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United Way El Paso - CHICO Partners Focus Group Report

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*United Way El Paso-CHICO Partners
Focus Group Report*

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I. Introduction/Scope of Work

In April 2007 the research team from IPED met with Elizabeth Maldonado and Alex Furnari and scoped a series of focus groups that work to build a consensus, with a divergent group of nine partners engaged in the Compassion Capital Fund Communities Empowering Youth Program (CHICO). The nine partners are as follows:

- Boys and Girls Club
- Child Crisis Center
- Community Solutions
- El Paso Human Services
- Jewish Family Services
- Project Vita
- Victory Warriors
- YMCA
- YWCA

The program is focused on improving the partner's capacity, identifying gaps in services, and looking at the geographic scope of service delivery relating to child abuse and neglect, youth violence, and gang violence in El Paso County.

Participants in the four, half day sessions focused beyond their specific organizations and worked to articulate community-wide needs and goals. Specifically, the focus groups provided opportunities for participants to identify problem indicators, discuss and examine characteristics of the service population, identify community strengths, inventory community gaps, develop a common vision for the plan of action, cooperatively craft a mission statement for the CHICO partnership, identify areas of need, and identify strategies to build El Paso area-wide capacities.

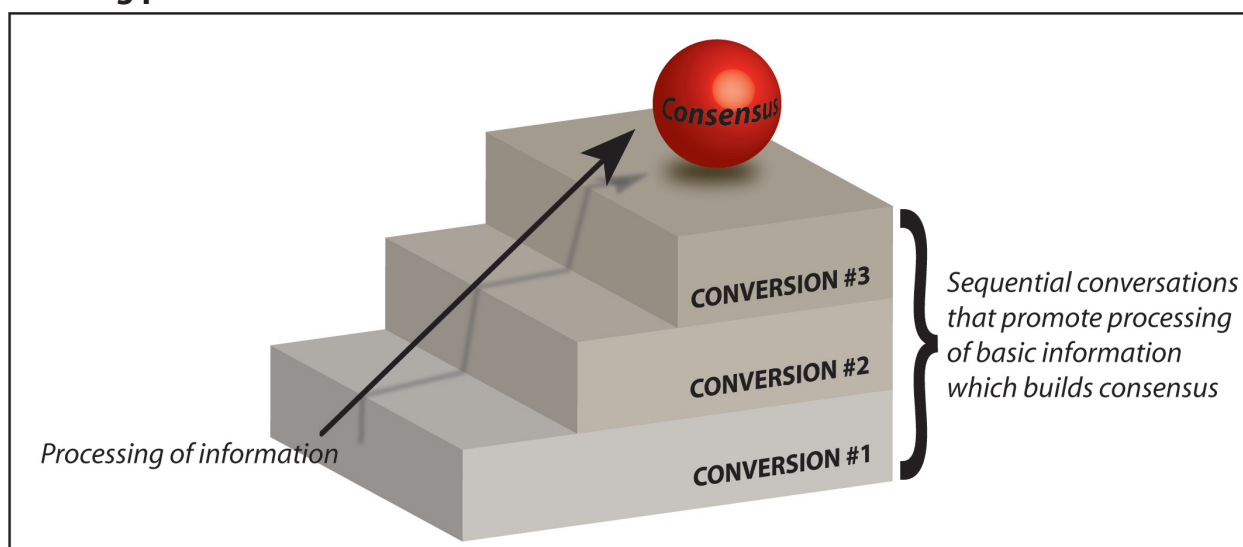
II. Focus Group Methodology

Within the context of focus groups participants are brought together to engage in guided discussions. The format is one that promotes flexibility, captures the face validity of the respondents at that specific point in time, and provides immediate results distilled from the conversations. For the four sessions, our participants were all members of the United Way/CHICO partnership. Please note all agencies with the exception of Victory Warriors had one or several representatives at

each of the half day sessions. Whereas the organizations were adequately represented the actual representatives varied from session to session. Some representatives were consistent across days, some representatives varied¹.

