



State of Connecticut
Latino and Puerto Rican
Affairs Commission

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December 31, 2014

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**Associate Legislative
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Senior Legislative Secretary

Clarisa Cardone

Honorable Beth Bye
Honorable Toni E. Walker
Co-Chairpersons
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) 2014 Annual Report as mandated by Section 2-120 of the Connecticut General Statutes (CGS).

During the 2014 legislative session, LPRAC successfully advocated for an increase in the minimum wage in Connecticut. We also spearheaded an all-day public hearing on the status of bilingual education in our state that brought together numerous experts in the field, including researchers and a broad range of community stakeholders to better understand the administration of this state program that significantly affects Latino students learning English. As a direct result of our research on this topic, we developed a comprehensive list of recommendations. From this list, at least two recommendations were given consideration during the 2014 legislative process, including one dealing with a teacher loan reimbursement program that was adopted into law (P.A. 14-21).

As you will see in this report, we highlight performance measures for LPRAC in a number of areas, including measures of research, education and outreach, and partnership development. We also offer the most current information regarding the Latino and Puerto Rican population of the state — data that can be used to better understand status, condition, and contributions and inform public policy development.

Furthermore, LPRAC released a comprehensive Latino Population-Level Report Card in Results-Based Accountability (RBA) format in June 2014 intended to provide a broad set of indicators that can be tracked over time by the legislature in order to determine the extent to which the state is achieving improvements in life results for Latinos in Connecticut.

Finally, we are very pleased that we were able to award over \$20,000 during this year to 20 deserving and well-prepared Latino students throughout the State of Connecticut. In this way, we are making strides towards helping students who complied with our scholarship requisites make their college education more affordable. LPRAC hopes to continue growing this program each year so that we may continue to assist our students make higher education a reality.

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
Executive Director

cc: Susan Keane, Joint Committee on Appropriations; State Librarian; CGA Library; Senate Clerk; House Clerk; Office of Legislative Research; Jim Tracy, Executive Director of the Office of Legislative Management & the LPRAC Board of Commissioners



State of Connecticut

Latino & Puerto Rican Affairs Commission



2014 Annual Report and Results-Based Accountability Report

December 2014



Executive Board

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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, 2014

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Honorable Toni E. Walker
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Executive Director



Letter of Transmittal
LPRAC Executive Director Werner Oyanadel

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LPRAC FY 2014 Budget





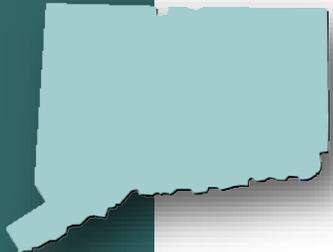
Legislative Mandate

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

527,163

Hispanic population

14.7%

Hispanic percentage of statewide population

22%

Hispanic percentage of statewide population under age 18

28.1 years

Median age of Hispanics

\$22,242

Median earnings of Hispanics

12.2%

Unemployment rate for Hispanics

64%

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

33%

Poverty rate for Hispanic children

20%

Percent of Hispanics without health insurance

6 per 1,000 live births

Infant mortality rate for Hispanics*

7%

Hispanic buying power as share of state's buying power

47%

Percent of eligible Hispanic residents who voted**

Fulfilling the Mandate

The Latino & Puerto Rican Affairs Commission (LPRAC) completed a Results Based Accountability (RBA) population report on the condition of the Latino community in the state in June 2014. The population report 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.

LPRAC Commissioner Eugene Salorio, in charge of the project on behalf of the Commission, indicated that, "The use of high level population indicators and the broad focus of this report will provide a baseline that can be used in future reviews to examine progress (or not) in improving the indicators, and secondly to identify specific issues and causal factors for closer examination in future more narrowly focused sessions as part of LPRAC's ongoing use of the RBA process to fulfill its legislative mandate."

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



Results Based Accountability OVERVIEW

Results Based Accountability OVERVIEW



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.

Finding Significant Gaps

“The data presented in this report continues to show significant quality of life gaps across all of the primary indicators for Latinos in Connecticut,” stated Werner Oyanadel, Executive Director of LPRAC.

“This should not come as a surprise to anyone – as our state is going through a slow economic recovery after experiencing the largest recession in recent U.S. history, but it highlights the need for leadership in governmental and non-governmental entities advancing opportunities for this growing segment of the population.”

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:

	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 issue		Poor living conditions, toxic stress can contribute to health problems	
Safety	Limited job opportunities	Low skills limits other options			
Non-Discrimination					

Data Development Agenda

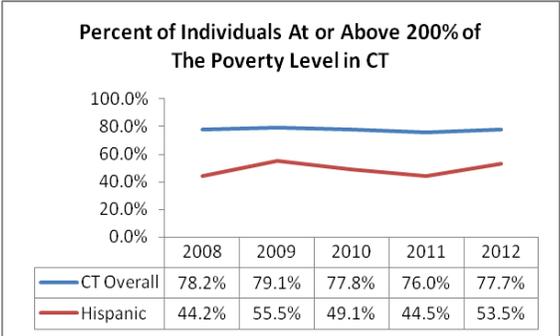
The RBA process in each of these areas revealed several important indicators of progress that require further data development. These include:

- 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)

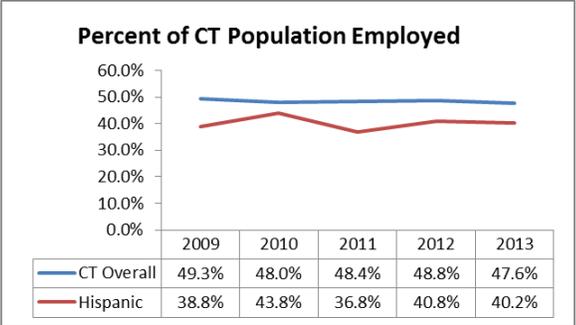
A great deal more can be done to investigate the factors affecting performance on each of the indicators presented in the LPRAC RBA report. More analysis can and should be conducted as action is taken in areas where actions to “turn the curve” have been identified. The report recommends that action should 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

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



Source: Current Population Survey

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 re-view 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)

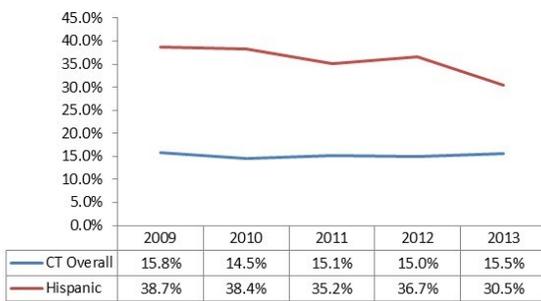


LPRAC Commissioners participated in the RBA Report Card Turn the Curve Session: Economic Self-Sufficiency, held in Hartford on April 3.

