



Stage One Regional Report #10

SPANISH LANGUAGE OUTREACH PROJECT

2022-2023

Understanding the National and Regional Context

Pacific Northwest ADA Center – Region 10

ADA Knowledge Translation Center

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Executive Summary of National and Regional Project

Project Goals

The Spanish Language Outreach Project (SLO) is a five-year collaborative national initiative of the ADA National Network (ADANN), 10 regional ADA centers, and the ADA Knowledge Translation Center. The overarching goals of the SLO are to: 1) develop a deeper understanding of the context of Spanish-speaking communities through research and expert consultation, 2) assess the diverse regional and national community needs of Spanish-language speakers in the U.S., 3) develop plans to reduce barriers to language access, 4) identify and develop knowledge translation interventions, products, and resources targeted to Spanish-language communities, and 5) develop connections to new outreach partners and trusted community leaders to better support dissemination, training, and technical assistance. This report addresses goal #1.

Approach

Individuals at a national level and across 10 ADA regions reported on barriers that Spanish-speaking communities face, how they access and share information, and suggestions to improve outreach efforts. At the national level, participants were 14 leaders working directly with Spanish-speaking and/or disability communities from nine national organizations. Regional participants included 46 community members that are a part of, work with, or are involved with members of the Spanish-speaking community living with or without disabilities. Most regional participants identified as parents of someone with a disability, people with disabilities, community resource managers, or directors of programs at their organizations.

National Findings

Participants report language to be the number one barrier for the Spanish-speaking communities they serve at a national level. This includes insufficient or ineffective translation and interpretation services, bilingual staff, and resources in plain language. Other common barriers are lack of information about rights and disability, fear and lack of trust related to immigration status, and the stigma attached to disability and mental health in the community.

Regional Findings

Like national findings, language was the most discussed barrier for the Spanish-speaking community across ADA regions. Participants report that many people in this community do not know what resources and programs are available to them. Further, fear or lack of trust based on immigration status impacts access to services. Other common barriers are stigma, lack of education on disability, technology, discrimination, low literacy, and survival mode.

Recommendations

Participants gave recommendations for ADANN to improve outreach to Spanish-language communities. At national and regional levels, in-person trainings and partnering with local organizations were most frequently recommended. Nationally, members suggested utilizing social media, valuing representation, and understanding the needs of the community. At regional levels, community members suggested making information culturally accessible and relevant and tailoring information based on specific state needs. These recommendations reflect the Spanish-speaking community's barriers to accessing ADA information and emphasize the need for specific training and materials related to ADA so the community can be informed and more aware of their rights.

SECTION ONE: CONTEXT AND BACKGROUND

SECTION 1: CONTEXT AND BACKGROUND

This report presents the regional results from the first stage of the project in the Northwest ADA Center, Region 10; and includes the following main sections: 1) background and national context, 2) individual regional findings outlining the context and qualitative interviews conducted with community members of Spanish-speaking communities in the region, and 3) a summary of the key findings and recommendations of the overall first stage of the project. The appendix includes a list of organizations for outreach in the region.

This section describes the national context and background of Spanish-speaking communities in the United States (U.S.). It first considers the complexity of conducting outreach to Spanish-speaking people and then provides key demographic information about the communities.

Spanish-Language Speakers in the United States

Spanish-speaking communities are extremely diverse. Hispanic, Latino, and Latina are the most common terms used to describe or count people within Spanish-speaking communities in the U.S. The Hispanic or Latino category used by the federal government includes individuals of Spanish origin. For example, the U.S. Census Bureau reports and collects data on the ethnicity of Americans and defines "Hispanic or Latino" as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. The census questionnaire allows individuals to write in answers to specify their Hispanic origin or other ethnicity related to their Spanish-speaking identity. Some surveys, including the census, separate the question about Latino, Hispanic, and Spanish origin from race. Individuals who fit into this category may identify with any one or a combination of many different races.

While the categories of Hispanic and Latino and Spanish-speaking are sometimes used synonymously, the category of Hispanic or Latino does not perfectly match the totality of the Spanish-speaking population in the U.S. Most Latino or Hispanic people speak Spanish, and Latino refers to the identity of people who are native to or have cultural ties to Latin American countries. It does not necessarily indicate one's preferred language. Individuals from non-Spanish-speaking countries in Latin America where Portuguese, French, Creole, or other languages are more commonly spoken may also have a Latino or Latina identity. Hispanic generally refers to family origin in Spanish-speaking countries, including Spain. It is important to recognize that not all Spanish-speaking individuals embrace or use the term Latino or Hispanic to describe themselves. For example, some individuals prefer to identify by their country of origin. Others are critical of the Spanish language and its gendered noun structure, and terms that maintain a gender-neutral tone, such as Latin/x, are now in use.

To match the federal categorization and the most common terminology used in reporting efforts, Latino or Hispanic are the terms most used in this report. As the Spanish-speaking population in the U.S. is extremely diverse, it is necessary at times to switch terms in this report, such as when referring to personal accounts or data sources where other terms are used.

Hispanic and Latino People in the U.S.

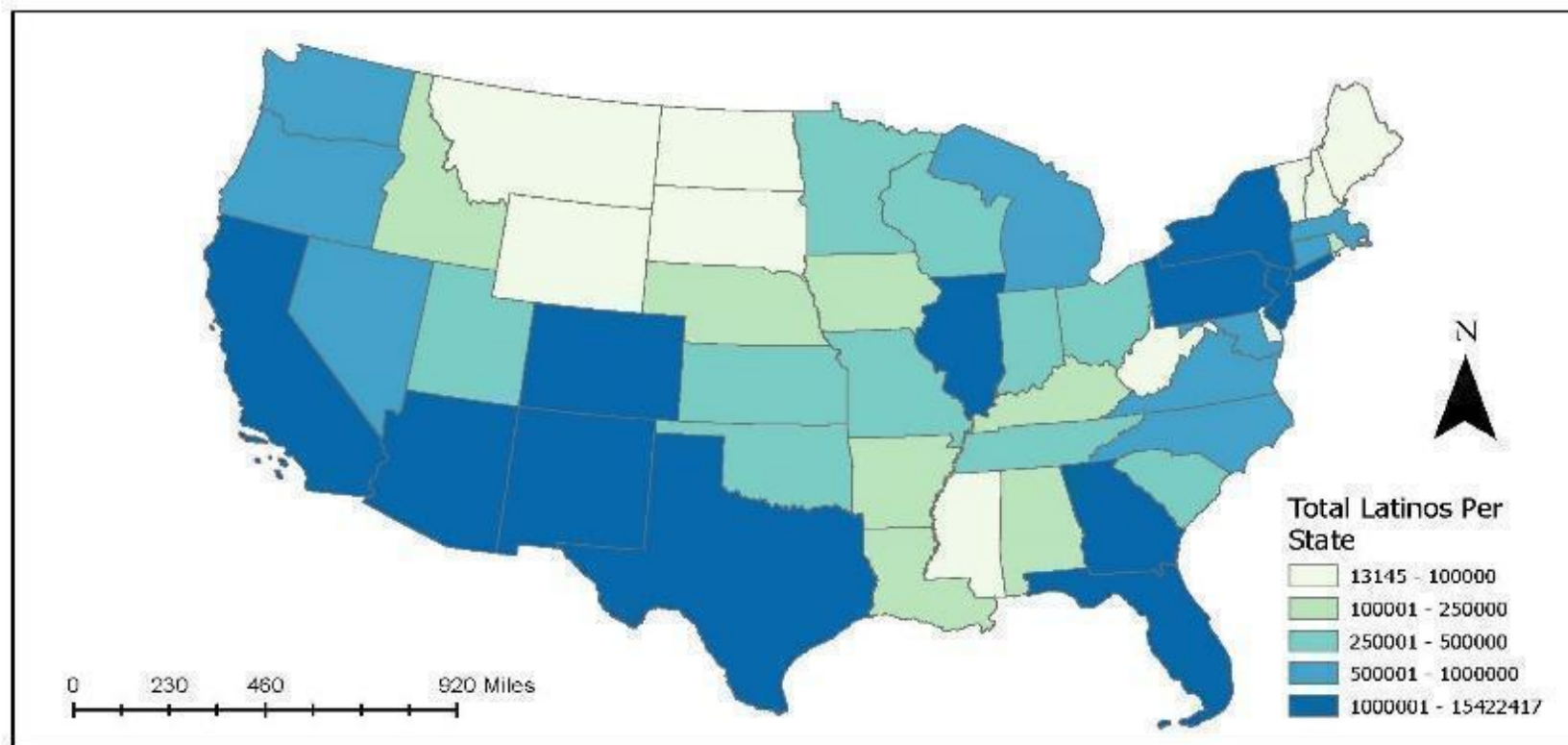
As of 2020, there were 62.1 million Hispanic, Latino, or Latina people in the United States. This population includes people of Cuban, Mexican, Puerto Rican, South or Central American, and Spanish descent. Of all groups, Mexicans are the largest group at 61.4 percent. States with the largest Hispanic/Latino population include California, Texas, Florida, New York, and Arizona (U.S. Department of Health and Human Services Office of Minority Health, 2022). Hispanics and Latinos are also one of the fastest-growing populations in the country. In the last decade, the Hispanic population increased by 23 percent (Pew Research Center, 2022). Figure 1 on page 7 shows the number of Latinos/Hispanics by state from 2017-2021 in the U.S.