The researchers intentionally designed the daily discussion agendas to facilitate sequential conversations that promoted the processing of basic information moving toward more difficult issues and problems while simultaneously building partner consensus. (See Figure 1.)

Figure 1.
Building partner consensus



Group Dynamics:

On a daily basis, all participants were divided into one of three subgroups. Sub-group selection was based on a random process. The researchers followed traditional focus group protocol, which promotes smaller more conversational subgroups. This way all members had an equal opportunity to engage in thought provoking conversations. The smaller subgroups promoted inclusionary discussion while also providing “raw data” which were aggregated into the partner’s collective voice. A variety of decision rules and voting techniques were utilized to build consensus. In all instances the results of the subgroup deliberations were communicated to all of the partners.

¹ For the daily attendance sheets please contact the United Way of El Paso County.

The distinctive written assessments from each of the three subgroups were then posted in the front of the room for review and additional discussion. Only after ample discussion and debate the facilitators worked with the group to rank order and categorize the subgroups assessments. Said differently, the facilitators utilized a progressive decision-making process that incorporated all voices into a unified discovery. The daily discoveries worked to focus and refocus the conversations while addressing our research and data collection needs. These were linked to the exercises for the following day. In an additive fashion they will support the ultimate goal of identifying the capacity building strategies of the CHICO Partners.

Prior to presenting the conclusions of the focus groups we present the details of our daily discoveries which provide a synopsis of the exercise, the findings and the daily outcomes. These narratives, corresponding attachments, and tables permit the reader to follow the processes which lead to the development of the strategies.

III. Identifying Problem Indicators for Child Abuse and Neglect, Youth Violence, and Gang Violence.

Focus groups were conducted at United Way's boardroom. The UTEP-IPED Team consisting of researchers Dr. John Bretting, Lisa Tomaka, and Christopher Villa facilitated the focus groups. Twelve people were present on May 21st; 13 people participated on May 22nd, including members of the United Way (UW) staff.

At the first four-hour focus group meeting participants were divided into three subgroups. Each of the subgroups were first asked to brainstorm and then to identify problem indicators for: youth violence, gang violence, and child abuse & neglect. Please see Attachment A for a complete listing of every issue identified. Note that throughout the remainder of the report, we work to aggregate individual feedback into a collective voice.

After the individual's input was recorded by each subgroup the facilitators asked each one of the subgroups to start categorizing the issues and problems. Issues and problems voiced by the subgroups were collapsed into the following categories: **parental development, behavioral/personal development, environment, and education**. The category environment has two dimensions internal and external. Environment captures the interaction between multiple behaviors and various locations. Environment represents aggregate phenomena where the behaviors are not attributable

to single individual but are the product of the interaction of societal factors. External environment measures issues which are community-based for example youth violence, gang violence, cycle of poverty issues, etc. For actual listing see all twenty-seven dimensions in Attachment A. Internal environment captures dimensions focused on the family unit of analysis for example prior parental gang involvement, violence at home, issues associated with socio-economic status. All of the items for the category behavioral/personal development refer to internalized needs or the personal authority necessary to successfully function in life. The skill sets or lack there of necessary for effective parenting constitute the category of parental involvement. The fourth and final category of education addresses the dimensions resident in the community and the community's educational system.

A two stage process was utilized in order to prioritize the indicators. In the first stage the subgroups discussed and shared their collective assessments for each one of these categories. Then each participant was given a total of five votes, which could be distributed to multiple issues (i.e., a cumulative voting schema). The results are, in rank order, below:

1. **Environment** (25 votes cast);
2. **Behavioral and personal development** (14 votes casts);
3. **Parental development** (13 votes casts); and,
4. **Education** (8 votes casts).

IV. Identifying Population and Geographic Location

During the second portion the group identified characteristics of the population and geographical location associated with the problem indicators, shown in Attachment B and C, respectively. With in the discussion a consensus identified youth of Hispanic origins, lower socio-economic status, transitional families, mental health challenges and developmental disabilities, as important populations. Congruent with the scope of the CHICO grant, focus group participants strongly stated that the problems and issues are not located in one specific part of town rather are distributed citywide.