Quality of Life Result

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

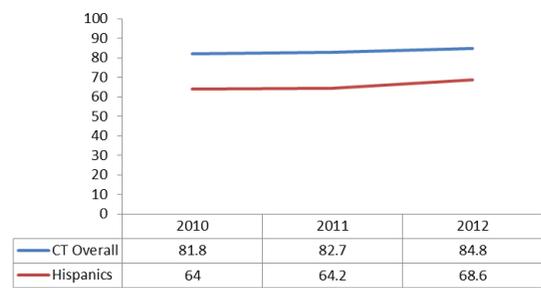
Percent Adults Without HS Diploma in CT



Source: American Community Survey

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

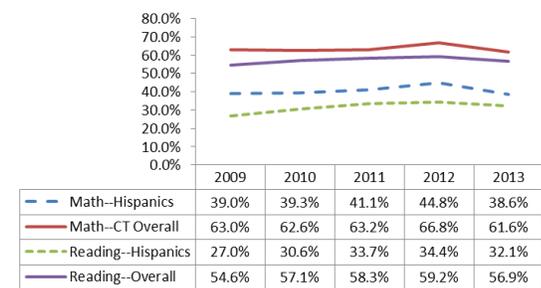
4 Year High School Graduation Rate



Source: CT Dept. of Education

Indicator 4: Four Year High School Graduation Rate

3rd Grade CMT Scores, 2009-2013



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

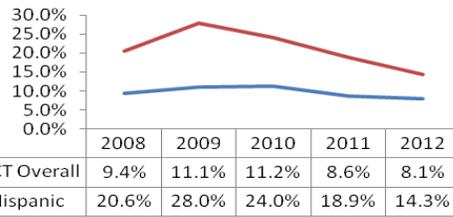
- Encourage development of cultural competence and support bilingual development of staff
- Target resources to develop relationships between students and adults
- Need review of suspension/expulsion policies
- Create requirements where when there is a threshold level of Latino students at a school there 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.

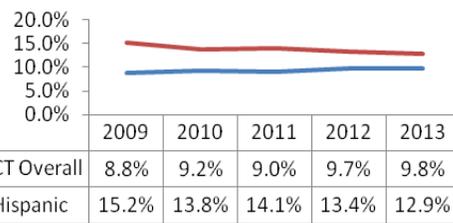
Percent of Individuals without Health Insurance in CT



Source: Current Population Survey

Indicator 6: Percent of Individuals without Health Insurance in Connecticut

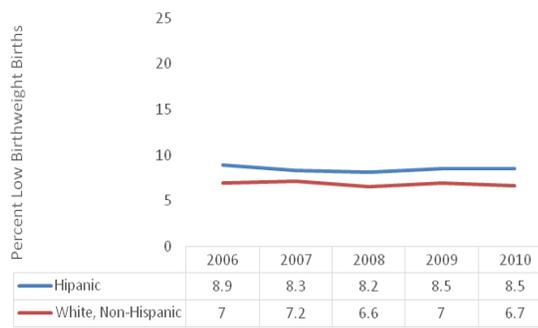
Percent Individuals in CT Report Health Status as Only "Poor" or "Fair"



Source: Current Population Survey

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

Percent Low Birth Weight Births, 2006-2010



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

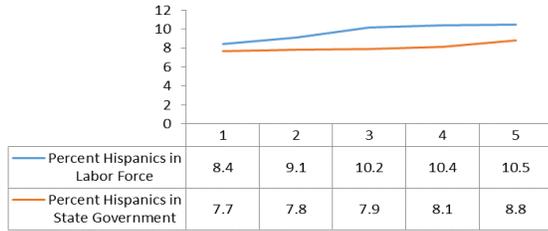
Look at disaggregation for big cities vs. other areas, add secondary indicators for lead poisoning and teen pregnancy. Note that data may not reflect non-documented individuals.



Quality of Life Result

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

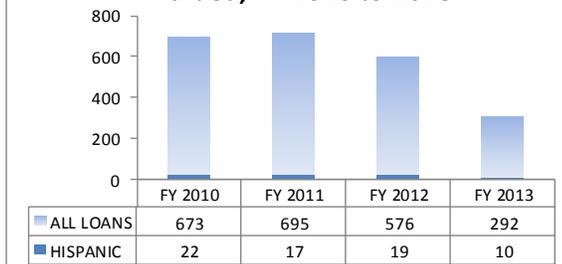
Percent Hispanics in State Workforce and State Government



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

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

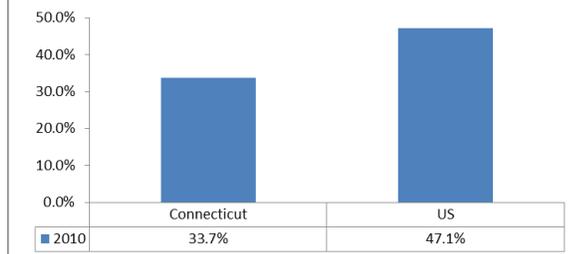
Total Number of SBA Loans Awarded, FY 2010 to 2013