Hispanic and Latino People with Disabilities in the U.S.

Additionally, as the Hispanic/Latino population continues to grow in the United States, the number of people with disabilities in these communities has also increased. In 2018, there were 5.3 million Hispanic or Latinos with disabilities in the United States. Figure 2 on page 8 shows the percentage of Latinos/Hispanics with disabilities per state from 2017-2021. Despite the growth of the population across the country, Hispanics continue to face underrepresentation and access disparities in areas such as education, health care, employment, and civil rights. For Hispanics with disabilities, there are additional barriers as they simultaneously navigate cultural and health-related differences. These barriers include language barriers, lack of access to information, immigration status, discrimination, and fear, among many others. These barriers impact access to information.

Figure 1: Map of Latino population count across the U.S. from 2017 to 2021

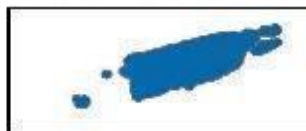
2017-2021 Count of Latinos in the United States



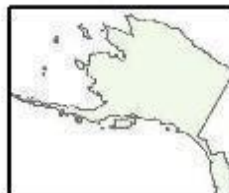
Hawaii



Puerto Rico



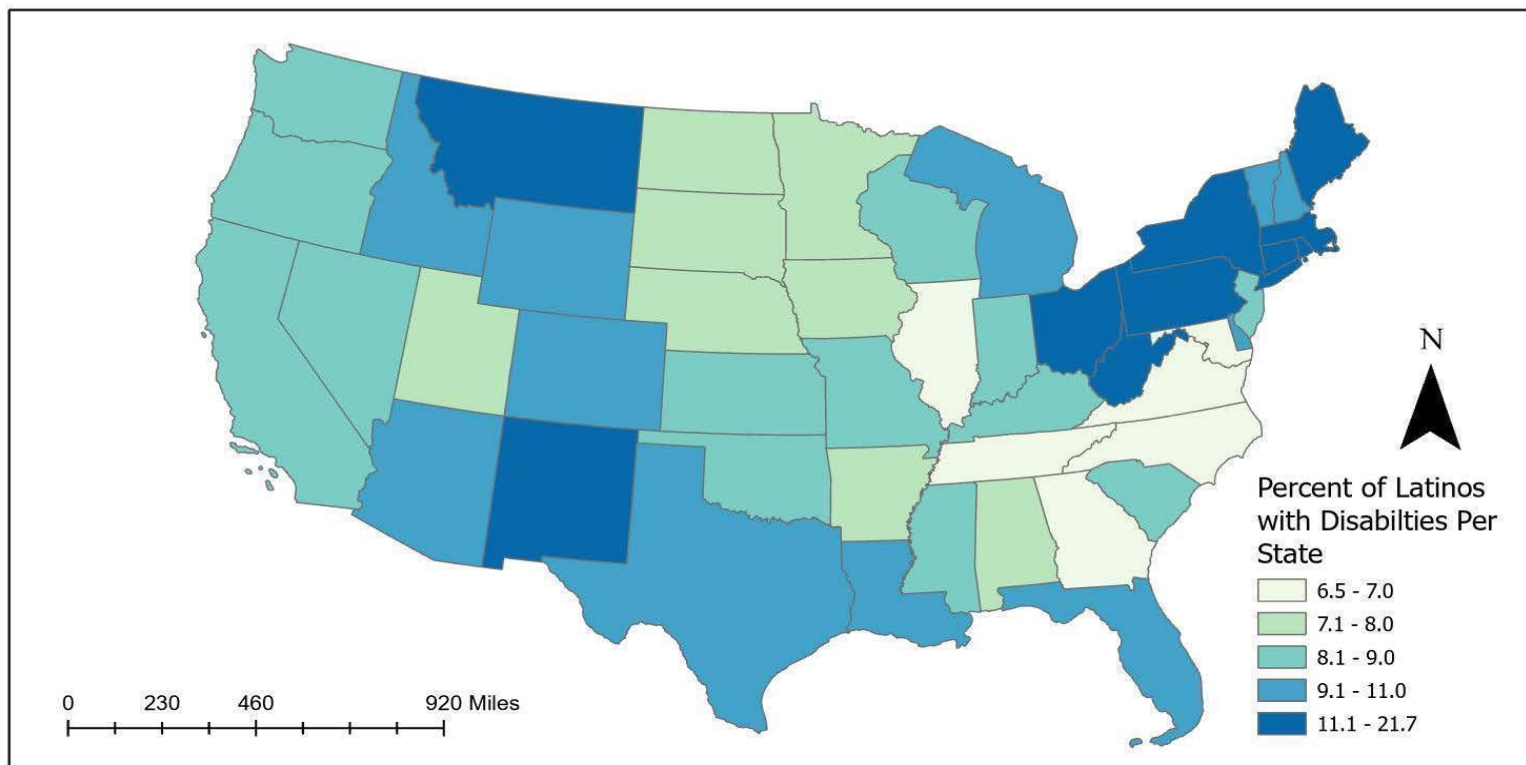
Alaska



PCS: NAD 1983 2011 Contiguous USA
Albers
Source: ACS 2021 5-year data Table
S1810

Figure 2: Map of Latino population percentages across the U.S. from 2017 to 2021

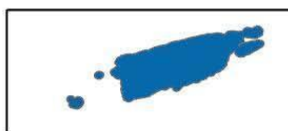
2017-2021 Percent of Latinos with Disabilities in the United States



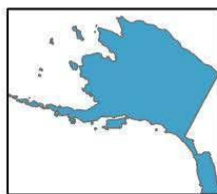
Hawaii



Puerto Rico



Alaska



PCS: NAD 1983 2011 Contiguous USA
Albers
Source: ACS 2021 5-year data Table
S1810

Barriers to Sharing Information About Rights in Spanish-Speaking Communities

The Hispanic and Latino population in the U.S. has rapidly grown for several decades and is one of the fastest-growing ethnic groups. Within this diverse population, many communities have historically faced substantial barriers to full inclusion in everyday life. Some of the barriers or challenges are connected to limited access to employment, education, and legal services. Outreach to educate community members about their legal rights is an essential part of removing these barriers and addressing discrimination. Hispanics and Latinos face inequalities and barriers when accessing information in various areas of life.

