ORGANIZATIONAL PROGRAM DESIGN FOR DEVELOPING WOMEN FARMWORKERS IN THE CITY OF ARVIN

by

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By

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2012
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Este proyecto está dedicado a mi familia en especial a mis padres, Teófila y Marcelino Madrigal, a los cuales admiro por su gran dedicación y esfuerzo. Gracias madre por tu apoyo incondicional, tu perseverancia y espíritu de lucha.

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ABSTRACT

Women farmworkers, who greatly affect our society and economy, are some of the most disfranchised workers. They live in constant poverty in which they lack opportunities; as a result, they join the agricultural labor force, where they are constantly discriminated against. Women farmworkers do not have avenues to advance in society due to the lack of education, job training, and self-empowerment. The purpose of this study is to design an organizational program for developing women farmworkers through personal, educational, and professional transformations. Education is the best tool to break the cycle of poverty, and it is the key to achieving social and economic equality. The organization proposed would be established in the city of Arvin where there is a tremendous need. Arvin is one of the poorest cities in Kern County, and the majority of its residents are farmworkers. The organization would focus on empowering women farmworkers through providing personal, educational, and job training opportunities. Such an organization would contribute to and enhance the development of the family and the community of the city of Arvin.
Women farmworkers are one of the most vulnerable and exploited groups in the United States. They live in underdeveloped communities, where social and economic resources are limited. Opportunities are neglected due to the lack of higher education and employment. As a result, women immigrants are left with no choice but to enter the Agricultural Labor Force, where they suffer physical and emotional damage. The focus of this study is to design an organizational program that will help women farmworkers to achieve self-empowerment through the power of education and the influence of job training. The structure and content of the organization will lead to the development of the family and the community.

Education is the keystone for social and economic attainment. “In modern society education serves as one of the most important keys to status” mentioned Stock (1978, p.12). For this reason, “when women became socially, economically, or politically independent,” “women freed themselves from the male concept of them and to some extent controlled their own intellectual life and values” (p. 13). Without a doubt, education is “the best way to break the cycle of poverty and thus, the reproduction of social inequality” (Wells, Seifert, Padgett, Park, & Umbach, 2011, p.2). Educated women farmworkers have the power to make their own decisions, live with dignity and respect, and serve as role models for their families, communities, and future generations.
Women farmworkers endure many injustices in the workforce: gender discrimination, wage differences, and sexual harassment. They lack health sources and opportunities to advance and obtain a better education. As a result, women farmworkers live in constant poverty. The agricultural employers pay farmworkers the minimum pay rates, but women farmworkers tend to get paid lower wages than men. Women farmworkers have an annual income average of $11,250, while men receive $16,250 (Bauer & Ramirez, 2010). In addition, “in 1995, California’s migrant agricultural workers averaged between 23 and 29 weeks of work, resulting in median total annual earnings between $7,500 and $9,999” (Rodriguez, Toller, & Dowling, 2003, p. 5). Maria, a woman farmworker earns $5.75 per hour, and when she is working by contract, she earns “45 cents for every 32-pound bucket she fills of tomatoes,” (Bauer & Ramirez, 2010). This is a tactic the contractor uses to create competition and assure that workers are producing their maximum. Maria’s income for the day depends on the number of buckets she fills; as a result, Maria tries to fill as many buckets as possible in order to make enough money. After her shift of 12 hours, working under hard conditions, Maria said, “I cried because I didn’t think I’d make it. Your head hurts because of the [pesticide] spray, your back hurts.” The lack of education is one of the main reasons why women don’t report such injustices; they are afraid, and they do not know the laws and their rights.

Women farmworkers have lower levels of schooling; as a result, they are forced into secondary occupations, where they are paid minimum wages, and suffer humiliations. A study that was conducted in 1965 “found that 57% of the farmworkers had completed 8th
grade; this had dropped to 29% by 1990” (Rodriguez, Toller, & Dowling, p.13). In addition, the state of California shows lower numbers, “sixty-three percent of California’s farm workers have six or fewer years of formal education.” Only 51% seem to speak Spanish as their native language, and only 5% were reported to read English (p.13). Furthermore, in 2007, it was reported that 17% of women in Kern County over 25 years-old did not have a high school diploma, only 12% of women who are over 25 years old have a Bachelor’s Degree, just 4% of women who are 25 years or older have a Master’s Degree, and less than 1% of women at age 25 and over have a Doctoral or Professional Degree. Consequently, in 2007, of women who were in poverty and did not have a high school diploma, 58% were women (Armentor-Cota & Ferranto-Joyner, 2005, p. 27).

The State of California is the leading state in agriculture production, “supplying over 50% of the national’s fruit, nuts, and vegetables, while exporting 20% of its produce to feed the world” (Rodriguez, Toller, & Dowling, p.1). Also, in 2007, the United States had 482,186 farms and had hired 2,636,509 workers. California hired 450,000, the largest group of workers; the second highest state was Washington with close to 250,000 workers (2007 Census of Agriculture). This population is “composed of 95% Latino, of which 34-42% are undocumented” individuals. The other 5% of the farmworkers population is made-up of Southeast Asian and Punjab (p. 1). Although, men represent the majority population of farmworkers, the women’s population is very significant.

In 2010, U.S agricultural labor reported that women farmworkers represent 22% of the population; this percentage is an estimate of 630,000 females (Bauer & Ramirez, 2010).
In 2007, women and girls represented 50.3% of the population in Kern County, California. This is a population of 273,695 adult women, and 115,415 girls who are under 18 years old of age. This is the first report conducted to analyze the lives of women and girls in Kern County. Also, from 2005-2007, 37% of the female population in Kern County was of Hispanic/Latino origin, and 63% were not (Armentor-Cota & Ferranto-Joyner, 2005). In California, Kern County is located, in the San Joaquin Valley, “where most agriculture and many farmworker communities are located, and is also one of the areas of the United States with the highest degree of poverty among immigrants. In 1990, the eight-county San Joaquin Valley included seven of the poorest 20 US cities, ranked by the percentage of foreign-born population living in concentrated poverty” (Taylor & Martin, 1997). One of the seven cities is the city of Arvin.

