

# Snapshot of Idaho's Latino Community



# Preface

As the US Census continues to confirm a dramatic growth of Hispanics in Idaho, the demand for demographic data and information regarding this population continues to be an essential resource for understanding and serving this community. In our continued efforts, we the Idaho Commission on Hispanic Affairs, have developed a *Snapshot of Idaho's Latino Community Report*.

This publication will continue to provide a one-stop source of information describing the current data in economic, education, and social status of Hispanics in Idaho. The request for reports has been amazing by a variety of data consumers interested in accessing data regarding one of the largest ethnic groups in our State. As part of our commitment to the State of Idaho we have compiled the *Snapshot of Idaho's Latino Community Report*, a condensed version of the Hispanic Profile Data Book for Idaho.

The purpose of this report is to examine the current status of the Hispanic population in Idaho. The report provides a quick reference of our State, as well as the tools required to learn more about the unique needs and issues facing Hispanics in Idaho. Our focus is to continue to provide current and meaningful data.

This report informs local and State policymakers, and other government agencies of the unique problems and issues that they must understand in order to effectively address the social, economic, and cultural challenges that confront a growing and significant segment of the population within the communities which they represent and serve.

The time for positive and meaningful change is now.

Margie Gonzalez, Executive Director



# Acknowledgment

The success of the *Snapshot of Idaho's Latino Community Report* can be attributed to the many partner agencies, staff members, and devoted volunteers that collaborated and contributed their time, energy, and expertise to this project. Their commitment and dedication to furthering interagency efforts that focus on the needs of Hispanic families in Idaho is very much appreciated.

The Idaho Commission on Hispanic Affairs would also like to thank their Commissioners for their support.

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# ***Index***

## **Economic Development**

Idaho Hispanics On the Move ..... 3

## **Housing**

Housing ..... 9

## **Education**

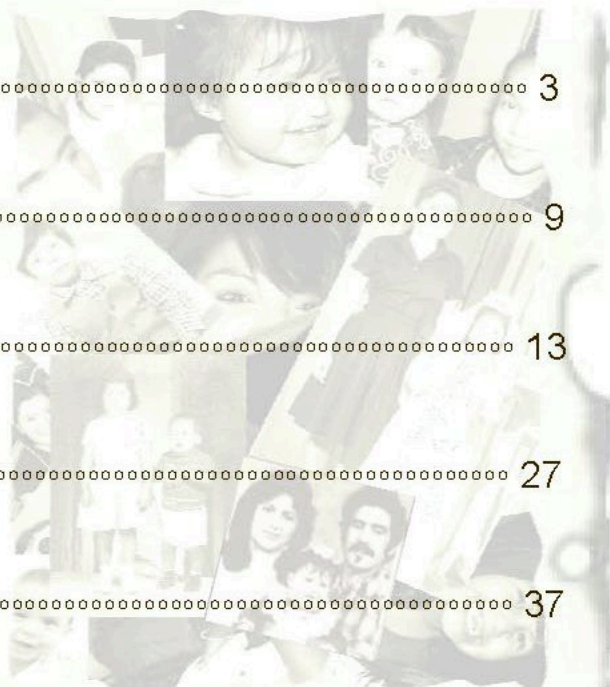
Latinos in Idaho's Public Schools ..... 13

## **Health**

Idaho Hispanics Health Status ..... 27

## **Political**

The Latino Electorate ..... 37





***“Latino employees at the Idaho National Laboratory perform critical technical roles in support of the Laboratory mission, as well as, a vital role in our state by serving as role models through outreach and mentoring to the Latino youth and community at large regarding the importance of education, career development and environmental stewardship.”***

***-Idaho National Laboratory***

# ***Idaho Hispanics***

## ***On the Move***

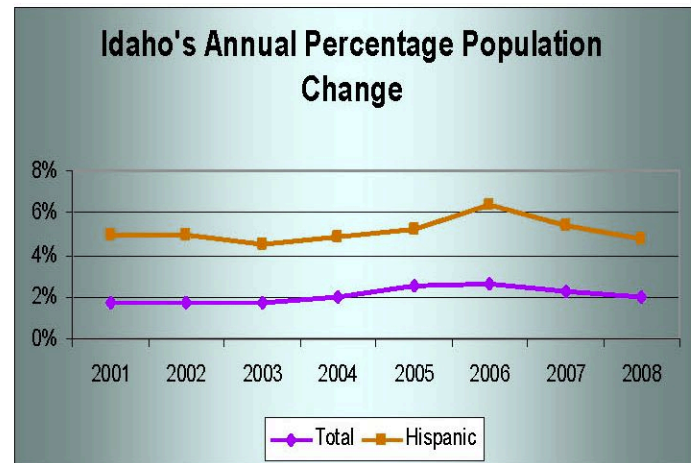
Hispanics continued increasing their influence on Idaho's economic and social fabric in 2007, but their rate of growth slowed from its recent peak, and continues to level out in 2008.

The State's largest minority grew by another 5.4% to over 146,000 in 2007, and is projected to increase by 4.8% in 2008, to more than 153,000.

The overall State population growth increased by 2.3% in 2007 and just fewer than 2% in 2008.

Idaho's Hispanic population will be 51% greater in 2008 than it was just eight years earlier. Statewide, the population grew 18%.

It appears now that one of every ten Idahoans will be Hispanic by mid-2008, and only about one third were born outside the United States. Hispanics accounted for less than 8% of Idaho's population in 2000.



## Hispanic Occupations 2006



■ Management, Finances	■ Professional
■ Service	■ Sales, Office
■ Farming, Fishing, Forestry	■ Construction, Mining, Repair
■ Production, Transportation	

Hispanic Idahoans made up over 10% of the Statewide working-age population in 2007, a 25% increase in just the last seven years.

But while Hispanics are Idaho's fastest-growing minority, the concentration is not equal, and neither is their economic, social, or cultural impact.

Latinos took advantage of the State's dramatic economic boom following the 2001 national recession. Their financial standing, however, remains far short of the State's other residents.

While the number of Hispanic men in the labor force was up about 8%, the number of women finding jobs during the post-recession expansion increased 37%, likely a major reason for the more than 8% increase in median household income between 2002 and 2006. By the end of 2006, the average income for Hispanic household had increased to \$32,100. Idaho's increasingly-tight labor market has afforded opportunities for more people to find employment or get better jobs. The State's annual unemployment rate has declined steadily from 5.4% in 2002 to an expected 2.6% in 2007.

Median household income Statewide rose over 15% in the same period, to nearly \$43,000.

Still, more Hispanics have found better jobs, and fewer are mired in poverty today. But while their role in the labor force has broadened substantially, Hispanics remain concentrated in South Central and Southwestern Idaho, underscoring its agricultural roots.



Today, however, over 13% of Hispanic workers hold jobs in management, or professions such as information technology, law, education, and health care. Only 10% of these jobs were staffed by Hispanic workers in 2002.

Another 35% work in higher-paying, production-sector jobs like construction and manufacturing. This reflects a 2% increase from 2002 statistics.

The effect of the movement up the job ladder for Hispanics has been significant. In 2002, over 35% of Idaho Hispanics – 39,300 people – lived in households with an income less than the poverty level of \$18,100 for a family of four.

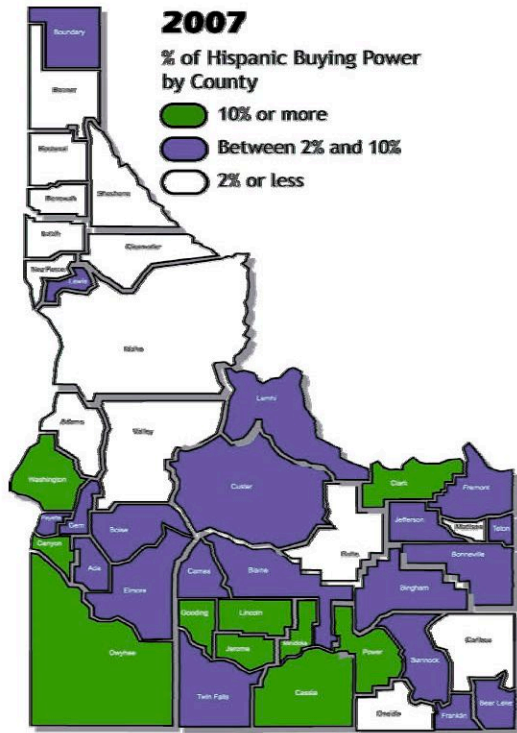
By 2006, those living in households with incomes below the poverty line of \$20,000 for a family of four had actually declined by nearly 8,000 to 31,600, or 23% of the total Latino population.