Language Barriers

One of the main barriers to informing individuals and communities about their rights is language. While an increasing number of Hispanics and Latinos are bilingual, Spanish is often spoken in homes, communities, and with certain family groups. Many basic resources and information about rights are only provided in English and are not widely available or used by Spanish-speaking individuals (Garcia et al., 2020). Language barriers are especially troublesome when it comes to navigating legal decisions, where legal language is particularly complex. Many Spanish-speaking people have faced barriers to full and equal access to education which can impede their understanding of such information. Spanish-speaking individuals are also more likely to face barriers in accessing legal services. Language differences are an issue when it comes to accessing information and communicating with professionals and can lead to discrimination in settings such as schools, workplaces, and public places (Ell et al., 2015). This barrier goes beyond translation, as there is also a lack of culturally competent information in Spanish. Most information that is available to the Hispanic community is not translated accurately or adapted to the Spanish language, which often creates confusing and ineffective content (Khan et al., 2013).

Mistrust and Fear

Hispanic and Latino populations commonly report fear or mistrust in accessing legal experiences. Even when experiences may amount to discrimination or abuse. Mistrust is commonly attributed to reports of abuse or mistreatment within the legal system, previous negative experiences, or family members' encounters with law enforcement agencies (Cedillo, 2019). Even if individuals know about their rights, they may be reluctant to exercise them. Mistrust can also be tied to xenophobia, racism, and other forms of discrimination. In a study conducted by Polek et al. (2019), participants shared they were denied interpreting services which caused them to delay seeking care until their symptoms worsened. In another study, participants had similar experiences and shared that they were discriminated against as new immigrants with limited English proficiency when physicians would hear their accents when speaking on the phone (Neary & Mahoney, 2005). Discrimination also comes up when discussing advocacy. Advocacy is important for Hispanics with disabilities and parents of children with disabilities because it gives individuals the opportunity to influence disability laws and policies (Cohen, 2013). In Cohen (2013), researchers share that discrimination is one of the barriers that put Hispanic parents at a disadvantage, leaving them with a lack of knowledge about special education and social service programs that affect their children.

Economic Barriers

Financial and economic barriers pose significant challenges for the Hispanic and Latino communities. Hispanic and Latino families, especially those with disabilities, are more likely to experience poverty and unemployment compared to their counterparts (Suarez-Balcazar et al., 2020). Economic barriers can lead to low literacy, low employment rates, and the underutilization of social services. Research by Suarez-Balcazar et al. (2020) shows that without sufficient economic resources, individuals cannot obtain adaptations or accommodations to participate in their community, demonstrating the impact of socioeconomic status (SES) on everyday life. Low education and health literacy are other aspects of SES that play a role in lack of access to resources. Beccera et al. (2016) discuss the impact of these barriers, which include lower utilization of healthcare services, poor patient-physician communication, and higher rates of hospitalization. Employment and income also play a role in SES as Hispanics with disabilities are underemployed, and those that are employed are underpaid and lack benefits (Suarez-Balcazar et al., 2020).

Immigration Status

Immigration status can be a major barrier for many Hispanic and Latino populations. Fear of deportation prevents Hispanics and Latinos that have migrated to the U.S. from reaching out to professionals for support (Ijalba, 2016). Immigrants often seek information from family members or individuals they trust, rather than professionals, which can lead to misinformation (Becerra et al., 2017). This fear can also be influenced by a lack of knowledge about their rights or legal resources. Suarez-Balcazar et al. (2020) note that unawareness of law protections, fear of deportation, and mixed household status all contribute to a family's ability to access legal or social services. This article also mentions that since undocumented immigrants are no longer eligible for services post-high school graduation, they may not receive support for housing or employment, which also contributes to low resource utilization (Neary & Mahoney, 2005). Immigration status also plays a role when it comes to relationships with professionals. In their article, Neary and Mahoney (2005) include the following quote: "Some Latinos won't speak up, they settle for what they're told, Latinos who aren't citizens may be afraid to speak up. They'll settle for anything authorities tell them." This emphasizes the experiences immigrants with disabilities face while advocating for their rights within healthcare settings in the U.S.

The Americans With Disabilities Act

The Americans with Disabilities Act (ADA) is a law that strives to ensure that individuals with disabilities are not discriminated against and have the same rights and opportunities as everyone else. Knowledge of this law can support the ongoing effort to address the disparities that Hispanic and Latino individuals with disabilities and their families face. The ADA consists of the following five titles, which cover protection in employment and access to health care:

- **Title I** requires employers to provide accommodations for applicants and employees with disabilities while prohibiting discrimination in all aspects of employment.
- **Title II** ensures that public services do not deny services to people with disabilities or discriminate against people with disabilities from participation in services available to those without disabilities.
- **Title III** requires that all new construction and modifications be accessible to individuals with disabilities.
- **Title IV** ensures that telecommunication companies offer relay phone service to individuals who use telecommunications devices for the deaf or similar devices.
- **Title V** prohibits individuals from coercing, threatening, or retaliating against individuals with disabilities or others attempting to help these individuals declare their rights.

Even though the ADA offers legal protection to address some of the barriers that Hispanics and Latinos face, many Spanish speakers remain unaware of its purpose, despite many reports of the need for services within this community. In Velcoff et al. (2010), Latinos with disabilities shared that services such as vocational rehabilitation (VR) played an immense role in their education but failed to provide the same support after graduation. Others shared that they were unaware of services to help understand the law or that they felt a mistrust of the services, due to the lack of connection with the Latino community, that negatively influenced their employment opportunities. Employment is only one domain where Hispanics and Latinos with disabilities are unaware of relevant resources. In fact, there is a need for additional resources across all the areas the ADA affects, including health (The National Coalition for Latinxs with Disabilities, 2020).

Outreach Strategies to Reach Spanish-Speaking Disability Communities

There has been little research done to determine the best methods to reach Spanish-speaking people with disabilities and their families. Spanish language outreach to people with disabilities and their families is essential to improve knowledge about their rights and responsibilities, improve the quality and relevance of existing services, and meet the goals of the ADA for *all* Americans to participate in everyday commercial, economic, and social activities. Spanish-speaking communities face many barriers to accessing the different areas that the ADA covers such as places of employment, educational institutions, healthcare facilities, government services, public transportation, and places of public accommodation. Improved ADA outreach efforts can better equip individuals and communities to remove these barriers.