According to the U.S Census Bureau, Arvin has a population of 19,304 out of which 17,892 are Hispanic or Latino, and 1,412 are Non Hispanic or Latino. From 2006 to 2010, 31.7 percent of Arvin’s residents had a high school diploma, and only 3.6 percent had a Bachelor’s Degree or higher. The median household income is $32,949; however, 33.1 percent of the population is below the poverty level (2012). The city of Arvin is heavily dependent on the agricultural economy; the majority of the residents are Mexican farmworkers, who are paid low wages, work long hours, and work under difficult conditions. Due to hydration during the summer season, farmworkers have lost their lives.
Statement of the Problem

Women farmworkers are the invisible voices of the community; they lack representation and support in the city of Arvin. Often issues such as immigration, poverty, high school dropout rates, high teen pregnancy levels, etc., are at the center of public debate, but little attention has been given to address women farmworkers' struggles. Women farmworkers are the most unrepresented population in the United States, and the city of Arvin is not the exception. Due to the lack of national support and socioeconomic status, women farmworkers are neglected; consequently, submitting themselves to low paying jobs, poverty levels, and minimum education.

Purpose of Study

1. The purpose of the study is to propose an organizational program design to provide services and resources to women farmworkers who lack social and economical opportunities. This organization will refer to and implement some of its most valuable services to serve the community of Arvin. It will be a foundation that will:

   - Identify the needs of local women farmworkers: education and job training opportunities.
   - Assist women farmworkers in reaching their full potential: empowering women via the power of education and career opportunities.
   - Improve quality of life for the entire community: community outreach, referral, and training opportunities.
2. Further, to analyze a number of key existing community organizations and the work others have done, which can provide valuable practices to the organization design. Some agencies to be reviewed are:

- Kern Adult Literacy Council
- California Latinas for Reproductive Justice
- Lideres Campesinas
- Mujeres Unidas y Activas

Importance of the Study

The importance of this study is to demonstrate the needs of women farmworkers in the community of Arvin, and to enhance and develop an organization that will empower the lives of these women, as well the community. The program will serve, as a model of perseverance and determination to other agricultural cities in Kern County, and will strive to establish future chapters for women farmworkers.
CHAPTER 2
Women in the Economy and Society

As this study seeks avenues for improving women's development, this section focuses on the impact of women's education in society and the economy. This section claims that education "is a force capable of generating new life opportunities for women" (Smock, 1981, p. 1). Data from the following countries: Egypt, Bangladesh, Mexico, Ghana, Japan, France, Poland and the United States has demonstrated that women who have accomplished higher levels of education had "increased sharing of authority within the family, more continuous employment in professional and technical occupations, lower fertility patterns, and greater participation in social and political activities." Women who are educated are more likely to have an impact on family roles.

Women's Roles within the Family

In traditional communities and even in modern societies, women do not possess the same equal rights and opportunities as men, especially if education is lacking. This is a major problem for low-income communities, where women are subject to the man's will. In some societies, this has shifted moderately but women continue to be the target of society's negligence. However, women have been able to overcome such challenges through the power of education. One of the areas where education has had a significant effect is within the family. Women are starting to take the role of decision-making. This includes three major roles that
(1) Widen women's marital options both in the choice of a partner and in the decision about whether to marry; (2) strengthen women's involvement in family decision making, enabling them to participate in a wider range of types of decisions and to exert more influence; and (3) make it more feasible for women to combine marriage and motherhood with roles outside the family (p.123).

Data from Mexico, Kenya, Pakistan, and Philippines show a significant relationship between education and higher age at marriage. Uneducated women tend to marry at a younger age, than women who are educated - these women have a mind-set of who they are, whom they want to be with, and where they want to be. They are well aware of the men they want to marry, and the relationship they want to possess. Women, both educated and uneducated, tend to marry men that have higher resources than themselves, which includes age, educational, and occupational status. (p. 126). Women have knowledge and experience of the world outside the family (p. 124). Smock talks about the theory "the theory of resources," which means that

the influence of each partner in the marital relationship depends on the resources she or he brings to the marriage in the form of education, income, occupational status, family position, and contacts outside of the family. Presumably the better-educated, more affluent, higher in social status, more socially well-connected, and more prestigiously employed a woman is, the greater her opportunities are for making her view prevail in family discussions and actions (p.125).
Family values and respects the woman who is well educated and highly respected within the home and society; more so than those that do not possess such a level of education. Furthermore, there seems to be a relationship between high levels of education and lower fertility.

Fertility Behavior

Higher levels of education seem to have an impact on fertility rates; women who demonstrate higher levels of education have lower rates of fertility. Women who have higher earnings income are less likely to take time off to raise children and those that do, are expected to have one or two children at the most. It was concluded that education might affect fertility in three different ways:

First, it may operate independently of other causal variables to exert a direct impact; second, it may affect other variables that in turn directly influence fertility; and third, it may operate jointly with other independent variables to have an interaction effect on fertility (p.156).

Out of the three different types of relationships, it was determined that the second factor has the highest relationship between higher education and fertility (see Table 1). This means that education may affect fertility indirectly by having an influence on age at marriage, the participation of women in the workforce, social mobility, communication between partners, available information of contraceptives, and children's mortality and morbidity (p. 156-157).
Table 1:

**Educational Attainment and Fertility**

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Schooling</td>
<td>Fertility</td>
<td>Schooling</td>
<td>Fertility</td>
<td>Schooling</td>
<td>Schooling</td>
</tr>
<tr>
<td>None</td>
<td>7.8</td>
<td>None</td>
<td>6.6</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>1-3</td>
<td>7.5</td>
<td>Primary</td>
<td>5.7</td>
<td>1-4</td>
<td>1-10</td>
</tr>
<tr>
<td>4-6</td>
<td>6.3</td>
<td>Middle</td>
<td>5.4</td>
<td>5-7</td>
<td>8.7</td>
</tr>
<tr>
<td>Secondary or Higher</td>
<td></td>
<td>Secondary</td>
<td>4.4</td>
<td>8-11</td>
<td>5.3</td>
</tr>
<tr>
<td></td>
<td>12-13</td>
<td></td>
<td>2.5</td>
<td>Spec. Ed</td>
<td>3.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University</td>
<td>1.4</td>
<td>University</td>
<td>4.5</td>
</tr>
</tbody>
</table>