V. Identification of Community Strengths

The purpose of the second half-day focus group meeting was to identify the community strengths and weaknesses as they relate to the problem indicators. Thirteen individuals attended with several new members joining. At the beginning of the meeting, the facilitators reintroduced themselves

and reviewed the previous discoveries. The collective was broken into three subgroups after introductions.

The first task was to identify the community strengths. In other words, the subgroups were asked what makes El Paso great? Participants were encouraged to itemize as many El Paso assets as possible. Attachment D catalogs the group's large inventory of community strengths. Utilizing the inventory and the input of participants the facilitators categorized the responses as follows:

- 1. Economic and resources opportunities;**
- 2. Educational opportunities;**
- 3. Quality of life services;**
- 4. Community;**
- 5. Multi-cultural presence;**
- 6. Family; and,**
- 7. Nature.**

Participants indicated that the University of Texas at El Paso (UTEP) and the magnet schools were important community assets. El Paso's location on the U.S. Mexico Border was recognized by team members as an important opportunity for economic stability and growth. Quality of life services were also noted as another of El Paso's strengths. Several of the elements of improved services include: art and culture dimensions, health care services, youth sports, and young and progressive political leadership. The region's low crime rates, civic engagement, affordability, and the friendliness of the people were perceived as being significant strengths. Team members identified the multi-culture community an important element—especially, the region's tolerance towards religion. The predominant culture, Mexican American and Mexican, was also perceived as a strength. The family unit serves as a significant community asset. Families in El Paso are believed to have closer supervision of their children, such as keeping curfews and knowing where their children are located at all times. The last entry on the list of community strengths focused on El Paso's mild climate and accessibility to nature.

VI. Identifying the Community Gaps (gaps, barriers, challenges and limitations)

The teams examined and inventoried the “community gaps.” Researchers defined community gaps as—within the community—do the services face barriers, challenges, and/or limitations? The following categories were constructed from the team's responses

(please see Attachment E for community gaps inventory):

1. **Non-profit issues** (limitations within the non-profit sector);
2. **Non-profit programs and services;**
3. **Close-mindedness;**
4. **Marketing;**
5. **Family;**
6. **Location;**
7. **Economics;** and,
8. **Education.**

The representatives from the non-profit organizations attending the focus group agreed that territorialism, petty disputes and lack of cooperation hurt the non-profit community. They stated that the inability and unwillingness to collaborate were also liabilities. Furthermore, teams stated local non-profits did not have adequate capacity to address the plethora of community-based problems. A recurrent organizational deficit was limited financial resources. Teams elaborated that the El Paso political economy severely lacks local foundations, corporate charitable contributions and “home-grown” fiscal capacity. Most team members thought the quality of programs and services, delivered by the non-profit community, need improvement. For example, extending the non-profits’ hours of operation; especially programs and direct services.

The teams discussed that in some instances El Pasoans, as well as outsiders, could engage in closed-minded behaviors. An illustration, which is not an uncommon one, many Texans do not associate El Paso with the rest of the state. The majority Latino population was perceived as homogeneous and lacking in diversity. A major and intermittent problem is that the El Paso region does not market itself very well. Additionally this problem is complicated by the perception that El Pasoans have a poor self image. These perceptions cut across numerous dimensions: tourism, business competitiveness, and affordable cultural opportunities. The teams believed that the region’s geographical location is also a hindrance due its distance from other large metropolitan areas within the United States (i.e., sense of geophysical isolation).

Unlike other borderland communities, economics and education were identified as major deficits in community infrastructure. Within the discussions team members focused on the interconnectedness.

Economics, educational opportunities, and services/institutions tend to be linked and it is difficult to determine their exact causal relationship. Said differently, which came first, “The chicken or the egg?” Overall, participants believed that the region’s tax base required diversification and tax liabilities needed to be redistributed. An important corollary is that the region lacks adequate job opportunities. One frequently mentioned measure is: this lack of career opportunities drives the El Paso “brain drain.” Teams also noted that high rates of illiteracy and the lack of proficiency with the English language discount economic opportunities.

