

Conexiones Summit Report

December 2017



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Introduction

The Latino population in Oregon is large and growing. The 2014 American Community Survey estimates Oregon's Latino population to be 473,729¹. This number, an increase of 72 percent from the year 2000, puts Latinos at 12 percent of the total population in the state.

The Latino population of Oregon is diverse. Nearly two-thirds of Oregon's Latinos were born in the United States. While 86 percent are of Mexican descent, there are Latinos in Oregon who have roots in countries across Latin America.

Oregon's Latino population is also notable for its youth. The average age of Latinos in the state is 24 while that for whites is 41. Given this, it is clear that Oregon's Latino population will only continue to increase in the future.

With this increasing diversity in the state, Oregon now faces new challenges to ensure that all residents are able to have access to health care, achieve their educational and career goals, and have a say in the future of the state.

In October 2017, over 200 Latinos and non-Latino partners from across Oregon gathered in Salem for the inaugural Conexiones Summit. Hosted by the Latino Partnership Program of the Oregon Community Foundation, this event brought people together to connect with each other and to discuss issues facing the state's growing Latino population. The theme of the event — Transforming Communities Together — highlighted the need for all stakeholders to work in close collaboration to develop actionable and collaborative ideas to boost education, small business and entrepreneurship, health and wellness, and leadership that will benefit Latinos throughout Oregon.

¹ *This and other statistics in this report come from the 2016 Latinos in Oregon report, produced by the Oregon Community Foundation, which relied on data from a range of sources. See <https://www.oregoncf.org/news-resources/press-releases/current/latinos-in-oregon-report-august-2016>*

Attendees at the conference broke into groups, each of which focused on a particular topic. The topics and associated goals were as follows:

Health and Wellness To identify practices, collaborations, and strategies that ensure Latino Oregonians have access to the health care opportunities they need to thrive.

PreK-12 Education To identify opportunities to help ensure Latino students are ready for school and continue to succeed through middle and high school.

College and Career Readiness To identify pathways to a quality post-secondary education and a meaningful career.

Small Business and Entrepreneurship To identify promising opportunities to spur and improve statewide public discourse, inform and improve public policy, identify support and give visibility to successful efforts for or practices that can help generate, support and protect Latino-owned business and entrepreneurship.

Leadership and Engagement To identify strategies that can help increase Latino representation and involvement in diverse community sectors.

Each work group identified key challenges, existing opportunities, and possible solutions. At the end each group discussed, designed and presented key recommendations to the Summit assembly along with individuals willing to lead and move the ideas forward. This report is intended to provide a blueprint for action for the next several years to give those engaged in this work a path to action.

Key Recommendations

As each work group dug deeper into the issues they also identified possible solutions or work being done somewhere in the state. The groups further refined and consolidated the solutions into key recommendations for each of the topic areas with the hope that others will join, adapt them and collaborate in ways that transform our communities for the benefit of all.

Health and Wellness

- Implement a community education program for emotional health through a grassroots community model
- Establish public policy for the coordination of efforts by Latino experts who know, live with or work in their communities

PreK-12 Education

- Develop a community-driven Latinx Education Initiative with dedicated funding, regular meetings, and the collection of data, all with the goal of increasing educational outcomes

College and Career Readiness

- Implement the *Navegar el Futuro*, the *Financiando tu Futuro*, and the *Estes tu Futuro* projects to help students and their families understand, prepare, and develop strategies to pay for higher education

Small Business and Entrepreneurship

- Establish a financial institution led, managed and serving diverse community members and organizations to address the issue of lack of access to capital among Latino business owners.

Leadership and Engagement

- Establish a core team that moves a common agenda, connects the parts, communicate progress and ensures mutual accountability.

Health and Wellness



Health is the fundamental building block of any person’s ability to thrive. Without good health, one’s ability to thrive as a productive member of school, work, or family is compromised.

Latinos in Oregon face some serious health challenges. The 2016 Latinos in Oregon report highlighted several issues confronting this group:

- Low rates of access to health insurance
- High rates of obesity
- Low levels of access to prenatal care
- High rates of teen pregnancy

Underlying all of these issues is a lack of access to health care for the Latino population of Oregon. The reasons for this are complex and include a combination of factors related to both supply of and demand for health care of Latinos.

Key Recommendations

- Implement a community education program for emotional health through a grassroots community model. It should include conversation, emotional support, and collaboration for the improvement of emotional health, mental health awareness and the reduction of stigma.
- Establish public policy for the coordination of efforts for rapid response from Latino experts who are the eyes and ears on the ground. It will help collect and distribute information to act upon; will help establish priorities and will help determine who takes the lead.