*Note:* Shows the "relationship between education and fertility in the five countries"  

Furthermore, it was argued that education affects fertility by: 1) prolonging marriage, women who have decided to get married at an older age are reducing the “possible length to the childbearing years of life [see Table 2]; 2) imparting to women a sense of self-efficacy, control over one’s fate, and trust in science and technology” (p.157); 3) offering employment opportunities and motherhood option, may satisfy women’s “needs for status, fulfillment, and security;” 4) providing easy access to contraception devices; 5) “increasing the parents’ aspirations for upward mobility and the accumulation of wealth that are incompatible with large family size;” 6) “improving communication between spouses to permit discussions of such sensitive issues as controlling family size;” and “7) investing parents with the knowledge and resources to produce healthy children and thus reduce the need to bear potential child replacements.” Furthermore, proponents offered three main mechanisms that
may reduce fertility; one of the main assumptions is that parents focus on the importance of quality rather than quantity. This means that educated parents limited family size due to providing their children with the best resources; the higher number of children per family, the fewer sources invested in each child. The second assumption is that “each family has a fertility objective and formulates decisions relating to it in the context (159).” The last mechanism is that “much of the work is the value of time as one of the determinants of family size.” Thus, the relationship between high levels of education and fertility is significant, Smock concluded that education does not necessarily reduce fertility, although, there is a consistently correlation “between educational attainment and completed family size” (p 201). Only the data from Ghana and Mexico demonstrates this relationship. In Kenya, Pakistan, and the Philippines, individuals that completed primary and secondary education do not demonstrate a decline in fertility.

Table 2:

*Difference in Mean Births per Women in two Age Groups by Educational Level*

<table>
<thead>
<tr>
<th>Country</th>
<th>Age Group</th>
<th>Mean Births per Primary Educated</th>
<th>Mean Births per Postsecondary Educated</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico City</td>
<td>45-49</td>
<td>4.7*</td>
<td>3.2</td>
<td>1.5</td>
</tr>
<tr>
<td>(1964)</td>
<td>35-39</td>
<td>4.4*</td>
<td>3.7</td>
<td>0.7</td>
</tr>
<tr>
<td>Kenya</td>
<td>45-49</td>
<td>7.9</td>
<td>2.5</td>
<td>5.4</td>
</tr>
<tr>
<td>(1977)</td>
<td>30-34</td>
<td>5.6</td>
<td>3.3</td>
<td>2.3</td>
</tr>
<tr>
<td>Ghana</td>
<td>50+</td>
<td>5.7</td>
<td>1.4</td>
<td>4.3</td>
</tr>
<tr>
<td>(1970)</td>
<td>35-44</td>
<td>5.9</td>
<td>2.4</td>
<td>3.5</td>
</tr>
<tr>
<td>Pakistan</td>
<td>60+</td>
<td>5.3</td>
<td>2.2</td>
<td>3.1</td>
</tr>
<tr>
<td>(1972)</td>
<td>45-49</td>
<td>6.2</td>
<td>4.3</td>
<td>1.9</td>
</tr>
<tr>
<td>Philippines</td>
<td>45-54</td>
<td>6.5</td>
<td>4.8</td>
<td>1.7</td>
</tr>
<tr>
<td>(1968)</td>
<td>35-44</td>
<td>6.5</td>
<td>4.3</td>
<td>2.2</td>
</tr>
</tbody>
</table>

*Note:* “Compares divergences in mean births per women in two age groups in order to assess whether education-specific differentials are decreasing over time”

Women’s Participation in the Labor Force

Women who have higher levels of education have “better qualifications with which to compete for employment and advancement and elicit respect and prestige” (p. 6). The following labor force characteristics are impacted by the educational system: “(1) women’s overall rate of labor force participation; (2) women’s ability to move into modern sector or wage employment; and (3) women’s representation in wide ranges of occupational classification, particularly within the professional and technical range” (p. 209). Women who have acquired educational achievements have a strong participation in the workforce development; this could be linked to aspirations for having a higher standard of living. Often “women [are] less satisfied with the style of life affordable on their husbands’ salaries alone” (p.211). As a result, women tend to be more active in the labor force that leads to professional and technical employment. Women who are better educated are likely to gain acceptance and support from their families. Education leads to better opportunities within the processional setting, but it also creates respect and status within society for those individuals that have reached professional achievements. Schooling provides women with self-confidence to take control of their lives, provides different perspectives, and provides questioning of the traditions within the societies. Education provides women with self-confidence, and control of their surroundings.
The Impact of Education in London

This study demonstrates the impact of education on South Asian women’s arranged marriages and dowry practices. Dowries consist of gifts “given by the bride’s parents at the time of her marriage” (Bhopal, 2000, p. 36). The study was conducted in East London, consisting of sixty interviews (see Table 3) with South Asian women—and their ancestors from India, Pakistan, and Bangladesh (p. 49). The study also includes the author’s living experience of six months in the South Asian community (p. 35). The participants interviewed were from different levels of education: 11 percent did not have schooling, 3 percent had received a Certification of Secondary Education (CSE), 27 percent had Ordinary level examination, 7 percent had Advanced level examination and Business Technology Certification (BTEC/Higher National Diploma (HND), 27 percent had a Bachelor of Arts Degree (BA), and 15 percent had a Master of Arts Degree (MA). Also, 50 percent of the participants were married—based on arranged marriage and dowry, 38 percent were living with their partners—were not married, and 12 percent were single—some had partners and others did not (p. 49). Such levels of education had a significant impact on the tradition of this culture.

