

# Starter Pack

A follow-up report to the Beyond Translation Forum

San Antonio, Texas - October 17-18, 2006

*Cultivating Hispanic Community Involvement*

# Seeds of Change



EPA Region 6 - 1445 Ross Avenue, Suite 1200 - Dallas, Texas 75202-2733

<http://www.epa.gov/region6/beyondtranslation/index.htm>

***Thanks to everyone  
who contributed to this report;  
your commitment to our communities  
is truly evident.***

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# *A follow-up report to the Beyond Translation Forum*

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# *“Seeds of Change”*

## Report Summary

This report summarizes the proceedings of the Hispanic Stakeholders’ Forum, entitled “Beyond Translation Forum,” sponsored by the EPA Region 6 and held in San Antonio, Texas on October 17-18, 2006. The purpose of the Forum was to initiate or improve dialogue with the fastest-growing constituency in Region 6, the Hispanic community. The event brought together over 100 leaders from local, state and federal governments, grassroots organizations, civic groups, business, academia and other segments of the Hispanic community to explore ways to:

- better understand environmental issues of greatest concern to Hispanics;
- improve EPA’s communication and involvement with the community;
- and find additional ways to share information on such things as:
  - funding and employment opportunities,
  - environmental regulations and conditions
  - other assistance that EPA can provide Hispanic communities.

The Forum was planned and conducted by an innovative and high-energy Team, lead by Paula Flores-Gregg, the EPA Region 6 Hispanic Employment Program Manager (HEP) and Miguel I. Flores, the HEP Senior Executive Advisor. The Team included representatives from the community, academia, local government, EPA Headquarters, and Region 6 Program Offices.

To kick off the event, the Team worked with the Edgewood Independent School District to conduct a Water Monitoring Month observance activity held on October 17, 2006. The event involved the participation of students from an advanced science class and a career- preparation class from Brentwood Middle School. The water project was conducted at a nearby lake with the assistance of Texas Watch volunteers. In conjunction with the students’ water monitoring project, a Region 6 EPA Spanish language

video, “Chucho Salva el Día”, on stormwater education was rolled out at the Brentwood Middle School Library.

On the evening of October 17, participants met each other and networked at a reception hosted by Texas Environmental Justice Advocacy Services (TEJAS), Citizens' League for Environmental Action Now (CLEAN), and the North American Development Bank (NADBANK). Details of a multi-agency/community project regarding the cleanup of the former Kelly Air Force Base and spearheaded by EPA, as well as more information about the production of “Chucho Salva el Día” were provided to the group. The Mariachi de Edgewood Independent School District livened up the evening with their talented cultural entertainment.

On October 18, the following activities were held, which included presentations by community members and EPA staff:

### **General Session**

- Presentation on Demographics and Census Data
- Discussion by EPA on Challenges and Opportunities Involving Hispanics
- Community In Action Presentations - Children's Health and the Environment
- Community Feedback Breakout Sessions;
  - Public Health and the Environment
  - Community Partnerships
  - Economic Opportunities
  - Education Pipeline



# **Beyond Translation Forum Introduction**

**Miguel I. Flores, Director,  
Water Quality Protection Division,  
EPA Region 6**

As a result of the population growth, we are experiencing more challenges in public health and the environment. As urban areas are becoming more congested, there is a correlation with an increase of air pollutants, habitat destruction, stormwater runoff, and consumption of precious resources. There is a need for more conservation and efficient use of resources. This presents a challenge to our Agency as a whole and to our Region as well. Even though the largest growth in population has been in the Hispanic community, this community is not as involved in shaping the Agency and Regional agenda. There is evidently a need for better communication and building of regional collaborations with the Hispanic community.

The purpose of the Beyond Translation Forum is to find out what leaders in the Hispanic community consider the most important environmental concerns in the Hispanic community. Additionally, EPA wants to establish partnerships and networks with leaders of grass-root organizations, business, academia, local government and civic organizations, so that EPA and community leaders can jointly identify the highest priorities in the Hispanic community and develop a game plan to address them. These priorities then need to be translated into EPA's broader Environmental Strategic Plan.

