



State of Connecticut Latino & Puerto Rican Affairs Commission



2015 Annual Report and Results-Based Accountability Report

December 2015



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The Latino & Puerto Rican Affairs Commission (LPRAC) is a nonpartisan policy agency within the legislative branch of government created in 1994 by an act of the Connecticut Legislature (i.e., P.A. 94-152, amended by P.A. 03-229 and amended by P.A. 09-07).

Under Public Act 09-07, LPRAC consists of 21 appointed community leaders that are mandated to advise the Connecticut General Assembly and the Governor on policies that foster progress in the Latino communities residing in Connecticut.

December 31, 2015

Honorable Beth Bye, Co-Chair
Honorable Toni E. Walker, Co-Chair
Joint Committee on Appropriations
Legislative Office Building
300 Capitol Avenue
Hartford, CT 06106

Dear Senator Bye & Representative Walker:

I am delighted to submit the Latino and Puerto Rican Affairs Commission's (LPRAC) 2015 Annual Report as mandated by State Law (Section 2-120 of the Connecticut General Statutes).

LPRAC, led by an all-volunteer non-partisan and deeply committed board and professional staff of four, is proceeding to achieve the mandated goal of developing policies that will foster progress in the Latino community. The state's Hispanic population has grown to 15 percent of the overall population; among those under 18 years old it is 22 percent. Yet serious disparities remain the rule rather than the exception.

LPRAC has tackled issues that appeared intractable and fashioned solutions for legislative consideration – many of which ultimately became law. With information-gathering and expert analysis that is respected and relied upon in and out of government, LPRAC has: (1) Conducted well-attended hearings on English Language Learning (ELL) that provided the foundation for significant reform legislation; (2) directed fact-finding hearings that led to a report highlighting ways to improve communication to non-English speaking residents during statewide emergencies; (3) effectively communicated problems in how the state allocates K-12 funding through Education Cost Sharing Grant; (4) recommended that misallocated K-12 funds be redirected to benefit underfunded programs for ELL and Special Education; and (5) strongly supported efforts to help Latino students achieve their dream of a college education.

LPRAC is also keenly aware of the state's budgetary constraints and has responded. Budget rescissions and cutbacks have reduced the LPRAC budget disproportionately – by more than 32.5 percent between the Great Recession, beginning in FY 09, and current FY 16. This total percentage includes a 9 percent reduction due to lapses and rescissions mandated this fiscal year. LPRAC has taken seriously the suggestion that it supplement state funds to accomplish its mission. This year, LPRAC applied for and earned a two-year \$40,000 grant from the Connecticut Health Foundation, raised \$22,000 for scholarships to the Latino youth, and received a \$100,000 lead poisoning prevention grant from the Center for Disease Control and Prevention.

This report highlights performance measures for LPRAC in a number of areas and offers the most current information regarding Connecticut's Latino population – data that can be used to better understand the status, condition, and contributions and inform public policy development. We also provide an updated Latino Population-Level Report in Results Based Accountability, which includes LPRAC's and other pertinent stakeholders' recommendations to make improvements related to education, health, discrimination, public safety and economic self-sufficiency.

The myriad of obstacles faced by the state's Latino residents is a challenge and an opportunity for Connecticut. LPRAC provides the perspective, expertise and ability to support Connecticut's continued progress. We are grateful for your ongoing support of the Latino and Puerto Rican Affairs Commission and its work on behalf of the residents of our remarkable state.

If you have any questions regarding this report, please do not hesitate to contact me at 860-240-0097 or via email at werner.oyanadel@cga.ct.gov.

Sincerely,

Werner Oyanadel

Werner Oyanadel



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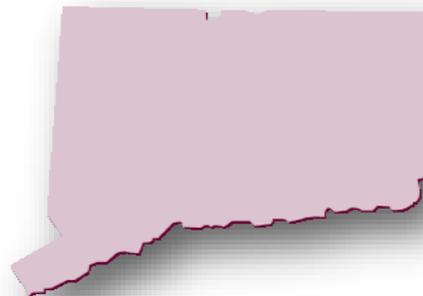
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LPRAC FY 2015 Budget





Legislative Mandate

In accordance with state law, the Latino and Puerto Rican Affairs Commission is charged to:

1. Focus its efforts on the following quality of life desired results for the Latino and Puerto Rican population of the state:
 - a. That all members of the Latino and Puerto Rican population of the state are healthy;
 - b. That all members of the Latino and Puerto Rican population are safe;
 - c. That all members of the Latino and Puerto Rican population of the state achieve educational success;
 - d. That all members of the Latino and Puerto Rican population of the state are economically self-sufficient; and
 - e. That all members of the Latino and Puerto Rican population of the state are free from discrimination.

The commission shall meet regularly to review matters pertaining to the achievement of the desired results described in subparagraphs a) to e), inclusive, of this subdivision and, not later than January first, annually, shall submit a status report concerning such desired results to the joint standing committee of the General Assembly having cognizance of appropriations. The commission shall develop:

- appropriate population-level indicators of the state's progress in achieving such desired results, and
 - strategies that are intended to improve progress on such indicators through a process that is inclusive of all relevant partners, including, but not limited to, state and local government agencies, the faith community, the business sector, nonprofit organizations, advocacy groups and philanthropic organizations;
2. Make recommendations to the General Assembly and the Governor for new or enhanced policies, programs and services that will foster progress in achieving the desired results described in subdivision 1) of this subsection;
 3. Review and comment on any proposed state legislation or recommendations that may affect the Latino and Puerto Rican population of the state and provide copies of any such comments to members of the General Assembly;
 4. Advise the General Assembly and Governor concerning the coordination and administration of state programs that affect the Latino and Puerto Rican population of the state;
 5. Gather and maintain current information regarding the Latino and Puerto Rican population of the state that can be used to better understand the status, condition and contributions of such Latino and Puerto Rican population. Such information shall be included in the annual report described in subsection (d) of this section and shall be made available to legislators and other interested parties upon request;
 6. Maintain a liaison between the Latino and Puerto Rican population of the state and government agencies, including the General Assembly; and
 7. Conduct educational and outreach activities intended to raise awareness of critical issues for the Latino and Puerto Rican population of the state.

Connecticut Hispanic Population Profile



541,153

Hispanic population

15%

Hispanic percentage of statewide population

22%

Hispanic percentage of statewide population under age 18

28.3 years

Median age of Hispanics

\$19,644

Per Capita Income of Hispanics

12%

Unemployment rate for Hispanics

59%

Percent of Hispanic households that pay more than 30 percent of income for housing

33%

Poverty rate for Hispanic children

16%

Percent of Hispanics without health insurance

6.1 per 1,000 live births

Infant mortality rate for Hispanics*

7%

Hispanic buying power as share of state's buying power **

31%

Percent of eligible Hispanic residents who voted in 2014

2015 Legislative Agenda

Public Health

- Increase the availability of licensed medical interpreters for Spanish and Portuguese speakers.
- Reduce the incidence of obesity among Latino children.

Public Safety

- Expand mobility counseling for subsidized housing.

Educational Success

- Reduce in-school juvenile arrests of Latino children.
- Stop state overfunding of some town education budgets.
- Require K-12 education accountability.
- Increase availability of low- and moderate-income housing in high performing school districts.
- Reform bilingual education programs to improve outcomes.
- Promote STEM courses among Latino students in Middle and High School.

Economic Self-Sufficiency

- Expand the contract set aside for Minority Business Enterprises to include state grants to municipalities as well as school building construction and maintenance.
- Increase the number of internships and summer jobs for low-income youth throughout Connecticut.
- Reduce pregnancies to Latino mothers who are age 17 or younger.

Free from Discrimination

- Increase the number of Latinos on public sector boards and commissions.
- Increase economic growth by increasing racial diversity in the workplace.

Advancing Public Policy

By any measure, the 2015 legislative session was a major success for Latinos in Connecticut. Reforms were made to improve the education of English Language Learners. Millions of dollars in new contracts were set aside for minority businesses. State labor laws now protect domestic work-



ers. Hospitals must provide interpreters for patients who do not speak English. In addition, police officers will be trained to reduce the use of excessive force. LPRAC provided testimony that contributed to the success of these measures, and shared expertise and data that aided legislative initiatives.

Reducing Discrimination

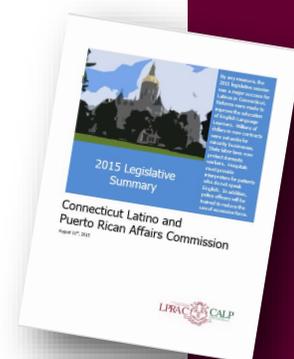
The 2015 legislative session made significant progress in reducing discrimination in the workplace. Some domestic workers are now recognized as a legal type of worker in Connecticut, which gives them protections under employment-related anti-discrimination laws.

As a result of other successful legislation, all employees can now share their wage information with other workers and employers can no longer require employees to disclose their personal online accounts (such as Facebook). Furthermore, to incentivize employers to pay their employees fair wages, fines are doubled for employers who do not provide their employees with the minimum wage and benefits as required by state law.

Promoting Economic Self-Sufficiency

For Latino workers, the most consequential outcome was the expansion of the state contract set-aside for Minority Business Enterprises (MBE). Public works contracts awarded by municipal and quasi-state agencies are now included in the MBE set-aside, which results in 175 more local, regional, and state government entities looking for minority contractors and millions of additional dollars targeted at minority businesses.

Legislative Highlights 2015





Legislators created a long-awaited state-approved apprenticeship program for barbering, which will significantly reduce the cost of becoming a barber in Connecticut. In addition, a pilot program aimed at providing education and job readiness services to both children and their parents will operate in several towns.

Assuring Quality Education

This legislative session was a watershed for English Language Learners (ELLs) in Connecticut. New legislation was passed to (1) increase the maximum number of months for bilingual education from 30 to 60 months, (2) increase the supply of bilingual education teachers, (3) increase accountability of school districts for educating ELLs, and (4) allow ELLs to take mastery tests in their native language, among others. LPRAC's work in advance of the session was instrumental in the success of this legislation.

Also of great importance, newly approved legislation aims to reduce the disproportionately high rate of in-school juvenile arrests among Hispanic youth. Truancy courts will operate in the state's largest population towns with the aim of reducing chronic absenteeism in grades K-12. Changes were also made to charter schools making them more accountable and transparent in their operations. In other legislative actions, an additional \$11 million dollars in state funding for K-12 education was approved for towns with the largest Latino populations.



This legislative session also provided Latinos with several long needed reforms in K-12 education; however, Latino communities have to become informed and engaged with their school district administrators to ensure that laws enacted to help ELLs and Hispanic youth are implemented in their schools as required by state law.

