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Commonwealth of Pennsylvania
Department of Aging



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Executive Summary

EXECUTIVE SUMMARY
FALL INTERNSHIP – KATY M. ARGUETA

Introduction

My internship experience with the Pennsylvania Department of Aging (DOA), Legislative Liaison Office in Harrisburg, Pennsylvania provided me with insight into the legislative process I could not have gained from my academic classes alone. During my time with the Department, I transitioned from one site supervisors to another about a month into my internship. My former site supervisor, Lisa Meade, Legislative Director moved on to a new job, consequently, Amanda Arbour, Legislative Liaison, became my site supervisor in mid-October.

I created my learning objectives based on my supervisor's expectations as well as my personal interests. I knew I would be draft bill analyses, so I made my first objective to analyze legislation and its effects on statewide interest groups and departments. In October, the Deputy Secretary of Aging asked me to help with research on a project for the Governor's office. I decided one of my objectives would be to understand the differences in implementation and scope of insurance exchanges in different states. In order to make connections between my future career and my interest and passion for understanding the migrant and Latino populations, my third and fourth learning objectives were to learn about the role of lawyers in state government and to learn about the different departments or agencies that serve migrant and Latino populations.

Work/Projects

My responsibilities and expectations when I first began the internship were to perform legislative analysis, evaluation and research, project and program management, external affairs and intergovernmental relations, and public affairs and communications. The majority of the legislative analyses I wrote were at the beginning of my internship due to the election and sine die season. The research I was responsible for was related to health insurance exchanges in different states, in order to inform the Health Care Reform Advisory Committee on governance models and costs of administering a health exchange in Pennsylvania. The external affairs, intergovernmental relations, public affairs and communications work I did consisted of answering phone calls from legislators or consumers and responding to correspondence from legislators. Furthermore, I helped to craft a form letter to legislators announcing the Oral History

Project banquet, the purpose of the project was to highlight services provided by the DOA through the personal stories of consumers.

Learning

I learned to become a good researcher. While comparing insurance exchange in different states, I learned the wealth of information available on a government website as well as where to look for certain types of information. For example, when comparing the composition of the various governance bodies, it was crucial that I took a look at the actual legislation and its implications on the scope of the insurance exchange. The cost of implementation for some exchanges could be accessed online, but to find the information for other states I had to talk to program managers directly. However, when no one was available to speak to me from a certain state I needed an answer about. I learned to read the documents provided online by the organization and to fact check different documents to find an appropriate answer and call the state office again. It surprised me how much information I could access online, through email, and by calling the right person.

An important lesson I learned about the distribution of power and duties at the DOA is they are hierarchical and outlined within the department. For example, the Secretary has the most, and I would say ultimate, decision making power as he is the responsible for all the decisions made by members of his Department. Furthermore, it is the responsibility of employees within the Department to contact the appropriate person or bureau to handle specific matters. In the case of a consumer inquiry that is made to the legislative office concerning financial assistance for caring for a parent, we know we should be contacting someone in the Bureau of Individual Support. When an inquiry involves a legislator, it is directed to the legislative liaison office. I have learned to be aware of the structure and distribution of duties within the Department.

Future Plans

Through my experience with the DOA, Legislative Liaison Office, I gained insight into the interactions between executive departments, legislators, and consumers. Although I do not plan to be employed by the state in the near future, meeting with lawyers within state government has shown me that considering a career in government is an option.

Preparation/Recommendations

My public policy and issues in state politics classes helped me the most at Aging. Both classes gave me the theoretical knowledge I needed to understand current issues at the Department. In public policy, I learned about health care reform and deconstructed some of my previous notions about welfare programs in a systematic way. State politics helped me understand the way Pennsylvanian politics work, especially the importance of party loyalty, the implications of the Republican win in this election for current government appointees, and the issue of Marcellus Shale. I do not have any recommendations for the Politics Department.