The study concludes that education affects the traditions of the South Asian practices. Women with higher levels of education don’t accept arranged marriage and dowries, and 45 percent agree that arranged marriages were not significant—these participants had a BA or MA (p. 40). Women who continued with the traditions were those that possessed low levels of education (p. 35), representing 55 percent of the participants. Some participants believed that arranged marriages were significant in order to maintain the values and culture of the community (p. 39-40). Thus, it is expected that the number of Bengali women in education
will increase due to “higher education seen as a route for greater earning potential and upward social mobility’ (p.38). In addition, women with higher levels of education have a different perspective on dowries than those with lower levels of education. The majority of the participants. The majority of the participants believe that dowries were given due to traditions and customs. Other participants - 18 percent agree that parents gave dowries to achieve respect within the community. The most educated women - 13 with a (BA or MA) percent concur that dowries were given as a way for parents to exhibit their wealth. Table 2 shows the representation of the view of the effects of education on why women are given dowries.

<table>
<thead>
<tr>
<th>Important</th>
<th>Education</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part of South Asian traditions</td>
<td>20 7 27 13 7 20 6 25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Respect for parents</td>
<td>10 - 60 10 20 - - 17</td>
<td></td>
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<td></td>
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<tr>
<td>Work and last</td>
<td>25 - 25 25 25 - - 6</td>
<td></td>
<td></td>
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<tr>
<td>Commitment to family</td>
<td>67 - 33 - - - - 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Part of religion</td>
<td>- - 100 - - - - 2</td>
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<td></td>
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<td></td>
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<tr>
<td>Not important</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Community pressure</td>
<td>- 5 11 - 5 53 26 32</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Given women no choice</td>
<td>- - - - - 33 67 5</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Make women unhappy</td>
<td>- - 33 - 33 33 - 5</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Degrade women</td>
<td>- - - - 50 50 3</td>
<td></td>
<td></td>
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<td></td>
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<td>Column Total</td>
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</table>
The research also discusses the traditional and independent women. Bhopal states “women who had low levels of education were defined as ‘traditional women’” (has ‘arranged marriage’ and given a dowry), and “women with high levels of education were defined as ‘traditional’ women” (reject ‘arranged marriage’ and dowry) (p. 45). Traditional women are dependent on the husband and are conformist; they do not have aspirations of having a better future, and they want to continue the traditions and values. Women are not permitted to make decisions with regards to the family structure; nor do they have economic resources. On the other hand, independent women move away from their community traditions, and adapt British traditions. They have taken control of their lives; they have the freedom to decide whom they want to marry. These women value the educational opportunities and are enthusiastic to pass the knowledge to future generations.

Higher Education in China

Higher education permits women to change their social status, but more significantly it “signifies women’s liberation” (Jie, 2000, p.28). Education affects two significant changes within the culture; the first one has to do with creating a positive role in improving women’s politics, economic situation, family life, and social psyche. These are divided into four different groups, (1) consisting of the relationship between “women’s educational levels, employment, and financial status,” which means that women with higher levels of education will encounter greater employment opportunities. Higher levels of education will permit women to have more control over their lives; this includes financial resources. The data
indicates that 84 percent of the working women in the United States work in informational and service sectors. Also, forty-four percent of adult women have received a college education, and in 1975, 11.7% received a MBA. (2) “shows the relationship between a woman’s educational level and her childbearing rate” (p. 29), women’s higher education levels affect the ideas of whether or not they want to have children. They tend to have fewer children to whom they provide better qualities of life. Furthermore, women with higher educational levels show a better economic stability. (3) Higher levels of women’s education shows that women are more likely to be involved in politics, communities, and other public services. “Only a good education can pave the way for women to participate in politics, employment, and thus attain an equal status with men in society and at home” (p. 30)

This chapter analyzes the impact of education in women’s life around the world; education has changed the lives of women in an unimaginable ways. Who would have known that women, who did not have the right to vote, would become such an essential factor to our society and economy? Imagine the impact women could have if more women would have higher levels of schooling. This same concept can be applied to women farmworkers in the city of Arvin. Women farmworkers can develop their lives and improve the community through the power of work, and additional services providing education.
The purpose of this section is to review the literature of current organizations in the communities that have focused on developing women farmworkers' societies. The following organizations were reviewed in order to provide key sources of material to help understand the issues of women farmworkers and some of the most significant practices that can be implemented to the organization design:

*Kern Adult Literacy Council*

This organization has been providing services to Kern County since 1966. The mission of the organization is “to improve the quality of life for Kern County residents, by teaching individuals to read, write, and speak the English language and by enabling them to become more productive members of our community.” The organization consists of four programs, “Family Literacy Program” (FLP) which offers free educational services, “English as a Second Language” (ESL) provides students with one-on-one instructional assistance, “General Educational Development” program (GED) provide a tutoring in six subjects, and the “Adult Basic Education” program (ABE) makes tutoring available for basic skills which include a writing, reading, and other skills. The organization provides statistics regarding Kern County’s population - 66,700 of the population have not completed grade 9, 126,800 do not speak English, and 228,600 do not have the necessary skills to survive in society.
Mujeres Unidas y Activas (MUA)

In 1990, Mujeres Unidas y Activas (MUA) was established as a result of a study conducted by two immigrant women, Clara Luz Navarro and Maria Olea. The University of California funded the study in order to understand the needs of the Bay Area's women. After talking to hundreds of immigrant women, Navarro and Olea came to the conclusion that isolation was one of the most important issues immigrant women face. This organization started with the support of eight women and the North California Coalition for Immigrants' Rights (NCCICR). Between 1991 and 1992, MUA decided to merge with NCCICR as a program, where it had the opportunity to support projects such as immigrant rights campaigns, on a bigger scale. During this period, the program opened its first office at San Francisco's Women's Building, and Navarro and Olea were hired as paid staff. In 2006, MUA obtained its 501 (c) (3) status.

The organization's mission is to promote "personal transformation and building community power for social and economic justice." The organization achieved its mission by "creating an environment of understanding and confidentiality, empowering and educating our members to provide mutual support, offering training to build economic security and leadership, working in diverse alliance on the local, region, national, and internationals level, organizing campaigns to win immigrants, workers' and women's rights."