**Currently, there are opportunities at EPA for involving the Hispanic community at different levels:**

Economic Opportunities - Better representation by Hispanic businesses, non-profits, schools and universities in procurement, outreach, research and development activities. Currently EPA has several solicitations out for proposals for projects dealing with healthy indoor environments, with U.S. / Mexico

Border air quality programs, and with targeted water sheds grant program and Science Fellowships.

Education Pipeline – Establishing education pipeline with schools and universities to ensure that Hispanics are part of EPA's future.

Employment - Becoming a member of EPA's workforce.

Community Partnerships and Communications - Being part of a communications network where there's linking of information, resources, and opportunities with Hispanic leaders and community-based organizations.

EPA is looking forward to establishing networking relationships at this event, which will hopefully multiply in the future, so that we are able to extend these networks to other government agencies and stakeholders in the Hispanic community. The intent is to develop a follow-up plan so that the Beyond Translation Forum goes further than a one-day event.



## Day 1: Working with Children

### “Planting Seeds”

The National Hispanic Outreach Strategy - Environmental Education Pipeline stressed how important the strength and productivity of the future workforce of the United States is to the educational progress of Latinos. Why? Because the number of working age Latinos is projected to increase by **12 million** in the next ten to fifteen years. An increased number of Latino high school and college graduates will play a major role in improving the economic prospects, social well-being and civic engagement of the fast-growing U.S. Hispanic population. Therefore, it is incumbent upon each one of us to do our part to assure that all Hispanic students receive a good education by encouraging them to complete high school, to enroll in college, and/or to choose a definite career path, with the goal of becoming proud, productive, and successful American Latino adults.

On October 17, 2006, EPA Region 6 planted fertile seeds that will broaden the minds of the students from Brentwood Middle School in San Antonio, Texas. Our goal was to expose the students to a better understanding of the significant role they can play in maintaining a healthy environment. Our intent was to also to stress the important professional disciplines, such as the sciences and environmental engineering, which will play an important role in assuring that the future of our precious earth is safeguarded.

The students were somewhat familiar with the concept of stormwater, but after viewing the DVD “Chucho Salva el Dia” their knowledge and understanding of the importance of how our actions contribute to storm water problems became much clearer. The dialogue with the students was very rewarding and it made them aware of how they can contribute to improving our environment and making their neighborhoods better places for everyone.

During the second half of the day, students became scientists for the afternoon. The Texas Watch Volunteer



Monitoring program provided hands-on activities to teach students how to determine the safety of water in a nearby lake. The students used instruments such as Secchi disks, chemicals, probes, nets, gauges and meters to determine the quality of water. These hands-on activities peaked their interest in the sciences and ignited conversation on related careers.

EPA will continue to partner with schools to share environmental information, resources, and links to opportunities to enhance the education pipeline.

For more information please contact Amadee Madril at (214) 665-2767 or [madril.amadee@epa.gov](mailto:madril.amadee@epa.gov)



## Day 2: Summary of Presentations

### Understanding La Comunidad

#### 1. “Understanding ‘La Comunidad’ Through Census Statistics”

**Lorena Carrasco, Special Assistant for Management,  
U.S. Department of Agriculture, Food and Nutrition  
Service**

The Constitution mandates that the U.S. Census Bureau take a census every ten years of all persons living in the U.S. every ten years. The concepts of how to measure the population and the methods for accomplishing this task have changed over the years from the 1800’s until the present. “Hispanic” ethnicity is now accounted for under the National Origin category in the U.S. Census, and Hispanics may be classified under any race.

Ms. Carrasco explored the recent Hispanic population explosion in the United States and its implications. In the year 2000, Hispanics became the largest U.S. minority, reaching more than 14.5% of the population. The median age of Hispanics in 2005 was 27 years old, in contrast with 36 years old for the entire U.S. population. Only 59.5% of Hispanics were high school graduates, versus 84.2% of the total population. Graduates with bachelor’s degrees were 12.2% of the Hispanic population, in contrast with 27.2% of the total population. Per capita income of Hispanics in 2005 was \$14,461, compared with \$25,035 for the U.S. population. The Region 6 population (Texas, Arkansas, Louisiana, New Mexico and Oklahoma) is comprised of more than nine million Hispanics. Hispanics comprise 35.5% of the Texas’s population, and 43.6% of New Mexico’s population. The importance of the social, environmental, and economic implications of these figures are staggering and they must be addressed by state, local and federal agencies.