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

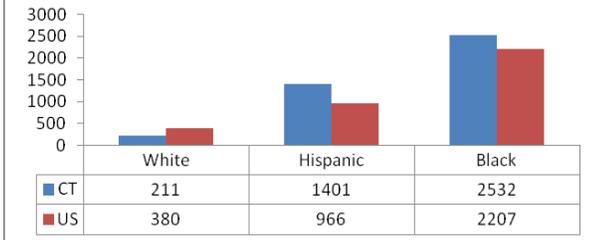
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- Access to bilingual resources not always available (e.g., health insurance, drivers licenses)



Quality of Life Result

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

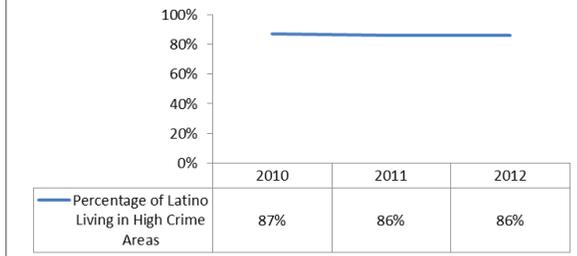
CT Incarceration Rates, Per 100,000, 2005



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

Indicator 12: Connecticut Incarceration Rates

Percentage of Hispanics Living in High Crime Areas



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.

New Commissioners, New Staff

2014 brought three new highly regarded Commissioners to the Latino & Puerto Rican Affairs Commission and a well known policy expert was added to the LPRAC staff.

It was also the first full year for the Commission's newly elected leadership team, elected in November, 2013. The Commission unanimously elected **Richard Cruz**, a native and lifelong resident of Bridgeport as Chairman of the Commission for a two-year term, and elected Commissioners **Elena Trueworthy** as Vice-Chair, **Yolanda Castillo** as Treasurer and **Emanuela Palmares Leaf** as Secretary.

Commissioner **Rosa Acosta** of Oakville was born in Rio Piedras, Puerto Rico. Rosa has more than 30 years of experience as an advocate for the Hispanic community and in civic engagement. She has



supported electoral candidates and helped to increase voter turnout, and is an effective community advocate dedicated to motivation and self-empowerment. Currently, Rosa is Manager of the Waterbury Hospital Center, through the center of human development. She provides advocacy, outreach, basic needs services and

agency referrals to the mental health and substance abuse communities. Previously she worked as a Certification Specialist and Family Self Sufficiency Service Coordinator at the Waterbury Housing Authority. She has over 13 years work experience in housing and community issues.

Commissioner **George Hernández** is a well-rounded Latino professional with over 25 years experience in Business Development in both the for-profit and the not-for profit sectors. For the past seven years he has been the Windham Region - Small Business Specialist for the Spanish American Merchants Association (SAMA). Currently he heads up VIProfessionals - his own Strategic Planning & Personal Development consultancy. He has extensive experience as a Business & Personal Development Consultant, and as an Interpreter & Translator, having most recently served as such in the CT Superior Court system.

Commissioner **Feny Taylor** was born in the barrio "Susua" of Sabana Grande, Puerto Rico. She is the mother of four and a grandmother of nine grandchildren, and has lived in New Haven since 1977. She is co-owner of Hair Happenings Salon located in New Haven. Mrs. Taylor is currently the President of The National Hispanic Heritage Organization, Inc. (NHHO) a 501 (c) 3 non-profit organization that was founded in 2006 in Connecticut. Its members are dedicated to providing needed support and services to the Hispanic Community.

Orlando Rodríguez joined the LPRAC staff as Associate Legislative Analyst. He has been analyzing Connecticut's socioeconomics since 2002, starting at UConn's Center for Population Research then as a Senior Policy Fellow at Connecticut Voices for Children. He has researched housing, income and poverty, demographics, and K-12 education finance specific to Connecticut.



He is also very familiar with the socioeconomics of the Latino population in Connecticut. Rodríguez has testified before the U.S. Commission on Civil Rights regarding racial profiling in Connecticut and was a co-chair of the legislature's task force to study impediments to fair housing choice. He received a B.S. from Louisiana State University and an M.A. from Ohio State University. He was a Peace Corps volunteer in Ecuador many years ago.

[Top left photo: Newly appointed LPRAC Commissioners George Hernández, Rosa Acosta and Feny Taylor. Bottom right photo: LPRAC Associate Legislative Analyst Orlando Rodríguez.]



LPRAC Contributes to Major Successes

The 2014 legislative session provided both important gains for Latinos in Connecticut and some missed opportunities.

Minimum Wage, Early Childhood

The most significant legislation will provide an increase in the minimum wage and create a new state-level department to focus exclusively on early childhood education. The minimum hourly wage will increase from the current \$8.70 to \$9.15 on Jan. 1, 2015; \$9.60 on Jan. 1, 2016; and \$10.10 on Jan. 1, 2017.

The new Office of Early Childhood (OEC) will assume responsibility for early childhood programs that are currently administered separately by the State Department of Education (SDE), the Department of Social Services (DSS), or the Department of Public Health (DPH).



Student Safety, Pre-School

Other positive steps include new funding for grants to improve student safety when traveling to and from school. Interested towns must submit an application to the Department of Emergency Services and Public Protection (DESPP) by July 15, 2014. At most 10 towns will be selected for grants. Other legislation will require the Department of Children and Families (DCF) to enroll more children (who are in their care or custody) in preschool programs.

English Language Learners

LPRAC also experienced a significant victory with the passage of Senate Bill 18, which it supported throughout the 2014 legislative process. This new program entitled “English language learner educator incentive program” redesigns an existing teachers’ loan reimbursement program, administered by the Office of Higher Education (OHE), as an incentive grant and loan reimbursement program for college and university students studying to be teachers. Both the existing and proposed programs target those seeking credentials as bilingual education teachers or teachers of English to speakers of other languages. (PA 14-21)

Latino Youth

Regrettably, a number of legislative proposals that would have helped Latino youth did not pass. Latino youth have very high levels of unemployment and two bills that would have allocated a combined \$2 million for summer jobs programs for youth in Bridgeport and New Haven, did not pass. Latino juveniles also have disproportionately high rates of in-school arrests. Legislation intended to remediate this problem was not passed.