Job Description and Learning Objectives Overview

Intern – Pennsylvania Department of Aging

Job Description

Duties and responsibilities include:

- Legislative analysis
- Evaluation and research
- Project and program management
- External affairs and intergovernmental relations
- Public Affairs and communications

Learning Objectives

Objective: To learn how to analyze legislation and its effects on statewide interest groups and departments

Resources/Activities:

1. Read over proposed legislation
2. Write legislative analysis
3. Ask Legislative Director and Legislative Liaison for feedback

Evaluation/Verification:

1. Samples of bill analysis
2. Reflective commentary on how my understanding of effects has increased/changed

Objective: To understand the differences in elderly services provided by PA and neighboring states

Resources/Activities:

1. Research laws in different states
2. Research structural differences in offices providing elderly services in different states
3. Read professional journals assessing effectiveness of services
4. Research varying needs/priorities of elderly population in different states

Evaluation/Verification:

1. Summarize differences in laws
2. Reflect on underlying reasons for structural differences
3. List and explain differences in services provided by NJ and PA

Objective: To learn about the role of lawyers in state government

Resources/Activities:

1. Meet with lawyers for informational interviews and/or shadow individuals
2. Attend ligation meetings
3. Observe insight provided by lawyers in executive department meetings

Evaluation/Verification:

1. Reflect on role of lawyers within state agencies/departments
2. Summarize new perspectives gained through meetings

Objective: To learn about the different departments or agencies that serve migrant and/or Latino populations

Resources/Activities:

1. Meet with individuals that serve migrant and Latino affairs
2. Shadow professionals
3. Research department and agency services
4. Read department websites and informational brochures

Evaluation/Verification:

1. Summary of meetings
2. Reflective commentary on unique needs of the Latino and migrant population
3. Chart interactions between departments or agencies that serve the migrant and/or Latino populations

Lisa Meade – Legislative Director, Department
of Aging

Katy Argueta – Intern, Department of Aging



Bill Analyses

Learning Objective 1:

To learn how to analyze legislation and its effects on statewide interest groups and departments

DESCRIPTION BILL ANALYSES

The bill analyses I wrote at the Department of Aging were all related in some way to issues facing the elderly or individuals with disabilities. In order to appropriately analyze the proposed legislation, I had to read each piece of legislation and assess its direct impacts on the Department and other affected agencies. The analysis was divided into eight sections: agency's recommended position, bill summary, background, analysis, fiscal impact, other affected agencies, pros and cons, and proponents and opponents. The goal for each bill analysis was to inform the reader of the impacts of the legislation in a concise one to two page document. The bill analysis is of critical importance to all individuals who are responsible for deciding whether or not to encourage the Governor, legislators, or department executives to support the bill. The final bill analysis for legislation that was moving in the General Assembly was circulated around the Department and passed on to the Office of Legislative Affairs.

REFLECTIVE COMMENTARY BILL ANALYSIS

The purpose of the bill analysis is to give the reader an overview of the provisions of a specific piece of legislation without the individual having to read through every page, bills can be hundreds of pages long. Knowing the impact of a proposed piece of legislation on the workload of an executive government or agency is very important as it often requires increased expenditures to implement a program be it by increasing a staff person's duties or requiring the purchase of materials. I quickly learned that an important part of the bill analysis was identifying the purpose of a bill. When I wrote the bill analysis, I asked myself, "What problem is the legislation attempting to resolve?" I had to determine the motivation behind introducing and passing the bill at the present moment. Completing an analysis required understanding the big picture and its effect on the services provided by the Pennsylvania government.

I quickly learned that even if a bill did not directly impact the Department of Aging, in terms of the responsibilities, it could come to affect the Department in the long run. For example, House bill 2420 aimed to set standards for insurance agents who implied they had expertise in selling insurance to the elderly by using a senior-specific certification or special designation. One of the purposes of the legislation was to prevent senior fraud. Although the Department of Insurance would be responsible for implementing this bill, Aging is the department charged with providing services to the elderly and would indirectly be impacted by this legislation. In this instance, Aging supported the bill in its current form, but agreed to work with the amendments the Department of Insurance proposed as they would be the department most affected by the legislation.

Throughout my experience of writing bill analyses, I came to understand that the fiscal impact of a piece of legislation is a major factor in determining whether or not a bill will be supported by the Department of Aging. A bill might be a great idea everyone is in favor of implementing, however, if it is not fiscally viable it will not be supported. Financial implications are very important as Pennsylvania is in the midst of a budget crisis and most, if not all government programs are under scrutiny. New programs that are costly have little hope of being passed in the legislature.

I also learned through writing bill analyses the importance of identifying interest groups. Even when there is consensus on an issue within the government, interest groups have the

potential to impact the legislative process. They can influence the votes of legislators through their lobbying efforts. By identifying interest groups, executive departments can counter their efforts by also talking to key legislators. Furthermore, every department wants to consider the future ramifications of passing a controversial bill and in extreme cases the possibility that a bill would result in a lawsuit.