## **2. “Academia’s Point of View”**

### **Dr. Antonio Flores, President and CEO of the Hispanic Association of Colleges and Universities (HACU)**

At a time when more than one of every three new workers joining the American labor force today is Hispanic, we cannot afford to continue neglecting the educational needs of this growing population. The Hispanic population is projected to add one of every two new workers in the nation by 2025. As we envision the future of America’s population in the 21<sup>st</sup> Century, it is imperative to recognize that failing to educate the fast-growing Hispanic population would have disastrous economic and social consequences for the entire nation. We are talking about one-half of America’s future workforce. As the youngest, fastest-growing, and now largest ethnic population in the nation, Hispanic Americans are mindful of their enormous historic role in advancing economic prosperity and social progress. The more Hispanics are called upon to assume leadership roles in all aspects of American life, the more higher education is a requirement.

Nearly 50 percent of the 1.8 million Hispanics in higher education are enrolled at Hispanic Serving Institutions (HSIs) today, and a higher percentage of them are projected to enroll at HSIs in the years ahead. Given the rapid Hispanic population growth, the Hispanic Association of Colleges and Universities (HACU) projects that nearly 100 more HSIs will emerge within the next five years. Regrettably, the authorized and appropriated funding levels for HSIs have been inadequate at best to meet the capacity-building needs of these institutions that are the backbone of Hispanic higher education. Data from the National Center for Education Statistics documents that HSIs, on average, receive 50 cents per student for every federal dollar that the rest of the higher education community gets.

As of today, nearly one of every five students in K-12 education is Hispanic, but historically only one of every 10 who started kindergarten graduated from college. These compelling statistics demand that Congress and the federal administration increase dramatically the funding and support for HSIs and for the Latino higher education to better ensure success of Hispanic Americans.

### **3. “Media’s Perspective”**

#### **Anna Nunez, Public Relations – Latino Marketing – National Public Radio (NPR) Sound Portraits “Story Corps”**

Ms. Nunez started her presentation by thanking the EPA and health agencies for the work done to detect and decrease blood lead levels in children. She shared with the audience that her daughter was found to have elevated lead levels, and she was appreciative of the assistance her family has received to address this important health issue. She then provided an overview of how non-profit organizations can better relate to the media in order to get their message out to the general public. She emphasized the importance of non-profit organizations cultivating cordial working relationships with reporters in order to improve the organizations’ media coverage. Organization media liaisons should develop a reputation for giving accurate, timely and concise information to the media outlets. Good and accurate sound bites are vital in getting the desired message across.

Ms. Nunez provided extensive information about **The SPIN Project**, an organization that works with non-profit organizations to develop skills and resources in order to use the media to make their message heard. The SPIN Project strengthens nonprofit social justice organizations, small and large, to communicate effectively and develop the necessary media skills.

Information on the SPIN Project can be found at:  
[www.spinproject.org/](http://www.spinproject.org/)

### **4. “Heart of the Community”**

#### **Richard Moore, Executive Director of the Southwest Network for Environmental and Economic Justice (SNEEJ), Albuquerque, New Mexico**

Mr. Moore gave a riveting discussion on the history of the Environmental Justice movement. The first Chair of the National Environmental Justice Advisory Council, (a national advisory group that advises the EPA Administrator on environmental justice matters), Mr. Moore has more than thirty years of experience in the environmental justice

movement. He has been helping to empower grassroots communities to address the contamination of their communities by establishing a network of fifty environmental organizations, Southwest Network for Environmental and Economic Justice (SNEEJ), throughout the Southwest.

Mr. Moore described many problems such as toxic landfills, hazardous wastes, consolidated animal feeding operations, Superfund sites, pollution of our air, rivers and streams by petrochemical companies and other industries, etc. that are all poisoning our communities. He also said that environmental racism can be a factor in the establishment of polluting facilities in poor minority neighborhoods. Permitting these facilities in poor neighborhoods allows these untenable conditions to continue. Mr. Moore stated that although severe environmental inequities continue in the United States, SNEEJ's relationship to EPA and to EPA Region 6 has vastly improved in the last few years, primarily due to senior management and the Environmental Justice Team; but much work remains to be done.