Unfortunately, much of the research about Spanish-speaking disability communities only provides surface-level insight due to the complications involved in collecting accurate information about Hispanics and Latinos related to the aforementioned barriers associated with language and cultural differences, SES status, and a lack of trust associated with research (Kao et al., 2012). Most of the evidence to date on outreach to Spanish-speaking disability communities relates to health promotion and sharing information or resources to address health disparities. These studies provide some useful context for how to conduct similar outreach efforts with ADA information. Successful outreach strategies have involved leveraging community partnerships, identifying family supports, and developing culturally tailored information.

Community Partnerships

One of the most effective outreach strategies is partnering with trusted community-based organizations (CBOs). Partnering with organizations that have established relationships with community members and are trusted sources of information is vital when dealing with delicate issues such as legal rights. Successful health promotion initiatives for people with disabilities and their families often involves community partners that have close ties with family and community members. A study by Brennan et al. (2014) on effective outreach strategies to connect elderly Latinos with depression to social services discusses important aspects of conducting outreach with this community. These include in-person, in-home assessments; building rapport in a culturally appropriate manner; the involvement of family as a resource; the creation of social networks with similar experiences; and the maintenance of relationships over time. Compared to traditional outreach models, this initiative created a supportive community and increased self-esteem and self-worth in individuals with depression. An ongoing community-based project by Ravenell et al. (2015) seeks to increase stroke literacy through the distribution of resources at church. In this study, participants are either presented with an educational brochure, which represents usual care, or a short culturally tailored film. The church setting was selected due to its importance in minority communities, allowing researchers a place to reach and interact with the Hispanic population. Although the study is still underway, the hypothesis is that participants who receive the culturally adapted film will demonstrate greater stroke symptom recognition compared to the usual care participants due to the narrative approach, which has been successful when distributing cancer knowledge, HIV awareness, and substance use prevention resources to the Hispanic population in the past.

Family Supports

Macias et al. (2018) conducted a comprehensive review of community outreach to people with developmental disabilities and their families. They found that efforts that directly connect individuals to resources, such as parent-to-parent support groups, are particularly effective. Leveraging existing community and family support is important for successful outreach efforts. A popular initiative to increase access to health-related information used in the Hispanic community is the *Promotora* model. Promotoras are community leaders who assist others in developing healthy lifestyles, empowerment, and community participation (Suarez-Balcazar et al., 2020). In a study done by Magana et al. (2014), Promotoras were Latinx mothers of children with disabilities that empowered other mothers of children with disabilities through their advocacy and service training. Promotoras are one of the most common resources in the Hispanic population because they incorporate community values, promote a trusting relationship, and communicate through the same language (Magana et al., 2014).

In a study conducted by Gannotti et al. (2004), health communication researchers recommend that outreach materials and educational resources for culturally diverse populations be created with consideration of values about disability rather than just translated. Although the Hispanic population is diverse, many cultures share similar values such as religion, *familismo*, and community building, which many professionals fail to consider when creating resources (Magana, 2000). *Familismo* is defined as “the belief in the commitment of family members to their family relationships. Family members feel an obligation to assist fellow family members especially when they are in need” (Steidel & Contreras, 2003). *Familismo* is used to describe the unique cultural value and approach to family life shared among many Latino families. This is demonstrated in an article written by Ijalba (2016), who found that Hispanic immigrants tend to seek autism information from family members rather than professionals for various reasons, including a sense of trust. In Cohen (2013), researchers mention that cultural models such as *familismo* need to be incorporated into resources, as they can enhance the access and effectiveness of services for Hispanics.

Culturally Tailored Message

There is a growing body of research about the best methods to share information in a culturally relevant way. Studies discuss ways to make premade resources such as fact sheets, brochures, and videos more accessible. In a study conducted by Steinberg et al. (2003), Hispanic parents of deaf children shared that the most helpful resources included signed or cued instructions and parent meetings while written and video content were the least beneficial. This study emphasizes the preference for face-to-face interactions since they allow the opportunity for personal connections between parents and professionals. Additionally, Lajonchere et al. (2016) address health literacy in the Hispanic population, and participants shared that plain language, briefs between 2-4 pages, definitions for medical jargon, and figures or images to accompany written language are the best ways to inform the community about these topics. Another successful strategy is developing and sharing culturally tailored outreach materials collaboratively with community members in mind. For example, *creating* (rather than translating) Spanish-language materials with local community-specific references helps to build trust with Hispanic communities and improves the likelihood of effective outreach (Flores, 2017).

Even though there is a large body of literature that discusses the barriers Hispanics encounter about healthcare outreach, or their perceptions about and experiences with disability, to the

best of our knowledge there is no specific information related to how Latinos/Hispanics interact, share, or understand the ADA and civil rights. To fill this knowledge gap and understand how ADA information can be better delivered to the Spanish-speaking community, the following sections of this report describe the perspectives of 46 community members across 10 ADA regions and the perspectives of the leaders of nine national organizations on barriers that the Spanish-speaking community faces and how it accesses and shares information, followed by some recommendations for the ADANN to improve outreach efforts to this community.

REGION 10: Northwest ADA Center

Region 10 Background

What Is Unique About the Population in Region 10?

Region 10 includes the states of Alaska, Idaho, Oregon, and Washington.

Region 10 is diverse in terms of its minority population. According to the U.S. Census Bureau's American Community Survey (ACS), the region has a total population of approximately 14.4 million, of which around 30% are minorities. The largest minority group in the region is Hispanics/Latinos, making up around 13.3% of the total population.

Asian Americans are also a significant minority group in the region, comprising around 6.8% of the total population. Native Americans make up around 2% of the population, and African Americans make up around 3% of the population.

The region has seen a steady increase in its minority population in recent years. Between 2010 and 2019, the Hispanic/Latino population grew by approximately 25.4%, while the Asian American population grew by around 28.4%. The Native American population also grew by around 2.7% during this period.

English is the most spoken language in the region (80.9% of the population), followed by Spanish (8.3%), Pacific Islander (1.7%), Indo-European (1.6%), and Chinese (1.6%). There are more languages identified but these are the most common languages for the region.

Region 10 States

Washington has the largest population of Spanish speakers in the region, with approximately 1 million individuals identifying as Hispanic or Latino, making them 13.5% of the state's population and 16.4% of the state's labor force. Within the last decade, there has been a growth of over 34.4% percent in their population. Seattle (54,534) is the city with the most concentrated Latino/Hispanic populations. Culturally, the Spanish-speaking population is predominantly from Mexico, Puerto Rico, and El Salvador.

Oregon has the second-largest group of Spanish speakers. Approximately 590,000 individuals identify as Hispanic or Latino, making them 13.1% of the state's population and 14.1% of the state's labor force. Within the last decade, there has been a growth of over 22.5% percent in their population. Portland (73,526) is the city with the most concentrated Latino/Hispanic population. Culturally, the Spanish-speaking population is predominantly from Mexico, Puerto Rico, and Guatemala.

Idaho has the next largest group of Spanish speakers. Approximately 250,000 individuals identify as Hispanic or Latino, making them 13.1% of the state's population and 12.9% of the state's labor force. Within the last decade, there has been a growth of over 21.2% percent in their population. Nampa (24,681), Caldwell (22,070), and Boise (20,435) are the cities in Idaho with the most concentrated Latino/Hispanic populations. Culturally, the Spanish-speaking population is predominantly from Mexico, Puerto Rico, and Colombia.