The role of the staff of the legislative liaison office to serve as a link between legislators and the Department as a whole is evident through the bill analysis. The goal of the analyses is to inform not only the Office of Legislative Affairs of the Department of Aging's position on issues related to the elderly and individuals with disabilities, but also to inform Aging staff of proposed legislation and its potential effects on the Department. While interest groups play a role in pressuring legislators to pass or vote against bills, none of the bills I analyze were greatly impacted by interest groups. Writing the bill analyses helped me improve my analytical skills related to the impact of legislation on the state executive branch. Furthermore, I learned to clearly articulate in writing the development of a legislation, its benefits and drawbacks, and the impact a bill has once implemented. By writing the bill analysis, I have improved my ability to analyze and communicate through writing and am better prepared to use these skills in the future.



Health Insurance Exchanges

Learning Objective 2:

To understand the differences in implementation and scope of insurance exchanges in different states

DESCRIPTION

HEALTH INSURANCE EXCHANGES

The Affordable Care Act passed by Congress in 2010 stipulates that states must have a fully implemented health insurance exchange accessible via Internet to the general public by 2014. Pennsylvania has started planning the structure of the exchange, how it should be governed, its scope, and how to reduce costs to the state. In October 2010 I assisted one of the Deputy Secretaries at the Department of Aging in researching some of the answers to these questions. The Secretary provided me with a list of states that had some form of exchange in place and asked me to research each one and decipher:

- How much the exchange costs?
- How is it funded?
- How is it governed?"

I found the answers to these questions by accessing each state's website and reading through the material. When information was not available on the website, I contacted program directors and available personnel. Most were willing to talk about their program and answered my questions thoroughly or directed me to resources where I could find the answers I needed. Two very important factors I had to take into account when interviewing these individuals were time difference, which was critical to meet the Deputy Secretaries deadlines, and making sure I was communicating my point effectively. The following comparison of other state exchanges is evidence of the research I compiled. It was co-authored and researched by both the Deputy Secretary and I. The research was reported on October 15, 2010 by the Deputy Secretary to the Health Care Reform Advisory Committee.

REFLECTIVE COMMENTARY HEALTH INSURANCE EXCHANGES

The Affordable Care Act (ACA) addresses comprehensive health care reform. The reform mandates that each state implement a health exchange to facilitate universal health care coverage. Each state has the discretionary power to create and structure its exchange to meet the needs of its population. Currently, Massachusetts, Utah, and Washington, are the three states with functional exchanges. Their models are the ones Pennsylvania seeks to learn from as all three implemented exchanges prior to the new law. In addition to these three states, I researched the laws governing exchanges passed in California and Oregon. While California and Oregon had passed laws, they were both in the developmental stages of implementing an exchange.

For Governor Rendell, creating a committee to work on developing an exchange prior to the November 2010 election was important in order to ensure his administration would have input before his appointees left office. Moreover, Pennsylvania must have a fully functional health exchange that aids individuals in obtaining health coverage by 2014 or the state will automatically become part of the federal exchange. Many negotiations with interest groups must occur before an exchange can be implemented, and the state must apply for federal funding to be able to administer the exchange. The 2014 deadline is pending, and in state government four years is a very short time considering the political climates and transitions that will occur starting in the month of January. The change in power in the Governor's office from a Democratic to a Republican executive will significantly change the health care exchange conversation as ideological differences between the parties will shift priorities. It is likely the exchange will now be implemented in a way that complies with the ACA but is not as expansive as it may have been, were a Democratic executive still in power.

During the stakeholder's meeting I attended, the transition was always a consideration, most of the individuals at the table favored postponing decision making until the next administration had input and announced how it planned to go forward in structuring the exchange. The interest groups were adamant about not rushing to make any decisions. They thought moving forward too quickly would result in repetitive discussions as the new administration considering the political climate in October would most likely change. Also, the end of the Rendell administration meant their decisions did not have as much authority as they

would have had at any earlier point in time. Negotiating with interest groups and gaining consensus will probably be two of the most challenging aspects of implementing the exchange.

The current budget crisis also forces Pennsylvania to carefully draft its exchange, so that it will be eligible and a likely candidate to receive grants to aid it in its transition to an exchange. The amount of funding the exchange receives from both state appropriations and federal grants will be a factor determining the size of the exchange.