The organization offers three main programs to support its mission: "Caring Hands Workers' Association" (Manos Carinosas), "Community Campaigns," and "Technical Assistance." The purpose of the "Caring Hands Workers' Association" is to create
"employment skills training and workforce development" by offering Comprehensive Job Training, Job Referrals and Placement, and Job Retention Support. The "Community Campaigns" programs address economic issues immigrant rights, and social justice issues at the local state, and national level. Also, the program is "fighting for respect, justice, and dignity" by supporting the Domestic Workers' Bill of Rights and the National Domestic Worker's Alliance, plus it is leading the National Domestic Workers' Alliance through supporting a Convention for Decent Work for Domestic Workers at the international level. The "Technical Assistant" provides service throughout several organizations around the country by conducting needs assessments and building programs that meet the needs of the communities. Moreover, the organization offers other services such as mutual support meetings, informational workshops, counseling, referral and crisis intervention services, and other intensive courses.

California Latinas for Reproductive Justice

In 2005, the California Latinas for Reproductive Justice was founded in Los Angeles California as a sponsored Project of Community Partners' Incubators Program. In 2008 the organization received its non-profit status-501 (c) 3, and became independent in 2009. Its mission is to "advance California Latinas' reproductive health and rights within a social justice and human rights framework. CLRJ works to ensure that policy developments are reflective of the priority needs of Latinas, their families and their communities." The organization "has a growing profile in the national level." It also, "has evolved to be the leading California-based Latina Reproductive Justice organization, and is the only California-
based, statewide advocacy organization whose mission focuses specifically on promoting Latinas’ Reproductive Justice through policy advocacy, combined with community-informed research, community mobilization, alliance-building, leadership development and long-term movement-building strategies.” Furthermore, the organization empowers Latinas and encourages political activism.

The organization focuses on two main projects the “Latinas Empowered for Action” (LEA), which prepares women to take action by providing skills opportunities, and the second program is the “Latina Leadership Network” (LLN)-it provides Latinas with the opportunity to be “involved with advocacy, mobilization and networking” in the community.

*Lideres Campesinas*

In 1988, *Lideres Campesinas* was created by a group of women called “Mujeres Mexicanas” in the Coachella Valley. “Mujeres Mexicanas” was able to “raise consciousness and encouraged changes to issues” that were seen at home, work, and in their communities. These principles were well received and the idea moved to a state level where it was expanded to twelve regions. In the mid 1990s, the organization was reinforced. At this time, the organization identified several issues that were affecting the community: “Domestic Violence, Pesticides, Sexual Harassment/Assault in the Workplace, Labor and Hours, Housing, Education, Breast and Cervical Cancer, Childcare, Teen Pregnancy, and HIV/AIDS, and other issues.”
Part of the mission of Lideres Campesinas "is to develop leadership among campesinas so that they serve as agents of political, social and economic change in the farmworker community." The organization prepares women farmworkers to advocate for their rights, and educate themselves about their human rights as women farmworkers. Also, the organization "informed and raised consciousness through trainings and theatrical skits; educating women farmworkers and their families in different parts of California and other states within the nation" in order to create better communities.

The organization offers "Educational," and "Working Conditions," as well as "Women's Health," and other special programs. These programs are based on workshops, discussions, and presentations. The "Educational Program," advocates and supports public services, such as legal and/or social services, to provide for farmworkers who are legally entitled to these services. One of the main problems is that public employees lack information about the services available to women farmworkers; for example, often-public safety does not respond to women farmworkers' violation incidents. The "Working Condition" program focuses on women farmworkers' struggles, which includes lower pay, long hours, heavy-duty work, lack of health benefits, and discrimination. These women suffered exploitation due to their lack of knowledge, education, and language barrier. The "Women's Heath" program assists women farmworkers who do not have health resources due to living in isolated rural areas (were they do not have much access). These services help women farmworkers "prevent and recover from sexual assault and domestic violence." Also, they discuss topics like domestic violence, sexual assault, and HIV/AIDS, and other important subjects. Plus, the organization offers special programs such as "Adolescent,"
plus "La Tercera Edad," (Elders Program) and the "Institute of Women Farmworkers" to contribute to the development of campesinas.

Despite the overwhelming obstacles that women farmworkers have encountered in their respective communities, they have been able to overcome some of the challenges with the establishment and continual support of community organizations that have addressed the women farmworkers' struggles. These organizations have been established to develop migrant women's prosperity in society; unfortunately, the various organizations in the state of California do not provide direct services to the city of Arvin. But such organizations will serve as guidance to establish a new organization that will promise opportunities for women farmworkers in the city of Arvin.

Best Practices

As it is essential to design an organization that will fulfill the needs of women farmworkers in the community of Arvin, this section will consider the best practices of the organizations above. Such practices will be selected depending on success within the current organizations and the needs in the community of Arvin. These practices will be implemented in the proposed organization design in order to better serve women farmworkers in Arvin.

The Kern Adult Literacy Council offers important educational services to Kern County's population, specifically to those individuals that do not speak the English language and possess low levels of education. These programs provide community members with the opportunities to become more productive in society by offering educational programs and
services. Each program has significant values and practices that can be implemented in the proposed organization. This can serve as a model to establish an educational program to help women farmworkers obtain higher levels of schooling and assist them to improve their English language skills.

Due to the seasonal jobs, it has been a struggle for women farmworkers to acquire stable source/s of income; however, Mujeres Unidas y Activas provides services that prepare migrant women to obtain skilled jobs opportunities. The organization presents such service through its “Caring Hands” program, where women received workforce training, job referrals and placement. These practices can be essential to assist women farmworkers in the community of Arvin to develop their skilled practices. In addition, Lideres campesinas contributes to such practices by offering additional resources to strengthen knowledge on laws, regulations, and policies.

Also, Lideres Campesinas supports leadership development to advocate for political, social, and economic status. The organizations encourage campesinas to be active and raise concerns that are directly affecting women. Also, the California Latinas for Reproductive Justice promotes social justice and human rights to assure that women are represented at a local, state, and national level.