Education Cost Sharing (ECS) Formula Overfunding

LPRAC showed that roughly \$21 million in ECS funding was "overfunded" to towns that were receiving more ECS monies than required based on the ECS formula. Because of this, LPRAC made several suggestions to the Appropriations Committee to remedy the situation. Recommendations included that (1) no town should be overfunded, (2) overfunded towns have their ECS grant reduced to no more than 100 percent of their fully funded amount, and (3) the \$21 million in overfunding should be re-appropriated to English Language Learners and special education.

Better Public Safety

Unexpectedly successful was legislation that decreases criminal penalties and increases parole eligibility when convicted for a crime before age 18. Criminal penalties for drug possession were also reduced, and the parole process was expedited for those convicted of a nonviolent crime. In addition, requirements that are more restrictive were put in place to reduce the transfer of cases from juvenile court to criminal court. More good news came with the passing of legislation aimed at reducing the excessive use of force by police officers by required training on: (1) using physical force, (2) using body-worn recording equipment, and (3) bias-free policing, among others.

Improving Public Health

Progress was made to improve the health of Latinos in Connecticut. Lower thresholds were established for when parents must be informed that their children have lead in their blood. State funding for teen pregnancy prevention programs was approved at \$1.7 million for 2015-2016 and \$1.8 million for 2016-2017. In addition, hospitals must now provide interpreters for foreign-language patients.

However, Latino communities have a disproportionately high incidence of lead in their surroundings and more state funding is needed for lead abatement. Legislation to reduce the level of toxic cadmium in children's jewelry was not adopted. Several bills that aimed to reduce the incidence of obesity among Latino children were not approved.

Housing

Housing legislation was the least fruitful for Latinos in the 2015 session. Only one bill passed with the aim of increasing access to housing for low-income families in high-opportunity areas with good schools and low crime. Several bills that would increase the availability of low-income housing outside of urban areas did not get past the public hearing phase. Fortunately, legislation was defeated that would have made affordable housing open to only the elderly, which would have negatively affected Latino households. Latino communities in Connecticut are among the top five most residentially segregated in the country. It should be a top priority to increase the availability of housing outside of urban areas for low-income families.

Agenda for 2016

On December 16, 2015 the Latino and Puerto Rican Affairs Commission voted in favor of its Legislative priorities for the 2016 session. Demographics reveal that the Latino population in Connecticut is young and dramatically growing in size. Unfortunately, data also reveals that the population has too many low-income households, high rates of unemployment, and too many teenagers who drop out of high school. Other troubling statistics show that many Latino families live in racially segregated and socially isolated areas throughout the state, where they are not afforded the opportunity for a quality education. Nevertheless, there is now a once-in-a-generation opportunity for Latinos in Connecticut to enter the middle class and improve their socio-economic standing in large numbers as the state's Baby Boomer workforce is aging rapidly and entering into retirement. thus creating job openings.

LPRAC's 2016 policy agenda aims to break down barriers and create avenues for all Latinos to become fully integrated and economically self-sufficient Nutmeggers. Latinos must become a significant portion of the state's middle class for Connecticut to have a prosperous economy and to maintain the state's high quality standard of life. LPRAC's priorities are a work in progress, change periodically and are updated annually. A full report outlining LPRAC's priorities will be available online as of January 2016 (and can be accessed now by calling LPRAC's office at 860-240-8330).



LPRAC at the State Capitol

LPRAC tracked 51 bills of importance to the Latino community and provided testimony (both supporting and opposing) on 36 bills. Twelve (12) bills that LPRAC supported passed into legislation. While LPRAC focused on a range of topics, considerable time was dedicated to teen pregnancy prevention legislation and improving K-12 educational outcomes for English Language Learners (ELLs).

In January 2015, LPRAC hosted a policy forum on English Language Learners (ELLs) that was attended by approximately 150 stakeholders, including several legislators. The ELL policy forum was a primary catalyst for the many changes to ELL statutes enacted during the 2015 legislative session. (more on page 25)

Attracting Resources to Pursue Mission

Administrative work at the commission includes developing an application for a two-year \$40,000 grant from the Connecticut Health Foundation for oral health advocacy which was awarded to the LPRAC on Tuesday, June 23, 2015. LPRAC also raised \$22,000 for scholarships to the Latino youth, and earned a \$100,000 lead poisoning prevention grant from the Center for Disease Control and Prevention coordinated through the State Department of Public Health. (more on pages 29 and 30)

Extending Education Opportunity

The LPRAC’s annual student scholarship program has steadily grown over the years. In 2015, LPRAC awarded 18 Promesa Youth scholarships and 4 GED scholarships of \$1,000 each. (more on page 31)

Liaison to the Community

LPRAC distributed over 5,300 outreach materials in 2015 – including but not limited to oral health fact sheets and a number of other outreach materials and public information documents produced in English, Spanish, and Portuguese. LPRAC helped callers with over 5,000 requests for information, and/or constituent services/referrals provided directly and/or indirectly through legislative staff of the Connecticut General Assembly (CGA). LPRAC Facebook outreach “likes” grew to 1,350 as of December 23, 2015 with an average reach on this medium of 3,564. LPRAC sent 1,646 tweets with 305 “followers” on twitter. Finally, LPRAC conducted outreach/liason work in the cities of Meriden, New Britain, Wallingford, Waterbury, Hartford, Bridgeport, New Haven and Willimantic in 2015.



Fulfilling the Mandate

The Latino & Puerto Rican Affairs Commission completed a comprehensive population report in 2014 on the condition of the Latino community in Connecticut utilizing the Results Based Accountability (RBA) format. The data, analysis and ways to address these primary indicators, developed through the RBA process, have been instrumental in helping LPRAC to formulate its legislative agenda for the General Assembly sessions that followed, including the upcoming Session.

It should be understood that the analysis of these indicators, at the population macro-level, will not fluctuate from year to year. What will change annually are the top ideas advanced from this report for further review and scrutiny. In such instances, evaluations would include efforts such as Turn the Curve Sessions on specifically identified secondary indicators from among the mandated areas of review. (An example is this year's analysis of Mastery Testing, which appears on page 14.) More comprehensive reviews of primary indicators will be conducted every three to four years, or as substantial new data is available.

Overall, the RBA population report on the condition of the Latino community in the state continues LPRAC's twenty year history of examining, reporting on, and advocating for improvements in the quality of life for Connecticut's Latino and Puerto Rican population.

Given the Commission's mandate and the potential broad reach of its policy development work, it is particularly appropriate for the Commission to examine the extent to which desired quality of life results for the target population are being achieved, and use this process to help align efforts inside and outside of state government and to identify data development, research, and action agendas that can serve as high level framework for future action for LPRAC and the full array of state and local partners that can contribute to improve the quality of life for Latinos.

Statewide, Comprehensive Data

The Population Level Report Card for Latinos represents a milestone in Results-Based Accountability efforts. The General Assembly's Appropriations Committee has been applying RBA incrementally for several years, mostly at the program level. LPRAC's population level work represents some of the first comprehensive state-level population work in Connecticut.

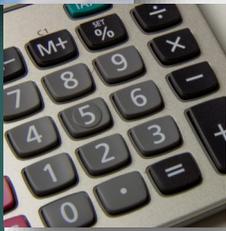
This report is intended to indicate a high-level set of indicators that can be tracked over time in order to evaluate the condition of the Latino community in the state of Connecticut relative to the five desired quality of life results. The most productive starting point is to begin with quality of life results we desire for all Connecticut residents, and then to determine the extent to which these results are being achieved within the Latino community.

The RBA Framework

The broad population level indicators and results were identified using the Results-Based Accountability framework. Improving these results is not the sole responsibility of any one agency or even of state government as whole, but rather is a collective effort in which public, non-profit, and private sectors, as well as the faith-based community and individual citizens and employers, can contribute.

The RBA process emphasizes the identification of quality of life results desired at the population level, and the identification of key indicators for each of those results. For each of





five LPRAC results, a small number of primary indicators were identified. These indicators were selected because they were easily understood, had something of central importance to say about the achievement of the result, and because there were quality data available for them.

Once the indicators were identified, a group of relevant stakeholders were brought together to go through the RBA “Turn the Curve” (TTC) process. This process includes reviewing the baseline for each indicator for the result area and determining if the indicator is currently OK (usually not); determining the factors that affect performance on that indicator (the story behind the baseline); reviewing any available, relevant secondary data; determining the partners that have a role, or could have a role, in making things better; determining strategies to “turn the curve”; and identifying a number of “best ideas” through which LPRAC can “help turn the curve.”

Through this process, numerous issues came up repeatedly, across result areas. Among them:

- Lack of cultural competency in service delivery
- The role of poverty as a barrier to improving these problems
- The need to view language and culture as a strength
- The continued existence of structural racism
- The lack of adequate bilingual resources
- The importance of getting Latino youth on track for success
- The lack of transportation and adequate day care

These common factors affecting performance suggested several common categories of action (strategies). These include:

- Raising Latino awareness of issues related to each of the result areas
- Infusing prevention and intervention services with greater cultural competence
- Increase availability of bilingual resources
- Use multi-dimensional approach to mitigating the effects of poverty, including affordable housing, de-concentration of living conditions, and better family support and wrap-around services
- Recognize the importance of Latino youth, by providing youth with greater opportunities for employment and increasing access to quality pre-k
- Affordable housing is an issue that was raised in several sessions. Currently, the state is in violation of the Fair Housing Act. In Connecticut, subsidized housing (federal & state programs) have become more geographically segregated. In Connecticut, 30 percent of Hispanics live in areas that are considered Racially Concentrated Areas of Poverty based on HUD criteria.