VII. Identification of the Vision Statement

The third session focused on identification of a vision. The researchers and participants followed the protocol utilized in the earlier sessions. The first task instructed the subgroups to craft an individual vision for their organization within the context of the CHICO grant and partnership. (Attachment F) The teams were then instructed to use their individual visions as the basis for the creation of a collective vision. Three collaborative vision statements resulted from this activity. Each vision was presented to the group. The collaborative team visions are as follows:

Table 1.

Collaborative Vision Statements by Each Team

No.	Vision Statement
No. 1:	Establish a coordinated, nonprofit community that maximizes its available resources to enable youth to reach their full potential.
No. 2:	Build stronger relationships between non-profits and faith-based organizations in order to better serve the needs of at-risk youth and children with disabilities.
No. 3:	Strengthen families by providing outreach services that include education, communication support and communication.

Group members agreed that the content was similar across the three visions. They synthesized the separate vision statements and placed a strong emphasis on coordination, resources, non-profits, families, youth and services. The draft vision statement is as follows:

Within El Paso County, coordinate relationships and resources in order to develop services that strengthen families to enable youth (especially those at-risk and/or with disabilities) to reach their full potential.

During discussions, with all three teams participating, three concerns with the draft vision statement arose. The first was that several participants felt that the “development of services” was related more to the betterment of agencies than to the empowerment of youth and families. The second concerned focused on the language identifying “at-risk and disabled youth”. A number of group members felt that in this day and age all youth were at-risk. The sentiment was to modify the language to be more inclusive and the term “all youth” was selected. Finally, there were several group members concerned with the visions’ strong focus on families as the key to empowering youth. Consequently they strongly believed that this term potentially excluded homeless youth or those youth without family support. The outcome of these discussions was the development of three options. Participants were then asked to vote for one of the three options. The collective strongly supported option three as the vision statement for the CHICO Partnership (12 votes were cast). The three options and their total votes are as follows.

Table 2.

Vision Statement Options

Option No.	Vision Statement	Number of Votes Cast
1	Within El Paso County, coordinated relationships and resources that strengthen families in order to enable youth to reach their full potential.	0
2	Within El Paso County coordinate relationships and resources to enable youth to reach their full potential by building strong families.	1
3	A coordinated resourceful community where families are strong and youth reach their full potential.	12

VIII. Identification of the Mission Statement

The day’s work concluded with all participants crafting an individual mission statement that reflected the objectives of their agency and those of the CHICO Partnership (see Attachment G). As with the vision statement, the teams were asked to develop a collaborative mission statement that reflects their individual mission’s. The teams’ mission statements are as follows:

Table 3.

Mission Statements by Each Team

No.	Mission Statement Description
1	The CHICO Partners are committed to building stronger nonprofits, strengthening their capacity to provide high quality services to youth and their families.
2	To provide a safe environment through youth programs which are youth-driven and include families in the decision-making process.
3	To improve CHICO agencies' ability to impact the lives of youth by addressing child abuse, neglect, youth and gang violence.

The tasks remaining for the fourth and final focus group session were: develop one mission statement for all participants, and to identify areas of needs, related to capacity building for the CHICO partners, to address child abuse, neglect and youth and gang violence.

Consistent with earlier turnout patterns eleven individuals representing eight agencies, including one participant from the United Way, were in attendance. When the subgroup mission statements were reviewed several major concepts were identified. They are as follows:

- “build stronger non-profits”;
- “strengthening their (non-profits) capacity”;
- “improve CHICO agencies ability to impact lives”;
- “by addressing child abuse, neglect, youth and gang violence”;
- “youth-driven”; and,
- “families in the decision-making process”

The collective was asked to develop a unified mission statement. Group members voiced a number of concerns regarding the major dimensions of the earlier work. They included:

- The concern that youth-driven was too narrow. Child abuse and neglect is not the child's issue, but the parent's issue;
- The belief that the specification of CHICO partners narrowed the focus of the mission. Expanding the wording would suggest that some of the partners activities may create positive externalities for the community; and,

- Conversely, the need to start with strengthening the partners and then look at expanding to other agencies and the community.