During the same period, poverty throughout Idaho in general was essentially unchanged at just over 180,000, although the share of Idahoans living in poverty fell from 13.8% to 12.6% because the overall population increased.

**Hispanic Occupations 2002**



■ Management, Finances	■ Professional
■ Service	■ Sales, Office
■ Farming, Fishing, Forestry	■ Construction, Mining, Repair
■ Production, Transportation	



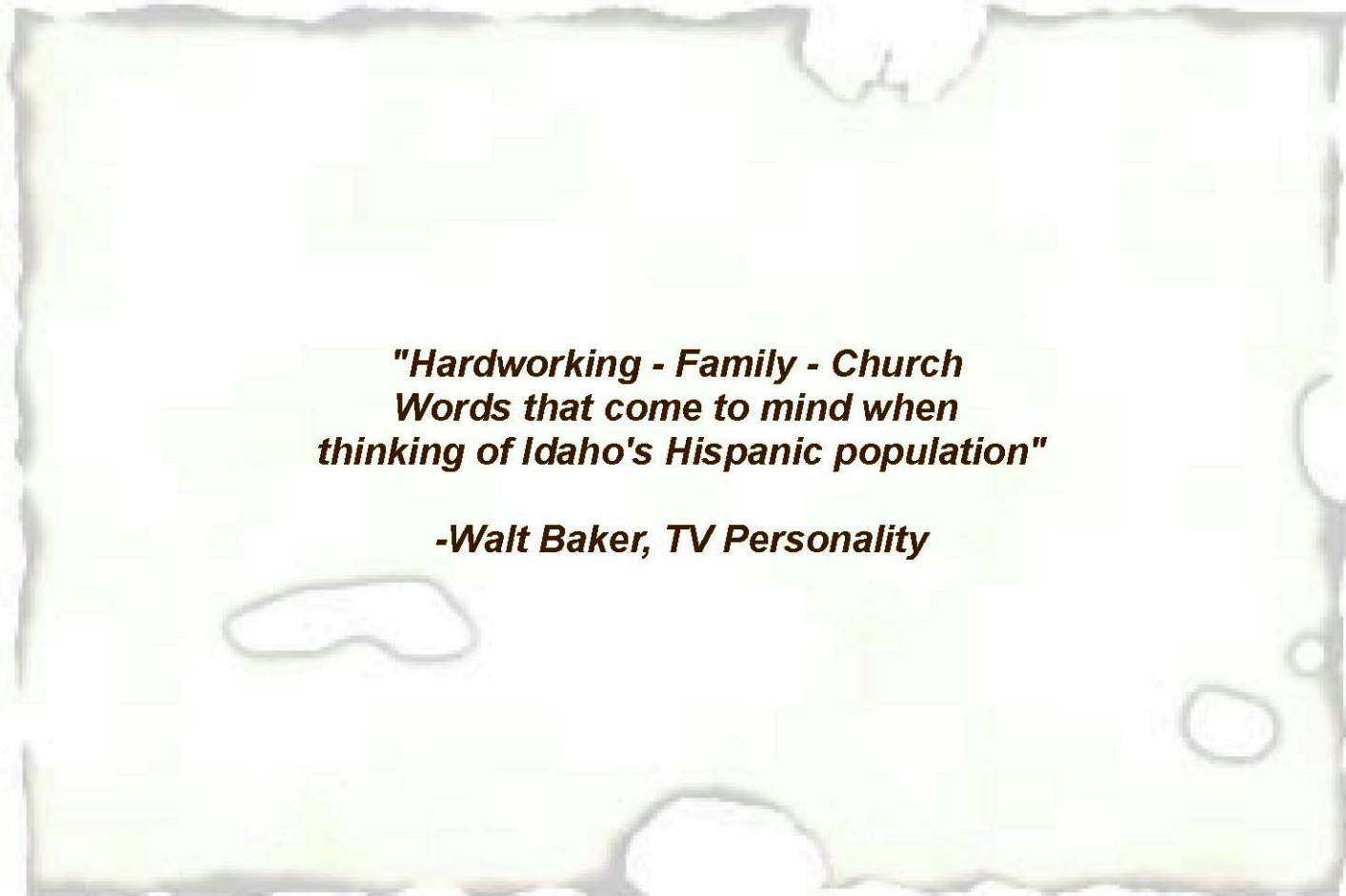
The improvement is reflected in the increased economic influence of Hispanics in Idaho. Their buying power rose 9% in 2007, a full percentage point more than the increase in Hispanic buying power nationally.

Sources: U.S. Census Bureau, 2000 Census and July 2000 to July 2006 population estimates by age, sex, and Hispanic origin. Idaho Division of Financial Management 2007 and 2008 total population forecast. Idaho Department of Labor 2007 and 2008 forecast by age, sex, and Hispanic origin.

***“The growing Hispanic community has positively impacted Idaho’s “framing story” by forging rapid and necessary changes to the historic largely monochromatic culture. By introducing a diverse perspective and a desire to thrive, this population optimizes the opportunities for Idahoans of all nationalities to successfully interact in the global society in which we live.”***

***-Dr. James Girvan, Dean and Professor  
College of Health Sciences  
Boise State University***





***"Hardworking - Family - Church  
Words that come to mind when  
thinking of Idaho's Hispanic population"***

***-Walt Baker, TV Personality***

# Housing

Housing and household make-up are often instructive when trying to understand social norms and methods of intra-community communications. This section will display stark differences between housing and household make-up between non-Hispanics and Hispanics. Note, for example, that while almost one in four (23.0%) non-Hispanic households consists of one person, only one in ten (10.9%) Hispanic households consists of only a single person.

There are significant differences between non-Hispanic and Hispanic households in areas such as size of household, number of households that have children under the age of 18 living there, and married-couple households. This has implications for strategies in marketing, health promotion, and other services. While 72.4% of all housing units in Idaho are owner-occupied, a little over half (51.9%) of Hispanics own the housing unit in which they live.

Home ownership has long been a consistent benchmark in attainment of the American Dream. In Idaho's overall population, 72.4% of homes are owner-occupied. However, in the Latino community, only 51.9% of the residents own their own home.



National statistics released by the 2003 Home Mortgage Disclosure Act (HMDA) report to the Federal Financial Institutions Examination Council show that home loan denial rates for Hispanics were 18% as compared to 12% for Whites. For Native Americans and Blacks, the denial rates were both 24%. Overall denial rates fell from a decade-long high of 29% in 1998 to 14% in 2002 and 2003. Latinos have larger households than other ethnicities. Most data collected on housing and home ownership are collected by household unit. Hispanics have larger households than their peers. Nearly two-thirds (64.7%) of Hispanic households consist of three or more people, compared to only 36% of White families and 45% of other non-Hispanic families.



Hispanic home ownership has leveled off since hitting a high in 2001. Despite noted increases during the 1990s, Hispanic home ownership slipped from a peak of 47.3% in 2001 to 46.7% in 2003. The nationwide homeownership rate, along with that of Whites, has steadily increased over the past decade. However, the Latino home ownership rate is lower than Blacks, and the White-Latino home ownership gap is more than 28%. Home ownership rises with age, and Latinos buy their homes later in life than Whites. Before the age of 35, only three out of every ten Hispanics own their own homes, compared to nearly one in two of their White counterparts. For Latinos between the ages of 35 and 44, the home ownership rate jumps to over 50%, though still lagging far behind their White peers. However, even at a peak of nearly seven out of every ten for those between ages 65 and 74, Hispanics still lag behind White home ownership by 17%.