These practices would enhance the purpose of the proposed organization at Arvin, and would serve as a guide and model of support to implement new programs and services.
CHAPTER 4
Organization Design

This section provides a detailed critical coverage of the mission and vision statement; core values; goals, objectives and methods of the organizational program design. Also, the SWOT Analysis demonstrates the internal and external challenges and strengths of the organization. The organizational chart presents an overview of the structure of the organization, and it defines roles and responsibilities of each employee. However, the theory approach model, reflects the plan and the intended outcomes of the organization. These all are essential elements that build the organizational program design.

Mission Statement
The Chicana Foundation is a proactive organization empowering women farmworkers through personal, educational, and professional transformation while achieving highly positive advancement in the community.

Vision Statement
The Chicana Foundation will be recognized and respected in the city of Arvin, and will be the premier leading organization in Kern County for serving underserved women farmworkers.

Core Values
Empowerment; Motivation; Equality; Opportunity; Independence; Integrity; Dignity; Courage; Excellence; Accomplishment.
Goals, Objectives, Methods

Goal 1: To provide higher professional opportunities

Objective 1.1
Provide a complete academic facility within the first year of the program that would have a capacity to serve over 100 individuals.

Methods

1. To establish a complete Educational Program within the second year of the establishment of the organization.

2. Buy all the necessary equipment such as computers, furniture, and classroom supplies to run the program.

3. Hire a full-time excellent bilingual Educational Program Coordinator and a minimum of three diverse professors.

Objective 1.2
Recruit, develop, and retain each year a minimum of thirty percent of the total program population.

Methods

1. Provide informational sessions and correspondence to inform the community of the resources available, then follow-up with a one-on-one session.

2. Enhance students' opportunities for active learning.

3. Collaborate with partners in K-12 education, colleges, and community organization to develop women farmworkers.
Objective 1.3
Increase levels of schooling per person by ten percent each year
Methods

1. Ensure that the academic program offers outstanding services.
2. Provide support services, academic counseling, and assessment.
3. Provide a pre-assessment and a post-assessment to determine prior knowledge and learning gains.

Goal 2:
To provide opportunities for economic success
Objective 2.1
Offer job-training resources to 50% of the program population during the second year of the program.
Methods

1. Implement a Career Development Program to better assist women farmworkers.
2. The Job Developer Program Coordinator shall serve as mentor to offer constant direction and training.
3. To offer training base on each client’s career interest.
4. Provide certification after completion of training.

Objective 2.2
Refer 30% of certified clients to potential employers each year.
Methods

1. Prepare and assist clients with mock interviews, interview attire, resume, cover letter, and other similar topics.
2. Establish and maintain a constant collaboration with non-profit, community, and government agencies to reduce unemployment rates.
3. Refer and place clients with employers who provide stable jobs, reasonable salaries, good working hours, acceptable work locations, and benefits.

Objective 2.3
Retain 80% of referral clients for a minimum of three years.

Methods

1. Provide support for resolving work-related problems.

2. Provide Labor Laws, Sexual Harassment/Assault, etc. training.

3. Leadership Development and other related information.

4. Improve skills and professional careers.

Goal 3:
Provide a variety of support services to encourage self-empowerment.

Objective 3.1 Accomplish women farmworkers’ self-confidence by 90% at the end of the annual program.

Method

1. To conduct a self-confidence pre-assessment at the beginning and a post-assessment at the end of the program.

2. Provide sessions where women will be able to “identify and release old hurts, reverse destructive attitudes, and strengthen self-acceptance and assertiveness.”

3. Provide safe and healthy social events where women can feel comfortable to interact, and share personal experiences with other women.
4. Provide women farmworkers with beauty sessions, to help women feel confident of their self-appearance.

Objective 3.2
Provide a minimum of three local, state, or national motivational speakers per year.
Methods

1. Cover self-empowerment topics.
2. Conduct group activities.
4. Develop connections.

Objective 3.3
Accomplish personal, educational, and professional annual goals and objectives.
Methods

1. Develop goals and objectives with the help of mentors at the beginning of the program.
2. Evaluate goals and objectives in the middle of the year.
3. Accomplish goals and objectives at the end of the year and establish new ones.

One of the strategic planning methods used for this organization design (see Figure 1) is the Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis. This identifies the internal and external factors that are favorable and unfavorable to achieve the objectives of the organization.
SWOT Analysis

Strengths

- Opportunities for Success
- Community Support
- Experience, Knowledge
- Innovative Aspects
- Location, Geographical

Weaknesses

- Financial Resources
- Organizational Development

Opportunities

- Community Need
- Community Support
- Organizational Development

Threats

- Financial Resources
- Community Driven
The Organizational Chart represents the formal structure of the Chicana Foundation; it defines the roles and responsibilities of all personnel within the organization (see Figure 2). It creates a hierarchical structure of authority to define how power and responsibility is distributed, who is responsible for what and who reports to whom. Furthermore, it establishes communication channels, control mechanisms, and decision-making processes. The Organization Chart demonstrates the Board of Directors as the high-level management; the President CEO reports to the Board of Directors. However, both the Board of Directors and the President/CEO administer the organization. Just below the President/CEO is the Executive Vice President, who reports to the President/CEO, and who is responsible for the Chief Financial Officer, Director of Programs, and the Administrative Director. The Chief Financial Officer is accountable to the Fundraiser Director. The Director of Programs has three programs under its management - the Educational, Job Development, and Empowerment Program. The Educational Program Coordinator is responsible for the instructors in the program. At the right side of the chart, the Administrative Director is in charge of the volunteers. Overall, this chart helps employees understand their functions in relation to the organization's goals.
Figure 2