Issue #1: Health care is often unavailable on a schedule and in locations that are convenient for Latinos

Most primary health care in the U.S. system is delivered during typical business hours. For many Latinos, who work nontraditional and/or irregular hours, making appointments under this model presents challenges. For those with children, making appointments also requires setting up child care, an additional hurdle. What's more, many clinics are in locations that are not easily accessible, particularly to those with limited transportation options.



Solution: Offer care at times and in places that are accessible for Latinos, and offer childcare for those who need it

Educating health care providers can help them understand why traditional models of care do not always work for their Latino patients. By making adjustments to their models to account for the needs of these patients, they can develop new models — including care at more convenient times and places and with included childcare — that work for Latinos.

Issue #2: Access to multilingual and multicultural providers

Even if Latinos are able to access health care, many struggle to find providers who speak their language and understand their cultural background. For those who do not speak Spanish, but instead speak indigenous languages common across Mexico and other parts of Latin America, the challenge is even greater.



Solution: Offer incentives to recruit providers to work with Latino patients

With the strong need for multilingual and multicultural providers to work with Latinos, incentives — including increased salaries, debt forgiveness, and more — to encourage health care providers to work with this population should be considered. In addition, active recruitment is likely to increase the number of providers working with Latino populations.



Solution: Create a directory so that health care providers can more effectively identify and hire well-qualified, multilingual and multicultural staff

Health care providers often need help to identify staff with the cultural and linguistic skills to succeed in working with Latino patients. A directory that highlights staff with these skills will increase the pipeline of multilingual and multicultural staff working in health care.



Solution: Set up structures to enable providers who work with Latinos to thrive

Providers who do work with Latino patients often experience burnout because of the challenges they face. Creating support structures for these providers is essential. These can include an extensive onboarding process as well as a network for providers to share struggles and successes on an ongoing basis.



Solution: Educate providers on cultural nuances of working with their Latino patients

While it is desirable to have providers who share the linguistic and cultural backgrounds of their Latino patients, it is inevitable that many will not. Given this, educating these providers about the nuances of working with diverse populations is a key step toward enabling them to work effectively with all of their patients.



Solution: Create pathways for health care providers to have foreign credentials recognized

Many professionals who have worked in health care in their home countries are unable to continue their careers upon arriving in the United States. The main reason for this has to do with the inability to use foreign credentials to obtain comparable credentials in the United States. Creating a system to enable these health care

professionals to transfer their credentials will increase the supply of providers with the linguistic and cultural skills to meet the needs of Latinos in Oregon.



Solution: Help the mainstream health care system to recognize and work with providers that Latinos use who offer alternative care models

Whether or not providers are aware of it, many Latinos use alternative care models for their health care. This includes reliance on culturally-specific healers, such as *curanderos*, who use traditional methods to offer care to those with whom they work. Recognizing the role of these alternative providers and identifying ways to have them work with, rather than against, mainstream providers can improve outcomes for Latino patients.

Issue #3: Lack of awareness of challenges Latinos face in accessing health care services

Too many in decision-making positions remain unaware of the struggles that Latinos face to access health care services.



Solution: Educate decision-makers about the issues that Latinos face in accessing health care services

Many health care decision-makers are currently are unaware of issues Latinos face. Education is required to improve the knowledge of those in power to impact health care for Latino residents of Oregon.



Solution: Collect data on Latinos and health care

In order to effectively educate decision-makers, it is essential to have data on Latinos in Oregon and health care. Partnering with a

university to develop a plan to collect, manage, analyze, and report on this data can help to offer a more comprehensive overview of the issues that Latinos face.

Issue #4: Lack of awareness among Latinos of existing health care services

Although health care services that serve Latinos in Oregon well may be limited, it is also the case that many Latinos are not aware of the services that do exist. Without this knowledge, many go without the type of effective care that they need.



Solution: Provide information where Latinos are likely to find it

Outreach must be taken into the Latino community, rather than by expecting Latinos to go to places they do not frequent. This means providing information about health care services in places such as community radio, Spanish-language television, schools, in-home child care locations, churches, and theater performances as well as other community events that attract Latinos. Existing public places, such as post offices, Western Union locations, laundromats and the like, can also be used to conduct outreach. Special events can also be set up, such as a *Dia de la Familia*, that include demonstrations of healthy cooking and other education on health-related items.



Solution: Partner with consulates

Working with consulates of countries from which Latinos in Oregon come can provide another strategy to reach people where they already are. These partnerships can involve conducting mobile health screening as well as providing information about health care services available to Latinos in Oregon.

Issue #5: Stigma against mental health

For many in the Latino community, discussions of mental health remain a taboo subject. Until these ideas are changed, there is not likely to be increased usage of mental health services among Latinos.



Solution: Provide education about mental health

Community education can provide the knowledge needed to de-stigmatize discussions of mental health in the Latino community. The key is to educate people so they understand that mental health struggles are not simply a personal failure, but instead an issue that can be solved. With this increased knowledge, Latinos in Oregon are more likely to use mental health care services.