Interrelationship of Result Areas

While LPRAC’s five result areas (economic self-sufficiency, education, health, safety and non-discrimination) are intended to capture distinct quality of life conditions for Latinos, they are in fact highly interrelated. This does not mean they should be combined, but these interrelationships need to be recognized and considered. The following matrix is a simplified articulation of the interrelations among the result areas:

	Economic Self-Sufficiency	Education	Health	Safety	Non-Discrimination
Economic Self-Sufficiency		Education level affects ability to obtain employment with livable wage	Limited income makes it more difficult to pay for adequate health care	Employer reluctance to locate facilities in high crime areas	Discrimination Affects All of These Areas
Education	Limited income makes it difficult for parents to engage with children around learning		Poor health and nutrition affects learning	Lack of safety creates climate of toxic stress	
Health	Limited access to employer provided health care plans	Lack of Adequate Education can contribute to lack of knowledge re health issues		Poor living conditions, toxic stress can contribute to health problems	
Safety	Limited job opportunities	Low skills limits other options			
Non-Discrimination	Discrimination Affects All of These Areas				

Data Development Agenda

The RBA process in each of these areas revealed several important indicators of progress that require further data development. These include:

- Unemployment rate for 18-24 year old Latinos (Economic Self-Sufficiency)
- Percent of Hispanics with family medical home (Health)
- Percent with vaccinations and other preventative measures (Health)
- Hispanic victim rate per 100,000 (Public Safety)
- Percent Hispanic abuse neglect substantiated cases (Public Safety)
- Updated Hispanics incarceration rates (Public Safety)
- Updated Hispanic recidivism rates (Public Safety)
- Racial Profiling data (Public Safety)
- Percent of elected officials who are Hispanic (Non-Discrimination)
- Percent of Hispanics in corporate leadership positions (Non-Discrimination)

A great deal more can be done to investigate the factors affecting performance on each of the indicators presented in the LPRAC RBA report. More analysis can and should be conducted as action is taken in areas where actions to “turn the curve” have been identified. The report recommends that action should not wait for further analysis; nor should data development and analysis cease because actions are undertaken.

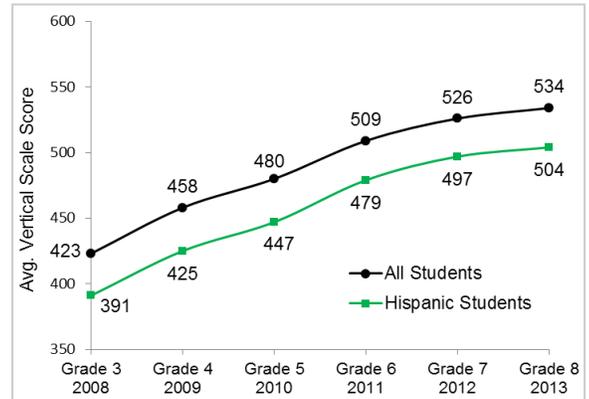
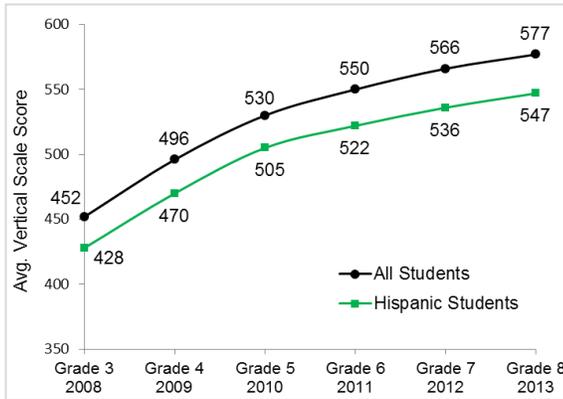
The report calls for LPRAC to identify and support those actions that can be supported via legislation, other policy change, or education. LPRAC should further research or investigate questions that were raised as well as create more detailed action plans based upon the work obtained in the report.

Quality of Life Result

That all students in the Latino and Puerto Rican population of the state will achieve educational success when teachers and school administrators take a more holistic approach to educating Latino children.

Shareholders

Thirty-four participants representing fourteen organizations including school administrators, charter schools, advocates, business, teachers’ unions, researchers, as well as parents, active teachers, retired teachers, and LPRAC commissioners.



What We Know

In Connecticut from 2008 to 2013, there was an improvement in annual single point-in-time mastery test scores (e.g. CMT) but there remained a significant gap in achievement between Hispanic students and the overall student population.

Some suggest that increases in test scores were because students got better at taking tests and it does not reflect improved education outcomes. Connecticut still has among the highest achievement gaps in the country between Hispanic students and white students even after requiring annual mastery testing.

Story Behind the Baseline

Annual single point-in-time mastery tests are used to: (1) allow administrators to measure overall school/district performance, and (2) give teachers input to improve education outcomes for individual

students. However, classroom instruction cannot benefit from annual mastery tests because the data is reported after students have moved to the next grade. Delayed reporting will continue with the new annual SBAC testing. Therefore, the utility of annual mastery tests is limited to addressing a perceived need for public education “accountability” by vested stakeholders and the public, but annual testing has limited value for classroom instruction.

Overall, Latino students do not fare well on annual mastery tests for a number of reasons. Latino children are disproportionately from low-income households and reside in racially segregated communities with low performing schools. This cultural isolation hinders education and limits opportunities. In particular for ELL students, these tests can be demoralizing, “... we have in effect instituted discouragement and shame.”

Trend: ◀▶

Proposed Legislative Actions to Turn the Curve

Action 1:

Schools with a sizeable population of low-income Latino students should reduce the frequency of annual single point-in-time mastery tests (e.g. legacy CMT and future SBAC) but not eliminate them. Consideration should be given to the stigma and demoralizing effect of repeated low performance that may be due to the student's status as an English Language Learner (ELL) or the family situation, which is beyond a student's control.

Action 2:

Schools with a sizeable population of low-income Latino students should place more emphasis on progress monitoring that measures a student's academic growth from the start to the end of the school year.

Action 3:

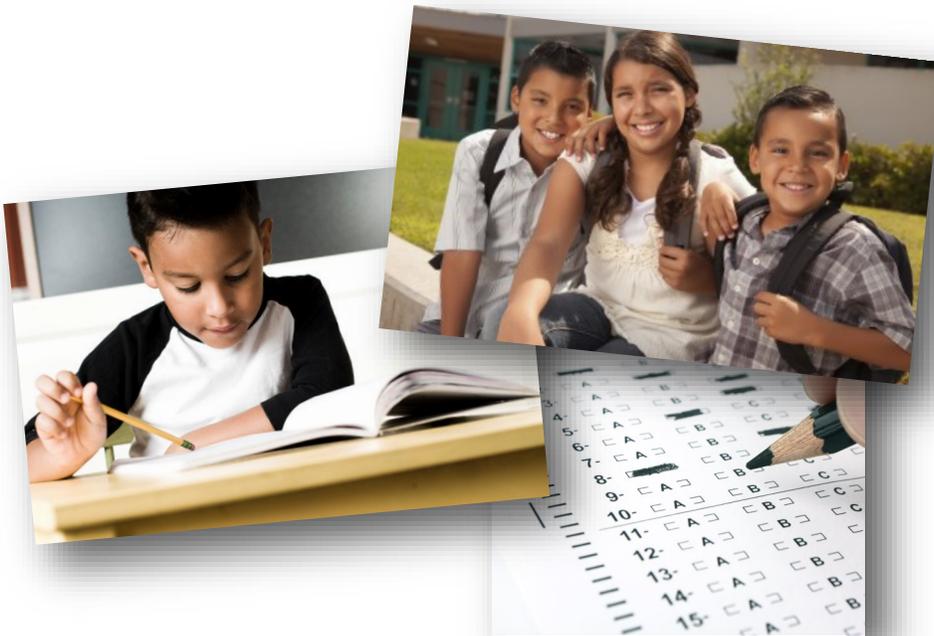
Schools with a sizeable population of low-income Latino students should adopt a holistic approach to assess achievement that includes multiple assessment measures such as, among others: (1) the incidence of English Language Learners, (2) student transiency, (3) achievements in extracurricular activities, (4) mastery tests, and (5) academic growth.

Data Development Agenda

Design school performance measures such that they do not foster the segregation of communities by income or race.

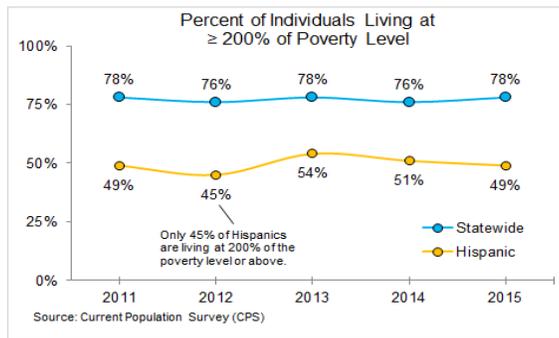
1 - CT State Dept. of Education at <http://solutions1.emetric.net/cmtpublic/Index.aspx>.

2 - RBA participant on June 9th 2015.

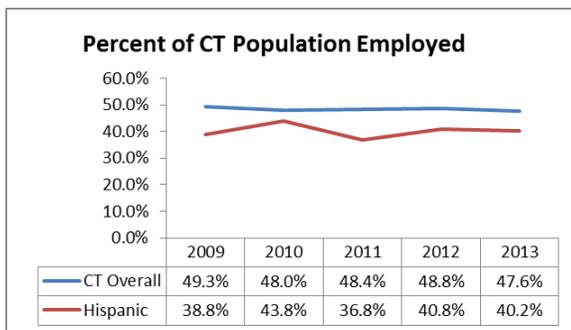


Quality of Life Result

All members of the Latino and Puerto Rican population of the state are economically self-sufficient.



Indicator 1: Percent of Individuals at or Above 200% of the Poverty Level in CT



Indicator 2: Percent of Connecticut Population Employed

Story Behind the Baseline

Factors affecting performance:

- Education
- Lack of work experience / lack of relevant job skills
- Gap in skills vs. opportunities
- Mismatch between where the population lives and where the jobs are
- Lack of employment opportunities in local communities
- Lack of public transportation between residential areas and work locations
- High cost of housing in areas where more jobs are located
- Self-sufficiency vs. self-reliance
- Criminal background
- Lack of opportunities (even for subsidized employment)
- Employers are afraid of giving a chance to young people

- Employers do not understand the nature of the potential workforce
- Need to identify lessons learned with employers
- Broken families
- Single parent families
- Lack of self esteem
- Kids feeling other challenges
- Lack of soft skills
- Mental health issues/substance abuse
- Homelessness
- High cost of higher education
- Need for continued remedial courses
- Need to capture best practices in overcoming language barriers in different sectors
- Lack of financial literacy
- Racism
- Latent prejudice
- Teen pregnancy rate
- Immigration status
- No driver's license
- No permission to work
- Lack of child care
- Media tends to portray people of color in negative light

LPRAC partners with organizations including:

- Schools/school districts
- Employers
- Local Chambers of Commerce and other business organizations
- Government—all levels
- CT General Assembly
- State agencies and program managers
- Community based organizations
- Faith based organizations
- Affinity groups
- Families
- Financial institutions
- Labor unions and other labor organizations
- Law enforcement
- Big Brothers/Big Sisters
- Workforce boards
- Cultural organizations