The goal of the current administration was to model the exchange similar, at least in funding structure, to its Massachusetts counterpart. Because the Massachusetts health exchange, called the Connector, is the only self-sustaining exchange and is the only one currently close to being in compliance with the new law. The Massachusetts plan is innovative as the state legislator appropriated \$25 million for administrative cost the year health care reform was passed in the state in 2006, but since then has not provided monies to the exchange except to fund the subsidize low-income and entitlement insurance options. In terms of governance structure, the legislature was specific about the expertise the individuals serving on the quasi-independent state agency or Authority. Individuals who were government officials and had jurisdiction over health insurance issues, actuaries, economists, individuals from the health insurance industry, and organized labor. In terms of the administrative structure of the exchange, the Connector employs 50 people and the call center's personnel are contracted. To come back to the reason Massachusetts is not in compliance with the new law, it is due to its Bridge plan, an insurance option that helps special status aliens, those that are not permanent residents or citizens, to obtain coverage. The Bridge plan goes against the federal provision and political promise that the ACA would not assist undocumented persons. The specifics of how Massachusetts implemented its exchange were extremely important for me to know as it is the model Pennsylvania is most inclined to emulate.

Implementing an exchange in Pennsylvania will be a contentious process requiring negotiations with government officials and a wide array of interest groups. The pressure to comply with the 2014 deadline will force Pennsylvania to act decisively in the coming years. As the state would like to exert the most control possible over its exchange, Pennsylvania cannot afford to allow negotiations to break down. The majority of the structure of the exchange will not be in place, but state officials are hopefully federal funding to aid in the development of the

exchange, the Massachusetts model, and the creativity of Pennsylvanian officials and interest groups will result in a fully functional exchange by 2014.

As an intern working on researching the insurance exchanges in other states, I always kept in mind the importance of fact checking and working to the best of my abilities. Through this project, my research skills have improved significantly, especially related to accessing official government websites. I learned the importance of follow-up, especially when communicating with busy government officials. The research I did could potentially impact the creation of an insurance exchange in Pennsylvania.



Role of Lawyers in State Government

Learning Objective 3:

To learn about the role of lawyers in state government

DESCRIPTION/SUMMARY OF MEETINGS ROLE OF LAWYERS IN STATE GOVERNMENT

As a political science student with an interest in government and public policy as well as an interest in pursuing a career in law, I decided to interview two attorneys and ask them about their responsibilities as Counsel and their backgrounds in law. My meetings with the state lawyers were full of insight and advice on how to best approach the field of law. I had the opportunity to meet with Deputy General Counsel, Lauren Orazi, and Chief Counsel for the Department of Aging, Harriet Withstandley. They each described the duties of their current position and provided me with encouragement as I pursue a career in law school. Deputy General Counsel Orazi and Chief Counsel Withstandley each came to the state level in different ways. I will describe their backgrounds and each of their responsibilities.

Orazi started her career as a lawyer in government right out of law school. During law school she interned at the state level. She was offered a position after law school as Assistant Counsel for the Senate of Pennsylvania Democratic Caucus. Orazi worked as Assistant Counsel for several years until she moved to the Office of General Counsel as Assistant General Counsel in March 2004. She was appointed by Governor Rendell as Deputy General Counsel in January 2007. As Deputy General Counsel, Orazi is responsible for half of the executive departments. Part of the work Orazi does is to ensure regulations passed by the departments are constitutionally appropriate and will not result in litigation. She emphasized that her work does not involve extensive amounts of litigation.

Chief Counsel Harriet Withstandley started her career in the private sector. When I asked Withstandley if she specialized in any particular type of law in law school, she informed me that when she was studying there were no specific tracts. Withstandley has diverse experience in both the private and public sectors. When I asked Withstandley why she moved to the public sector at the executive level she stated that "it was an honor." Withstandley described her role at Aging as representing the state in litigation cases. One of the current cases Chief Counsel Withstandley was working on involved litigation against a pharmaceutical company as well as an issue dealing with billing irregularities. In the past, she has had to deal with the constitutionality of laws related to hiring employees with prior misdemeanor convictions. Withstandley supervises one other attorney who deals primarily with reviewing legal contracts.

After interviewing state lawyers Orazi and Withstandley, I gained insight into the field of law in government. Their role in state government and how they reach their positions varied. Orazi started and continues to work exclusively in government, while Withstandley has worked in both the private and public sectors. They helped me understand that considering practicing law by representing the state is a possibility.