*Source: Homeownership Rates by Age, Race, and Ethnicity, 2002*



***"Idaho's Latino community is notable for its medley of cultural backgrounds, of dialects, of skills and experiences. Longtime residents and recent immigrants alike have much to do with our state's successes."***

***-Sharon Strauss, Reporter Idaho Press Tribune  
Former Editor of La Prensa Libre***

***“The influence of Idaho’s Hispanic community, as documented in its dramatic population growth and rapidly expanding financial impact, contributes significantly to the economic, social, work force and community vibrancy of our great state. The Idaho Department of Labor is an enthusiastic partner with the Idaho Commission on Hispanic Affairs and others in providing the resources critical to meeting the needs of this increasingly important segment of our society.”***

***-Roger B. Madsen, Director***

# ***Latinos in Idaho's Public Schools 2008 Report***

*Source: Idaho State Department of Education*

## ***Background***

Idaho's fastest growing and largest ethnicity group continues to be Latinos. According to the Hispanic Profile Data Book for Idaho (2007), the Latino population has grown by more than 22,000 people, an increase of 22%, over the past few years. This large growth in the Latino population significantly impacts the educational realm. Recent Idaho statistics show that more than four out of ten (42.7%) individuals within the Latino population are 19 or younger and 38% of Idaho Latinos are foreign born. Furthermore, 68% of Latino Spanish speakers who are five years and older say they speak English well or very well, while 32% say they speak little or no English. These changing demographics place a strong demand on Idaho's public schools and the way they educate every child. The following report details important information on the education of Latinos in Idaho, including: the school-age population, graduation and dropout rates, student achievement on statewide assessments, State and Federal funding impacting the education Limited English Proficient (LEP) students (the majority of whom are of Latino descent), and models of language acquisition instruction for LEP students in grades K-12.



### ***Overview of School-age Latino Population in Idaho***

The overall student population in Idaho for the year 2006-2007 was 267,533. Of the total number of Idaho students, 35,909 are of Latino heritage. Within the Latino population of students, 14,446 are considered Limited English Proficient and are served in specific English language acquisition programs in addition to regular school academic programs. In addition, 6135 Latino students were also eligible for the Migrant Education Program (MEP), and received additional educational and health related services. The table below breaks down the population by numbers and percentages.

<b>School-age Latino Population</b>			
		<b>Number</b>	<b>Percentage</b>
<b>Latinos</b>	<b>Overall</b>	<b>35,909</b>	<b>13.4%</b>
	Male	18,461	6.9%
	Female	17,448	6.5%
<b>LEP</b>	<b>Overall</b>	<b>18,057</b>	<b>6.7%</b>
	Latinos	14,446 (80%)	5.4%
<b>Migrant</b>	<b>Overall</b>	<b>6,203</b>	<b>2.3%</b>
	Latinos	6,135 (98.9%)	2.2%

### ***Graduation and Dropout Rates of Latino Students in Idaho***

In the 2005-2006 academic year (2006-2007 data not available), the total number of Idaho students in grades 9-12 was 79,111. Of that number, there were 16,055 graduates and 2102 dropouts. 1342 Latino students earned a high school diploma, while 536 dropped out. Latino students accounted for a significant percentage of the dropout population. 2.7% of all students in grades 9 –12 dropped out. 25.5% of the students who dropped out were Latino, or 0.7% of the total. See table below for further breakdown of numbers and percentages.

Graduates and Dropout Rates			
Graduates		Number	Percentage
	Latinos	1,342	8.3%
	Males	643	4.0%
	Females	699	4.3%
Dropouts		Number	Percentage
	Overall	2,102	2.7%
	Latinos	536 (25.5%)	0.7%

## ***Latino Student Achievement--Idaho Standards Achievement Test (ISAT) and Annual Measurable Achievement Objectives (AMAOs)***

### ***Adequate Yearly Progress (AYP) on the ISAT***

With the accountability structure of No Child Left Behind (NCLB), more and more school districts have realized that specialized services and district training are essential in helping students meet rigorous academic standards. While a significant achievement gap continues to exist for Latino students, districts are acknowledging the importance of closing this gap. In the 2006-2007 academic year, the Adequate Yearly Progress (AYP) goal in readings as measured by the ISAT, was 78% and 70% in mathematics. Latino students failed to meet both the reading and mathematics goals, earning percentages of 60.6% and 58.7% respectively. Idaho's Limited English Proficient (LEP) students, 80% of whom are from Spanish speaking backgrounds, fell even further behind in meeting AYP goals with percentages of 49.6% in reading and 51.6% in mathematics.

### ***Annual Measurable Achievement Objectives (AMAOs) Based On ISAT and IELA***

<b>2006 – 2007 AYP-ISAT</b>			
	<b>Goal</b>	<b>Latinos</b>	<b>LEP</b>
<b>ISAT Reading</b>	78%	60.6%	49.6%
<b>ISAT Math</b>	70%	58.7%	51.6%



Because a large number of Idaho's Latino students are LEP, data from the Idaho English Language Assessment (IELA) is important to examine when looking at Latino student achievement. Spring of 2006 was the second year of the IELA administration, enabling a growth measurement to be made. NCLB requires that each State define "progress" and "proficiency" on the language proficiency assessment. Idaho has defined progress to be 55% of LEP students in the District or State who must advance one level of language proficiency on the IELA. Idaho has defined proficiency to be 20% of LEP students in the District or State who must attain proficiency on the IELA. Proficiency would be equivalent to an overall Fluent score, and a score of EF+ (Early Fluent and above) on each sub domain. Idaho, as a whole, met the target for proficiency, but did not meet the target for progress.

<b>2006-2007 AMAOs-IELA</b>		
	<b>State Results</b>	<b>Target</b>
<b>Progress</b>	43.70%	55%
<b>Proficiency</b>	23.21%	20%

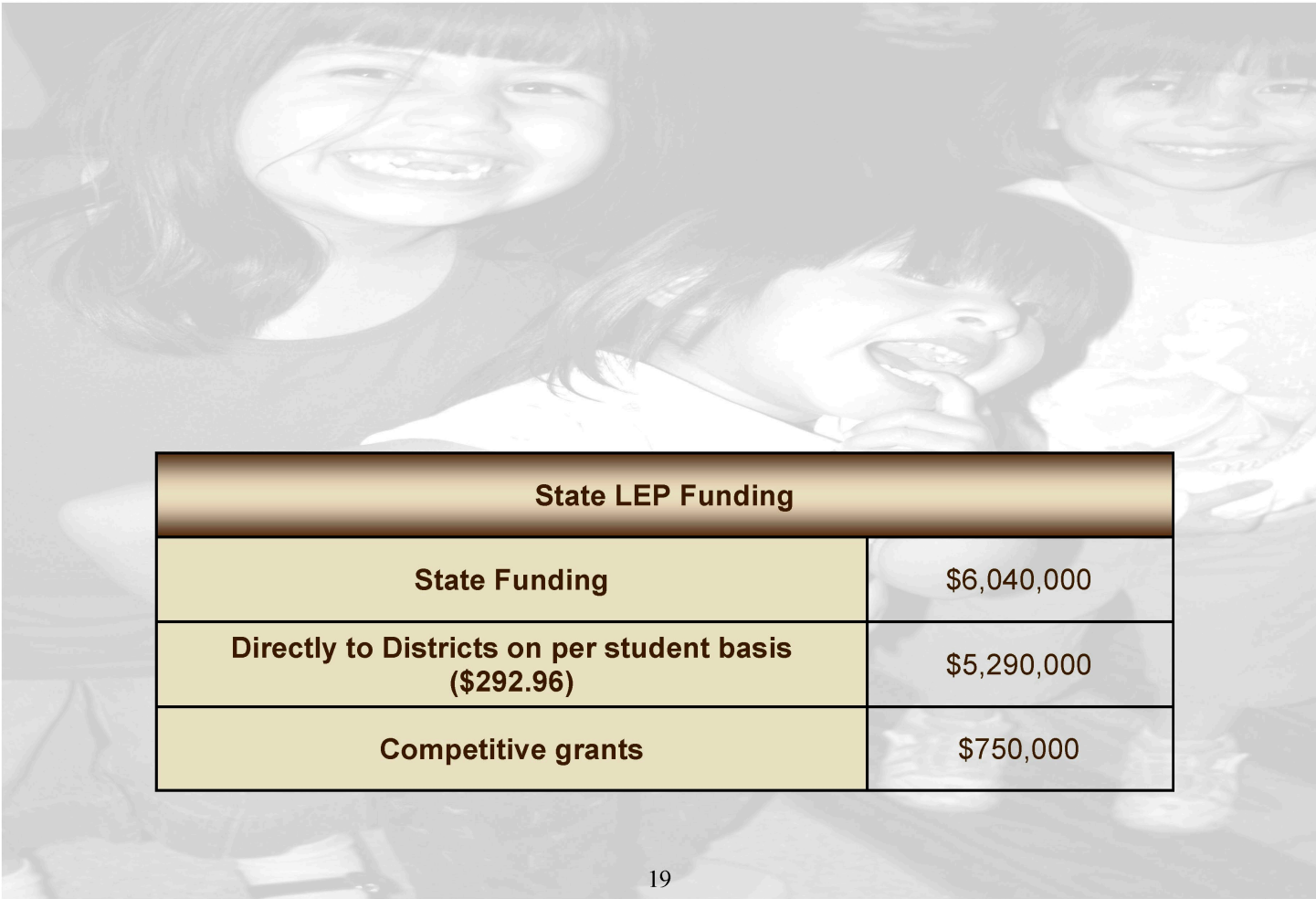
## ***State and Federal Funding for Limited English Proficient Programs***

### **State Funding**

The 2008 State LEP allocation of \$5,290,000 was distributed directly to districts in October 2007. In May 2006, a total of 18,057 students were identified, averaging \$292.96 per student.