Mindful of these concerns the group drafted the following mission statement:

“To improve El Paso’s capacity to have a positive impact on the lives of youth by developing partnerships to reduce child abuse, neglect, youth and gang violence.”

Despite reaching a consensus with the draft mission statement, the collective struggled with the result. Group members voiced concerns regarding the negative tone projected by “to reduce child abuse, neglect, youth and gang violence”. Consequently, efforts ensued to craft the mission in a more strength-based manner.

While in the process of finalizing the mission, the United Way representative noted that the partnership was not obligated to address all issue areas. Based upon this input, group members could choose to limit their focus to one or two of the areas included in the mission. As a result, a brief discussion was held and the partners decided not to include all the issue areas at this time. The group crafted a strength-based message that did not specify any targets. Ten of the eleven members present voted to accept this new mission statement as follows:

“To improve the capacity of El Paso’s non-profit sector in order to have a positive impact on youth.”

IX. Identified Areas of Need

The collective was once again divided into three small subgroups; each subgroup was then asked to identify areas of need related to their agencies’ capacity to accomplish the vision and mission as formulated by the partnership (Attachment H). Each teams’ identified “areas of need” were inventoried. The collective areas of need are presented on the following page:

Table 4.
Group Inventory of Needs

Trust between partners	Education
Recreational opportunities for youth	Training and professional development for board members, administrative staff, direct care staff and volunteers to include but not limited to the issues related to substance abuse
Unconventional hours and methods	Curriculum development for the population of need for example: substance abuse, special needs populations
Partnerships with schools and the business community	Evaluation of existing programs and evaluation outcome training
Funding, resource development, grant writing and the staff support to access any available funds.	Parent support group for parents of teens
Volunteers	Coalition for youth development
Role models	Website for parents, community agencies that is interactive, easy to access and bilingual
Guardian Involvement	Resource libraries with curriculum materials specifically for area agencies
Shared resources	Better data tracking system

X. Identification of Strategies for Building the Capacity of CHICO Partners

The collective was asked to consider all the information generated in the previous focus group sessions—the newly created vision and mission statements and the inventory of needs—to develop strategies to build the capacity of CHICO partners. The group broke the strategies into six areas and they thought through the process of identifying “areas of need”. These areas are programmatic strategies (nuts and bolts, specific issues and advocacy), training, resources, management, community and partnerships. The resulting “Strategies to Build Capacity” are provided in Attachment I. Several of the specific strategies focused on submitting grant requests on behalf of the partnership; establishing a community based resource library and conducting a SWOT (strengths, weaknesses, opportunities, and threats) exercise for the CHICO Partnership.

It should be noted that the primary theme of this discussion was trust. Group members believed they needed to trust one other in order to share resources and the only way to do this would be by experiencing it. In other words, the partners would have to “learn by doing.”

TRUST: The foundation for successful CHICO Partner capacity building.

Attachment A**Indicators of issues and problems:**

Environment (N=25 votes cast)

1. Parental gang involvement
2. Gang violence: friend/family recruitment, prior membership & legacy
3. Gang violence: association with actual “group”
4. Influence of media/music
5. Graffiti
6. Youth violence: availability of weapons
7. Lack of services in rural areas
8. Affordable recreation and after school programs
9. Youth Violence: “untraditional household”
 - a. Single women head of household—lack of father figure
10. Lack of role models
11. Availability of drugs
12. Lack of affordable health care
13. Gang Violence: need for money [economics]
14. Child Abuse & Neglect: SES indicators, parental stress
15. Stress on families who are not legal
16. Lack of transportation
17. Poverty
18. Family violence
19. Domestic violence at home
20. Cycle of abuse
21. Verbal abuse (verbally hostile, denigrating/threatening language)
22. Fights at school
23. Interpersonal violence, date rape, racial difference *SES ⇒ violence
24. Violence towards animals (pets)
25. Includes all dimensions within youth violence
26. Shootings
27. Do or die: no choice...survival!, Entering “the wrong territory!”