Alaska has the next largest group of Spanish speakers. Approximately 50,000 individuals identify as Hispanic or Latino, making them 7% of the state's population and 6.4% of the state's labor force. Within the last decade, there has been a growth of over 39.7% percent in their population. Anchorage (27,783), Fairbanks (3,574), and Juneau (2,270) are the cities in Alaska with the most concentrated Latino/Hispanic populations. Culturally, the Spanish-speaking population is predominantly from Mexico, Puerto Rico, and Cuba.

Disability Statistics Per State in the Region 10 Latino/Hispanic Community

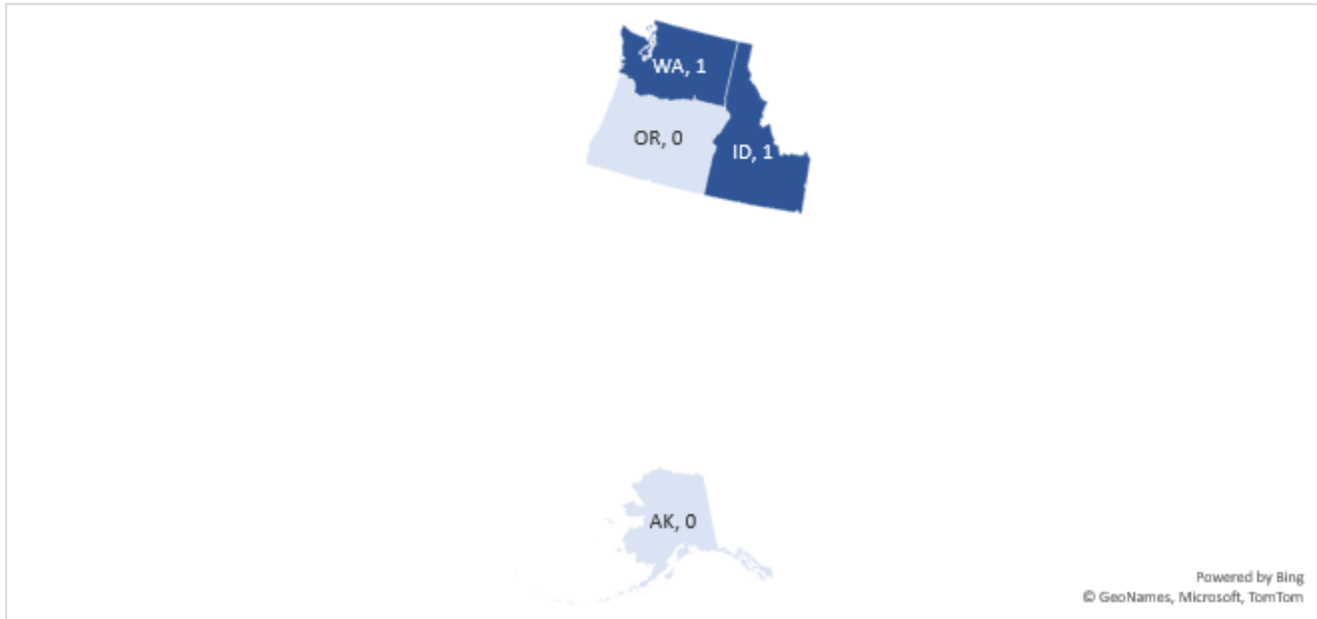
Based on the most recent census data, it is estimated that:

- Washington has almost 1,040,000 Latinos, and approximately 9.1% have a disability.
- Oregon has almost 590,000 Latinos, and approximately 10.2% have a disability.
- Idaho has almost 250,000 Latinos, and approximately 10.2% have a disability.
- Alaska has almost 50,000 Latinos, and approximately 8.7% have a disability.

Which States From Region 10 Participated in the Interviews?

As shown on the map, all the interviews were conducted with community members from Idaho and Washington. No interviews were conducted with community members Alaska and Oregon.

Figure 3: Maps of states involved from Region 10



Observations From the Interviews

Participants

Two community members participated in the interviews. One participant was a female and the other one was a male. Only one of the participants had some knowledge about the ADA. Both interviews were conducted in English. Both community members were program coordinators of two different organizations. Figure 4 and 5 show specific data about these characteristics of participants.

Figure 4: Participant demographics

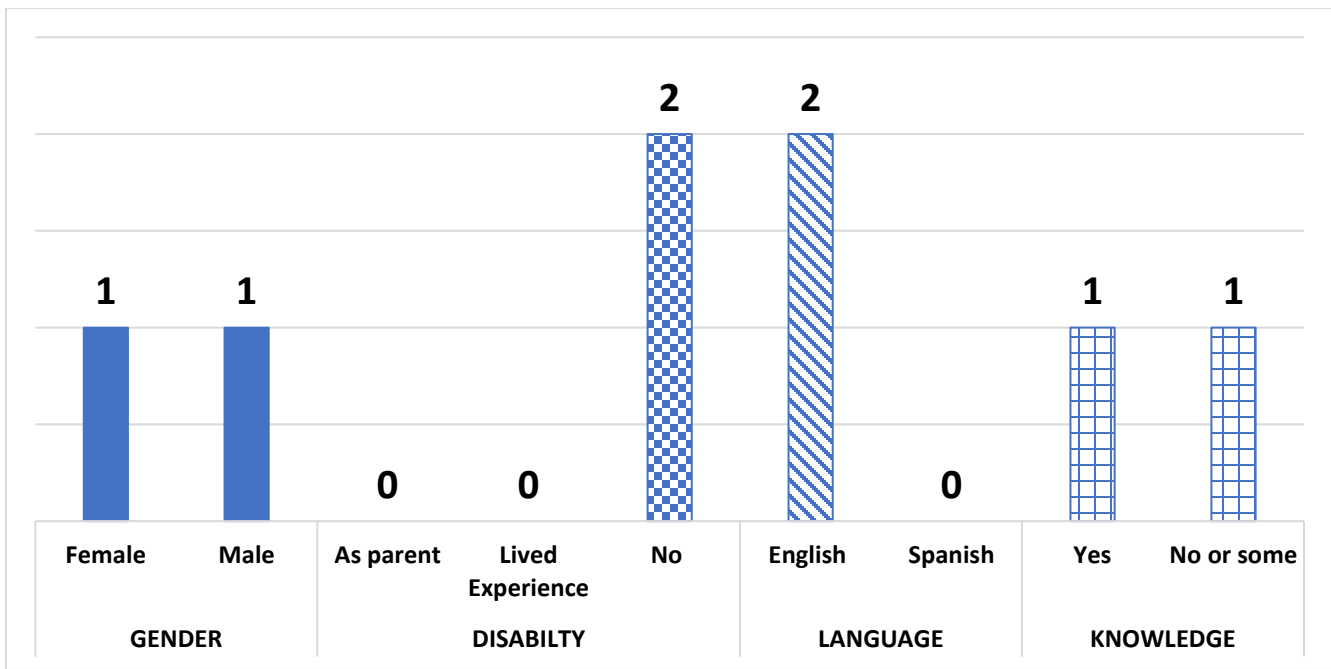
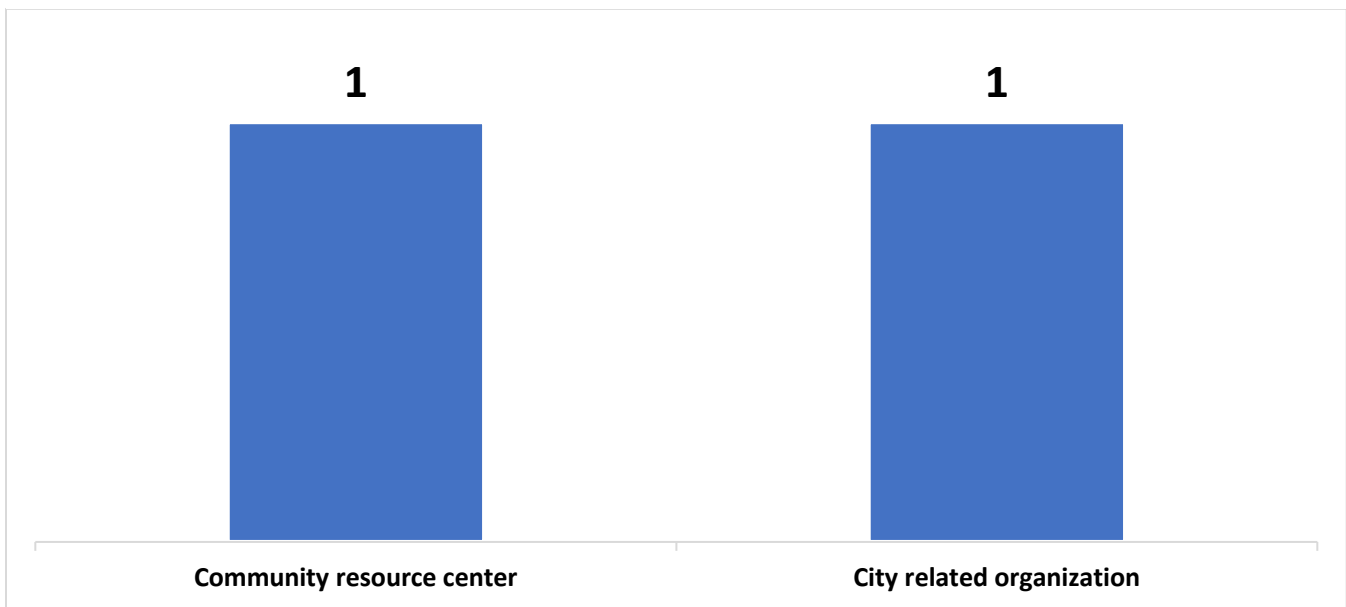