Each District allocates the appropriate amount to the various schools or programs within the District. No State money is used for overall administration of the program. In order to receive funding, each District must have an LEP Plan and budget on file and approved with the State LEP Program. Budget submissions indicated that Districts used their State LEP allocation for salaries, professional development, purchased services (such as translation services), and educational materials. Over 90% of the allocation continues to be used for salaries. LEP students and programs are also funded from other sources, which include general funding and Federal funds. Title I, and Title I C Migrant, Title III LEP and Title III Emergency Immigrant funds, which are all programs under NCLB, can be used to serve LEP students.

An additional allocation of \$750,000 went to the State Department of Education in State Fiscal Year 2008 to assist Districts struggling to meet Adequate Yearly Progress (AYP) for their LEP student population. The funding was set up as a competitive grant application process. The funding from this grant has been especially valuable to the Districts. They have been able to provide extra resources that have directly impacted the education of our LEP students, most of whom are Latino. Among other things, Districts have used the funding for professional development in the area of language acquisition for all of their teachers, curriculum materials, dual-enrollment courses for LEP students, after-school programs, summer school programs, language coaches at the elementary, middle, and high school levels, and math and reading interventions. Some Districts, especially smaller ones, may not have been able to provide such services without this extra funding. Progress, however small at the initial stages, has been made, in large part, because of this extra funding.



State LEP Funding	
State Funding	\$6,040,000
Directly to Districts on per student basis (\$292.96)	\$5,290,000
Competitive grants	\$750,000



### ***Federal Title III Funding***

In addition to State funds, Idaho receives federal funding from non-competitive grant awards. Statewide administration of the LEP program is funded by these Federal Title III funds. A District must have a certain number of students to receive a federally-mandated minimum allocation of \$10,000. In the 2007-2008 academic year, Idaho distributed \$1,495,066.52 directly to schools. In addition to the Title III-LEP funds, Idaho also allocated \$132,614.48 in Emergency Immigrant funds to districts that met the Federal formula criteria. The table below illustrates the per student allocation of Federal funds.

<b>Federal Title III Funds</b>		
	<b>Funds Allocated</b>	<b>Per Student</b>
<b>Title III – LEP Allocation</b>	\$1,495,066.52	\$92.08
<b>Title III – Emergency Immigrant</b>	\$132,614.48	\$174.72

### ***Models of Language Acquisition Instruction for K-12 Students***

Each District has the flexibility to choose what research-based method of instruction and program model they will use to serve the LEP students. Because of the requirements under No Child Left Behind (NCLB) for Adequate Yearly Progress (AYP), the schools are under pressure to teach the students content based English as quickly as possible. The School Districts in Idaho have continued to focus on pull-out ESL, content-based ESL, Sheltered Instruction, and Bilingual Education. Each District implements the instructional program in a manner appropriate for their student demographics. These main models of language instruction implemented in Idaho are described below:

- ***Sheltered English instruction:*** Districts across Idaho have begun to adopt the Sheltered Instruction Observation Protocol (SIOP) methodology, which has been scientifically researched and proven to be very effective. This instructional approach is used to make academic instruction in English understandable to English language learners, and to help them acquire proficiency in English while learning within the content area. Many Districts have been trained in the SIOP methodology and are using simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development within all subjects. This program addresses both social and academic English essential for the current operating environment under NCLB.

The SIOP methodology is used effectively for students that may be at the intermediate or advanced level in their English language ability. Some beginning-level students may still need additional specialized instruction to help them succeed.

- ***Pull-out English as a Second Language (ESL):*** Many of the Districts continue to use a pull-out ESL model. This model is reflective of the traditional definition in which LEP students are pulled out of regular, mainstream classrooms for special instruction in English as a second (or third, etc) language. Most instruction is provided for 30 minutes to two hours each day. For new arrivals, the pull out model may be more intensive, and ranges from two to three hours each day. Some Districts provide ESL pull-out daily. However, as the LEP student progresses in language proficiency, the instructional time may be decreased to two to three times per week. The focus of the pull-out ESL in Idaho School Districts is to give the LEP students an English-language framework, inclusive of vocabulary, grammar, reading, writing, and life/cultural skills, which will assist them in their regular classroom.
- ***Content-based ESL:*** Several Districts are using a content-based ESL approach to better meet the requirements of No Child Left Behind. This approach to teaching English as a Second Language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. Cognitive academic language development in English occurs through content-based instruction.
- ***Structured English Immersion:*** The goal of this program is acquisition of English language skills so that the English Limited Language student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students, possessing either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary language.



- **Transitional Bilingual Education (TBE):** This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary. Several Districts in Idaho continue to use a bilingual approach for language instruction, which builds upon the student's primary language skills while developing and expanding upon the English language skills of each student. However, Bilingual Education is a highly-intensive program, and requires certified bilingual staff. Most Districts in Idaho can not financially attract bilingual certified teachers, or they have too many languages represented in the schools to provide a bilingual program.

Many Districts and researchers have indicated that the differences in program success depend more on individual teacher and paraprofessional performance, rather than specific programming. This underscores the importance of professional development training regarding English language learning programs. All staff within a school that serves LEP students should have training in how to address the needs of this special population.



## *Summary*

The statistics in this report suggest that School Districts within Idaho will continue to be greatly impacted, and faced with changing educational and social demands as they work to provide an equitable and just education to *all* students. Though progress has been made in the education of Idaho's Latino students, more work needs to be done in order to close the existing achievement gap and reduce the dropout rate. Funding has been a tremendous resource to Districts, as they have worked to meet the needs of all students through specialized programs and initiatives. Funding should continue to increase as the number of students needing specialized linguistic and academic services expands. Only through a concerted effort can Idaho's students achieve the high academic standards that will propel them into success in an ever-changing and demanding global world. As more and more Latinos move to Idaho from various States and countries, the educational system needs to prepare to meet the unique linguistic, academic, and cultural needs of these students.



***"I see enormous opportunity for and with the Hispanic community in Idaho. One key for this opportunity is access to education across the spectrum. The University of Idaho is excited to reach out and welcome students, and support and encourage them as they earn a degree."***

***-Tim White, President  
University of Idaho***



***“A dramatic observation about demographics of the Hispanic population in Idaho is that more than 4 out of 10 (42.7%) are younger than 19 years of age compared to 28.7% for non-Hispanics. With the rapid growth of Hispanics in Idaho, these figures have implications for public policy, particularly those concerning Idaho's ability to meet its constitutional obligation to provide education to its citizens.”***

***-Galen Louis, Ph.D.  
Idaho State University***

# ***Idaho Hispanics Health Summary***

## **Hispanic Health Overview**

The strength of Idaho's economy depends largely on the health of its workforce. Hispanics are the fastest growing minority group in Idaho. Based on 2004 US Bureau of Census, the Hispanic population in Idaho comprised 7.7% (123,900) of Idaho's total population. In general, all Idaho counties (or in this example, Legislative Districts) (Appendix 1) have seen significant population growth, with several Legislative Districts even experiencing a 30% (District 25, Districts 14-21 and Districts 3, 4 and 5) growth in Hispanic population. In addition, many of these same Legislative Districts have seen an increase in Hispanic buying power (Appendix 2), which brings significant economic return to the State and local communities.