Behavioral/Personal Development (N=14 votes cast)

1. Peer pressure
2. Need to belong
3. Need for power, rank, orders,...
4. Lack of self-esteem
5. Lack of self-worth
6. Sense of hopelessness
 - a. Lack of support

- b. Parental
 - c. School
 - d. Peers
 - e. Emotional
 - f. Isolation
- 7. Cultural dimensions
 - a. Modes of behavior
- 8. Isolated, not fitting, “the loner”
 - a. The other
- 9. Stigma of getting help (i.e., mental)
- 10. Anger issues
- 11. Biological (DNA)
 - a. “Raging hormones”
- 12. Anger/depression
- 13. Substance abuse
- 14. “Not fitting in”
- 15. Mental health problems

Parental involvement (N=13 votes cast)

- 1. Family neglect
- 2. Lack of supervision
- 3. Becoming parents so young
- 4. Young parents
- 5. Single parent households
- 6. Child left alone
- 7. Lack of positive role models

Education (N=8 votes cast)

- 1. Literacy
- 2. Learning disabilities
 - a. Institutional responses
 - b. Lack of “family/peer” support
 - c. Labels/stereotypes
- 3. Lack of education
- 4. Truancy
- 5. High school drop-outs
- 6. Dropping-out
 - a. Criminal activities—based “economic realities”
 - b. Youth subcultures

Attachment B**Population characteristics:**

1. Young – 18 years of age
 - a. 0 – 5 years
 - b. 6 – 11 years
 - c. 12 – 18 years
 - d. –21 years (Special needs)
 - e. Male/female
 - f. Ethnicity
 - g. Socio-economics
2. Ages
 - a. Teens involved with gang violence
 - b. Pre-teens being recruited in gangs and involved with gang violence
 - c. Ages 14-19
3. Parents
 - a. Teen parents that are drop-outs
 - b. Single parents
 - c. Young parents
4. Transitional parents
 - a. Military families
 - b. Homeless families
5. Race/Ethnicity
 - a. Hispanics
6. Income
 - a. Lower income families
 - b. Home + property owner affected
7. DD youth population
 - a. Mental health stigma
 - b. Learning disabilities

Attachment C

Location dimensions:

1. City-wide issues

Attachment D**Community strengths inventory**

Economics/Resources

1. Military presence offers the following:
 - a. Different cultures
 - b. Economic strength
 - c. Subsidiary businesses
 - d. Long-term stay
 - e. Extended family
2. Meet the needs of the populations
 - a. We find resources here in city
 - b. Networking
 - c. Creativity
 - d. Dedicated group of professionals
3. Juarez/El Paso connection (economy, jobs)
4. Resourcefulness (do so much with so little)
5. Economic opportunities
 - a. Stable

Education

1. Magnet schools
2. Education catering to populations
 - a. Education system working with each other at all levels
3. Services to grade school children
 - a. With a variety of services with funding
 - b. Available childcare
 - c. After school program
 - d. Mentoring
 - e. Sports
4. Educational opportunities
 - a. Availability of higher education
 - b. Including Mexico
5. Produce educated Latinos (Majority minority)

Quality of life (Services)

1. Arts and culture
2. Youth sports
3. Accessible programs
4. Texas Tech Medical Center
 - a. The services provided now and in the future

5. Accessible health care
6. Leadership at city level (produce progressively)
7. Grassroots non-profit organizations
8. Recreational resources

Community

1. People friendliness
2. Open mindedness (are accepting)
3. Low crime
4. Civic engagement
 - a. Young professionals moving into positions of leadership
5. Affordable community
6. Sense of community
7. Commitment to community

Multi-Cultural

1. Multi-culture
 - a. Learn from and enjoy all cultures
 - b. Three states and two countries
 - c. Bilingual
2. Religion (tolerant)