REFLECTIVE COMMENTARY ROLE OF LAWYERS IN STATE GOVERNMENT

While at Aging, I interviewed Deputy General Counsel Lauren Orazi and Chief Counsel for the Department of Aging Harriet Withstandley. I also had the opportunity to sit in an Office of Long Term Living Litigation meeting where I gained insight into the role of lawyers in state government. Both of these experiences helped me understand the complexity of law in government and the difficulties the executive branch often faces when providing services to the public.

The litigation meeting I attended was especially shocking to me as it showed the intricacies of managing programming well within Aging and simultaneously introducing the legal component of the work. At the litigation meeting there were a total of four lawyers providing input to the Department of Aging. It was in this meeting that I understood the need to articulate one's view well. It is crucial to know the legacy of litigation and ensure everyone is kept well informed. The necessity of having appropriate documentation available was also evident. In this meeting, contracts and current lawsuits were discussed. I appreciated being allowed to sit in on the meeting. As many of the topics discussed are confidential, I will do my best to provide general observations.

From the litigation meeting and my meetings with Lauren Orazi and Harriet Withstandley, I observed that the issues state lawyers handle vary from day to day. Often times the cases are drastically different from each other. Orazi serves eleven different departments which range from Aging to Corrections. At any given moment an issue may arise in one of the departments and this issue becomes high priority along with any other case being dealt with at the moment. Similarly, the Department of Aging and the Office of Long Term Living, which is responsible with providing services to individuals with disabilities, has several bureaus that provide a wide range of services and potential for litigation. In all of these instances, the lawyers offer their expertise to a wide range of individuals.

In the meetings I attended, I understood the importance of precedent in state government. Precedent is vital in all sectors of law both private and public, but it seemed especially impactful in state government. The turnover rate for state appointed employees is high; consequently establishing precedent aids incoming state lawyers in understanding the history of litigation within the Department. When precedent has been established against the Department, lawyers

become even more important in creating policies that will withstand the scrutiny of the courts. State lawyers are very aware of precedent and must be extremely careful not to unintentionally become involved in a litigation that could cost the state millions of dollars. Understanding precedent is another aspect of what state lawyers must handle.

The lessons I learned from interviewing lawyers and sitting in litigation meetings helped me better understand the role of state lawyers. Lawyers in state government are responsible for a wide breadth of cases that may be contested at any moment for a variety of reasons. As the legal counsel of state departments, state lawyers must understand the history of litigation, precedent, and be able to anticipate the ramification of their actions statewide. I am extremely thankful for the time Orazi and Withstandley took to meet with me. I gained insight into the role of lawyers in state government from individuals who work day after day protecting the public interest.



State Services Provided to Migrant and Latino Consumers

Learning Objective 4:

To learn about the different departments or agencies that serve migrant and/or Latino populations

DESCRIPTION
STATE SERVICES PROVIDED TO MIGRANT AND LATINO CONSUMERS

As a Latina and a first-generation immigrant, I have always been interested in identifying the needs and services provided to the Latino population. I was introduced to the Migrant Education Program through the Agape Center and my interest has continued to grow over the past four years. When I expressed my interest in migrant and Latino affairs to my site supervisor, she immediately contacted me with individuals in different departments and commissions. The result of these contacts was meetings with the Chief of the Division of Student Services and Migrant Education, Carmen Medina, Policy Director at the Department of Health, Lillian Escobar-Haskins, and Executive Director for the Governor's Advisory Commission on Latino Affairs, Norman Bristol-Colon. Implied in many of their statements was a holistic approach to meeting the needs of the migrant population and improving the achievement standards of the Latino population. Their personal stories provided the background to their passions and motivation for serving the migrant and Latino consumers.

SUMMARY OF MEETING

STATE SERVICES PROVIDED TO MIGRANT AND LATINO CONSUMERS

In order to connect my experiences as a college student responsible for bringing migrant students to my college campus to the services the state administers to migrant students, I interviewed Medina about the statewide implementation of the Migrant Education Program. I had always been unclear about the services provided by the state to the migrant students, how they became a part of the program, and services provided to students after graduation from high school. Medina explained these aspects of the migrant education program to me in detail.