Medical Interpreters

House Bill No. 5385, which would have required hospitals to provide language interpreter services for non-English speaking patients died in the Senate after having passed the House.

Current law requires acute care hospitals “*to the extent possible only*” to undertake a number of activities to ensure that patients who do not speak English have access to their services, including (1) preparing and maintaining a list of qualified interpreters, (2) posting multilingual notices regarding the availability of interpreters, and (3) establishing liaisons with non-English speaking communities in their geographic service areas (CGS § 19a-490i).

This bill would have required that acute care hospitals ensure the availability of interpreter services for patients whose primary language is spoken by at least 5% of the population residing in the hospital’s geographic service area.

Bilingual Education Reform

An amendment on bilingual education proposed by State Representative Juan Candelaria failed to pass the legislative process in 2014. The original concept was filed by Rep. Candelaria via Proposed Bill No. 5169 at the request of LPRAC.

The bill included language to expand the limit an eligible student can spend in bilingual education from the current limit of 30 months to 60 months. Unfortunately, HB 5169 died in the Education Committee shortly after it was introduced.



However, Rep. Candelaria and Rep. Sanchez resurrected the issue via Senate Bill No. 476 after a partial agreement was reached at the education committee to extend the program time to 40 months. The concept died once again at the Appropriations Committee after a harmful fiscal note was issued on this concept by the Office of Fiscal Analysis.

While the concept was resurrected one final time by Representative Candelaria via a negotiated agreement, the amendment was not called

by the State Senate in the final hour of the 2014 legislative session and the bill died. LPRAC, for the record, argued that the costs to local municipalities associated with increasing the limit an eligible student can spend in bilingual education (i.e., 30 to 40 months) is currently “unknown” because the State Department of Education does not collect this data.

It was LPRAC’s understanding that there would be no additional costs to either the State or local municipalities with this recommendation since the Bilingual Education Program in Connecticut is funded via a grant that is currently capped at \$1.9 million and the suggested amendment would not change that.



LPRAC at the State Capitol

LPRAC conducted one public hearing, two fact finding hearings, tracked 23 legislative proposals, drafted one legislative bill and prepared several legislative amendments at the request of legislators, submitted seven written testimonies on behalf of LPRAC during the 2014 legislative session and was invited to one bill signing ceremony by the Governor of Connecticut.

Results Based Accountability

LPRAC conducted five “Turn the Curve Sessions,” at the Legislative Office Building in Hartford, focusing specifically in the areas of Education (February 27), Public Safety (May 27), Public Health (March 13), Economic Self-Sufficiency (April 3), and Non-Discrimination (May 27), utilizing the RBA format as mandated by state law.

Liaison to the Community

LPRAC assisted 3,030 individuals in obtaining their birth certificates and providing referral services to our constituents in 2014. In addition to public forums and events, research and education outreach sessions, LPRAC social media accounts continued to grow in 2014 with over 1,144 Page Likes on Facebook and more than 1,285 tweets on Twitter with 255 followers.

Extending Education Opportunity

The LPRAC’s Annual Student Scholarship Program has also steadily grown over the years and in 2013 the number of students receiving scholarships increased to a total of 91 by awarding an additional 13 students. In 2014 this number increased to 111, as 20 more student were awarded in October. In 2013, the total amount of our scholarship awards was \$29,900 for 13 students bringing the collective total amount of awards to \$166,900. This year, that figure increased by an additional \$20,000 bringing the total amount of awards over the past nine years to \$186,900. (This figure includes the additional \$8,000 awarded by Bank of America in 2013.)



▼ (L to R) - LPRAC Commissioner Agnes Quiñones, Dr. Nivea Torres – LPRAC 2014 Latina Citizen of the Year Award Recipient & Superintendent of Schools for the CT Technical High School System, and LPRAC Chairman Richard A. Cruz.

▲ (L to R): LPRAC Secretary Emanuela Palmares Leaf; Consul-General of Brazil in CT – Ambassador Cezar Amaral; LPRAC Chairman Richard A. Cruz; LPRAC Vice Chair Elena Trueworthy; Consul-General of Ecuador in CT – Ambassador Raul Erazo Velarde; LPRAC Treasurer Yolanda Castillo; Consul-General of Peru in CT – Ambassador Carlos Zapata.



◀ (L to R): Mercedes Beltran, LPRAC Commissioner George Hernandez, Hartford Mayor Pedro Segarra, Norma Rodriguez-Reyes, owner of La Voz Hispana of CT newspaper, Cynthia Calderón and Carlos Resto.





Congressional Gold Medal for Borinqueneers

On Tuesday, June 10, the President of the United States, Barack Obama, signed into law H.R. 1726, a bill to award the Congressional Gold Medal to the 65th Infantry Regiment, known as the Borinqueneers. LPRAC was among the groups and organizations nationwide urging Congressional approval of the bill, working closely with Connecticut's Congressional delegation.



"We, at LPRAC, are thrilled that the U.S. Army's 65th Infantry Regiment or better known as Borinqueneers received the long-awaited Congressional Gold Medal by the President of the United States," said LPRAC Executive Director Werner Oyanadel.

"This is without a doubt the highest expression of national gratitude that the Borinqueneers can receive for the heroic actions they displayed during the Korean

War and other military conflicts. We salute the Borinqueneers and commend the Connecticut congressional delegation for making passage of this legislation possible."

Honoring Distinguished Service to Our Nation

The Latino and Puerto Rican Affairs Commission (LPRAC) honored 39 Hispanic Veterans at the State Capitol in Hartford on Wednesday, May 14, 2014. Among those honored were two 65th Infantrymen from Puerto Rico's Fighting 65th Infantry Regiment-The Borinqueneers.