## **5. “EPA’s Past Present & Future”**

**Carl E. Edlund, Director, Multimedia, Planning and Permitting Division, EPA Region 6**

Looking back over the last five decades, we have seen a significant change in the quality of our environment. In the 1960’s we were dealing with terrible air pollution, illegal dumping of solid waste, and heavily polluted lakes, rivers, and streams. Some lakes were so polluted with hazardous and solid waste that access was restricted to protect the health of the general public. Filthy, untreated discharges, and at times even raw sewage, were being discharged into our nation’s lakes and streams, further polluting our natural water resources. Our lakes were dying, fish kills became a common sight, and the use of pesticides added to the problem with toxic runoff entering waterbodies.

One of the more polluted rivers in the nation was the Cuyahoga River in Cleveland, Ohio. A dark chocolate brown color, the river was thick with floating debris, industrial waste, visible oil slicks, and sewage. Beginning in 1936, the river caught fire several times over the years, with the largest river fire in 1952 causing over \$1 million in damages to boats and riverfront property. On June 22, 1969, the river caught fire once again which caused over \$50K in damage, but this time it captured national attention when *Time Magazine* reported the fire and described the horribly polluted state of the river. Finally, people across the country were becoming acutely aware of the environmental problems facing the nation.

The first Earth Day was organized on April 22, 1970, which marked a defining moment in our history. The public was changing their attitude towards the protection of the environment and there was now a growing demand for cleaner air, water and land. In late 1970, the Environmental Protection Agency (EPA) was established with a mission to protect human health and to safeguard the natural environment. Many environmental laws were passed during the 70’s and 80’s, most notably the Clean Air Act and the Clean Water Act. Over the last 35 years, EPA has accomplished a great deal to improve public health and the

environment, including the regulation of pesticides, toxic substances and air emissions, safer drinking water, and the cleanup of many old, abandoned waste sites. Considerable progress has been made and the Agency will continue to work hard for a cleaner, healthier environment for the American people.

In the past decades, correcting environmental problems was viewed as a problem to be solved between industry and government regulators. While much progress has been made, success with future environmental challenges cannot be made by these two sectors alone. It will require a much broader approach that is based upon active community involvement and individual understanding and choices.



## **Community in Action Presentations**

### **1. “Children’s Health in the Hispanic Community”**

**Dr. Adela N. Gonzalez, President of the National Association of Latino Health Professionals**

Dr. Gonzalez discussed many issues involving children’s health, and stated that October is Children’s Health Month. Dr. Gonzalez stated that awareness to children’s health is critical, as children are more vulnerable to environmental exposures than adults. Children are more vulnerable because their bodily systems are still developing; they eat more, drink more, and breathe more in proportion to their body size; and their behavior can expose them more to chemicals and organisms. Dr. Gonzalez informed the Forum participants that parents need to protect their children from a range of potential exposures, which include lead poisoning, pesticides and toxic chemicals, mercury, radon, UV exposure, and contaminated fish and water.

Dr. Gonzalez challenged the forum participants to add to the health risks endangering children’s lives, the growing problem of obesity and emerging increase of Type II diabetes in children. It has reached epidemic proportions and must be addressed by all public health sectors at the local state and national level.

### **2. “Agua Para Beber”**

**Veronica Corrella-Barud, Assistant Director, Center for Environmental Resource Management, University of Texas El Paso.**

Mrs. Corrella-Barud stated that the provision of safe drinking water is the most critical health issue in low-income areas along the U.S.-Mexico border. She also stated that the lack of and inadequate water and/or wastewater services leads to a number of gastrointestinal illnesses that are a primary cause of death in infants and pre-school children. She also said that in order to address some of the absence of funding for the necessary infrastructure for water delivery systems and for water and wastewater treatment plants, the Center for the Environmental Resource Management



(CERM) at the University of Texas at El Paso developed Agua Para Beber (Drinking Water). Agua Para Beber is a community-based program for improving water quality and promoting safe hygiene practices in low-income border communities. Ms. Corrella-Barud concluded that as a result of a train-the-trainer approach and partnering with local organizations, the program has improved the health of colonia residents by reaching nearly 3,500 families (14,000 individuals) and training over 220 health promoters (promotoras), and is continuing to expand.