LPRAC Strategies to Turn the Curve

- Education
- improved vocational training
- Adult/continuing education programs
- Pilot programs in different sectors to enhance skills—employers meeting them half-way
- Maintain funding for summer programs
- Bring back apprenticeship programs (or expand them)
- Foster self-employment/entrepreneurship
- Foster immigrant entrepreneurship
- Streamline and ease process for starting a business (insurance, taxes, personal taxes)
- Small business incubator grant models
- Incentives for businesses for taking on at-risk employees
- Programs like Step-Up, Express Program, Utility Programs
- Talent Bridge program—hires juniors/seniors graduating from college
- Modification of talent bridge programs for high school students
- Program to mitigate problem of companies not having supervisory capacity to take on low level workers
- Link academics in high school with employers
- Streamlining Pardon Process
- Prosecutors act as negative gate keeper
- Re-Entry Supports
- Defense contracts/others unable to hire ex-offenders
- Up-scaling career pathways, programs for justice involved
- DCF child abuse/neglect registry severely limits employment opportunities (need review process)
- Barbershop model
- Avoid cookie-cutter approaches for different population groups
- Energy efficiency funds should be invested appropriately
- Use individual development account model

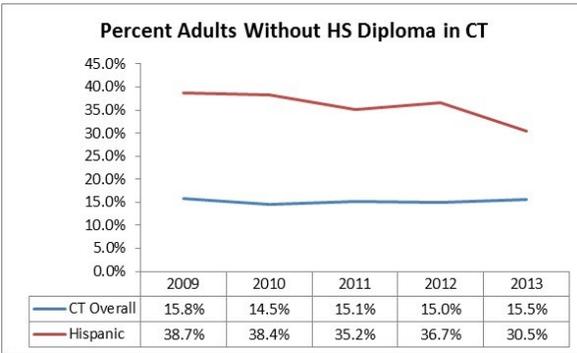
How LPRAC Can Help Turn the Curve

- Work on legislation that provides tax incentives for hiring/employing at risk workers
- Expand IDA accounts
- Foster commonality of services at local level — life skills family supports
- Link academics to employers in local areas
- Raise awareness of GAP; nature of potential worker pool
- Focus groups of employers from different sectors (manufacturing, financial, retail re-employment needs and associated job skills)



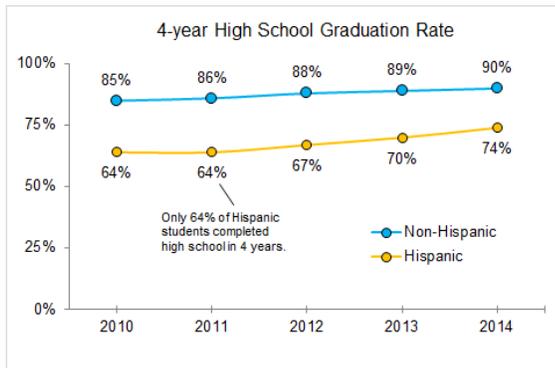
Quality of Life Result

All members of the Latino and Puerto Rican population of the state achieve educational success.



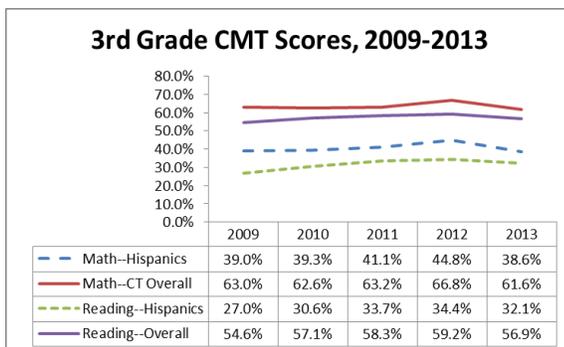
Source: American Community Survey

Indicator 3: Percent of Adults Without High School Diploma in Connecticut



Source: CT Dept. of Education

Indicator 4: Four Year High School Graduation Rate



Source: CT Dept. of Education

Indicator 5: Third Grade CMT Scores, 2009-2013

Story Behind the Baseline

Factors affecting performance:

- Starting in pre-school, lack of bi-lingual instruction
- Need for greater prep in 2nd language acquisition
- Strict certification requirements
- Lack of teacher/other staff training in cultural competency and language acquisition and family engagement
- Need for evidence based practices and standard in dual language instruction
- Literacy gap for adults
- Chronic absenteeism (should be an indicator)
- Lack of affordable, quality daycare
- Competing demands at home
- Incarceration
- Need for work based GED programs
- Preschool
- Lack of one care adult that checks in
- Need to identify, then personalize approaches to dealing with student performance deficiencies
- Lack of special education resources
- Suspension and absenteeism/school climate
- Lack of school based clinics, including mental health
- Lack of technology for Latinos
- Lack of alternative programming
- Lack of ability to earn credits on computer
- Need to allow kids to work
- Lack of good structure at home; lack of basic needs
- Lack of wrap around services
- Siloed government programs; lack of integration
- Lack of quality standards of alternative programs
- Lack of programs for kids to gradually transition to main-stream programs
- Too many Latino children do not get access to Pre-K
- Need to emphasize bi-lingual education for everyone

- Structural Racism
- Spanish-speaking not viewed as an asset for primary Spanish speakers
- Lack of ability to take tests in native language—may reveal differences
- Hispanic/black males have the largest number of suspensions under age 7
- Chronic absenteeism
- If you are not on grade level by grade 3 this is very predictive of future success
- Lack of access to information about education and available services (especially in Spanish)
- School based arrests

LPRAC partners with organizations including:

- School districts
- Town/city councils
- Students
- Families
- School governance councils
- Parent initiatives
- Early childhood collaboratives
- Colleges and universities
- Chambers of Commerce
- Employers
- Community based organizations
- Faith based organizations
- Hospitals
- Foundations
- Justice system
- Local Interagency Service Teams (LISTS)
- Police Departments

LPRAC Strategies to Turn the Curve

- Make sure high schools are doing everything possible in regular programming to retain Latino students
- Flexible credit earning
- Flexibility in teacher contracts
- Access to information required for success
- Need to look at gender differences
- Standardize/improve suspension and expulsion policies
- Reduce school based arrests
- Re-engage parents in middle and high school
- More bilingual staff
- Foster Pre-K access
- Need to encourage/support and development of bilingual education staff

- Encourage flexible credit earning and programming early in high school process
- Provide vehicles in and out of school for older students, including wrap around services and workplace based programs
- Expand school based health clinics
- Re-examine how school dollars are spent
- Look at impact of lottery law

How LPRAC Can Help Turn the Curve

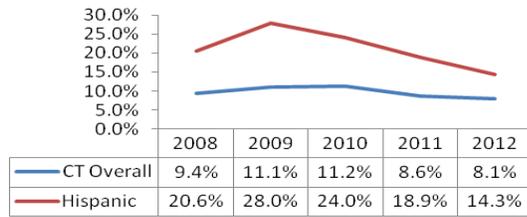
- Encourage development of cultural competence and support bilingual development of staff
- Target resources to develop relationships between students and adults
- Need review of suspension/expulsion policies
- Create requirements where when there is a threshold level of Latino students at a school there needs to be a certain number of bilingual staff
- Encourage Latino youth participation in policy making
- Create rapid response bilingual programming



Quality of Life Result

All members of the Latino and Puerto Rican population of the state are healthy.

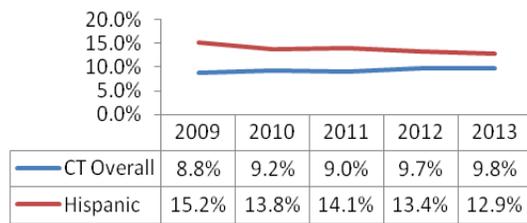
Percent of Individuals without Health Insurance in CT



Source: Current Population Survey

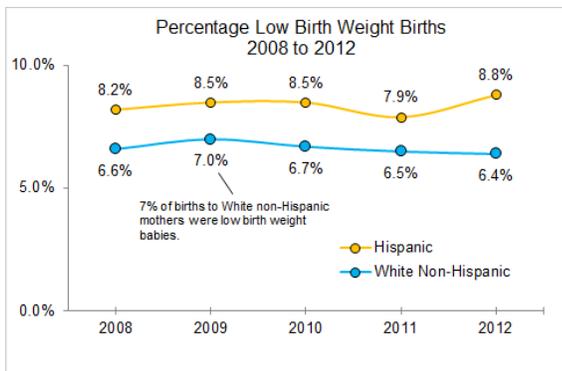
Indicator 6: Percent of Individuals without Health Insurance in Connecticut

Percent Individuals in CT Report Health Status as Only "Poor" or "Fair"



Source: Current Population Survey

Indicator 7: Percent of Individuals in Connecticut Who Report Health Status as Poor or Fair



Source: CT Department of Public Health

Indicator 8: Percent Low Birth Weight Births, 2006-2010

Story Behind the Baseline

Factors affecting performance:

- Lack of access to prevention services
- Lack of education
- Lack of employment and employer health care insurance coverage
- Lack of knowledge re: nutrition, effect of smoking, obesity
- All of the "social determinants" of health
- Cultural; go to doctor only when sick
- Fixed income does not allow for proper nutrition, perpetuates unhealthy habits
- Nutritious foods more expensive than "bad" food
- Not enough capacity; healthcare should reflect population that is served
- Cultural stigma re: mental health
- Isolation (related to lack of transportation and concentrated living circumstances)
- Bodegas do not have enough health food, local supermarkets are often not good quality
- Lack of awareness/education re: botanicals
- Lack of good transportation system
- Language barriers
- Structural Racism
- Type of insurance limits quality of care
- Many providers do not except Medicaid
- Going to ER because they can't get care elsewhere
- Do not have enough information to make good health choices
- Reluctance to seek treatment because they can't pay
- Lack of understanding of new health care laws
- Lack of risk assessment
- Not enough time for health education during visits
- Lack of cultural competency
- Lack of support/sponsorship for cultural competency
- Need for enhanced cultural linguistic standards
- Positive cultural values are eroded over time

- Housing [lead poisoning]
- Teen pregnancy
- Self-esteem is eroded
- Low-level, constant stress
- Many government agencies in lives
- Lack of exercise
- Urban living, living in poverty, educational choices limited
- Lack of safety; prevalence of violence

LPRAC partners with organizations including:

- Supplemental Nutrition Assistance Program
- WIC
- Major medical centers/hospitals
- Community health centers
- Faith based community
- Providers
- Navigator and assistance programs
- Health departments
- Schools
- Bodegas/Supermarkets
- Employers
- Municipal government—community service department
- Community based organizations
- Community action planning groups
- Neighborhood revitalization zones
- Preschools/daycare centers
- Farmers markets
- Community gardens