El Paso Culture

1. Embrace Spanish language
2. Food
 - a. Great food that welcomes friends/family/clients/visitors
3. Culture (Hispanic)
 - a. Parent roles/values are defined
 - b. Prevents negative and can be a part of the solution

Family

1. Parental supervision
 - a. Curfews
 - b. Knowing where children are located (particularly females)
 - c. Boy have more freedom
2. Family (Extended)
3. Family first culture
 - a. Multi-generational support
 - b. Neighborhood focus

4. Strong family ties
 - a. Provides with needed support
 - b. Strong role models
 - c. Families to help with crisis

Nature

1. Good weather
2. Natural resources
3. Climate

Attachment E**Community gaps inventory**

Non-profit issues

1. Territorialism
2. Lack of collaborations between non-profits
3. Lack of capacity of non-profit organizations meeting the community needs
4. Available volunteers
5. Lack of funding sources for non-profit organizations
 - a. Too few pockets
6. Communication between organizations

Infrastructure

1. Public transportation
2. Poor infrastructure

Non-profit programs and services

1. Lack of quality of after-school/pre school care
2. Lack of tutoring and mentoring programs
3. Extended hours youth programs
4. Do not give the tools, to those we serve, to go to the next step
5. Lack of teen programs
6. Many neighborhoods without youth programs
7. Lack of awareness about the community services

Close mindedness

1. Language barrier
2. El Paso not acknowledged as part of Texas (1848)
3. Lack of Bi-national respect
4. Political resistance to progressive ideas/lack of consensus for change
5. Old vs. new; status quo vs. progress
6. Entitlement mentally
7. Identity crises
8. Lack of significant family foundations that focuses only on El Paso
9. Lack of diversity

Marketing

1. Attracting tourism (1954)
2. Do not promote our strengths
 - a. Businesses

3. Affordable cultural avenues
 - a. Music
 - b. Arts
 - c. Plays
 - d. Etc.

Family

1. Parent and family involvement
2. High number of single parent households
3. High teenage pregnancy rate

Location

1. Geographic location
 - a. Far away from major cities
2. Problems being a border town (crime, drugs, pollution)
 - a. High amount of gang involvement
 - b. High substance abuse

Economics (links to education)

1. Loss of housing due to lack of affordable housing for low-income families
2. High number of uninsured
3. Poor housing conditions
4. Economic stress on families contributing to drop-out rate
 - a. A short-term views vs. long-term view
5. High poverty rate
6. Low wages
7. Lack of access to funds (financial markets)
8. Low tax base
9. Homelessness
10. Low income
 - a. Job opportunities
 - b. Compensation for jobs (on-going)

Education (links to economics)

1. Lack of higher paying jobs
 - a. People are educated but do not receive proper pay compared to other cities
2. Brain drain (last 25 years)
3. Low literacy/low English proficiency
4. High rate of high school drop-outs
5. Youth are not learning English
 - a. Public education
6. Lack of education

Attachment F:**Individual Vision Statements****Participant 1:**

My vision for the next 5 years is to expand the current programs that the agency is offering:

- Children and youth program: To offer computer instruction for youth to develop web sites and that all children have access to a computer when they are not in school.
- To offer opportunities for youth to become involved in their community with support and recognition.
- Expansion of health services to include more education, guidance and parenting to children and youth.

Participant 2:

Needs including funding, increasing participation throughout areas of town through congregations

- Increasing ideas for children with disabilities outside of the school setting
- An awareness of the need for volunteerism to help and to be a friend (circle of friends).
- Ideas to expand.
- To promote volunteerism in congregations to help homebound, those who are elderly or disabled, and respite care for caregivers.

Participant 3:

Branching out to more at-risk teens, foster care youth, JPD youth, etc.

Participant 4:

A non-profit community that is effective, efficient, and successful in carrying out its respective mission.