## ***Health Issues and Challenges***

Certain measurements of overall health, such as environmental stressors, lack of education, and poverty continue to contribute negatively to the well-being of Idaho Hispanics. A large number of Hispanics reported having difficulty accessing services due to financial constraints. The BRFSS data indicated that 43.6% of Hispanics were likely to report having health care coverage, as compared to 82 % of non-Hispanics. The cost of providing health care is among the most expensive, not only to businesses and government, but also to individuals. Finding sustainable primary and preventive health care solutions to reduce health care costs should be a priority for everyone.

### **Increased Access to Healthcare**

Having a family doctor who can focus on the needs of the whole person helps reduce health care costs, because these professionals typically emphasize the importance of prevention, and establish age-appropriate health screening. Primary-care Physicians typically charge less than specialist. It is estimated that a primary care physician can meet 90% of a patient's medical needs. One particular example of this would be strengthening Idaho Community Health Centers, who already see one out every five Hispanic patients in Idaho.

*Source: 2005 Behavioral Risk Factor Surveillance System (BRFSS). Idaho Department of Health and Welfare, Division of Health, Bureau of Health Policy and Vital Statistics, September 22, 2006.*

### **Percentage of Idaho Adults Who Had a Chosen Health Care Provider.**

***Healthy People 2010 Goal 85%***

**Hispanics 55%**

**Non-Hispanic 75.9%**

*Source: 2005 Behavioral Risk Factor Surveillance System (BRFSS). Idaho Department of Health and Welfare, Division of Health, Bureau of Health Policy and Vital Statistics, September 22, 2006.*



### ***Environmental Stressors***

Because education attainment is correlated with good health, every child deserves a safe and healthy place to attend school. School safety is a concern for many Hispanic youths. 24.1% reported concern for personal safety, injury, or violence as reason for not attending school one or more times in the in the last 30 days. This is statistically higher than the 4.1% for non-Hispanic students.

### ***Health Status and Behaviors***

The ten leading causes of death for Hispanics mirror national trends. Motor vehicle accidents account for nearly 80% of accidental deaths incurred by Hispanics. The 2004 Behavioral Risk Factor Surveillance System (BRFSS) data for Idaho adults 18 and older indicated Hispanics were at increased risk for binge drinking (24.0% Hispanic vs. 12.9% for non-Hispanics) and drinking and driving (7.9% Hispanics vs. 1.6% non-Hispanic). These two health indicators along with the Youth Risk Behavioral Survey (YRBS) which reported 17.1% Hispanics (compared to 8.4% non-Hispanics) never or rarely wore a seat belt when riding in a car driven by someone else; 39% of Hispanic youth reported that in the past 30 days, they had ridden in a vehicle one or more times with someone who had been drinking alcohol, and 24.4% reported having driven a vehicle one or more times when they had been drinking alcohol. Excessive drinking can also lead to chronic liver disease and cirrhosis. These environmental health indicators may correlate with the differences in deaths due to accidents and unintentional injury among Hispanics.

Idaho Resident Deaths <i>Ten Leading Causes of Death by Ethnicity</i> Three Year Average: 2002-2004		
Rank	Hispanic	Non-Hispanic
1	Accidents	Diseases of Heart
2	Diseases of Heart	Malignant neoplasm(cancer)
3	Malignant Neoplasm (cancer)	Cerebrovascular Diseases (stroke)
4	Diabetes Mellitus	Chronic lower Respiratory Disease
5	Cerebrovascular Disease (stroke)	Accidents
6	(5th tie) Certain conditions originating in perinatal period	Alzheimer's Disease
7	Chronic liver disease and cirrhosis	Diabetes mellitus
8	(7th tie) Intentional Self Harm (Suicide)	Influenza and pneumonia
9	Assault (homicide)	Intentional Self-harm (suicide)
10	Congenital Malformations, deformations and chromosomal abnormalities	Chronic liver disease and Cirrhosis
Source: Bureau of Health Policy and vital statistics, Idaho Department of Health and Welfare (8/2006)		

Idaho 2005 Youth Risk Behavior Survey

Idaho Department of Health and Welfare, Bureau of Health Policy and vital statistics 2005

## ***Weight Loss, Nutrition and Physical Activity***

It is estimated that 60% of adults in the United States are overweight or obese. The prevalence of individuals who are overweight or obese continues to be a concern for Idahoans. Only 35.6% of Hispanics report being at a healthy weight. Physical inactivity, poor nutrition, and an unhealthy weight are directly related to the development of diabetes, heart disease, stroke, and cancer.

Expenditure for people with diabetes accounts for 11% of US health care dollars. People with diabetes have medical expenditures 2.4 times higher than they would if they did not have diabetes.

The most common complication of diabetes is the development of heart disease. Heart disease and stroke are directly related to the development of diseases of the heart. In 2005, the cost of treating individuals with heart disease and stroke in the US was projected to exceed \$394 billion: \$242 billion for health care expenditures and \$152 billion for lost productivity from death and disability.

PERCENT OF IDAHO ADULTS AGED 20 AND OLDER WHO WERE HEALTHY WEIGHT <sup>1</sup> , 2005	
	PERCENT
<b>HP 2010 TARGET</b>	<b>60.0</b>
<b>STATEWIDE</b>	<b>36.5</b>
<b>SEX</b>	
Males	27.8
Females	45.4
<b>AGE</b>	
18-24	57.9
25-34	40.5
35-44	34.1
45-54	28.0
55-64	29.5
65+	36.1
<b>RACE/ETHNICITY</b>	
White/Non-Hispanic	37.0
American Indian/Non-Hispanic <sup>2</sup>	24.6
All Other Races/Non-Hispanic	29.9
Hispanic	<b>35.6</b>
<b>INCOME</b>	
Less than \$15,000	39.0
\$15,000-\$24,999	37.2
\$25,000-\$34,999	38.5
\$35,000-\$49,999	32.2
\$50,000 or more	35.9
<b>EDUCATION</b>	
K-11th Grade	32.5
12th Grade or GED	37.7
Some College	34.3
College Graduate+	38.8
<sup>1</sup> . Healthy weight was defined as a Body Mass Index (BMI) greater than or equal to 18.5 and less than 25.0.	
<sup>2</sup> . Includes Alaskan Natives.	
Source: 2005 Behavioral Risk Factor Surveillance System (BRFSS). Idaho Department of Health and Welfare, Division of Health, Bureau of Health Policy and Vital Statistics, September 22, 2006.	



Approximately 64% of Hispanics are overweight or obese. This problem is a concern not only for adults, but also for children. The 2005 Youth Risk Behavior Survey indicated that 27.1% of Hispanic youths described themselves as slightly or very overweight, and 38% reported watching three or more hours of TV per day on an average school day, this is twice the number reported for non-Hispanics.



Nutritional status is tied to a child's ability to learn, and to proper growth and development. Nutritional intake of healthy food such as milk, green leafy vegetables, and fruits is also a concern among Hispanic youths. Weight issues and healthy lifestyle behaviors in childhood are likely to carry over into adulthood.

Source: <http://www.surgeongeneral.gov/topics/obesity/calltoaction>

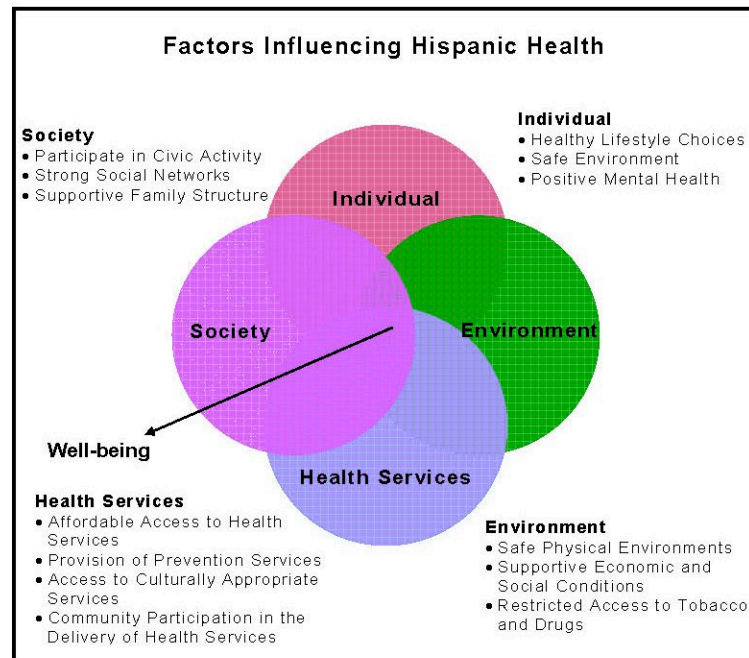


### ***Improved Health Care Consumerism***

Solutions to reducing health care costs should focus on improving the factors that influence Hispanic health, including: the availability of affordable health insurance, the ability to access preventive and primary care services, and improving health literacy and health care consumerism. In the US, it is estimated that as much as 70% of health care costs stem from preventable conditions. Much of the burden of heart disease and stroke could be eliminated by reducing major risk factors: high blood pressure, high blood cholesterol, tobacco use, diabetes, physical inactivity, and poor nutrition. These risk factors can increase the probability of disease, as well as health care costs for the entire population.