One passed away on Thursday, March 20, 2014 in Puerto Rico. Six of his children and many grandchildren, nieces and nephews still reside in Connecticut and Massachusetts. His name is Private First Class Antonio del Carmen Rivera Villareal and one of his nieces, Sonia P. Ayala, is a former LPRAC



Commissioner and the founder of the annual Tribute to Hispanic Veterans. She was present to pay him tribute and his oldest son, Antonio Rivera, received his awards on behalf of the family.

The other 65th Infantryman passed away on Sunday, March 23, 2014 in Hartford, Connecticut. His name is Pri-

vate First Class Ramón L. Ojeda and he lived in Connecticut with his daughter, Ramonita Ojeda. Both were honored with an agency certificate of appreciation and a legislative citation along with a citation from the Lt. Governor and U.S. Senator Christopher Murphy. Ms. Ojeda was present to receive her late father's awards.

Attendance was excellent and newly promoted Lt. Col. Lesbia I. Nieves served as keynote speaker. Pablo Soto of the LPRAC Board was also recognized as he served as a Specialist in the U.S. Army.

LPRAC thanks SMSgt Ana Ortiz for serving as Mistress of Ceremonies for the evening again this year. LPRAC also thanks Councilman Joel Cruz who is also a Corporal in the United States Marines and was duly recognized that evening. LPRAC extends heartfelt thanks to Governor Dannel P. Malloy for addressing the audience that evening and to Secretary of the State Denise Merrill for her attendance.

Honoring Our Veterans

LPRAC has recognized over 211 Veterans during the past eight years by hosting tributes to Hispanic Veterans ceremonies. The annual audience has grown to over 150 since LPRAC moved the ceremony to the State Capitol Building three years ago.

RAISE
THE MINIMUM
WAGE

Education, Outreach & Partnership Development

Raising the Minimum Wage

LPRAC advocated for the proposal to raise Connecticut's minimum wage, proposed by Governor Dannel Malloy and ultimately approved by the General Assembly. Writing in The Hartford Courant, Executive Director Werner Oyanadel discussed who would be impacted by an increased state minimum wage:

These are people seeking desperately to get an economic foothold and to provide for themselves and their families. Among those who would be affected by an increased minimum wage nationally, about 54 percent work full time, about 69 percent come from families with income less than \$60,000 and more than a quarter have children. Many are women. The average minimum wage worker earns half of his or her family's total income, according to the Economic Policy Institute.

The Connecticut Department of Labor estimates as many as 90,000 workers earn the minimum wage here. Research by Connecticut Voices for Children indicates that although Latinos comprise only 12.84 percent of the workforce, we make up a disproportionate share, 17.1 percent, of those who would be affected by an increase.

In 1979, less than 25 percent of low wage workers had any college experience, and most had not finished high school. Today, nearly a third have been to college, and another 10 percent have graduated. Nonetheless, their advanced education hasn't led to better paying jobs.

That, in part, is because many middle income jobs have disappeared. Low wage workers are virtually locked on what previously was the first-rung of the economic ladder. The middle rung jobs, which brought advancement to the middle class, have been obliterated by recession or technology, or both. Minimum wage workers — especially those in the Latino and other minority communities — have fewer choices and fewer chances to advance.

Providing a realistic living wage would not only help these families and workers, it would help all of us. It is not drastic or dramatic. It is overdue.



Latino Expo

LPRAC Board and Staff were in attendance at the 2014 Latino Expo and distributed almost 500 scholarship applications for our agency's 2014 scholarship program.



Exploring Developmental Education Reform

LPRAC conducted a very informative discussion on May 21 at the Legislative Office Building regarding Developmental Education Reform (PA 12-40) and its effects on Latino students in Connecticut. The discussion included speakers Myrna Garcia-Bowen representing the Connecticut Association of Latinos in Higher Education (CALAHE), Jim Horan, Executive Director of the Connecticut Association for Human Services (CAHS), Awilda Reasco, Director of Pre-College Programs at CCSU, and Dr. Elsa Nuñez, President of ECSU.

CT Dream Act

LPRAC continues to support *Connecticut Students for a DREAM* via the CT DREAM Act. LPRAC is currently researching the possibility of recommending new legislation that would enable students without immigration status access to state financial aid at no additional cost to the state. LPRAC also recommends reducing the requirements for in-state tuition rates from four years to one year of high school in Connecticut, among other recommendations. LPRAC's internal research indicates that access to financial aid has the potential to result in higher graduation rates, which in turn will increase tax revenues for Connecticut coffers. The legislature has recently adopted a goal of educational equality for minority and poor students, which goes hand-in-hand with these recommendations.



(L to R): LPRAC Executive Director Werner Oyanadel, Carlos Espinoza (CT Students for a DREAM), Sung Jin (Yale Law Student), Claire Simonich (Yale Law Student), Stefan Keller (UConn MSW Student), and Abigail Rich (Yale Law Student).

Hispanic Representation in Governor's Cabinet

Following the 2014 gubernatorial election, LPRAC and Latino advocacy organizations in Connecticut stepped up efforts urging Gov. Malloy to appoint individuals of Hispanic heritage to his cabinet, and increase high-level appointments from the state's urban communities.

Among the positions highlighted was Commissioner of the State Department of Education, with the appointment of Dr. Nivea Torres, the Superintendent of the Connecticut Technical High School System, recommended in a letter from LPRAC to the Governor. It read, in part, "Connecticut stands at a crossroads. Education will be perhaps the single most influential factor in the state's ability to compete economically going forward. We have both a highly educated population and the country's largest achievement gap. But in a global economy we rise and fall together: we need all Connecticut residents to have the education necessary for them to contribute effectively to moving our state forward. Dr. Torres uniquely has the package of experience, knowledge, and skills to do this."

Just prior to the end of the year, Bridgeport State Senator Andres Ayala Jr. was named by the Governor to be the next Commissioner of Motor Vehicles. He would be the first Hispanic agency head in the Malloy administration.