### **3. “Lead Safe San Antonio”**

#### **Linda Kaufman & Myrna Esquivel, City of Antonio’s Lead-Based Paint Hazard Control Program (LBPHCP)**

Ms. Kaufman and Ms. Esquivel described how both San Antonio Metropolitan Health District (SAMHD) and the City of San Antonio’s Lead-Based Paint Hazard Control Program (LBPHCP) work together to test children for lead poisoning and provide financial assistance to residential owners and landlords for controlling lead-based paint hazards. They emphasized that one of the key requirements of this program is that residents must have a child under the age of six residing in the home. She indicated that lead is a strong poison found almost anywhere, such as in water, food, dust, and soil, and can be inhaled or ingested. Most children show no symptoms of lead poisoning, but symptoms can include: tiredness, constipation, headache, loss of appetite, or not being able to sleep or pay attention. Lead poisoning can cause miscarriages to pregnant women, learning disabilities, seizures, behavioral problems, hearing and speech problems kidney and digestive disorders and even death.

For more information please visit:

[www.sanantonio.gov/nad/RehabDiv/LeadBased/index.asp](http://www.sanantonio.gov/nad/RehabDiv/LeadBased/index.asp)

or call: (210) 207-6628



#### **4. “Respira”**

**Dr. Gladys Keene, Clinical Assistant Professor,  
Pediatrics UT Health Science Center @ San Antonio**

The Respira Coalition was founded in 1996; its mission is to evaluate the impact of asthma on school-age children in the Laredo community and to develop an intervention plan to help children manage their asthma and improve their overall quality of life.

In 1997-1998, a six-week pilot study with 95 children revealed 26% had symptoms suggestive of asthma. Parents of thirteen out of 21 children with abnormal peak flow measurements were not aware of the children’s symptoms. Students with the diagnosis of asthma missed twice the number of school days as their peers. The single most important requirement to improve the quality of life of a child is an increased education level. Asthma is a significant barrier to getting that education.

The coalition continues to work...

- evaluating and assessing targeted population,
- assessing home and school environmental factors,
- developing an asthma education and management program for school children grades 3, 4, and 5,
- and developing a communication asthma education center with telecommunication capabilities.

For more information, please contact Dr. Keene or Julie Bazan @ (956) 712-0037

#### **5. “El Teatro Lucha por la Salud del Barrio”**

**John Sullivan and Bryan Parras, Community  
Environmental Forum Theater Practitioners, The  
University of Texas Medical Branch (UTMB)**

The presentation on Forum Theatre was well-attended. The presenters covered the material presented in an article on the NIEHS EJ project in north Houston - (COAL) Communities Organized against Asthma & Lead - excerpted from the [www.communityarts.net](http://www.communityarts.net) web site. The

article is entitled "El Teatro Lucha por la Salud del Barrio: Theatre and Environmental Health in Texas." The presentation covered how bilingual community was used by a community social services group, de Madres a Madres, and the NIEHS Center at UTMB.

John Sullivan explained how the teatro played a vital role at three junctures in Project COAL:

- 1) Interactive theatre was first used with the community to assess the community's perceptions of risk - with respect to environmental lead levels and indoor air quality - and to get a baseline sense of how much the community knows about developmental lead effects & asthma pathogenesis.
- 2) The community's interaction with simulated models of risk communication and outreach assisted the project in creating a respectful, culturally-appropriate format for home visits. These inspection visits were depicted in the theatre production to prepare the community before the survey was fully deployed.
- 3) The final teatro will ask the community for an evaluation of the project's impact and collect suggestions for future environmental health interventions in the neighborhood. This phase will incorporate live teatro, Photovoice and culminate in a video of the entire process that can travel throughout the neighborhood and city of Houston with health messages on lead and respiratory health safety.

For more information please contact John Sullivan @ (409)747-1246.



## Summary of Break-Out Sessions

During the afternoon of Day Two of the Hispanic Stakeholders' Forum, EPA hosted several break out sessions with Hispanic community leaders to seek ways to establish a new relationship with Hispanics that went "beyond translation." During this dialogue, EPA facilitators elicited feedback from the community on ways Hispanics could become active participants in environmental stewardship.

