My Civic Social Network



<b>2012 Hispanic Needs Assessment - Student Survey</b>	
<b>30. Did someone motivate you to join?</b>	
<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>	
<b>My Civic Social Network</b>	
<b>31. Have your parents ever asked you to help any of your relatives? (e.g., babysit young children, help relatives move, Help grandparents with a task, translate documents, interpret for someone who visits)</b>	
<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>	
<b>My Civic Skills</b>	
<b>32. Have you ever sent a letter by mail?</b>	
<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>	
<b>33. Have you ever contacted a legislator or representative of your federal or state government?</b>	
<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>	
<b>My Civic Skills</b>	
<b>34. How did you contact the legislator? (Check all that apply.)</b>	
<div><input type="checkbox"/> Mailed a letter</div> <div><input type="checkbox"/> Sent an electronic message (e.g., e-mail, Facebook, Twitter)</div> <div><input type="checkbox"/> Made a phone call</div> <div><input type="checkbox"/> Visited in person</div>	
<b>My Civic Skills</b>	





## 2012 Hispanic Needs Assessment - Student Survey

**35. Do you participate in class discussions?**

- ☐ Yes  
☐ No

### My Civic Skills

**36. How often do you participate in class discussions? (Check one answer.)**

- ☐ Very often  
☐ Sometimes  
☐ Not very often

### My Civic Skills

**37. Have you ever written a column or article for your school's newspaper?**

- ☐ Yes  
☐ No

### My Actions and Expressions

**38. Do you participate in student activities?**

- ☐ Yes  
☐ No

### My Actions and Expressions

**39. What school activities? (Check all that apply.)**

- ☐ Sports  
☐ Music  
☐ Student government (e.g., Student Council)  
☐ Drama/Speech  
☐ Clubs - please describe below:  
☐ Other - please describe below:

Please describe:



2012 Hispanic Needs Assessment - Student Survey

My Actions and Expressions

40. Do you participate in other organized community activities?

Yes

No

My Actions and Expressions

41. What community activities? (Check all that apply.)

Church (e.g., youth group, choir)

Scouts, 4-H, or other club

Sports lessons or teams

Music lessons

Dance lessons

Other - please describe below:

Please describe:

My Actions and Expressions

42. Do you participate in an activity focused on your ethnicity? (e.g., ethnic folk dance, music or arts from your heritage)

Yes

No

43. Have you ever used the Internet to announce community events or news?

Yes

No

44. Have you registered to vote?

Yes

No

Not old enough yet

My Actions and Expressions

C-14 Hispanic Needs Assessment



**2012 Hispanic Needs Assessment - Student Survey**

**45. Do you ever wear a button or t-shirt that has a political message?**

- ☐ Yes  
☐ No

**46. Do you ever display other symbols of your political or social opinions? (e.g., banners, stickers, bumper stickers, or logos in your locker, room, car, Facebook, or Twitter)**

- ☐ Yes  
☐ No

**My View of Kansas City**

**47. How satisfied are you with your education? (Check one answer.)**

- ☐ Very dissatisfied  
☐ Somewhat dissatisfied  
☐ Somewhat satisfied  
☐ Very satisfied

**48. Have you ever thought seriously about dropping out of school?**

- ☐ Yes  
☐ No

**49. Do you hope and plan to go to college?**

- ☐ Yes  
☐ No

**My View of Kansas City**

**50. Why not?**

**My View of Kansas City**



2012 Hispanic Needs Assessment - Student Survey

51. How satisfied are you with living in the Kansas City area? (Check one answer.)

☐ Very dissatisfied

☐ Somewhat dissatisfied

☐ Somewhat satisfied

☐ Very satisfied

52. Do you believe your city government represents what is best for people in your neighborhood?

☐ Yes

☐ No

☐ Don't know

53. Have you ever been treated unfairly in the Kansas City area because of your race or ethnic background?

☐ Yes

☐ No

☐ Don't know

My View of Kansas City

54. In what areas? (Check all that apply.)

☐ Police or criminal justice

☐ Employment

☐ Schools

☐ Other - please describe:

My View of Kansas City

C-16 Hispanic Needs Assessment



## 2012 Hispanic Needs Assessment - Student Survey

**55. Have you been able to get the kinds of help or services that you need in Kansas City?**  
(Please answer each question. Check "Yes" if you can get this kind of help that you need. Check "No" if you cannot get the help that you need. Check "Not needed" if you do not need this kind of help.)

	Yes	No	Not needed
Health care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling or other mental health care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreation/arts/sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## My View of Kansas City

**56. What are 2 of the best things about living in the Kansas City area?**

**57. What are the 2 biggest problems about living in the Kansas City area?**

Thank you for completing this survey!

### DISCLAIMER (as of December 11, 2012):

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Funding to date for this assessment has been made possible to the LCEC from the following funders: Adelante Fund, Bank of America, City of Kansas City, Missouri's City Manager's Office, Hall Family Foundation, Hispanic Development Fund and H&R Block Foundation. All material appearing in this document is in the public domain and may be reproduced or copied without permission from LCEC.

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### RECOMMENDED CITATION:

UMKC Institute for Human Development, 2013 Metropolitan Kansas City Hispanic Needs Assessment. Latino Civic Engagement Collaborative, 2013.