Participant 5:

Existing:

- Programs enhanced money, staff to serve more youth, transitional center, and preparation for adult learning, foster youth.
- Expand to other fields, i.e.: mental health
- Community involvement (true) collaboration, education

Participant 6:

Teen leadership program

- Foster the leadership development of teens to eliminate/reduce barriers that hinder the potential of our community's youth.

YWCA

- Empower female youth leaders to make beneficial contributions to self and El Paso Community.

Participant 7:

BGCE IP

- Provide education programs to help youth in schools
- Youth clubs developed in all clubs to help club and their neighborhood
- Meet the needs of youth in more neighborhoods
- Cater programs to the military and their families

Collaborative

- Work together with programs and in information
- Share information and funding

Participant 8:

To provide a program so that youth with mental illness and their families can be educated and mentored on issues relating to their behavior and personal development.

- Parenting Classes
- Community Education

Participant 9:

To build stronger relationships between non-profits and faith-based organizations.

Participant 10:

Growth for the YMCA to be able to move into the new areas of El Paso to provide services that are needed. Additional funding revenue generating sources to help self sustain the organization work with other nonprofit organizations to collaborate on programs to benefit both and serve the community's needs. Considering new avenues of program, i.e.: senior programs to adapt to the growing retirement population moving into El Paso. Cost effectiveness for participants and families using the facilities.

Participant 11:

- Protecting children against abuse and neglect.
- Providing parents/guardians with skills needed to improve parenting skills
- While improving parent/guardian skills through education and case management
- Preserving the lives of children by protecting them against abuse and neglect.

Participant 12:

5 years: UWEPC will be instrumental in coordinating local funders to impact priority community issues

3 years: UWEPC will be a leader in attracting resources to address community problems

1 year: UWEPC will be able to show significant results to the community (outcomes achieved)

Ten years: UWEPC will be recognized by the community as the most effective group in making an impact on community issues.

Participant 13:

- To inspire, instill, educate and involve the community in general to meet the needs of the at risk children within the community.
- To fill in social gaps in which all at-risk children would be served.
- To create social programs that meet the needs of at-risk children, to help create self-sufficiency and to help build self-esteem.

Attachment G:**Individual Mission Statements****Participant 1:**

To be youth-driven and family centered to empower families

Participant 2:

To improve capacity-building in order to help youth reach their full potential. To build strong coordination through capacity-building in order to help youth reach their full potential

Participant 3:

In El Paso County, to provide youth an outlet through after school activities and weekends a safe environment with adult supervision who can also be mentors where needed and an opportunity for families to be included in recreation and education purposes.

Participant 4:

The CHICO partners are committed to build stronger nonprofits, strengthening their capacity to provide high quality services to youth and their families.

Participant 5:

Through community collaboration:

- educate families and youth
- sustaining community support services
- promote self-efficacy among youth and families

Participant 6:

The CHICO partners are committed to use all resources available to empower and educate families to become strong and to help youth to reach their full potential.

Participant 7:

In El Paso County strengthening families to enable youth to reach their full potential by maximizing resources, in providing after-school activities, out-reach services and education.

Attachment H:**Areas of Need:****Subgroup One:**

- Professional Development (Training for Staff working with youth)
- Coalition for Youth Development (Sharing information, seek resources, training and advocacy)
- Evaluation/Outcomes, Training/Assistance
- Better Tracking (data) systems
- Resource library of curriculum materials (all ages)
- Web-site for parents and for agencies (bi-lingual, parent friendly) or link to national sites
- Parent support group for parents of teens
- Curriculum: substance abuse (all ages)
- Resource Development

Subgroup Two:

- Trust
- Recreation opportunities for youth
- Unconventional hours and methods
- Partnerships (schools, businesses, etc.)
- Funding
- Volunteers
- Role Models
- Guardian Involvement
- Shared Resources
- Educations

Subgroups Three:

- Training focused on issues related to the three target areas.
 - Staff support and volunteers
 - Board members
- Curriculum development for youth or the people being served
- Lack of staff to access funding resources
- Evaluation of existing programs

Attachment I

“Strategies to Build Capacities”