LPRAC Strategies to Turn the Curve

- Cultural and linguistic competence through use and pursuit of standards
- Improve risk assessments
- Continuing to talk and try to reduce racism
- Improve self-image and self-esteem
- Empowering communities through inclusion in discussion of solutions
- Improve legislation to affect safety in neighborhoods (living conditions, smoking, drugs)
- Use culture as an asset
- Increase / improve medical interpretation availability
- Discuss allocating dollars for interpreters
- Change mentality (do it while you are at it)
- Every hospital has done a community needs assessment; this information should be shared and infused into their work plans

- Educate providers on how to work with interpreters
- Train dual role interpreters
- Update lists
- Remember cultural competency not just language
- Link with Access Health CT
- Look at stats for how many Latinos registered
- Educate/outreach
- Improve social determinants of health
- Link to Self-Sufficiency, Education result areas
- Strategies to reduce isolation
- Improve quality of food and food access

How LPRAC Can Help Turn the Curve

- Increase/improve medical interpretation availability
- Leverage Access Health CT to increase awareness and improve insurance coverage
- Develop better strategies for improving the quality of food and food access
- Support cultural and linguistic competency through the use of standards

Research and Information

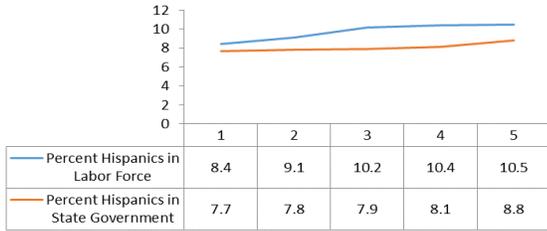
Look at disaggregation for big cities vs. other areas, add secondary indicators for lead poisoning and teen pregnancy. Note that data may not reflect non-documented individuals.



Quality of Life Result

All members of the Latino and Puerto Rican population of the state are free from discrimination.

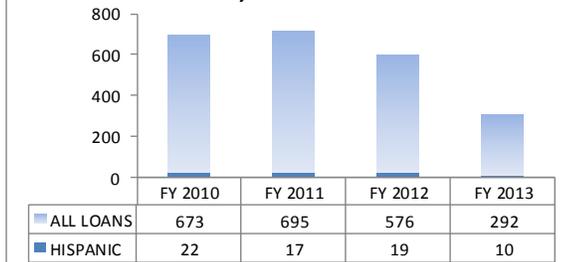
Percent Hispanics in State Workforce and State Government



http://www.ct.gov/chro/lib/chro/2009_Affirmative_Action_Report_Final.pdf

Indicator 9: Percent of Hispanics in State Workforce and State Government

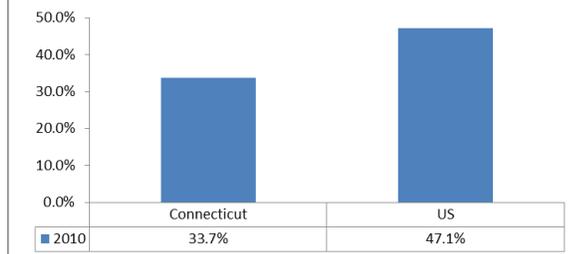
Total Number of SBA Loans Awarded, FY 2010 to 2013



Source: CT Small Business Administration

Indicator 10: Total Number of SBA Loans Awarded (FY 2010 - FY 2013)

Percent Hispanics Living in Owner Occupied Housing, 2010



Source: American Community Survey

Indicator 11: Percent of Hispanics Living in Owner Occupied Housing (2010)

Story Behind the Baseline

Factors affecting performance:

- Low levels of education
- Youth unemployment
- Language barriers
- Failure to graduate from high school (pointing to another indicator of interest)
- Lack of interest among Hispanic youth in growing career types (Science, Technology, Engineering and Math) and tendency to seek careers in lower paying jobs in social services and education
- Need for greater education of those in business or who would start a business
- Community advocacy is lacking
- People are unaware of SBA process and those that are aware are often put off by the complexity and rules
- Need for greater education of those in business or who would start a business
- Lending practices may vary by type of loan

LPRAC partners with organizations including:

- Churches
- Workforce Boards
- CT Department of Labor
- Police
- Business community
- School boards
- CT Department of Education
- Department of Justice and EEOC

LPRAC Strategies to Turn the Curve

- Engaging/Outreach/Recruitment of Latino and Puerto Rican community members
- Ensuring the faculty and staff of agencies and schools reflect the composition of the community
- Informing young people about career opportunities
- Exposing and providing access for community members to resources

- Work on retention strategies for Latino and Puerto Rican high school and college students
- Provide appropriate tutoring and other educational resources to help students overcome language barriers
- Ensuring that agencies working with the Latino and Puerto Rican communities are both bi-lingual and culturally competent
- Need more data collection: CTDOL
- Strategies to inform communities about resources related to business loans, home loans, health insurance (this is a widespread issue touching many aspects of community life)
- Access to bi-lingual resources not always available (e.g., health insurance, drivers licenses)
- Need to evaluate current efforts to determine their effectiveness and how to improve those efforts
- Cultural competence and being bilingual are not the same—both are necessary
- Grant and contract requirements may put Latinos and Puerto Ricans at a disadvantage
- Promoting accountability and program measurement of outcomes is part of what will make a difference
- Latinos and Puerto Ricans are not well represented on Councils of Government
- Latino and Puerto Rican officials often come to their positions not knowing how to be most effective in representing and advocating for their constituents
- Leadership training could help in the previous area and in building more community leaders and advocates (e.g., parents, others)
- Need to look at rules and regulations affecting education and other critical areas to determine ways in which Latinos and Puerto Ricans are disadvantaged (e.g., need 20 ESL Spanish speakers in a school to require ESL classes...needs to be reviewed along with other such rules).

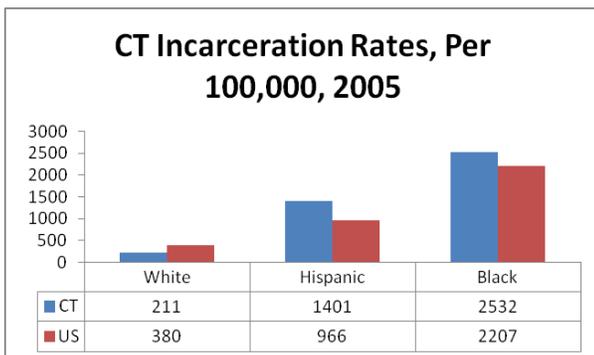
How LPRAC Can Help Turn the Curve

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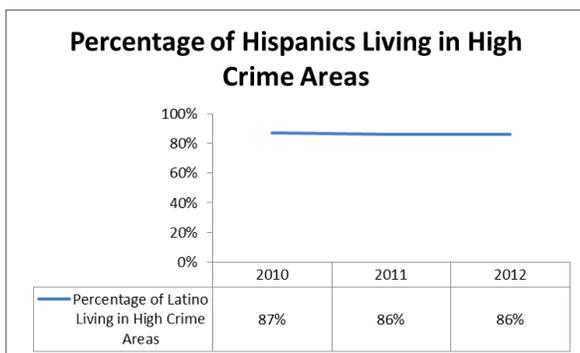
Quality of Life Result

All members of the Latino and Puerto Rican population are safe.



Source: http://www.sentencingproject.org/doc/publications/rd_stateratesofinbyraceandethnicity.pdf

Indicator 12: Connecticut Incarceration Rates



Source: Calculated from American Community Survey and Uniform Crime Report Data

Indicator 13: Percentage of Hispanics Living in High Crime Areas

Story Behind the Baseline

Factors affecting performance:

- Poverty
- Neighborhood Conditions
- Lack of Employment
- Lack of Transportation
- Lack of Affordable Housing; Housing Conditions
- Lack of access to public defenders
- High school based-arrest rates
- Lack of effective education and training programs for incarcerated population
- Lack of cultural understanding and sensitivity

LPRAC partners with organizations including:

- State of CT Judicial Branch
- Court Support Services Division
- CT Department of Corrections
- CT Department of Children and Families
- CT State Police
- Municipal Police Departments
- Municipal Fire Departments
- Employers
- Faith Based Organizations
- Community Based Organizations
- School Districts
- SNAP



LPRAC Strategies to Turn the Curve

- Link to education
- Link to self-sufficiency
- Enhance affordable housing
- Train staff in schools to better de-escalate conflict (reduce school based arrests)
- Enhance array of prevention and intervention programs
- Large percentage of halfway houses in high crime areas
- Better community engagement by law enforcement

How LPRAC Can Help Turn the Curve

- Increase access to public defenders
- Initiate, foster, improve citizen academies
- Improve communication strategies for police departments re: Hispanic Population
- Develop strategies for dealing with language barriers in emergencies

Research and Information

Look at recidivism timeframes, what counts in each of the categories (re-arrest, re-conviction, re-incarceration), juvenile arrest rates in Connecticut, age of incarcerated population, by race/ethnicity, how this varies by type of crime, and look at education levels of those incarcerated.

English Language Learners / Bilingual Education

The Latino and Puerto Rican Affairs Commission led the way in providing legislators and the public with up-to-date information and an engaging exchange of ideas on the subject of English Language Learners and the state of bilingual education in Connecticut. LPRAC noted that Connecticut ranks among the lowest in the country in state spending for bilingual education, and has among the worst outcomes in the country in 8th grade math between ELL and non-ELL students. Ultimately, LPRAC's efforts led to approval of legislation in Connecticut making substantial revisions in ELL policy.

The ELL legislation will (1) increase the maximum number of months for bilingual education from 30 to 60 months, (2) increase the supply of bilingual education teachers, (3) increase accountability of school districts for educating ELLs, and (4) allow ELLs to take mastery tests in their native language, among others.

LPRAC conducted well-attended hearings on the issue, sharing comprehensive data and providing a forum for first-person experiences that proved helpful to legislators considering changes to state policies. According to October 2014 data from the State Department of Education, there are 34,851 ELL-identified students in Connecticut, which is 6.4 percent of the state's student population.

At a LPRAC Public Policy Forum on ELL/Bilingual Education, held at the State Capitol in January, the keynote speaker was Dr. Ann Anderberg, Assistant Professor of Education and a specialist in bilingual and bicultural education. An informative panel discussion, moderated by LPRAC Commissioner Elena Trueworth, included Christopher Bruhl, President of the Business Council of Fairfield County, Algela Fragoso, Bilingual Support/ESOL at Meriden Public Schools, Dr. Miguel Cardona, Performance Evaluation Specialist at Meriden Public Schools, State Rep. Juan Candelaria (95th), Bela Chowdhury, Advocate for Asian Community in Connecticut, and State Sen. Toni Boucher (26th). Speakers also included LPRAC Chairman Richard Cruz and State Senator Gayle Slossberg. Bilingual education students from Windham Middle School also participated.