Legislative Retreat

LPRAC met on Saturday, September 13 at the Water's Edge Resort in Westbrook for a very productive legislative retreat aimed at achieving consensus for LPRAC's 2015 Legislative Agenda. The discussion included topics on Connecticut's aging population, K-12 spending, graduation rates, housing, & Latino political influence.

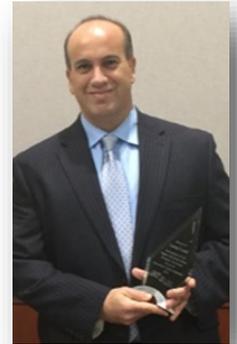


Safe Havens Law

State Representative Pamela Z. Sawyer (R-55th), LPRAC Executive Director Werner Oyanadel, and Representative-Elect Gayle Mulligan (R-55th), working on the Safe Havens Law Committee at the Legislative Office Building to help promote and increase the law's outreach. The law allows a distressed parent to anonymously leave an infant, up to 30 days after birth, at hospital emergency rooms without the fear of prosecution.

Carlos Candal Receives Special Recognition Award from LPRAC

LPRAC honored Attorney Carlos Candal with a Special Recognition Award, honoring the leading advocate for Connecticut’s new Drive Only license program, an initiative which will permit undocumented immigrants living in Connecticut with an opportunity to obtain a driver’s license. The new state policy, described by lawmakers as one of the most significant public safety initiatives ever adopted in the state, was advocated by numerous individuals and organizations, but none were more instrumental than Candal, a former LPRAC member and a Spanish-speaking lawyer practicing Immigration and Personal Injury law in New Haven.



The purpose is to improve public safety and to try to ensure that all drivers are tested, know how to drive and understand the rules and laws for driving. The Special Recognition Award was highlighted by presentation of a commemorative plaque at LPRAC’s December 17, 2014 meeting, and marked the first time that an individual Commission member was honored in such a manner, reflecting the significance of Candal’s contribution to the new law.

“Carlos Candal played a pivotal role convincing our board about the economic and public safety benefits of the “drive only” program for immigrants,” said Richard A. Cruz, LPRAC Chairman. “His research at LPRAC started several years ago and evolved at a time when many experts in the field didn’t believe lawmakers in Connecticut had the political will to explore this policy.”

Hispanic Heritage Honored with Call for Economic and Education Progress

Economic opportunity and educational opportunity are inseparable keys to progress for Connecticut’s growing Latino population, and the number of Latino children under the care and supervision of the state Department of Children & Families (DCF) is a cause for concern.

Speaking at a Hispanic Heritage Month observance at DCF, at the invitation of the agency’s Diversity Action Team, Werner Oyanadel, LPRAC Executive Director, said “we can’t help but be concerned about the numbers, and the children behind those numbers.”

Oyanadel pointed out that the percentage of Connecticut’s children that are of Latino heritage is 22 percent, yet the percentage of children in DCF care who are of Latino heritage is 33 percent. In addition, the percentage of children entering DCF last year who were of Hispanic origin was 35 percent.

“If we are to solve those statistics, and others that bring well-founded cause for concern, we need touchstones to guide our way. First and foremost in the Latino community is family,” he said, noting the cultural preeminence of family in Hispanic traditions, and the importance of understanding family dynamics in achieving good outcomes that impact children, their families and communities.



Hispanic Heritage Celebration at the Department of Children and Families included (left to right) DCF Deputy Commissioner Fernando Muñoz, LPRAC Executive Director Werner Oyanadel, DCF Program Manager Gail Reyes-Walton, DCF Commissioner Joette Katz and Hartford Mayor Pedro Segarra.

National Hispanic Heritage Month is observed from September 15 to October 15 annually, celebrating the histories, cultures and contributions

of American citizens whose ancestors came from Spain, Mexico and the Spanish-Speaking nations of Central America, South America and the Caribbean.

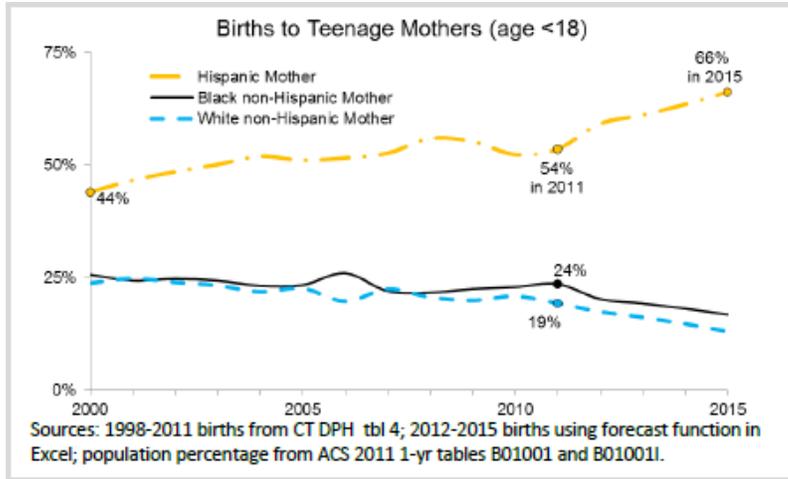
Citing DCF data, Oyanadel indicated that more than 25 percent of Hispanic children in foster care are between the ages of 1 and 5, and another 25 percent are between 15 and 17 years old. The percentage that are reunified within 12 months of entering foster care is less than 25 percent – and after two years, the percentage of children who are adopted is only 14 percent. While taking note of the agency’s commitment to working in the best interests of children, he called for intensified efforts to respond to the current limitations in economic and educational opportunity in Connecticut.

Quality of Life Result

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

Contribution to the Result

Reduce the number of pregnancies among Latino females under age 18.



Story Behind the Baseline

In Connecticut in 2011, Latino females were 20% of the population of females under age 18. However, Latino females accounted for 54% of births to teenage mothers (<18). Latino females are forecast to account for 66% of teenage births in 2015.