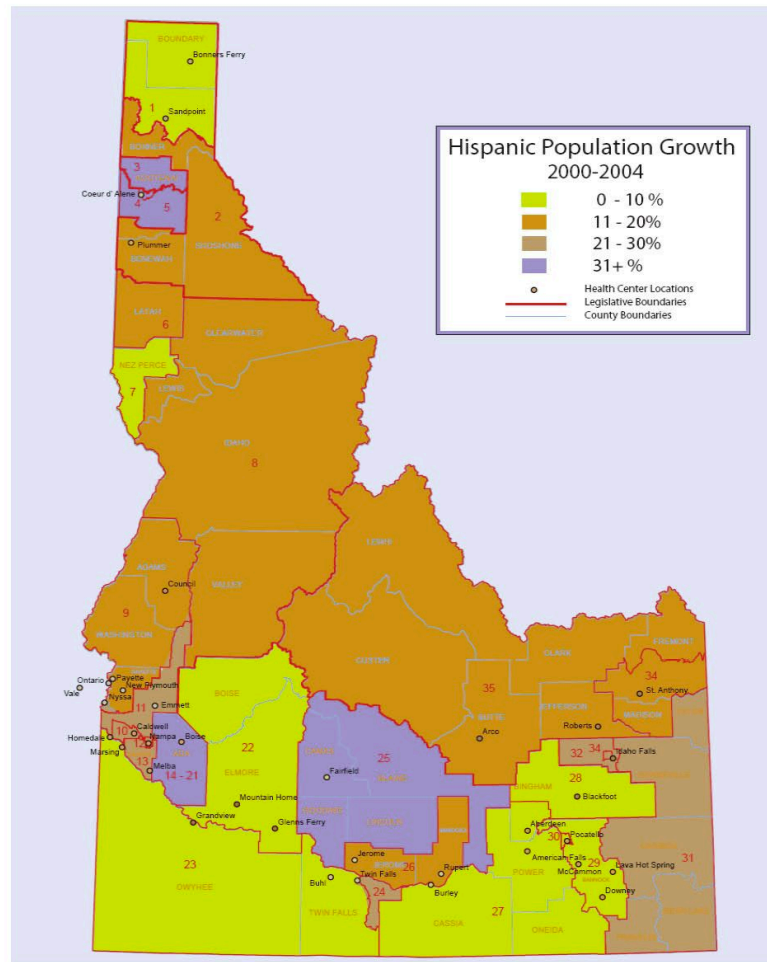
Health care consumers need to focus on the impact their lifestyles have upon their general well-being, and their need for health care.

The lifestyle choices that consumers make on a daily basis have consequences on risk factors for disease, as well as actual disease status. This affects health care costs, as well as consumer productivity.

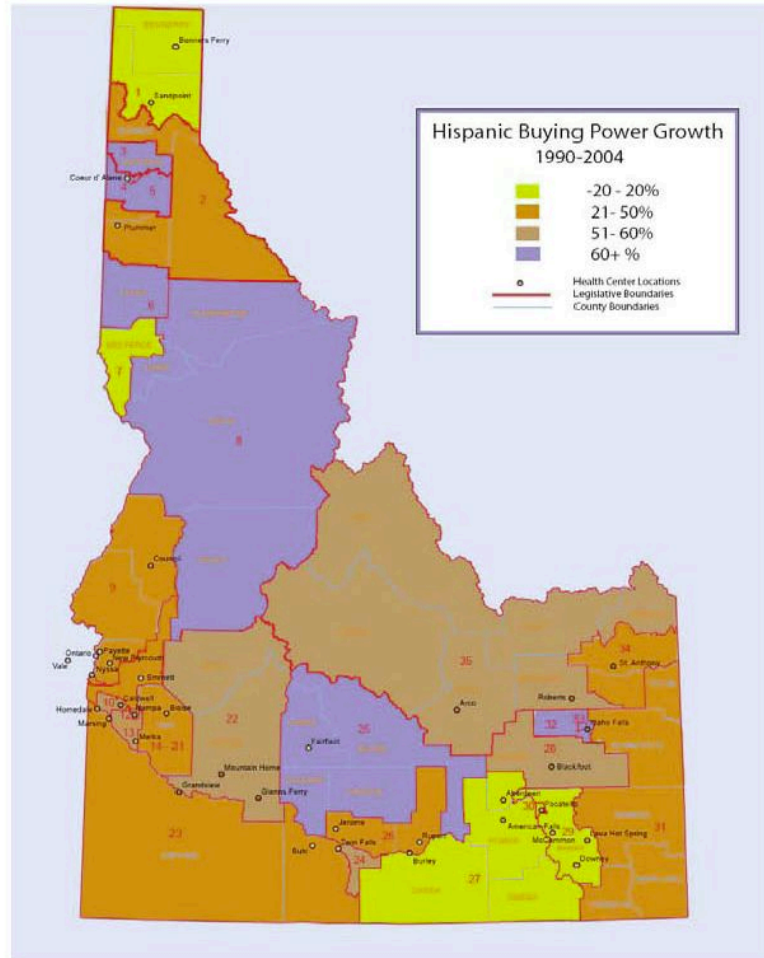


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## Appendix 1



## Appendix 2





***"The Hispanic population in Idaho continues to grow at a substantial rate. At the same time, the number of small Hispanic businesses is also growing to meet the needs of the population. The economic viability of our communities is being positively affected by the Hispanic population. It is important that the Hispanic population be included in the community in all aspects, i.e., social, business, recreational, etc. Their inclusion is important for the overall well being of the community and the state."***

***-Representative Darrell Bolz***

***“Idaho is enriched by the presence of its Hispanic residents. Historically Hispanics came to Idaho to find economic opportunity, to support and strengthen their families and to provide for their children. They make important contributions in business, the professions, the academic world, politics and culture. Theirs is a continuing success story of achievement and progress.”***

***-Ken Robison, Boise, Former State Representative.***

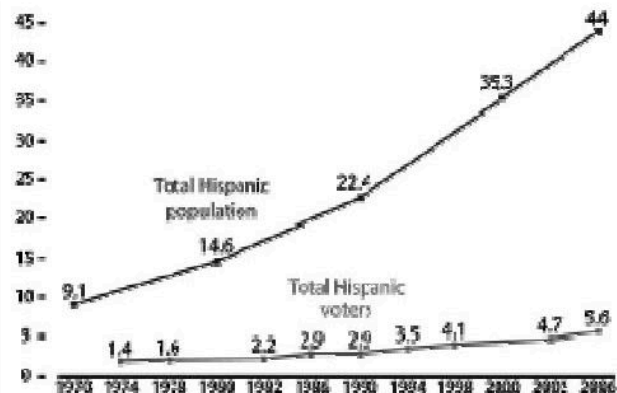
# The Latino Electorate

Latinos in States with emerging communities are writing the next chapter of Latino political history.

With each passing election, claims of potential Latino (Figure 1) political influence increase, and efforts to harness that influence grow. Latinos made up a slightly larger share of the total voter turnout in the mid-term election of 2006 than they had in the mid-term election of 2002, according to a Pew Hispanic Center analysis of new U.S. Census data. However, during those same four years, the growth of the Latino vote continued to lag well behind the growth of the Latino population. This widening gap is driven by two key demographic trends: a high percentage of the new Hispanics in the population are either too young to vote, or ineligible because they are not citizens.