Figure 5: Participant affiliations



What Did We Find?

The following table organizes the three main sections of the interviews: barriers, access to information, and recommendations from the participants.

Barriers

1. Language Barriers	
<p>For participants in Region 10, language continues to be a significant barrier to accessing services, programs, and information. This barrier includes a lack of information in Spanish, bilingual and bicultural staff, interpretation and translation services, and cultural competency. In addition, low literacy levels were a barrier for the community.</p>	
Participant Testimonies	
<p>1.1. Lack of Information in Spanish</p>	<p>“There is more need for things to be translated into Spanish. There is a lack of diversity in the department and in general in government positions.”</p> <p>“The main barrier is language access. I think language access will or would give the potential for our community to know what the ADA stands for.”</p> <p>“For the demographic of the area, a lot of Central American or even indigenous, Spanish could be their second language, and that alone creates a barrier for language and access to it.”</p> <p>“If they need something, like food, or something else, and they don’t get the service options through a call, they miss out on those services because there is no access language option.”</p>
<p>1.2. Lack of Bilingual Staff</p>	<p>“The city, county, and the State are very short-staff[ed]. Language access is probably a big one because they can’t always get an interpreter, or they don’t always have someone available for that.”</p>
<p>1.3. Lack of Translation and Interpretation Services</p>	<p>“There is no access, or there is lack of access to qualified interpreters or certified interpreters.”</p> <p>The last barrier related to language is the low quality of interpretations and translation services. This includes the lack of cultural competency and accuracy in the information translated/interpreted.</p> <p>“It can be very dangerous if you don’t understand the language. Not just the vocabulary, also the vernacular, the jargon. It is important to distinguish where the person is from because someone from Guatemala and Mexico will have different vocabular[ies].”</p>

1.4. Literacy Levels	<p>"Illiteracy, I think there are adults in the household that don't read. In general, my experience is that if we send out literature, anything printed that consist[s] of reading, they just don't look at it. I want to say it's not intentional, it's historical, especially if we are talking about families of immigrants. Those who have migrated to the United States from rural Mexico where they didn't go to school, where they probably don't know how to read or have a very low [literacy] level ,so it's not in their interest to sit down for an hour and try to figure out what a 10-page document says, even in their language."</p>
2. Fear and Lack of Trust	
<p>For participants, lack of trust in the state and federal government to ask questions and/or apply for benefits is a barrier. This lack of trust is connected to the fear of Latinos/Hispanics about their immigration status and the fear of being deported.</p>	
Participant Testimonies	
2.1. Fear	<p>"In general, I think there is a lot of fear, that is the first word that comes to mind . . . Overall it's a fear and distrust in the government."</p> <p>"If there isn't this trust with the government and resources, then there is a fear to go and apply for them."</p>

3. Lack of Awareness of Resources

For the Spanish-speaking community in Region 10, based on participants' perspectives, there is a lack of knowledge about services and programs for the community. This is due to being unfamiliar with the system and because the information is not available for them to access the programs. Also, the Spanish-speaking community is not familiar with the ADA, which becomes a barrier to understanding that they have rights.

Participant Testimonies

3.1. Lack of Awareness

"My family is from Mexico, so there is no background in what to do if the child has a disability and he is having trouble with school, because they themselves did not have any experience going through with school and navigating it. On top of that, it's a new country and a different system, without having anyone to guide them on what they should be doing."

3.2. Lack of Information About Rights

"I was not familiar with the act; I just knew that they needed resources. We would go into the homeless shelter and see who needed access to mobility equipment. I was not aware that it was an act, and it was just a way to provide more resources. Initially I was not aware it was mandatory."

"I think the ADA has not been helpful, not because of what it stands [for]. It has not been helpful because the Latino community lacks access to it historically . . . I don't think many in the Latino community, and I may be generalizing, . . . have knowledge of the ADA or what it stands for. They know there are laws and services that some people get, but [they] don't know how to get it."

4. Stigma on Disability and Mental Health

For participants in the Spanish-speaking community, disability and mental health carry a significant stigma that does not allow people to accept and access some of the services. A disconnect between mental health and disability can also be a barrier to understanding that mental health is covered under the ADA, and it is a disability.

Participant Testimonies

4.1. Stigma

"They get told, well mental health is not a disability, but there might exist another disability there, and sometimes mental health might get overlooked."

"The stigma exists in the Latino community, but also it has to do with what they qualify for. Sometimes they don't get qualified as a disability because they have a mental health problem, and they don't receive the services."

5. Discrimination

Unfortunately, participants from Region 10 shared that the Spanish-speaking community still faces discrimination in the area.

Participant Testimonies

5.1. Discrimination

"Some grade of discrimination and racism is involved in our state. Without the personnel, there's no representation and therefore nobody to say anything [to] about, "this is wrong."