Organizational Chart
The Theory Approach Logic Model provides a visual picture of the plan and the intended outcomes of the organization (see Figure 3). This model is divided into five different chapters. Chapter 1 is an introduction to the logic model; it describes the resources needed in order to implement the plan. Such resources consist of consumers, staff, program, external organizations, organization collaboration, and equipment/supplies. Chapter 2 provides the program activities; it's what the organization is going to do with the resources from Chapter 1. The activities consist of implementing the Education, Career, and Women's Empowerment program. Chapter 3 provides the direct results from the activities, which are educational and employment assistance, and self-confidence. Chapter 4, which is known as outputs, provides behavioral information on the program's participants. Clients would have the opportunity to gain higher professional opportunities, achieve economic success, and learn self-reliance. This leads to Chapter 5, the impact of these behavioral changes in the community of Arvin. At the end of the program, clients would be able to impact their families and community development.
Figure 3

Theory Approach Model

1. Women farmworkers disadvantages is a local, state, and national issue
2. Women farmworkers can shape and influence social and economic changes in societies
3. Community partnerships can provide effective and efficient change in communities

Assumptions

Inputs

Activities

Outputs

Outcomes

Impact

- Consumers
- Staff
- Programs
- External Organizations
- Organization Collaboration
- Equipment/Supplies

- The Educational Program
- The Career Program
- Women Empowerment

- Educational Assistance
- Employment Assistance
- Self-Confidence

- Higher Professionalism Opportunities
- Economic Success
- Self-Reliance Achievement

Family & Community Development
CHAPTER 5
Summary, Conclusion, Recommendations

Summary/Conclusion

As a result of women farmworkers’ lack of opportunities in the city of Arvin, this study is proposing an organizational program designed to empower women farmworkers by promoting personal, educational, and professional transformation while advancing the local community. This organization will serve as an avenue for women farmworkers’ success. Women are the pillars of the family, and it is essential that they have control of their own lives in order serve as role models for their families and the community. Successful women have a successful life, but more importantly, they serve as a model of positive change to our families, communities, and our societies.

Recommendations

Based on the learning process of the organizational program design in the city of Arvin, it is recommended that:

1. Collaborative efforts should be made with community, community organizations around the area, stakeholders, etc. to support the organization. Since the organization proposed would be new to the community, in fact, it will be the first or one of the first established nonprofit organizations in the city, it is essential to have the support of the city council, chamber of commerce, residents, etc.

2. The organization should complete a 900 form in order to register with the Internal Revenue Service (IRS) as 501 (c) (3). This will permit the organization to be under
state law, acquire an employer identification number, and to identify the appropriate federal tax classification. The organization will be eligible to acquire a non-exempt status. This will permit the organization to offer public service to women farmworkers.

3. Developing relationships with founders. It is important to develop relationships with and identify possible founders over time; since grants are expected to be a major source of income to the organization program proposed. Relationships should not end, even though the grant submitted was denied; foundations have communication with each other and they often recommend grants to other foundations. Some ways to start the relationship with foundations are to: send e-mail inquiries to founders, contact founders by telephone, write letters of inquiry, or meet with founders. (Carlson, O’Neal-McElrath, and Alliance for nonprofit management, 2008, p21-22, & 24).

4. Additional sustainability strategies should be implemented. Potential funders want to know that the organization has additional sources of funding, and are not entirely dependent on the grant (p62). One of the most effective strategies is Annual Camping, which consists on three components: direct mail, special events, and personal solicitation. The primary purpose of direct mail is to make connection with the public and provide awareness of the organization’s missions. There is a special desire to engage those that do not have a meaningful connection to the organization. Lastly, personal solicitation “is the most effective way to raise money (source). However, it is important to follow all three components in order to have a successful strategic source of funding.
5. Additional programs should be established in order to further serve women farmworkers. Some of the programs that can be implemented are: Civic Engagement Programs-to create an advocacy program in the community by encouraging women already in the program, youth, and the community in general. Childcare Services-the organization can offer Child Care services to women farmworkers who are participating in the program to better serve their needs. Driving Assistance-many of the women farmworkers do not have driving skills, and have to depend on other individuals. This could represent a barrier to employment if driving is required in order to get to work. Immigration Services-the city of Arvin does not offer immigration services, and constant travel out of the city is required. Youth Recreation Program- youth are an important part of society, and in order to ensure that this population is going to succeed, positive and constructive outlets need to be provided.
APPENDIX A
Chicana Foundation’s Bylaws

Article I

Section I: Name
The name of this organization shall be: Chicana Foundation

Article II

Section II: Mission Statement
The Chicana Foundation is a proactive organization empowering women farmworkers through personal, educational, and professional transformation while achieving highly positive advancement in the community.

Article III

Section III: Board of Directors/Trustees
The Board of Directors shall share the mission and commitment of the organization. The Board must consist of members who are energetic, dedicated, and passionate to provide high quality service, and enhance our community to the maximum. These members must understand the struggles in our communities in order to create a better tomorrow.

A. Number of Members

1. Minimum of six members

2. Maximum of fifteen members
B. Responsibilities

1. Must decide the mission of the organization.
2. Policy Making: Must set the policies for the operation of the organization and ensure that the policies are followed.
5. Financial Sources: Provide financial sources such as fund raising, donations, grants, and personal cash contributions.
6. Hiring of CEO: Responsible for the hiring/evaluation/termination of the Chief Executive Officer.
7. Communication: Develop and maintain communication with the community.

C. Composition

1. Nonprofit trusteeship
2. Organization Planning
3. Financial/accounting
4. Fund raising
5. Personnel Management
6. Legal Matters
7. Public relations
D. Terms of Office

1. Three year term
2. After three years, the trustee has the opportunity to run for reelection
3. Maximum six years
4. Trustee must be off the Board for a minimum of one year before serving on
   the Board again.

E. Attendance

1. Attendance at Board meetings and any other special meetings is required.
2. Three unexcused absences in a period of a year are considered a
   voluntary resignation.
3. The president can clear absences depending on a case-by-case basis.