**Figure 1**  
The Growing Divergence Between the Total Hispanic Population  
and the Number of Hispanic Voters in Off-year Elections  
(in millions, 1970-2006)





As a result, while Latinos represented nearly half the total population growth in the U.S. between 2002 and 2006, the Latino share among all new eligible voters was just 20%. By comparison, Anglos accounted for 24% of the population growth and 47% of all eligible new voters.

About 5.6 million Hispanics voted in the 2006 mid-term election, which historically draws far fewer voters than the quadrennial race for president. Latinos accounted for 5.8% of all votes cast, up from 5.3% in 2002. That increase was largely a function of demographic growth.

Latinos historically lag behind Anglos and African Americans in registration (percent among all eligible voters) and voting (percent of registered voters who actually cast ballots). In 2006, the pro-immigration rallies held in many cities raised expectations that political participation among Latinos would also increase.

Census data shows a marginal increase in registration and participation rates among Latinos between 2002 and 2006. Whites, however, also experienced a slight gain, so Latinos did not close the considerable gap. About 54% of eligible Latino voters registered in 2006, up from 53% in 2002. About 60% of these registered voters said they actually voted in 2006, up from 58% in 2002.

The combination of demographic factors and participation rates meant that 13% of the total Latino population voted in 2006, compared with 39% of all Anglos and 27% of all African Americans. Among all Hispanics and Whites, the 2006 turnout represented a slight increase over 2002 (one and two percentage points, respectively) while it remained unchanged for blacks.

This fact sheet is based on data from a supplemental report of the Current Population Survey (CPS) that is conducted by the U.S. Census Bureau every November of an election year. The survey asks whether individuals were registered to vote and whether they actually voted but does not probe for party or candidate preferences.

### ***Going to the Polls***

Hispanics accounted for 5.8% of the votes cast in 2006, up from 5.3% vote in 2002. In absolute numbers, an additional 800,000 Hispanics cast ballots in the 2006 election compared with the 2002 election.

The 5.6 million votes cast by Hispanics in 2006 represented 13% of the total Hispanic population. The 9.9 million votes cast by black represented 27% of the black population and the 78 million votes cast by whites represented 39% of the white population (Table 2).

<b>Table 2</b>					
<b>Voting Rates by Major Racial/Ethnic Group, 2002 and 2006</b>					
NON HISPANIC					
	Hispanic	White	Black	Other	Total US
2006					
Voters as a percent of...					
Eligible Voters	32	52	41	32	48
Total population	13	39	27	17	33
2002					
Voters as a percent of...					
Eligible Voters	30	49	43	31	46
Total population	12	37	27	16	31
Source: Pew Hispanic Center tabulations of 2002 and 2006 November Current Population Surveys.					

### ***Characteristics of the Hispanic Population and Electorate***

In November 2006, about four-in-ten Hispanics were eligible to vote. These eligible voters were distinct in many ways when compared with the entire Hispanic adult population.

By a significant majority (89%), Latinos who were eligible to vote were not in households where only Spanish is spoken. By comparison, among all Latino adults, about one-in-four (25%) were in households where only Spanish is spoken.

The Hispanic electorate was also older and more female when compared with all Hispanic adults. In November 2006, 30% of Hispanics eligible to vote were age 50 or older, compared with 24% among all Hispanic adults.

Almost three-quarters (74%) of Hispanics eligible to vote were born in the U.S. Among all Hispanic adults, 55% were immigrants.

The Latino electorate was also, on average, better educated when compared with all Latino adults. Almost three quarters (74%) of the Hispanic electorate had completed high school, compared to 61% of all Hispanic adults.

Hispanics are the nation's largest and fastest growing minority group; at 46 million strong, they make up about 15% of the U.S. population. Their electoral clout continues to be undercut, however, by the fact that many are ineligible to vote, either because they are not citizens or not yet 18 years old. In 2008, Latinos will comprise about 9% of the eligible electorate nationwide. If past turnout trends persist, they will make up only about 6.5% of those who actually cast ballots next November.



Despite these modest numbers, Hispanics loom as a potential "swing vote" in the 2008 presidential race. That's because they are strategically located on the 2008 Electoral College map.

The Pew Survey of Latinos finds a number of potentially worrisome early signs for the GOP on this front. In addition to the already-noted decline in GOP affiliation among Hispanics, the survey finds:

- ★ By 44% to 8%, Hispanic registered voters say the Democrats rather than the Republicans are the party with more concern for Latinos. However, a large slice of Latino registered voters (41%) say there is no difference between the parties.
- ★ By 41% to 14%, Hispanic registered voters say the Democrats rather than the Republicans are the party doing the better job of dealing with illegal immigration. Some 26% say neither, and 12% say they don't know.
- ★ Immigration has become a more important issue to Latinos since the last election. 79% of Hispanic registered voters now say it is an "extremely" or "very" important issue in the upcoming presidential race; up from 63% who said the same thing in June 2004. Immigration still ranks behind education, health care, the economy, and crime, but it is the only issue that has risen so sharply in importance since 2004.
- ★ Among registered voters in 2002, Hispanics who were naturalized citizens were more likely to vote (64%) than were their counterparts who were U.S. citizens by birth (56%).

Table 2. Reported Voting and Registration, by Race, Hispanic Origin, Sex, and Age, for the United States: November 2004

(In thousands)

(leading dots indicate subparts)

Race, Hispanic origin, sex, and age	Total	Total population								U.S. citizen		Not a citizen
		Reported regis- tered		Not registered		Reported voted		Did not vote		Reported registered	Not registered	
		Num- ber	%	Num- ber	%	Num- ber	%	Num- ber	%	Number	Number	
HISPANIC (of any race)												
BOTH SEXES												
.Total 18 years and over	27,129	9,308	34.3	17,821	65.7	7,587	28.0	19,542	72.0	9,308	6,780	11,041
.18 to 24 years	4,917	1,355	27.6	3,562	72.4	1,003	20.4	3,914	79.6	1,355	1,683	1,879
.25 to 44 years	13,715	3,949	28.8	9,766	71.2	3,152	23.0	10,563	77.0	3,949	3,017	6,749
.45 to 64 years	6,347	2,820	44.4	3,527	55.6	2,444	38.5	3,903	61.5	2,820	1,531	1,996
.65 to 74 years	1,305	729	55.9	576	44.1	610	46.8	694	53.2	729	325	251
.75 years and over	846	455	53.8	390	46.2	378	44.7	467	55.3	455	224	166
MALE												
.Total 18 years and over	13,945	4,359	31.3	9,585	68.7	3,510	25.2	10,434	74.8	4,359	3,480	6,105
.18 to 24 years	2,636	654	24.8	1,982	75.2	488	18.5	2,148	81.5	654	880	1,102
.25 to 44 years	7,283	1,884	25.9	5,399	74.1	1,471	20.2	5,812	79.8	1,884	1,608	3,791
.45 to 64 years	3,114	1,326	42.6	1,788	57.4	1,125	36.1	1,989	63.9	1,326	753	1,035
.65 to 74 years	553	293	52.9	260	47.1	258	46.6	296	53.4	293	146	115
.75 years and over	358	202	56.5	156	43.5	170	47.3	189	52.7	202	93	63
FEMALE												
.Total 18 years and over	13,185	4,949	37.5	8,236	62.5	4,077	30.9	9,107	69.1	4,949	3,300	4,936
.18 to 24 years	2,281	701	30.7	1,580	69.3	515	22.6	1,765	77.4	701	803	777
.25 to 44 years	6,432	2,064	32.1	4,368	67.9	1,681	26.1	4,751	73.9	2,064	1,410	2,958
.45 to 64 years	3,233	1,495	46.2	1,739	53.8	1,320	40.8	1,914	59.2	1,495	777	961
.65 to 74 years	751	436	58.0	315	42.0	353	46.9	399	53.1	436	179	136
.75 years and over	487	253	51.8	235	48.2	208	42.8	279	57.2	253	131	104