"No, the Spanish-speaking community is not resilient, they are resourceful, they have no other option. It is not something that they want to do . . . They have to go above and beyond what could have already been provided."

6. Technology

The last barrier relates to technology and how for many people in the Spanish-speaking community, especially older generations, accessing different websites, links, platforms, or meetings is not easy and represents a barrier for them to access information.

Participant Testimonies

6.1. Technology

"We notice that it is hard for members of the Latino community to access anything that has a website or a link. Often, they come to the offices to apply for services."

Access to Information

Information	
<p>For participants in Region 10, there are three main ways in which the Spanish-speaking community accesses information: social media, word of mouth, and radio.</p>	
Participant Testimonies	
<p>1. Social Media</p>	<p>All participants mentioned that Facebook and WhatsApp are the social media platforms most used by Latinos/Hispanics.</p> <p>"Facebook, that tends to be a big one. There's a big community there on occasions that is used as a form of distribution, kind of like word of mouth. The problem with that is, it is not always accurate, so that could . . . work against them."</p>
<p>2. Word of Mouth</p>	<p>"A lot of the work that I do is at festival[s], health fairs, community activities and just having representation that can share information."</p>
<p>3. Radio</p>	<p>"[For]The Latino community, the easiest way to access information is the Spanish radio stations. Often, they are a way to a statewide audience. Facebook is a popular way of distributing information."</p>

Recommendations

Recommendations	
<p>Based on the testimony of participants, recommendations include training for the community, education on disability, state-specific information, increased participation in events, partnering with local organizations, and using different ways to reach the community.</p>	
Participant Testimonies	
<p>1. Education and Training for the Community and Staff in Organizations</p>	<p>"I wish our community had more access to education in general on disabilities, because if we start by educating the public, educating the community on identifying disabilities, and where to go for service, they wouldn't miss out on services that are vital in the development of young children."</p> <p>"To increase the education for the staff, I think training . . . would be a great starting point. Maybe something very brief to be summarized because I know I can't get into a lot of detail while working with clients at work."</p> <p>"We have a culturally responsive advisory group. It is formed by people from the Latino community. Some of them only speak Spanish, and their role is to educate themselves and help others in the community."</p>
<p>2. State-Specific Information for the Community</p>	<p>"A 1-800 number doesn't usually work for our community. They prefer to find a trusted source that they can communicate [with] . . . They want a specific number with people they are familiar with to call."</p>
<p>3. Increased Participation in Community Events</p>	<p>"A lot of the work that I do is at festival[s], health fairs, community activities, and just having representation that can share information."</p> <p>"Any event that provides resources for families is often a good way to communicate."</p>
<p>4. Partnering With Local Organizations</p>	<p>"We reach out to those organizations that have more access to [the Latino] community in general, and then from there we try to develop a relationship with them."</p>
<p>5. Using Different Ways to Deliver Information</p>	<p>"We talked about a radio podcast, but that never came into fruition, although it was a very good idea for them to hear it more so than to read it."</p>

Suggested Next Steps for Region 10

Based on the recommendations from the participants in Region 10, the region should take the following specific steps:

1. Continue outreach efforts across the region, especially in Washington (the state with most Latinos in the region).
2. Connect with organizations that have already created trust in the Latino community, such as the Community Council of Idaho (Caldwell, ID), which offers education, health, housing employment, legal services, and programs for Farmworkers; El Centro de la Raza (Seattle, WA), which is a community resource site providing youth development, healthcare education, workforce development, housing, and civic engagement programs; and Sea Mar Community Health Centers (Seattle, WA), which provides healthcare access to individuals but also has community and social services programs for children, adults, and seniors.

SECTION THREE: KEY HIGHLIGHTS AND RECOMMENDATIONS

SECTION THREE: KEY HIGHLIGHTS AND RECOMMENDATIONS

This section provides key highlights from the first stage of the project as a whole and includes consolidated findings and recommendations from the national and regional interview data.

Observations From National and Regional Interviews

This last section of the report summarizes all the information gathered at both regional and national levels. Collectively, results from national and regional interviews have many similarities. The following comparative table shows the topics identified at both levels in terms of barriers and recommendations to address those barriers.

Table 1: Comparison of observations from national and regional interviews

	REGIONAL	NATIONAL
BARRIERS	<ol style="list-style-type: none"> 1. Language 2. Lack of information 3. Fear/Lack of Trust 4. Stigma /Lack of Education 5. Technology 6. Low Literacy 7. Discrimination 8. Survival Mode 9. Lack of Access to Resources 	<ol style="list-style-type: none"> 1. Language 2. Lack of Information 3. Fear/Lack of Trust 4. Stigma /Lack of Education 5. Technology 6. Low literacy 7. Challenge in Outreach 8. Funding
RECOMMENDATIONS	<ol style="list-style-type: none"> 1. In-Person Trainings/Education 2. Partnering With Trusted Leaders 3. Make Information Accessible and Relevant 4. Provide State-Specific Information 	<ol style="list-style-type: none"> 1. In-Person Trainings/Education 2. Partnering With Trusted Leaders 3. Use of Social Media and Networking 4. Culturally Appropriate Outreach

After comparing the information gathered, the following observations were made:

1. Language barriers were identified in both national and regional interviews as the primary barrier for the Spanish-speaking community.
2. Other barriers, such as lack of access to information, fear, lack of trust, stigma about disability, low literacy, and technology were identified in both national and regional interviews.
3. Barriers such as challenges in outreach and funding come from a more global perspective from national organizations.

4. The discrepancy between barriers in some of the regions does not necessarily mean that the identified barriers are not present in each region. Some regions had higher participation in the interviews, which leads to more insight into barriers.
5. In-person training and partnering with local organizations at both national and regional levels were the most frequently recommended.
6. Because the number of participants is low, observations cannot be generalized, but they provide important and deep insights into the barriers that Spanish-speaking communities face across the U.S.

What We Found in Relation to the ADA

Based on the testimonies of members from the Spanish-speaking community, the following observations were made:

- From a national and regional perspective, the Spanish-speaking community is not well informed about disability and civil rights.
- 71% of the community members interviewed had never heard of the ADA or the ADANN.
- Some staff members from national organizations had not heard of the ADA before, specifically, those organizations that serve Hispanics and Latinos but not necessarily those with disabilities.
- Outreach efforts have not been successful in reaching the Spanish-speaking community, even though there are materials and information in Spanish for this community.

Based on community members' testimonies, the Spanish-speaking community requires specific training and materials related to the ADA so the community can be informed, trained, and more aware of their rights. Results from this project suggest that people in the Spanish-speaking community might not access ADA information due to some of the following reasons:

- The information is not being delivered consistently in Spanish to this community.
- The information is too difficult for people in the community to understand and apply.
- People in the community do not know how ADA information applies to their specific case or situation.
- The fear and lack of trust related to immigration status and discrimination may interfere with access to ADA knowledge and any other legal or civil rights related information.
- Dissemination of ADA information is not reaching the Spanish-speaking community.
- Information may be translated, but it is not culturally appropriate.