The discussions focused on the areas of community partnerships, public health and the environment, economic opportunities at EPA, and the education pipeline for environmental careers. These issues were chosen as the basis in which the Agency and the Hispanic community could work together to advance the Agency's mission and strategic objectives throughout Region 6. Through the guided discussions, EPA asked Forum participants to respond to specific questions as they relate to environmental issues, such as:

- What are the community partnership issues as they relate to the environment?
- What are the barriers to your participation in the effort to resolve the issues?
- What are your ideas to remove the barriers?

The participants were given the opportunity to attend two break-out sessions of their choice. During the lively discussions, the participants provided insightful comments on ways EPA can face regional challenges while fostering a greater involvement of the Hispanic community. EPA made note of all the ideas and recommendations put forth by the participants.

Several commonalities emerged during the break-out sessions. These common areas have been duly noted and prioritized. The recommendations made have allowed EPA to gain a better understanding of the Hispanic community as well as to identify next steps for action on behalf of the Agency. As a result, EPA and its Hispanic partners will work

together on the continuation strategy to produce results that will protect, sustain, and restore the health of Hispanic communities and the environment.

The complete summary notes of these sessions are currently posted on the Web site of the Forum "Beyond Translation":

<http://www.epa.gov/region6/beyondtranslation/index.htm>



## **Early Successes Following the Forum**

### **As of today...**

#### **We have a better understanding of one another**

- EPA staff has a better understanding of the Hispanic Community - thanks to the "Understanding La Comunidad" session.
- More than one hundred community leaders now know about EPA's challenges and opportunities for the involvement of the Hispanic Community.
- Leaders from non-environmental groups have made a closer connection to the community's health and the environment – EPA is no longer perceived as the people who just protect the land, air & water.
- Many networks were formed linking different services to communities.

#### **We are creating healthier communities**

- Preliminary work is underway for a Healthy Schools Summit in El Paso, Texas by EPA's Children's Health Program. While EPA had already issued a small grant to conduct the event, additional collaborators were recruited at the Beyond Translation Forum that included TCEQ, El Paso Border Office, UTEP, and other City & State Health Officials.
- The CARE and LEAD grant will have more applicants from community groups.
- The DVD roll-out "Chucho Salva El Dia" (water pollution prevention) was a huge success thanks in part to connections made at the forum.
- Enforcement Division Representatives are discussing a strategy to maximize the use of

Supplemental Environmental Projects (SEPs) in Hispanic Communities.

**We are improving the education pipeline**

- As a follow-up to the forum sessions, one of our managers wrote two great proposals designed to improve our education pipeline and recruitment efforts.
- EPA recruitment team members saw the need to include younger children and young adults in our recruitment strategies.
- Using a local service-oriented fraternity chapter as volunteers inspired one of our EPA members to think about including similar fraternities for similar efforts - and even create an EPA award for service.
- Edgewood ISD received a donation from one of our partners to be used for their science program.
- On October 17, 2006, twenty- five children from San Antonio became scientist for a day by participating in the water monitoring exercise hosted by Texas Watch. Texas Watch will continue to monitor the kids to show them how to read the monitoring results via the web.

**We have excellent ideas on how to continue to collaborate with the Hispanic community.**



## Comments from Participants

“Thank you and EPA for initiating the first Forum for Hispanics, about Hispanics and with Hispanics. It was refreshing and very educational to meet with other Hispanic communities and governmental leaders who can identify and understand the needs of the community; however they do not have the tools or resources to provide the solutions needed. EPA is breaking ground for other agencies to follow by recognizing the importance of targeting the growing Hispanic community needs, before they become a serious healthy community development barrier. Congratulations to EPA for being proactive. We are looking forward to future forums and are eager to become part of the solutions.” -- *Brenda Reyes, MD, MPH, Bureau Chief, Children's Environmental Health, Houston Health Department*

“I felt a positive energy and a true sense of collaboration at this event. Partnerships and effective communications will be crucial elements to the success of our continuing efforts. I am positive we can do more if we band together as partners and friends.” -- *Richard Moore, Executive Director of the Southwest Network for Environmental and Economic Justice*

“Thank you for inviting me to the forum. It was important to witness the similarities and the struggles of the ills of this society that we need to abate. I do admire, though, that you were able to still maintain the positive aspects of your culture. Whereas, we were denied ours. When I spoke with you yesterday, I was very sincere about, bringing back what I have learned to the Louisiana communities that I work closely with. Perhaps this vital information will continue spread here. If there is anything I can do in the future, please let me know.” -- *Rev.. Sharon Adams, Baton Rouge, Louisiana*