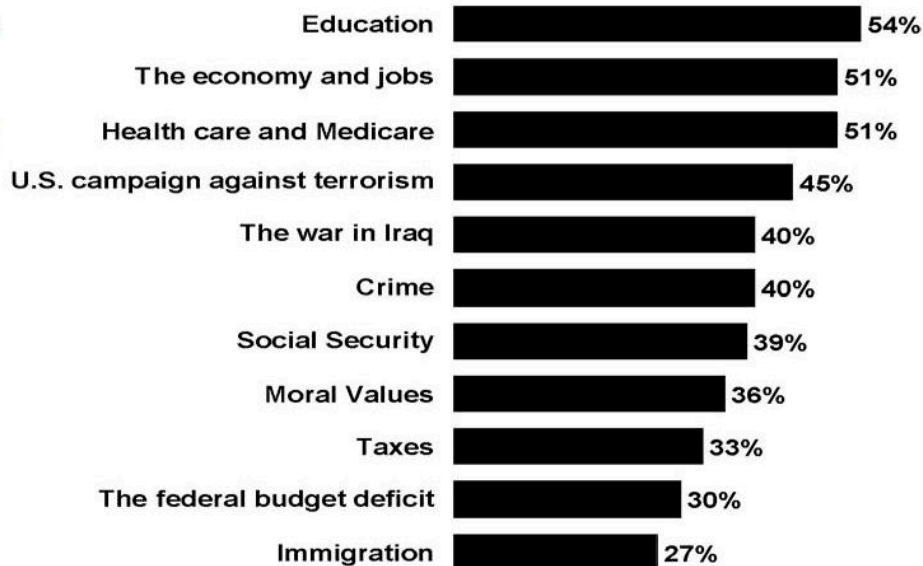
Footnotes:

Source: U.S. Census Bureau, Current Population Survey, November 2004. Internet Release date: May 25, 2005

### **Ranking issues**

Reflecting a long-standing difference, Hispanic registered voters are far more concerned about education than the general public, ranking it as their number-one issue. Interest in the economy and health care rate almost as highly among Latinos. Only half as many Hispanics (27%) said that immigration would be extremely important in determining their vote, as cited education (54%). (Chart 7)

Percent of registered Latinos who rate current issues as extremely important in their vote for president in 2008. 54% of Latinos voters cited education as extremely important, while only 27% said immigration issues were extremely important in their choice for the 2008 Presidential Election.



Source: Pew Hispanic Center/Kaiser Family Foundation National Survey of Latinos: Politics and Civic Engagement, July 2004 (conducted April–June 2004)

2 The Pew Research Center for the People and the Press, Voter Attitudes Survey, 28% following very closely in June 2004, 31% in April 2004. 3 In The Pew Research Center for the People and the Press, Voter Attitudes Survey for June 2004 education ranked 7th



### ***Projecting Latino Voter Turnout***

*Source: Tomás Rivera Policy Institute, University of Southern California.*

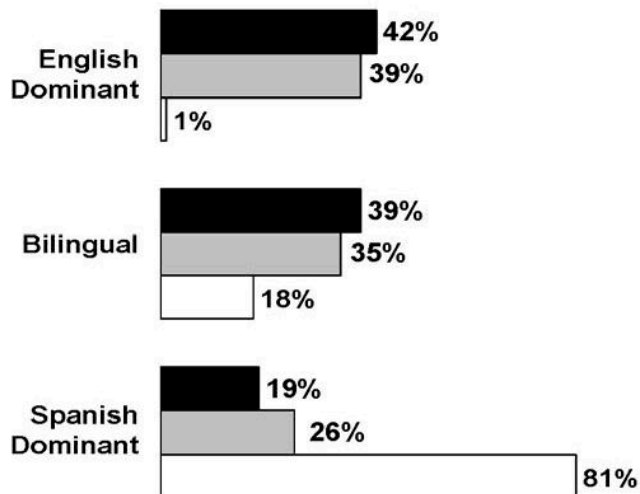
Table 1 Projected National Latino Vote in 2008*	
Year	Turnout
1980	2,453,000
1984	3,092,000
1988	3,710,000
1992	4,238,000
1996	4,928,000
2000	5,934,000
2004	7,587,000
2008*	9,320,277
Percentage (%) of Latino Vote Needed to Make a 1% Difference in Selected Statewide Elections (2004)	

The terms Hispanic and Latino are used interchangeably in this report.

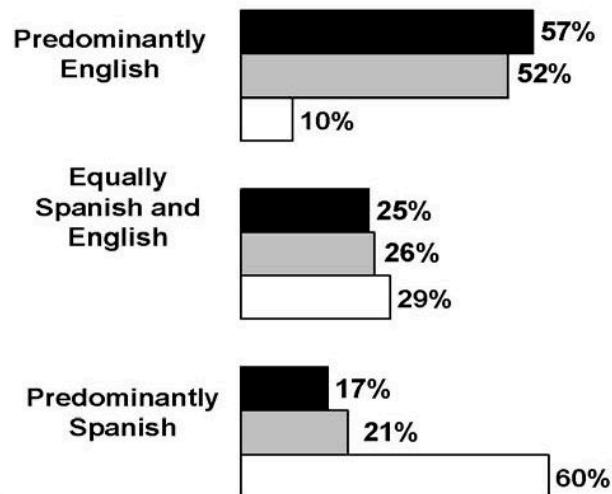
## Language Preference of Registered Latino Voters

■ Registered Latinos   ■ Not Registered Citizens   □ Non-Citizen Latinos

### Percent of Latinos who are:



### Percent of Latinos who generally get their news programs in:



Note: Primary language was derived using responses to four questions which determined how well English and Spanish are understood in conversation and when read.

Source: Pew Hispanic Center/Kaiser Family Foundation *National Survey of Latinos: Politics and Civic Engagement*, July 2004 (conducted April – June 2004)

***“My experience as a former Speaker of the House with the Hispanic community was very good I had wonderful communications with leaders of the Hispanic community. I especially enjoyed my working partnership and friendship with Ms. Gladys Esquibel former Chair for the Idaho Commission on Hispanic Affairs.”***

***-Mr. Bruce Newcomb, Former Speaker of the House***



# Idaho Commission on Hispanic Affairs Board Members

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Juan Álvares, Idaho Falls

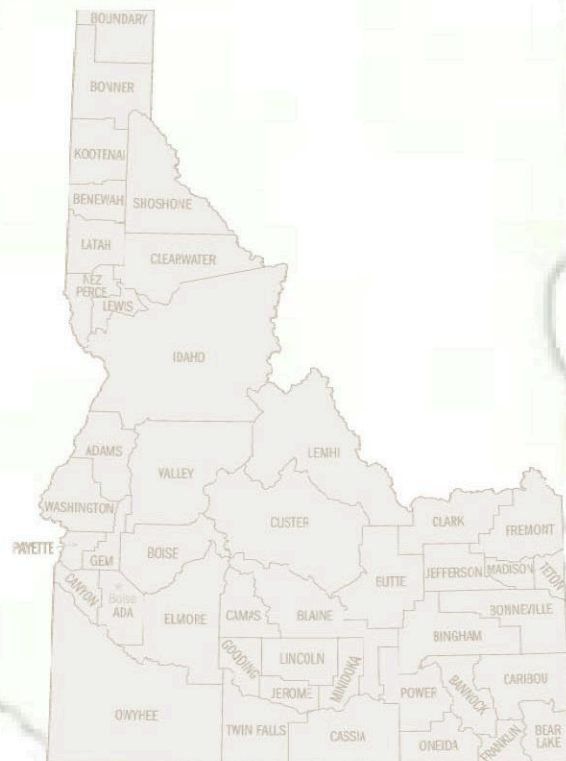
Lori A. Manzanares, Boise

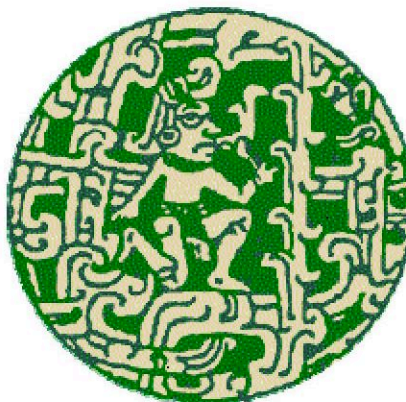
Senator Kate Kelly, Boise

Senator Tim Corder, Mountain Home

Representative Nicole LeFlavour, Boise

Representative Raúl Labrador, Eagle





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