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APPENDIX

Appendix: Region 10 Organizations for Outreach Efforts

State	Sector	Name
Alaska	Immigration	Catholic Social Services
Alaska	Nonprofit and other organizations	Anchorage Latino Lions Club
Idaho	Government	Commission on Hispanic Affairs
Idaho	Government	Mexico Consulate
Idaho	Immigration	Agency for New Americans
Idaho	Immigration	Catholic Charities Idaho
Idaho	Nonprofit and other organizations	Centro de Comunidad y Justicia
Idaho	Immigration	Community Council of Idaho
Idaho	Immigration	Immigrant Hope Wyoming Idaho
Idaho	Immigration	Immigrant Justice Idaho
Idaho	Immigration	International Rescue Committee
Idaho	Immigration	La Posada
Idaho	Nonprofit and other organizations	Hispanic Business Association
Idaho	Nonprofit and other organizations	Hispanic Cultural Center of Idaho
Idaho	Nonprofit and other organizations	Idaho Council on Developmental Disabilities
Idaho	Nonprofit and other organizations	Idaho Hispanic Foundation
Idaho	Nonprofit and other organizations	Idaho Latino Scholarship Foundation
Oregon	Government	Commission on Hispanic Affairs
Oregon	Government	Mexico Consulate
Oregon	Hispanic Serving Institution	Blue Mountain Community College Latinx
Oregon	Hispanic Serving Institution	Columbia Gorge Community College Juntos Club
Oregon	Hispanic Serving Institution	Treasure Valley Community College Hispanic Student Organization
Oregon	Hispanic Serving Institution	Warner Pacific University Latinx Student Organization
Oregon	Immigration	Catholic Charities of Oregon
Oregon	Immigration	Immigrant and Refugee Community Organization
Oregon	Immigration	Immigrant Connection PDX
Oregon	Immigration	Immigration Counseling Service
Oregon	Immigration	Innovation Law Lab
Oregon	Immigration	Latino Community Association
Oregon	Immigration	Lutheran Community Services Northwest
Oregon	Immigration	New Life Church of the Nazarene
Oregon	Immigration	Pioneros y Campesinos Unidos del Noroeste (PCUN)
Oregon	Immigration	Somos Hispanas Unidas Silverton
Oregon	Immigration	Sponsors Organized to Assist Refugees EMO
Oregon	Immigration	United Services for Counseling
Oregon	Nonprofit and other organizations	Adelante Mujeres
Oregon	Nonprofit and other organizations	Casa Latinos Unidos
Oregon	Nonprofit and other organizations	Central Northeast Neighbors
Oregon	Nonprofit and other organizations	Centro Cultural
Oregon	Nonprofit and other organizations	Consejo Hispano
Oregon	Nonprofit and other organizations	Educate Ya

Oregon	Nonprofit and other organizations	El Centro de Ayuda
Oregon	Nonprofit and other organizations	El Programa Hispano Catolico
Oregon	Nonprofit and other organizations	Familias en Accion
Oregon	Nonprofit and other organizations	Growing Gardens
Oregon	Nonprofit and other organizations	Hacienda
Oregon	Nonprofit and other organizations	Hispanic Metropolitan Chamber
Oregon	Nonprofit and other organizations	Huerto De La Familia
Oregon	Nonprofit and other organizations	Latino Built
Oregon	Nonprofit and other organizations	Latino Business Alliance
Oregon	Nonprofit and other organizations	Latino Educational and Recreational Network
Oregon	Nonprofit and other organizations	Latino Network
Oregon	Nonprofit and other organizations	Latino Network Action Fund
Oregon	Nonprofit and other organizations	Lutheran Latino Ministries
Oregon	Nonprofit and other organizations	Milagro
Oregon	Nonprofit and other organizations	Ministerio Latino
Oregon	Nonprofit and other organizations	One Community Health
Oregon	Nonprofit and other organizations	Oregon Association of Latino Administrators
Oregon	Nonprofit and other organizations	Oregon Community Foundation
Oregon	Nonprofit and other organizations	Oregon Latino Agenda for Action
Oregon	Nonprofit and other organizations	Portland Guadalajara Sister City Association
Oregon	Nonprofit and other organizations	The Salem Keizer Coalition
Oregon	Nonprofit and other organizations	Voz Workers Rights Education Project
Washington	Government	Commission on Hispanic Affairs
Washington	Government	El Salvador Consulate
Washington	Government	Guatemala Consulate
Washington	Government	Honduras Consulate
Washington	Government	Mexico Consulate
Washington	Government	Peru Consulate
Washington	Hispanic Serving Institution	Big Bend Community College M.E.Ch.A Club
Washington	Hispanic Serving Institution	Columbia Basin College League of United Latin American Citizens
Washington	Hispanic Serving Institution	Heritage University M.E.Ch.A Club
Washington	Hispanic Serving Institution	Wenatchee Valley College M.E.Ch.A
Washington	Immigration	Catholic Charities Eastern Washington
Washington	Immigration	Catholic Community Services
Washington	Immigration	Diocese of Olympia Refugee Resettlement Office
Washington	Immigration	Hand in Hand Immigration Services
Washington	Immigration	International Rescue Committee Seattle
Washington	Immigration	La Casa Hogar
Washington	Immigration	Literacy Source
Washington	Immigration	Lutheran Community Services Northwest
Washington	Immigration	Multicultural Self Sufficiency Movement
Washington	Immigration	Neighborhood House
Washington	Immigration	Northwest Immigrant Rights Project
Washington	Immigration	Nuestra Casa
Washington	Immigration	One America
Washington	Immigration	Refugee & Immigrant Services Northwest

Washington	Immigration	Refugee Women's Alliance ReWA
Washington	Immigration	St. James Immigrant Assistance
Washington	Immigration	Tacoma Community House
Washington	Immigration	Ukrainian Community Center of Washington
Washington	Immigration	Washington Defenders Association
Washington	Immigration	World Relief Seattle
Washington	Nonprofit and other organizations	Casa Latina
Washington	Nonprofit and other organizations	Cielo
Washington	Nonprofit and other organizations	Consejo Counseling and Referral Service
Washington	Nonprofit and other organizations	Eastside Pathways
Washington	Nonprofit and other organizations	El Camino Foundation for Multicultural Solutions
Washington	Nonprofit and other organizations	El Centro de la Raza
Washington	Nonprofit and other organizations	Emergency Support Shelter
Washington	Nonprofit and other organizations	Entre Hermanos
Washington	Nonprofit and other organizations	Hispanic Academic Achievers Program
Washington	Nonprofit and other organizations	Hispanic Business Professional Association
Washington	Nonprofit and other organizations	Hispanic Roundtable
Washington	Nonprofit and other organizations	Inspire Development Centers
Washington	Nonprofit and other organizations	Latina/o Bar Association of Washington
Washington	Nonprofit and other organizations	Latino Civic Alliance
Washington	Nonprofit and other organizations	Latino Community Fund
Washington	Nonprofit and other organizations	Latino Community Resource Group
Washington	Nonprofit and other organizations	Latino Educational Training Institute
Washington	Nonprofit and other organizations	Latino Leadership Northwest
Washington	Nonprofit and other organizations	Latinos in Spokane
Washington	Nonprofit and other organizations	Mi Centro
Washington	Nonprofit and other organizations	Progreso Latino Progress
Washington	Nonprofit and other organizations	Rural Community Developmental Resources
Washington	Nonprofit and other organizations	Sea Mar Community Health Centers
Washington	Nonprofit and other organizations	Southwest Youth and Family Services
Washington	Nonprofit and other organizations	Trilogy Recovery Community
Washington	Nonprofit and other organizations	Washington Association of Latino Administrators and Superintendents