LPRAC's Public Policy Forum filled a hearing room at the State Capitol on January 13, 2015.



FAST FACTS

LPRAC has developed and published a series of Fast Facts — one-page infographics that provide relevant data to legislators and the public on key issues. The Fast Facts sheets are distributed at events such as Public Forums, are made available to interested individuals and organizations, and can be downloaded from the LPRAC website. The data is compiled and analyzed for LPRAC by Associate Commission Analyst Orlando Rodríguez.

FAST FACTS FOR CONNECTICUT PUBLIC POLICY

19 is Not Enough:
Arbitrary Threshold for Bilingual Education Excluded 11,000 Children in Connecticut

Comparison of English Language Learner (ELL) Outcomes
Orlando J. Rodríguez, M.A.
January 2015

State	2012 ELL Gap	2013 ELL Gap	2014 ELL Gap
Connecticut	53	55	24
Arkansas	58	64	27

DESIGNED TO FAIL: CONNECTICUT SPENDS MORE ON TESTING ENGLISH LANGUAGE LEARNERS THAN TEACHING THEM ENGLISH

TESTING \$64 Per Student on Mastery Tests

CONNECTICUT HAS THE WORST 8th GRADE MATH OUTCOMES IN THE COUNTRY for English Language Learners

TEACHING \$61 Per Student to Teach Bilingual Education

Report Focuses on Role of Media & Government in Statewide Emergencies

If Connecticut's Spanish-speaking population is to be sufficiently informed of critical information related to a natural disaster or similar emergency occurring in Connecticut, state government needs to do more to ensure information is delivered promptly and accurately - and reaches residents. In a report to the state legislature and Governor, highlighting results of a series of fact-finding hearings, the LPRAC outlined a series of steps that should be taken.

The fact-finding initiative was prompted by Hurricane Sandy in 2012, and anecdotal evidence that the way in which official government emergency information is conveyed to residents who do not understand English, was not as robust as it needs to be to ensure public safety.

The three fact-finding sessions were held at the initial urging of Dr. Jaime Gomez, Professor of Communication at Eastern Connecticut State University, and with the assistance of Dr. Diana Rios, Associate Professor of Communication at the University of Connecticut. Former LPRAC Commissioner Lourdes Montalvo was an early advocate for the initiative. Among the issues that were prominently raised:

- Local Spanish-language media should not be relied upon as the translator for official government information related to emergency situations.
- There should be a centralized list of Latino Media in Connecticut, easily accessible to all state agencies.
- There should be greater coordination among state agencies in the use of resources devoted to dissemination of emergency-related information.
- There should be an awareness of, and action to remedy, the wide variations among governments in the effectiveness of efforts to reach the Spanish-speaking population; driven by factors including whether the chief elected official or other emergency personnel are fluent in Spanish.
- There are generational, cultural and geographic differences in the way in which Spanish-language media is used and accessed in Connecticut.
- There should be regular assessment of actions and outcomes as it relates to communication of emergency-related information to the state's Spanish-speaking population.

Each of the hearings focused on a different aspect of the issues being examined: Spanish-language media; State and Local Emergency Communication; and Coordinating Public and Private Agencies. The report was unanimously approved by the Commission on July 15, 2015. Just after the LPRAC fact-finding hearings began, Gov. Malloy appointed a Task Force to review the issue. Their final report was issued in January, and contained a series of detailed recommendations, including many that are similar and consistent with the LPRAC report, to address concerns that have been raised.

The LPRAC mission includes advising policy makers on quality of life desired results -including that "all members of the Latino and Puerto Rican population are safe." LPRAC Chairman Richard Cruz said the report "underscores the imperative to move from recommendations to implementation."



LPRAC Seeks Public Help After Environmental Catastrophe Affects Thousands in Brazil

LPRAC sought donations to aid families affected by a major environmental catastrophe following the collapse of two mining dams in Brazil's mineral rich state of Minas Gerais in November. Brazil's president compared the disaster to the 2005 BP oil spill in the Gulf of Mexico. The volume of sludge turned loose over more than 300 miles of river was about 60 million cubic meters, the equivalent of 25,000 Olympic swimming pools. According to biologists and ecologists, it will take at least 100 years for the waste to be disposed of and the river to return to its natural state.

The city Governador Valadares, with 280,000 inhabitants and the economical center of the valley of the Doce River, interrupted the water intakes from the Doce River due to the sludge. A State of Emergency was declared, due to the water shortage. Nearly 70 percent of members of the Brazilian community in Connecticut concentrated in the Greater Danbury, Bridgeport, and Waterbury areas are originally from the City of Governador Valadares, or the small towns and villages that border it.

Windham Hospital Public Forum

In September, LPRAC Executive Director Werner Oyanadel testified at a legislative hearing in opposition to reductions in services and staffing planned at Windham Hospital by Hartford Healthcare. “Cutting back on services at Windham Hospital will have a disproportionately negative affect on healthcare for Hispanics throughout the region,” Oyanadel said. “In particular, regionalizing community benefit and support services would make it more difficult for Hispanics to access these services because there is no regional public transportation. Limiting the hours during which these services are available would decrease access even further for Hispanics,” he pointed out. “Knowing that in Windham 34 percent of residents are Hispanic and that 60 percent of children (under age 18) are Hispanic, the reduction or elimination of healthcare services at Windham Hospital could be de facto discriminatory - whether intentional or not.”



In Support of CT Students for a DREAM

LPRAC was invited by Senator Martin Looney, Senate President Pro Tempore of the General Assembly, to speak at a press conference to urge legislators to support legislation that would expand access to higher education for CT Dreamers. Public Act 15-82 (HB 6844) reduces, from four to two, the number of years of high school education that certain students must complete in Connecticut to receive in-state tuition benefits at the state's public higher education institutions.



LPRAC Opposes Closing Meriden Campus of MxCC

When state higher education officials revealed plans to close the Meriden campus of Middlesex Community College (MxCC), LPRAC was a leading voice in opposition, citing the adverse impact the closure would have on local students, including the community's Latino population. The Commission voted to urge the Board of Regents (BOR) for Higher Education to keep the campus open, stating that “we firmly believe that there is a shared and common interest in the continued accessibility of higher education to Connecticut residents, especially those underserved populations for whom pursuing a higher education degree is equally tenuous and potentially life-changing.”

Of the 647 students who attend classes at the Meriden Center of MxCC, 53.4 percent are minority and 31.4 percent are of Hispanic/Latino descent. The Commission said that closure “would derail the college dreams of students who have worked diligently to build a better future on the foundation of academic success.” The decision was reversed and the Meriden campus remains open for classes.



Working Together to Respond to Crisis

United States Senators Richard Blumenthal and Chris Murphy are joined by Connecticut Latino & Puerto Rican leaders at press conference in Hartford on Friday, August 7, 2015 on the Puerto Rican debt crisis.

Moving Towards Bias-Free Policing

LPRAC was part of an effective coalition working on legislation aimed at reducing excessive use of force by police officers, along with the American Civil Liberties Union of Connecticut, African American Affairs Commission, Connecticut NAACP, Asian Pacific American Affairs Commission, and the Police Officer Standards and Training Council, as well as with the legislature’s Black and Hispanic Caucus and key legislative leaders. The amended bill:

- Establishes comprehensive and interdisciplinary training on bias-free policing,
- Guarantees effective communication with and provide timely and meaningful access to police services to all members of the community, regardless of their national origin or limited ability to speak, read, write, or understand English, and
- Permits the public to record police officer enforcement activities by camera, video recorder, cell phone recorder, or other means, unless there is an actual and articulable law enforcement basis to deny permission.



Training of police officers is required on using physical force, using body-worn recording equipment and bias-free policing, among other subject areas. The new law also calls for the state to provide grants for municipal police departments to purchase body-worn recording equipment. Law enforcement units are required to promote the goal of having police departments that are racially, ethnically and gender diverse. The law also requires an investigation be conducted when any use of physical force by a police officer results in a death.

LPRAC has been a leader in responding to issues of racial profiling for many years, providing expertise and data to support legislative initiatives including the Alvin W. Penn Racial Anti-Racial Profiling Act (Public Act 99-198), which prohibits racial profiling. In 2012, the state legislature, at the request of LPRAC and other groups, made several improvements to this landmark law to address racial profiling by police in East Haven, which resulted in action by the U.S. Department of Justice.

More recently, a 2015 report by the state Office Policy & Management (OPM) and Institute for Municipal and Regional Policy at CCSU & the Racial Profiling Prohibition Advisory Board raised concerns about “significant” racial disparities in data for 10 police departments and two state police troops. The report is an analysis of the 620,000 traffic stops during the 12-month study period from October 1, 2013 through September 30, 2014.

News Conference about Racial Profiling Legislation



Connecticut NAACP President Scot X. Esdaile speaking to the news media at the State Capitol, alongside LPRAC Executive Director Werner Oyanadel, on the final day of the 2015 Legislative Session in Hartford.

The CT NAACP along with LPRAC, the Black and Latino Caucus, the American Civil Liberties Union and other stakeholders, successfully urged the Connecticut General Assembly

to debate the Excessive Force Police bill during a Special Session when the General Assembly failed to debate the bill during the 2015 regular session. The bill ultimately became state law (June Special Session, Public Act No. 15-4 – HB 7103).

Improving Oral Health Awareness Grant

The Latino and Puerto Rican Affairs Commission was selected to receive a two-year \$40,000 grant from the Connecticut Health Foundation (CT Health) to expand advocacy efforts promoting better oral health, with the aim of extending improved oral health from the state’s Latino community to a broader statewide population. As part of the implementation, LPRAC plans to work with community and education partners to review the relative success of dental health initiatives in the Latino community, with an eye towards promoting effective programs to broader constituencies through partnerships and collaborative initiatives.

LPRAC plans to conduct a series of public education forums and develop public awareness initiatives with multiple constituencies. Plans are to collaborate with state legislature’s Black and Latino Caucus, other legislative leaders, and key stakeholders from community agencies including AARP, faith-based organizations, and parents, to build awareness and support for improved oral health access and services.

CT Health’s grant initiative, *Strengthening the Advocacy Infrastructure to Sustain Improvements in Oral Health*, seeks to expand oral health champions beyond traditional dental professionals. LPRAC was one of three organizations selected by CT Health as part of a competitive request for proposal (RFP) selection process.