There are various causes for the higher rate of teenage births among Latino females (relative to whites and African Americans). Racial and economic isolation create barriers to positive youth outcomes and reinforce perceptions that there are few life choices available to teenage Latinas living in poverty. There is also the cultural outlook of families coming to the U.S. from Latin America who are not aware of the loss of economic opportunities for teenage mothers in the U.S. High poverty among Latinos also contributes to less access to contraception and an increase in the likelihood of an unstable home life.

Trend: ▽

Stakeholders

Twenty-one organizations including women's advocates, pregnancy care centers, pregnancy prevention organizations, City of Hartford, municipal elected officials, hospitals, social services providers, and community organizations.

Proposed Legislative Actions to Turn the Curve

Action 1: Comprehensive and developmentally appropriate school-based sexual health education should be required starting in elementary school, for girls as well as boys.

Action 2: Increase access to contraception for low-income teens and provide consistent year-to-year funding for evidence-based teen pregnancy prevention programs with proven efficacy.

Action 3: Increase the availability of licensed maternity group homes with comprehensive resources for homeless teen mothers to graduate from high school and become economically self-sufficient.

Data Development Agenda

Collect statewide and town-level data to measure the demand for maternity homes for pregnant teenage mothers under age 18.

Quality of Life Result

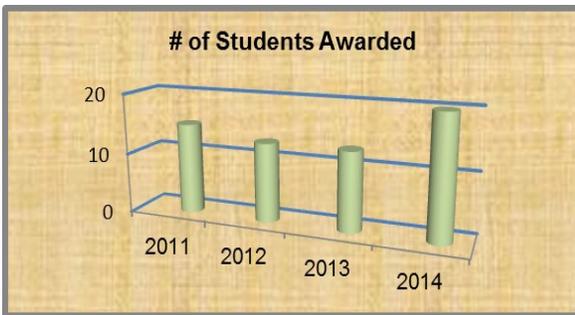
All members of the Latino and Puerto Rican population of the state attain educational success.

Contribution to the Result

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

Program Expenditures	State Funding*	Federal Funding	Other Funding**	Total Funding
Actual SFY 13	\$13,830.00	0	\$24,560.00	\$38,390.00
Estimated SFY 14	\$0.00	0	\$63,810.00	\$63,810.00

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 Bar Association, CT Hispanic Democratic Caucus, Amazon Concrete, Zero Hazard, LLC, SINA, Trinity College, First Niagara Financial Group, American Savings Bank Foundation.



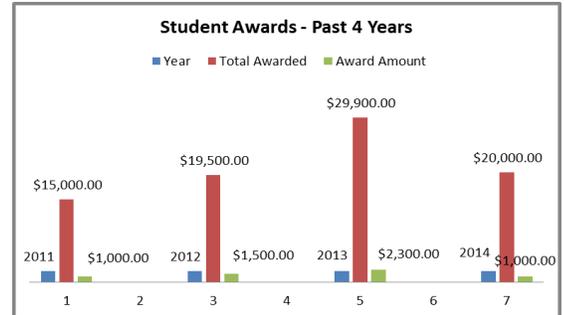
How Much Did We Do?

A total of 111 students have been awarded scholarships in the past four years.

Story Behind the Baseline

The Latino and Puerto Rican Affairs Commission set out to award at least 20 students per year over the past four (4) years. We achieved the goal in 2014. Despite the barriers including the economic downturn, we were able to generate sufficient funds to award a total of \$186,900.00 in scholarships from 2011 through 2014.

Trend: ▲



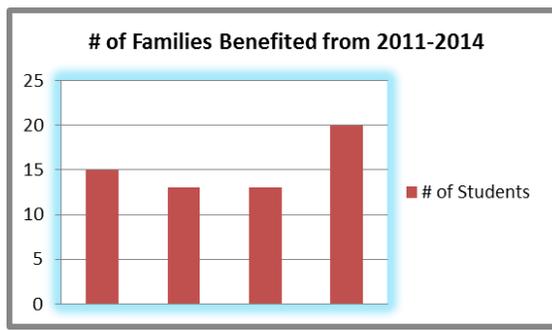
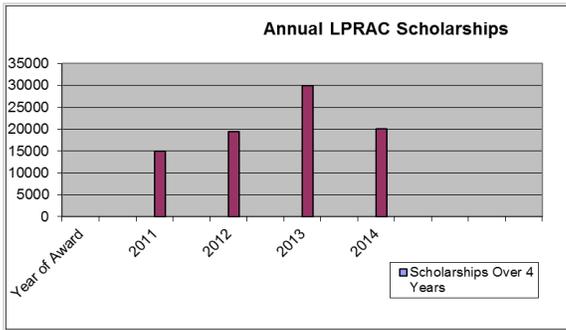
How Well Did We Do It?

Scholarship amount awarded over the past four years.

Story Behind the Baseline

Connecticut is in 50th percentile in the educational gap in the United States; many students impacted come from the Hispanic community. As a result, the Latino and Puerto Rican Affairs Commission continued, over the past 4 years, to award at least 20 students per year with scholarships to attend institutions of higher learning. The combined number of students awarded in the past 4 years is now 61. All things considered even with the economic downturn, we are doing a bit better-as in 2014 we awarded 20 students \$1000 each.

Trend: ▲



How Well Did We Do It?

Amount awarded to students over the past four years.

Story Behind the Baseline

The Latino and Puerto Rican Affairs Commission set out to award as many as 20 students per year for the past 4 years, however, economic conditions led previous sponsors to reduce the amount of award or to forego awards altogether and as a result we were not able to award any more than 13 to 15 students per year for the past 4 years.

We are thrilled, however, that despite these challenges, we have still been able to award at least \$186,900.00 over the past 15 years to a total of 111 Latino students throughout CT. 2014 is the first year we awarded 20 students.

Trend: ▲

Is Anyone Better Off?

A total of 61 families benefited as a result of the scholarships awarded over the past four years to Latino youth throughout CT.