Before I summarize the services provided by the migrant education program, I will provide some background on the Division Chief. Carmen Medina started her career as a teacher in 1978 in Puerto Rico. In the United States, her career involved many different jobs ranging from working with the Spanish Center in Harrisburg to working at the Public Defender's Office. After her children graduated college, she decided to return to the field of education. She obtained a position as the Director of the State Service at the 21st Century Community Learning Center, a program that provides supplemental instruction during non-school hours to children in low-income and low-performing schools. Medina drastically improved the program and increased funding through grants for her center. Due to her achievement and perhaps to her experience working in state government, Medina was offered a position at the Department of Education.

The Migrant Education Program Medina oversees was founded in 1959 before the federal program was implemented in 1964. In 1959 the Migrant Program paid schools a dollar a day for each migrant student they enrolled. The federal government agreed to fund the program, provided that the states enroll their students based on national regulations. The federal government defines migrant children and parents as individuals who move across school district boundaries with the intention of working in agriculture. Parents qualify if they do not have a high school diploma from the United States and work directly with agriculture products, in the fields, processing, nurseries, and raw materials. They are classified as temporary workers if the work is less than 12 months and seasonal work and if the agricultural product ends within a season, such as apples, strawberries, etc.

The Department of Education in Pennsylvania has divided the counties into Intermediate Units. Each unit has recruitment staff, support specialists, and parent coordinators. Recruitment staff is responsible for enrolling students. The federal government has in some ways made

recruitment easier by classifying international moves as qualifying criteria for the migrant education program as long as the intent is to find temporary or seasonal agricultural work. Support specialists work with families to ensure students are receiving any supplemental instruction they require. When I planned a retreat at Messiah with the Lincoln Intermediate Unit, it was in partnership with a support specialist. Parent coordinators aid staff in enrolling students by providing referrals. As members of the community, parent coordinators are crucial to promoting state programs to their neighbors who may need assistance and service as resources to other migrant families. The state government does its best to work with the community to assist migrant families even as they transition out of the elementary and secondary migrant education program. The state and federal governments continue to help students advance to higher education through initiatives, such as the Coalition Migrant Programs and the Higher Education Equivalency Program. These programs serve as networks for migrant students once they enter college.

My meeting with Carmen Medina expanded my knowledge of the Migrant Education Program and the services they provide. As a result of my meeting with Medina, I had the opportunity to attend the Office of Migrant Education Conference in Philadelphia, PA. At the conference, I learned about some of the national initiatives of the Office of Migrant Education and differences between state implementation of programs. I hope to in the future apply this learning to assist migrant students in some capacity.

REFLECTIVE COMMENTARY

STATE SERVICES PROVIDED TO MIGRANT AND LATINO CONSUMERS

When I decided to learn about the services provided to migrant and Latino consumers in Pennsylvania, I envisioned talking to individuals who could clearly define and list the services available to migrants and Latinos specifically. The Department of Education did have services dedicated exclusively to migrant students and families through the Office of Elementary and Secondary Education. As Carmen Medina explained all the services available to migrants, I looked forward to meeting with the Executive Director of the Governor's Advisory Commission for Latino Affairs (GACLA). I hoped he would be able to provide me with the names of different departments and agencies and ways Pennsylvania has instituted programs to help Latinos. However, I quickly discovered that no chart with direct connections between departments existed to serve the Latino population.

The information I gained about the Latino population at large from my other two meetings were general services and ongoing initiatives the Department of Health and GACLA were working to implement. Interestingly, Lillian Escobar-Haskins had been Executive Director of GACLA in the 1990s. Like Bristol-Colon, the current Executive Director, during her time at GACLA she worked to expand opportunities for Latinos. Both of them helped me reframe some of the challenges to providing services to Latinos. Escobar-Haskins and Bristol-Colon both thought the problem was not necessarily about providing specific services for Latinos, the issue was increasing access to services to migrant and Latinos. Those migrants and Latinos who lack adequate access to services usually have language issues, lack adequate education, or are low-income. Often all of these factors are present and unfortunately give rise to stereotypes. In order to combat stereotypes, both Escobar-Haskins and Bristol-Colon identify another factor in providing adequate services to Latinos. They are quick to point out that a barrier to access is not having a voice in important discussions even if Latinos are well educated. They all emphasized the need to have Latinos at the top levels of state government. Medina, Escobar-Haskins, and Bristol-Colon are examples of individuals who are able to improve services to Latinos through their leadership.