“We believe that broadening the base of oral health advocates will increase the visibility and effectiveness of advocacy efforts to expand and sustain improvements in Connecticut’s oral health landscape,” said Tiffany Donelson, vice president of program for the Connecticut Health Foundation, the state’s largest independent health philanthropy dedicated to improving lives by changing health systems. “Our goal,” said Werner Oyanadel, executive director of the Latino and Puerto Rican Affairs Commission, “will be to improve oral health in our state.”



▲ (L to R) LPRAC Commissioners Ruby O’Neill, Feny Taylor, Elena Trueworthy, Danny Torres, Emanuela Palmares Leaf, Yolanda Castillo, and Agnes Quiñones.

▼ (L to R) Brenda Miller Chief Cultural Affairs and Public Programming Officer, Matthew K. Poland, Chief Executive Officer of the Hartford Public Library, Commissioner Ana Gonzalez, LPRAC Executive Director Werner Oyanadel, and Jeffrey Mainville, Programming and Events Manager.



Hispanic Heritage Month Celebrated with Videos, Stamp Exhibit

LPRAC celebrated Hispanic Heritage Month with the launch of a series of video segments, made available through social media, Latino media and public broadcasting, highlighting community leaders and their heritage and culture. LPRAC also hosted a National Postal Museum Exhibit at the State Capitol and Hartford Public Library which highlighted the varied and enduring contributions of Hispanic Americans. Both observances coincided with Hispanic Heritage Month, celebrated across the United States annually, September 15 – October 15. The individuals featured in the videos were Richard A. Cruz of Bridgeport, Emanuela Palmares of Danbury, Yolanda Castillo of Manchester, Pablo Soto of Meriden, Ana Gonzalez of New Haven, and Christian Soto of New London. In addition to living in communities throughout the state, the featured LPRAC Commissioners pursue a range of avocations, from entrepreneurs and educators to military and activists. The Hispanic Stamp Exhibit, which continues to be showcased at the State Capitol, also was on exhibit there earlier in the year, April 1-15, before returning for Hispanic Heritage Month, and then moving on to the Library.

LPRAC Receives Lead Poisoning Prevention Grant

LPRAC Executive Director Werner Oyanadel went to the State Office of Legislative Management (OLM) to accept a grant totaling \$100,000.00 from the State Department of Public Health to develop a culturally and linguistically appropriate educational awareness media campaign about lead poisoning prevention targeting the Latino population in Connecticut. LPRAC had applied for the grant.



This comprehensive media campaign will be directed to the Latino Media in Connecticut (primarily TV, radio, written media, and social media) and will emphasize the importance of lead screening for children under the age of 6 years, with emphasis on children ages 1 and 2 and children of any age if they have not been previously screened.



The campaign will also highlight the current state and local resources to reduce lead exposure, as well as educate families on the steps they can take to reduce lead exposure.

Celebrating Brazil Independence Day at State Capitol

In celebration of Brazil Independence Day in Connecticut, LPRAC co-sponsored its first Brazilian Flag Raising Ceremony at the State Capitol on September 24, 2015. This event was also sponsored by the Citizen’s Council of Connecticut and Rhode Island for the Brazilian Consulate General of Brazil in Hartford. The Flag Raising Ceremony was followed by a small reception at the Capitol with a musical performance featuring Brazilian dancers, as Brazilian and Hispanic community leaders united to celebrate Hispanic Heritage Month.



Top: Lieut. Gov. Nancy Wyman and LPRAC Commissioner Emanuela Palmares-Leaf. Bottom: Commissioner Palmares-Leaf, Fernando Barreto, Consul General of Brazil in Hartford, and State Representative Gail Lavielle.

Students Urged to Persevere Through Challenges to Accomplishments

Noting that “the state’s economic future is highly dependent on the education outcomes of its Hispanic children,” the Executive Director of the state’s Latino and Puerto Rican Affairs Commission (LPRAC), recalling his own immigrant background, urged Latino student scholarship recipients to “seize opportunities” and persevere through challenges that still exist.

Speaking at the scholarship awards ceremony of the Hispanic American Cultural Council at Central Connecticut State University on June 5, Oyanadel said that “recognition of this imperative should not only occur among political leaders. It can, and should, take place among business leaders, industry leaders, nonprofit leaders, education leaders, legal leaders. As never before, we are all in this together.”



Honoring Hispanic Veterans

The Latino and Puerto Rican Affairs Commission (LPRAC) has recognized over 239 veterans over the past nine years by hosting tributes to Hispanic Veterans ceremonies. The annual audience has grown to over 150 guests per event since LPRAC moved the ceremony to the State Capitol's North Lobby four years ago.

The most recent ceremony was hosted in May 2015 and was extremely well-attended by many of the state's elected Representatives and Senators; Governor Dannel Malloy and Lieutenant Governor Nancy Wyman were also present. LPRAC hosted an overflow crowd of honorees and their families, who were joined by more than eight members of the LPRAC Board who were present along with all the members of the staff. The event was a huge success, and well-deserved tribute to Hispanic veterans from across Connecticut.



◀ (L to R): Military Color Guard at Opening Ceremony; Keynote Speaker MAJ Javier Alvarado of Connecticut Army National Guard; Commissioner Chris Soto, Governor Dan Malloy presents Special Recognition Award to former LPRAC Commissioner Sonia P. Ayala.



Scholarship Awards

LPRAC awarded a total of \$22,000 to 18 Hispanic youth and four GED award recipients on November 10, 2015 at the State Capitol building in Hartford.

For a list of the student recipients, please contact LPRAC at 860.240.8330.

◀ LPRAC scholarship recipients, board members and staff.

LPRAC Conducts Public Forum in Wallingford

LPRAC conducted a Public Forum at the Spanish Community Center of Wallingford on July 15, 2015. The main objectives of this public forum were to: (1) listen to local leaders about issues that impact Latino residents of the Wallingford area; and (2) help raise awareness of the agency's work at the Capitol.

LPRAC highly encouraged community activists, students, parents, local elected officials to share with LPRAC issues that it should tackle at the Capitol.

This is a continuation of LPRAC's efforts to reach out to the Latino community. As part of this initiative, there have been visits to New London, Meriden, Danbury, Windham, Bridgeport, and New Haven, with plans for a visit to Stamford in the near future.



▲ (L to R): LPRAC Commissioners Chris Soto, Pablo Soto, and Eugene Salorio in Wallingford.

Quality of Life Result

All members of the Latino and Puerto Rican population of the state attain educational success.

Contribution to the Result

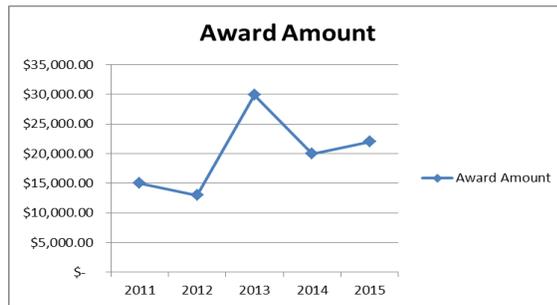
LPRAC hosts an annual scholarship awards ceremony where funds are raised towards scholarships for Hispanic Youth attending college in and out of Connecticut.

Program Expenditures	State Funding	Federal Funding	Other Funding	Total Funding
Actual SFY 15	\$13,830.00	0	\$30,200.00	\$44,030.00
Estimated SFY 16	\$0.00	0	\$55,000.00	\$55,000.00

Program Partners: Verizon Wireless, Eastern CT State University, AARP-CT, Central CT State University, CT Housing Finance Authority, CT Congress of Community Colleges, CT Hispanic Federation, City of Hartford, City of New Haven, CT Hispanic Democratic Caucus, CT Green Bank, CT State Employees Association, Telemundo, Dressler Law Offices, Sen. Art Linares, American Federation of Teachers and the American Savings Bank Foundation.

How Much Did We Do?

Scholarship Amount Awarded over the past five years.



Story Behind the Baseline

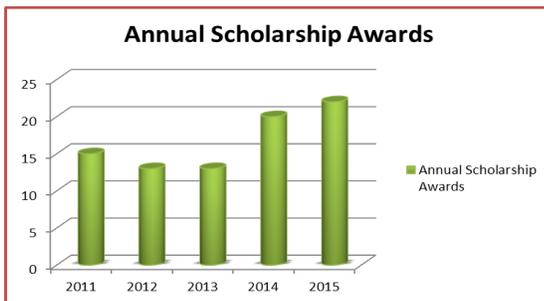
The Latino and Puerto Rican Affairs Commission staff tries to award at least 20 students annually. In 2015, we awarded 18 Promesa Youth scholarships and four GED scholarships of \$1,000 each. In 2009, faced with potential shutdown, LPRAC awarded majority of funds in scholarship account. Despite barriers including a slow economic recovery, we generated sufficient funds to award a total of \$208,900.00 in scholarships from 2011 through 2015.

**Percentage of staff salaries that work on Annual program.*

Trend: ▲

How Well Did We Do It?

A total of 85 students have been awarded scholarships in the past five years.



Story Behind the Baseline

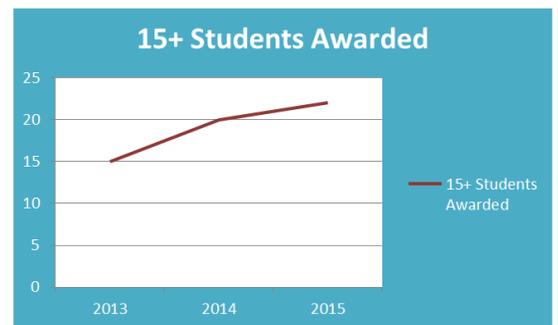
Connecticut's educational gap is in 50th percentile in the United States; many students impacted come from the Hispanic community. LPRAC continues to award Hispanic youth scholarships to attend institutions of higher learning totaling \$106,400 over the last 5 years—a total of 85 students. Even with a slower than expected economic recovery, we are doing somewhat better—in 2015 we awarded 22 students \$1000 each including four GED students for first time.

***Funds raised to sustain the program*

Trend: ▲

How Well Did We Do It?

We have reached the goal of awarding at least 15 students per year in the past 3 years.



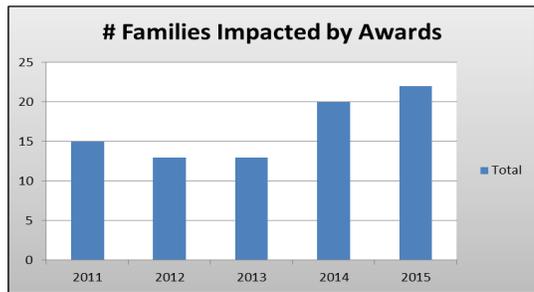
Story Behind the Baseline

LPRAC set out to award as many as 20 students per year. For the past five years, however, economic conditions led sponsors to reduce the amount of award or to forego awards altogether. That limited awards to 13 to 15 through 2013. In 2015, we added the GED students' category and were able award 22 for the first time. From 2013 through 2015 LPRAC awarded 15, 20 and 22 students respectively.