“The EPA is to be commended for initiating the forum at such a critical time when the nation and our southwest region is struggling to meet the challenge of changing demographics, increased populations, and various health demands on our government agencies. Thanks for the opportunity to participate.” -- *Adela N. Gonzalez, PhD, MPA, President of the National Association of Latino Health Professionals*



"It was a wonderful and memorable experience for the students from Brentwood Middle school. These lucky students have now become "Champions of the Environment" in their school." -- *Gustavo Cordova, Principal - Brentwood Middle School - Edgewood Independent School District*

"Congratulations to Region 6 for the very successful "Beyond Translations" forum. Kudos to a team of hard working people who were able to put together such a well-attended event. I was very impressed with the excellent organization, the quality of the presenters, and the passion and spirit in this collaborative effort. Please continue promoting and conducting this type of event that allows Hispanics to help shape the Agency agenda and be part of its leadership." -- *Rey Rivera, Environmental Justice Coordinator for the EPA Office of Enforcement and Compliance Assurance*

"Thank you so much for inviting us to the forum. Being able to share ideas and listen to what is going on in other areas of Texas was truly a valuable experience. The only problem we had was that we wish we had been able to spend more time discussing our problems (from our areas) and maybe listen to suggestions or plans of action from our constituents. Nueces County has many problems. Again thank you and hopefully EPA will continue to have more programs such the "BEYOND TRANSLATIONS". The planning team did a fantastic job!" -- *Lionel & Juanita Lopez, South Texas Colonia Initiatives, Inc., Corpus Christi, Texas, Nueces County*

"EPA Region 6 should be commended for advancing the Agency's National Hispanic Outreach Strategy while seeking innovative ways to partner successfully with our *hermanos* and *hermanas* throughout the region. I sincerely believe this Hispanic Stakeholders Forum has planted the seeds of change for a vibrant relationship with the Hispanic community that should serve as a model for the future as the Agency and our Hispanic partners work together to protect the environment and public health." -- *Lina Younes, EPA National Hispanic Liaison*



# Where do we go from here?

## Continuation Strategy

1. Examine all of the recommendations provided at the forum (**completed**)
2. Have follow-up discussions with several leaders from the community to solicit recommendations on continuing the efforts (**completed**)
3. Identify areas of mutual interest (**completed**)

Areas identified:

- Health & the Environment
- Environmental Education Pipeline
- Recruitment
- Economic Opportunities
- Communications

4. Form workgroups for areas identified (***in-progress***)
5. Workgroups select their leadership, examine feedback/information/resources, determine priorities, establish annual goals, and works together to achieve the set goals  
(***to begin Feb 2007***)
7. Resources and assistance are shared among the “have’s” and “have-not’s” (***on-going***)
8. Workgroups come together in the fall to share success stories, strategies, lessons learned, and future plans  
(***fall 2007***)
9. Successful strategies are repeated in other communities each year.

For more information about workgroup membership, please contact Paula Flores-Gregg at: (214) 665-8123  
or: [flores.paula@epa.gov](mailto:flores.paula@epa.gov)



The Beyond Translation Photo Album  
is posted on our website:

<http://www.epa.gov/region6/beyondtranslation/index.htm>

We would like to thank Mr. Dan Solis,  
Chairman of the National Organization for Mexican  
American Rights (NOMAR), for producing  
a DVD of the event.

If you would like to order a copy, please  
contact Paula Flores-Gregg at  
(214) 665-8123 or  
flores.paula@epa.gov



## Planting Instructions

### Continuation Strategy

#### Start With Green Thumbs

- Partner with community leaders to improve services for the Hispanic community

#### Plan Your Crops

- Organize workgroups by interest
- Agree on priorities and goals

#### Prepare The Ground

- Create a communication strategy

#### Provide Light, Water, Nutrients

- Create links to technical assistance and resources

#### Continue to Nurture

- Provide updates on progress
- Celebrate successes

#### Harvest - Enjoy the Fruits of Our Labor

- Come together after one year to share success stories and lessons learned

#### Sow More Seeds

- Repeat successful strategies in other communities

*“Environmentally Friendly”*