Despite finding that there is not a centralized office that serves Latinos, I found that all levels of state government deal with Latinos by virtue of them being temporary or permanent residents of Pennsylvania. GACLA has a website that directs those interested in Latino affairs to

government websites providing services most commonly needed by Latinos. Some of the links are those that might be used by any resident of Pennsylvania, such as Aging Services, Disability Services, Unemployment Compensation, among many others. There are also links to the Latino Chambers of Commerce, Pennsylvania Latino/Spanish Language Media, and Organizations offering Minority/Latino Scholarships. For those migrants who are also Latinos some services are provided through the Department of Health, Education, Agriculture, and the Department of Labor and Industry. The Department of Health collaborates with the Department of Education in providing services to migrant education students and families. The Department of Agriculture is responsible for inspecting seasonal farm labor camps. The Department of Labor and Industry have a state monitor advocate that handles issues with foreign workers. However, even though these services are available to Latinos the websites are all exclusively in English. For Latinos with low English proficiency this is a hurdle they must overcome.

In conclusion, in some instances migrants and Latinos receive overlapping services through the Office of Elementary and Secondary Education at the Department of Education. Latinos, who are not migrants, have the same services available to them as the general population, given that they are legal residents or citizens. The goals of GACLA have been to increase educational attainment and health for children and seniors, and to promote economic development. The individuals I talked to within state government are passionate about supporting the Latino community and ensuring there is a rise in the involvement and success rates of this population. In the future, I hope to give back to the community by becoming involved in initiatives to increase access to services for Latinos. Medina, Escobar-Haskins, and Bristol-Colon have all been working for years to provide opportunities for Latinos and migrants, an effort for which they are admired in much of the community.

Note: I did not chart interactions between departments or agencies that serve the migrant and/or Latino populations as they are very limited and virtually non-existent.



Resume

KATY ARGUETA
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EDUCATION

Bachelor of Arts in Politics: International Relations Concentration **December 2010**
Messiah College, Grantham, PA
GPA: 3.39 on a 4.0 scale

WORK EXPERIENCE

Intern for Legislative Liaison Office, Pennsylvania Department of Aging, Harrisburg, PA **Fall 2010**

- Wrote legislative analysis for proposed bills in the Pennsylvania General Assembly
- Compiled research about the governance structures and costs of health insurance exchanges in different states to be presented at the Pennsylvania Health Care Reform Advisory Committee
- Replied to legislative and consumer inquiries regarding services provided by the Department of Aging

Community Organizer, New Jersey Environmental Federation (NJEF), Montclair, NJ **Summer 2010**

- Raised approximately \$5,000 in diverse communities across the state of New Jersey
- Encouraged constituent letter writing about environmental issues to key state legislators and the governor

Latino and Migrant Partnerships Coordinator, Messiah College Agape Center **Fall 2009**

- Planned a Migrant Education retreat geared toward middle school migrant students
- Organized weekly volunteer opportunities for college students in Harrisburg, PA at Danzante Arts Center and CEEED ESL classes

Intern for Social and Emotional Learning, Harrisburg School District, PA **Summer 2009**

- Facilitated health and history curriculum revision sessions with district teachers
- Researched initial stages of Hilda Mantelmacher's Holocaust survivor book

Vice President of Educational Programs, Messiah College Student Government Association (SGA) **2008-2009**

- Chaired the Multicultural Council, comprised of 5 organizations and its leaders
- Served as a student representative on the Academic Affairs, Racial Justice and Multicultural Education (MICAH), and the Diversity Task Force
- Coordinated logistics for the Martin Luther King, Jr. Day Student Celebration
- Facilitated student group sessions for the Director of Multicultural Programs candidates interviews

Intern for Peace Education, Mennonite Central Committee, Akron, PA **Summer 2008**

- Translated articles from English into Spanish related to peace advocacy in a culturally sensitive manner
- Assisted the Director of Peace Education in research for a proposed film

INTERNATIONAL EXPERIENCE

China – Study Abroad **Spring 2010**

- Studied Chinese language, culture, and business practices at Xiamen University in Xiamen, Fujian, China
- Traveled extensively and participated in a service project in Guizhou, China

El Salvador Service Trip Coordinator, Messiah College Agape Center **Spring 2008/2009**

- Supervised a group of ten students, oriented students, coordinated logistics
- Facilitated discussion groups on social transformation through culture and debriefing sessions

VOLUNTEER EXPERIENCE

Politics Department Diplomat, Messiah College **Fall 2010**

- Presented personal experiences and departmental information at Messiah College Open Houses