Trend: ▲

Is Anyone Better Off?

A total of 83 families have benefited as a result of the scholarships awarded over the past 5 years to Latino youth throughout Connecticut.



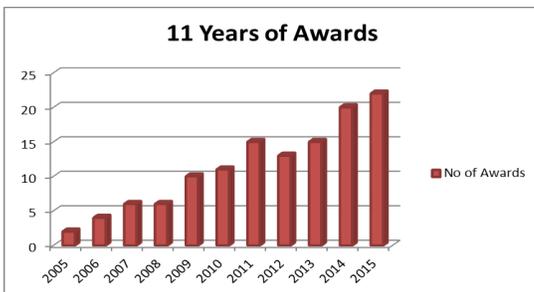
Story Behind the Baseline

The Latino and Puerto Rican Affairs Commission set out to influence the number of Latino youth who can realize their dream of attending college in 2005. There were a number of corporate sponsors that came on board to assist in raising the funds to award scholarships as of that year through today. We are fortunate to be able to say that many of Connecticut's corporate community members have helped us realize the goal of awarding no less than \$1000 to each of at minimum 13 students over the last 5 years. In 2015 we awarded 22 students a total of \$1000 each due to the level of contributions we were able to capture through our corporate, community and individual sponsors, ticket sales to the annual awards and advertising in the program book for the event. The Latino community is better off as a result of this annual program.

Trend: ▲

Is Anyone Better Off?

A total of 124 students to date, have attended college with funding from the Commission.



Story Behind the Baseline

A total of 124 students and their families are better off as a result of the scholarship program that LPRAC has been hosting every fall for the past 18 years in 11 of which we started providing monetary scholarships - from 2005 through today. In this way, the Commission is

helping families that cannot afford their children going to college, help alleviate the high cost of higher education. Another area in which we are trying to help our community with a hand up is in making awards to non-traditional high school diploma students wishing to attend college but unable to afford the costs due to family commitments and pressures. In 2015, for the first time, we awarded a total of four GED scholarships to four Hispanic individuals from throughout CT.

Trend: ▲

Proposed Actions to Turn the Curve

LPRAC will move forward with implementation of following action items to turn the curve:

Action Item #1:

Identify colleges and universities who will work with us in awarding 2 and 4 year full scholarships to students in our pool of candidates for award in 2016 and beyond. *TC Jan 2016*

Action Item #2:

Increase amount of funding for scholarship awards for 2016. *TC Ongoing*

Action Item #3:

Begin a conversation with social workers from DCF, DSS and other state agencies that may have access to high school juniors and seniors that may qualify for the scholarships to capture additional means of promoting the program externally. *TC Jan 2016*

Action Item #4:

Reach out to as many of Connecticut's school systems as possible in order to give visibility to the program in areas where we would capitalize on obtaining qualified applicants based on the criteria we will review and establish. *TC Feb 2016*

Data Development Agenda

Staff of the Latino and Puerto Rican Affairs Commission in collaboration with the members of the Board in performing their work in the committees will inform the creation of the data development agenda to correlate with the proposed Actions to Turn the Curve as follows:

1. Create a list of key sources for us to reach out to in order to draw qualified applicants for the scholarship program.
2. Identify at least one intern to assist with the research required to follow through on the 3 proposed actions to turn the curve.

TC = Target Completion Date

18th Annual Scholarship Dinner & Community Awards

LPRAC's 18th Annual Scholarship Dinner & Community Awards Program was held on October 17 at Amarante's Sea Cliff in New Haven. LPRAC's 2015 Lifetime Achievement Award Recipient was **Juan Figueroa**, in recognition of his impressive career of leadership in Connecticut and beyond. Figueroa was elected to serve three terms in the State Capitol as a State Representative from Hartford, and served as president of the Universal Health Care Foundation in Connecticut, as Chief of Staff and Corporation Counsel at Hartford City Hall, and as President and General Counsel of the Puerto Rican Legal Defense and Education Fund, a national civil rights organization based in New York City.

In accepting the award, Figueroa said: "It is UNACCEPTABLE to have so many Latino children failing in our public schools; it is unacceptable to have lack of affordable housing for Latinos in need; it is unacceptable to have Latinos still make up the highest group of uninsured in this country."

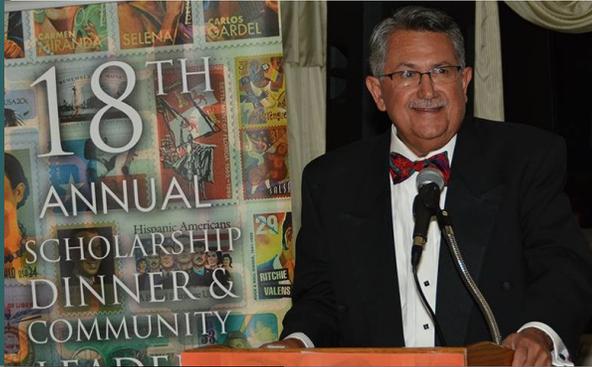
Latina Citizens of the Year were **Gladys Rivera, Nancy Rodriguez, and Eva Bermudez Zimmerman**. Latino Citizens of the Year were **Francisco Cuin Vintenty and State Senator Art Linares**. Linares represents the 33rd Senate District, encompassing twelve towns along the Connecticut River and shoreline. He is Ranking Member of the Connecticut General Assembly's Planning and Development Committee, and also serves on the Judiciary and Education Committees. Senator Linares' values stem from his family's history. In 1961, his grandparents fled when CIA trained exiles failed to free Cuba from dictator Fidel Castro. In America, his father started a successful business, which inspired Senator Linares to co-found Greenskies, a solar energy company, which has helped create over one hundred jobs in the construction industry. He graduated from the Sykes College of Business at the University of Tampa, developing Greenskies as he earned a college degree. Senator Linares has volunteered for United States Senator Marco Rubio, who inspired him to get involved in public service upon returning to Connecticut.

The Community Service Award was presented to **Mambo Bar and Restaurant** in New London. Entertainment was provided by **Lorena Garay**, an award-winning guitarist from Puerto Rico who is a multi-instrumentalist, composer, arranger, audio engineer, music producer, and children's performer. Lorena and her band, Suncari, are Young Audiences Arts for Learning Connecticut Artists who offer multicultural performances throughout the region. She earned her Master of Music degree Summa Cum Laude from The Hartt School of the University of Hartford, where she received the Guitar Department Award. She holds a Bachelor of Music degree Summa Cum Laude from the Conservatory of Music of Puerto Rico, from which she received the String Department Gold Medal Award.

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◀ (top to bottom): Juan Figueroa; Lorena Garay; LPRAC Commissioner Emanuela Palmares Leaf with State Sen. Art Linares.

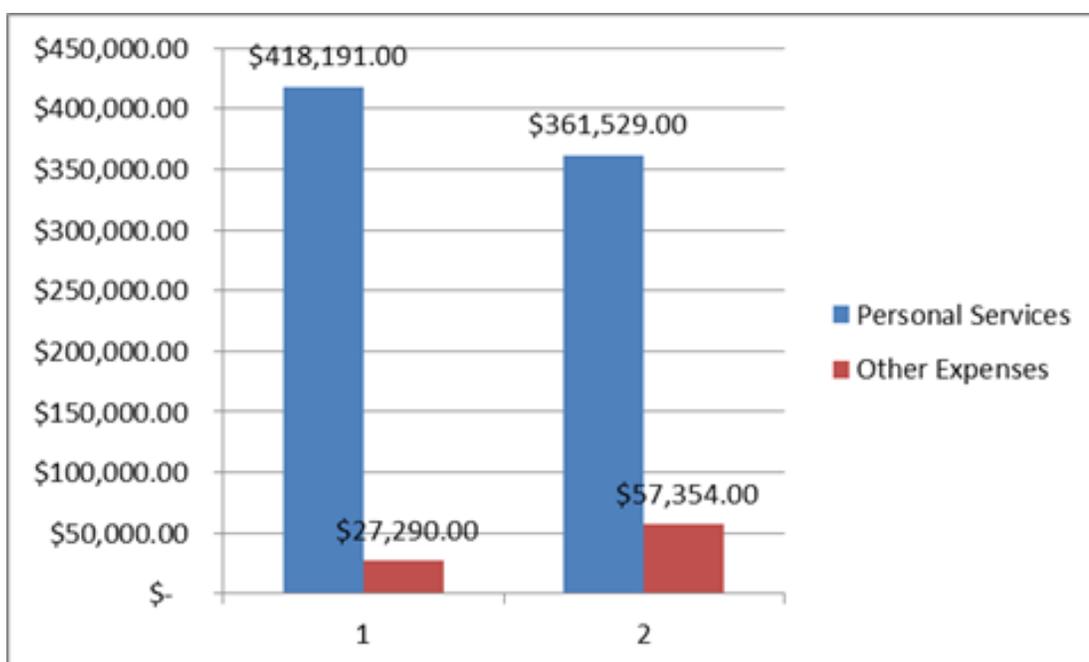


▲ (L to R): New Britain Alderman Emmanuel Sánchez, State Representatives Robert Sánchez and Edwin Vargas, Edwin Pabón and Juan Figueroa.



▲ (L to R): Aura Alvarado, Carmen Sierra, Gladys Rivera, Amanda Guzmán and Elidía Rivera.

	FY 2015 LPRAC Budget	FY 2015 LPRAC Budget after all lapses and FAC transfer
Personal Services	\$418,191	\$361,529
Other Expenses	\$ 27,290	\$ 57,354
Total	\$445,481	\$418,883



Narrative: Budget rescissions and cutbacks have reduced the LPRAC budget disproportionately – by more than 32.5 percent between the Great Recession, beginning in FY 09, and current FY 16. This total percentage includes a 9 percent reduction due to lapses and rescissions mandated this fiscal year. LPRAC, for the record, has taken seriously the suggestion that it supplement state funds to accomplish its mission. This year, LPRAC applied for and earned a two year \$40,000 grant from the Connecticut Health Foundation; raised \$22,000 for scholarships to the Latino youth from the private sector; and received a \$100,000 lead poisoning prevention grant from the Center for Disease Control and Prevention.

Note: Budget negotiations and the Special Legislative Session of December 8, 2015 resulted in an additional \$2 million lapse to the legislative branch which will be allocated to LPRAC and other legislative agencies.



LATINO & PUERTO RICAN
AFFAIRS COMMISSION

LPRAC



CALP

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