F. The Trustee Manual

In order to confirm trustees’ performance, such as responsibilities and duties, a

Trustee Manual must be created. This will serve as guidance in any situation
when the performance of a trustee is questioned. The manual should include
the following:

1. Articles of Incorporation
2. Bylaws
3. List of contact information for trustee, position, and end of term
4. List of committees and committee’s members
5. List of staff and role in the organization
6. History of the organization
7. Roles, responsibilities, and requirements for trustees

8. Minutes of current fiscal year meetings

9. Planning documents

10. Annual Report from the previous fiscal year

G. Recruitment and Orientation

1. A committee is elected by the Board or appointed by the President

2. The committee analyzes the needs of the board and then evaluates the experience of the candidates or trustee up for reelection

3. After approval appointments are made, individuals receive a visit by one member of the Board, usually the President. A Trustee Manual is given to the individual for review.

4. In no more than a week, the individual should have a final decision. If the prospective Board member rejects the offer, the Trustee Manual should be returned. If the individual accepts, he/she is officially elected to the Board following the bylaws process.

5. An orientation session should be conducted once a year. During this time, the members would have the opportunity to familiarize themselves with the staff and the daily operation of the organization.

H. Evaluation and Dismissal

1. Formal evaluations for trustees are conducted at the end of the year; the president has the ultimate decision how the evaluation process should
be conducted. If poor performance is demonstrated, dismissal action
should be taken.

I. Committees

1. Executive: Is ultimately empowered to act responsibly for the full
   board.
2. Finance: Shall make recommendations on financial procedures and
   controls; assist with the preparations and presentation of the budget.
3. Fundraising: Is responsible for the planning of fundraising efforts. This
   includes donations, grants, and other sources of funds.
4. Programs: Shall create future programs depending on the demand of the
   service community and shall review current programs.
5. Planning: Shall plan for long-term goals.

J. Officers

1. President:
2. Vice President
3. Treasurer
4. Secretary
This section includes three main foundations that can be considered as a funding prospect for this proposal. The database was extracted from “Foundation Directory Online” www.foundationcenter.org. The main keywords used are women farmworkers, women, Latinas, and Chicanas. Each prospect has been ranked from one to three (one being the primary choice).

The primary foundation to be considered is the Ms. Foundation for Women; it was established to “to deliver funding and other strategic resources to organizations that were elevating women’s voices and solutions across race and class in communities nationwide.” In 2011, the foundation’s total assets were $42,702,948 and total giving was $3,486,586. The rationale for ranking the foundation as number one is due to the match between the program’s mission and the foundation’s mission; also, its geographical area was significant when rating the foundation- resources are offered at a national level. In addition, it provides priority to programs that empower low-income women.

Anika Rahman
The President and CEO
12 Metrotech Ctr., 26th Fl.
Brooklyn, NY 11201-3837
Phone: (212) 742-2300
Fax: (212) 742-1653
Email info@ms.foundation.org
Website www.ms.foundation.org

The second foundation selected was the Wells Fargo Foundation. The foundation “support[s] organizations that work to strengthen our communities. We look for projects that keep our communities strong, diverse, and vibrant.” The foundation makes grants in three
areas: Community Development, Education, and Human Services. The Community Development provides different services to “low-and-moderate-income families” by supporting different workforce programs. The Education area provides academic support for students, teachers, and administrators. Human Services provides basic needs, makes health educational programs available, and provides childcare services. The foundation’s geographical area is the Antelope Valley. This foundation is ranked based on its support to the Central Valley and its programs’ missions.

Sandy Cha  
Community Affairs Manager  
Wells Fargo Foundation  
8405 North Fresno, Suite 302, MAC A0827-032  
Fresno, CA 93720, phone (559) 437-7660  
E-mail sandy.cha@wellsfargo.com  
Website https://www.wellsfargo.com/about/charitable/

The third foundation chosen is the *Marguerite Casey Foundation*; it’s dedicated to create “a movement of working families advocating on their own behalf for change” in the communities. The organization focuses on persuading families to advocate for their own rights and improving their families, communities, and the public and private systems overall. Also, it encourages families to change and develop social and economical practices. The foundation also focuses on creating workforce development models in order to provide employment opportunities. The foundation is ranked as number three based on the services available to low-income communities.

1425 4th Avenue, Suite 900  
Seattle, WA 98101  
Phone (206) 691-3134  
Fax (206) 286-2725  
Website www.caseygrant.org.
## Chicanas' Foundation Budget

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<tr>
<td>Office Administration</td>
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<td>Office Rent</td>
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<tr>
<td>Supplies and Services</td>
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<td>Equipment</td>
<td>$140,000.00</td>
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<td>Audit/Tax</td>
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<tr>
<td>Insurance/Liability</td>
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<td>Legal Fees</td>
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<td>Miscellaneous</td>
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<tr>
<td><strong>Total Administrative Expenses</strong></td>
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<tr>
<td>Miscellaneous</td>
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<td>Scholarships</td>
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<tr>
<td><strong>Total Miscellaneous Expenses</strong></td>
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<td><strong>Total Expenses</strong></td>
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APPENDIX D

Institutional Review Board for Human Subjects Research
Institutional Review Board for Human Subjects Research

Date: 06 June 2012

To: Erika Madrigal Garcilazo, PPA Student

cc: Paul Newberry, IRB Chair
Thomas Martinez, Public Policy and Administration

From: Steve Suter, Research Ethics Review Coordinator

Subject: Protocol 12-84: Not Human Subjects Research

Thank you for bringing your protocol, "Chicana Foundation Program Proposal", to the attention of the IRB/HSR. On the form, "Is My Project Human Subjects Research?", received on June 5th, 2012, you indicated the following:

I want to interview, survey, systematically observe, or collect other data from human subjects, for example, students in the educational setting. NO

I want to access data about specific persons that have already been collected by others [such as test scores or demographic information]. Those data can be linked to specific persons [regardless of whether I will link data and persons in my research or reveal anyone’s identities]. NO

Given this, your proposed project will not constitute human subjects research. Therefore, it does not fall within the purview of the CSUB IRB/HSR. Good luck with your project.

If you have any questions, or there are any changes that might bring these activities within the purview of the IRB/HSR, please notify me immediately at 654-2373. Thank you.

Steve Suter, University Research Ethics Review Coordinator
BIBLIOGRAPHY