Story Behind the Baseline

LPRAC 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 4 years. In 2014 we awarded 20 students a total of \$1000 each due to the level of contributions we were able to capture through our corporate, community and individual sponsors as well as ticket sales to the annual awards as well as advertising in the program for the year. The Latino community is better off as a result of this annual program.

Trend ▲



▲ (L to R): LPRAC Commissioner Yolanda Castillo, LPRAC Commissioner Elena Trueworthy, SFC Oyola Alvarez – Lifetime Achievement Award Recipient, and LPRAC Chairman Richard A. Cruz.

▶ (L to R): Ingrid Alvarez, Dr. Wilson Luna – 2014 Latino Citizen of the Year, and LPRAC Commissioner Ana Gonzalez.

Special Celebration

The 17th Annual Scholarship Awards Ceremony and the 20th Anniversary of LPRAC was celebrated on October 11.



Proposed Actions to Turn the Curve

The Latino and Puerto Rican Affairs Commission will review and move forward with implementation of the following strategies to turn the curve:

Action Item #1: Identify other sources for promoting the scholarship awards program in order to draw additional participants that will afford us the opportunity to realize at least 20 viable candidates to receive awards in 2015 and beyond. *TC Jun 2015*

Action Item #2: 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 2015*

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 2015*

Action Item #4: Outreach to state-wide programs providing services to high school and college aged youth to create yet another source for identifying potential qualified candidates that can successfully participate in the program. *TC On-going*

Action Item #5: Engage the media in helping us to create ways of promoting the program early in the year so as to attract qualified applicants early. *TC Feb 2015*

**TC = Target Completion Date*

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 5 proposed actions to turn the curve.
3. Create a list of state agencies to whom we would reach out and schedule meetings in the hopes of using them as an added resource for candidate identification.
4. Identify appropriate media outlets to collaborate with in order to get out the word about the program and perhaps run PSAs when the application process is in full swing. Use Facebook page.
5. Identify key state for and non-profit agencies/organizations that may serve the target population we hope to attract as qualified applicants.
6. Create a database that can assist in data collection where we can update annually the key contacts for the program.
7. Gather data to show how well the community is faring as a result of the program.

***We will identify and secure at least 4 interns to assist with the data development and proposed action items.*

In 2014, the LPRAC Lifetime Achievement Award recipient is a 97-year-old member of Puerto Rico's 65th Infantry Regiment, SFC (Ret) Restituto Oyola Álvarez. The Commission recognized two outstanding Latina Citizens: Dr. Nivea Torres, Superintendent of Connecticut's Technical School System and Jessica Rivera Ocasio, Executive Director of the Rivera Hughes Foundation of Waterbury. Honored as Latino Citizens for 2014 are Eugenio Caro, Sr. of Hartford and Dr. Wilson Luna of New Haven. The agency also recognized two community

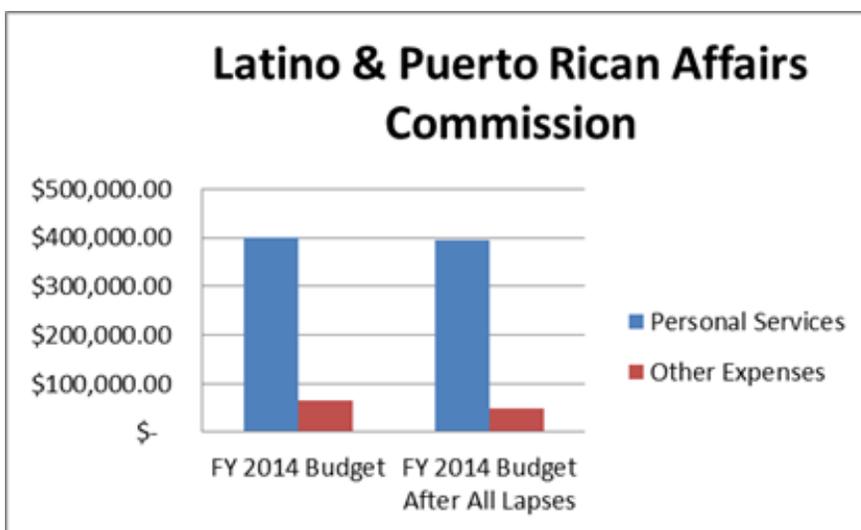
service agencies – Arte, Inc. of New Haven and Mega Education of Hartford.

In commemoration of its 20th anniversary, the LPRAC Board selected 20 Hispanic students to receive a monetary award of \$1,000 each to attend college

this fall. The students are: Cynthia Calderón (Bridgeport), Mariah Carvalho (Waterbury), Miluska Ciurlizza (Norwalk), Yanira Rios Cruz (Bridgeport), José E. Díaz (New Britain), Eliana M. Echtenkamp (Hartford), Luis André Loza (Wethersfield), Jessica Caroline Manfredini (Danbury), Danixa Molina (Waterbury), Emily Nuñez (Waterbury), Alejandro R. Ortega (Prospect), Maria Victoria Pérez (Hartford), Yobana Ponce (Meriden), Sierra J. Colón-Rivera (Wethersfield), Maria I. Rodríguez (Hartford), Matthew Ruffino (Meriden), Juan Usuga (New Britain), Sara Brito Valle (New Haven), Ashley Vázquez (Fairfield) and Raquel Vélez (Stratford).



	FY 2014 Budget	FY 2014 Budget After All Lapses
Personal Services	\$400,430.00	\$396,189.00
Other Expenses	\$63,980.00	\$47,936.00
TOTAL	\$464,410.00	\$444,125.00



Note: \$39,500 for a Latino Socio Economic Study on current social & economic status of Hispanics in CT. The comprehensive subject matter included in this report - quality of life, self-sufficiency and housing, education and children, public safety and health status - is relevant to the Commission's mandate and will be utilized for RBA purposes and testimony purposes during legislative sessions.



LATINO & PUERTO RICAN
AFFAIRS COMMISSION

LPRAC



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