* * *

There are several organizations in Oregon already doing excellent work to provide health care to Latinos. There are several collaborations taking place across the state. For instance, in Washington County, Adelante Mujeres partners with the Virginia García clinic to offer farmers market vouchers and cooking classes to patients, all with the goal of helping them improve their diets. Near Eugene, South Lane Mental Health has partnered with Centro Latinoamericano, giving the group office space within the clinic, which enables the two organizations to work together to improve the health of the Latino community in the area. These types of collaborations have vast potential and opportunities to replicate them across the state should be explored.

PreK-12 Education



In Oregon today, nearly one-quarter of students kindergarten through twelfth grade are Latino, and this number is likely to increase. The achievement gap between Latino students and white students is ever more pressing. For instance, the 2014 graduation rate among Latino students was 74 percent, ten percentage points lower than that for white students. The future success of Latinos in Oregon, and Oregon as a whole, depends in large part on improving educational outcomes of Latino students.

Key Recommendations

Design a community-driven Latinx Education Initiative with recommendations for:

- Dedicated funding to scale successful programs and develop new strategies to improve education and outcomes for Latinx
- Regular statewide convenings for planning and progress status
- Strategies informed by the lived experiences of Latinx
- Information and community data to address systematic racism

Issue #1: Lack of access to high-quality education

In too many cases, Latino students find themselves in schools that do not offer the same level of education that other students receive. The achievement gap is too often mirrored by a gap in the quality of schools, and Latinos tend to attend schools on the lower end of the quality gap. Many Latino students also have particular linguistic needs (e.g. English as a Second Language instruction) and cultural backgrounds that schools too often fail to meet.



Solution: Improve the quality of early childhood education

The early learning system in Oregon is still in its infancy and currently faces many challenges to being fully implemented. However, the potential impacts that the development of this system can yield are significant. Increased funding for early childhood education, including the expansion of the Preschool Promise program, which currently offers high-quality, publicly-funded early childhood education to students in nine Early Learning Hubs across the state, has the potential to significantly impact Latinos. In

addition, offering support for improving quality of early childhood education, including in home-based settings, has the potential to ensure that young Latinos start their educational careers on the right foot.



Solution: Build on the success of philanthropic organizations in out-of-school time

In the last few years, several foundations in the state, including the Oregon Community Foundation and the Ford Family Foundation, have invested heavily in out-of-school time programs. These after-school and summer programs, all of which reinforce learning during the school day, have given thousands of students across the state, many of them Latino, opportunities that they might not otherwise have. Building on the success of these programs through increased funding, either from other philanthropic organizations or from public funds, has the potential to ensure that students don't lose the progress they make at school.



Solution: Increase the number of dual immersion programs

Dual immersion programs, which teach in two languages (e.g. half of the day in English, the other half in Spanish), have been shown to have a positive impact on those who take place in them. For Latinos learning English, these programs can help them to do so while also maintaining their native Spanish. And the bilingualism developed in dual immersion programs can have many benefits for the future prospects of everyone involved.

Issue #2: Lack of culturally-responsive education

Education that recognizes and honors the cultural backgrounds of Latino students can be found in Oregon, but it remains relatively rare. Education researchers have shown that if students do not believe that their background is honored, they are less likely to do well in school. The flipside is also true: students who feel that their teachers understand them are more likely to succeed in school.



Solution: Provide pathways for Latinos to become teachers and administrators

While providing instruction to non-Latino teachers is an important first step toward culturally responsive education, providing pathways for Latinos to become teachers and administrators is a way to go even further in this regard. Encouraging Latinos today to enter the education profession can provide culturally-responsive education for the next generation of Latino youth.

Issue #3: Lack of parent support, engagement, and leadership

Many schools throughout Oregon have identified what they see as a lack of support, engagement, and leadership on the part of Latino parents. However, it is important to note that there are often particular reasons for this; it is not the case that Latino parents do not want to be involved with their children's education. Barriers to involvement may range from the macro (increasingly restrictive national immigration policies that force many to fear being out in public) to the micro (lack of transportation to get to school).



Solution: Educate parents so they understand the importance of active participation in their children’s education

Not all parents understand the importance of actively working with their children’s school to ensure their success. Educating parents on this can help improve their participation in their children’s education.



Solution: Offer transportation to enable all families to participate in school activities

Recognizing that transportation is often a barrier for rural and urban people alike, offering ways for families to get to school can drastically increase their likelihood of participating in school activities.



Solution: Make sure that parent participation is a true priority for all schools

While it is certainly not the case for all, there are some schools where parent engagement is a low priority. Working with these districts to ensure that they value this important part of student success can yield increased parent participation.



Solution: Have schools provide a comprehensive suite of services for families

In various parts of the state, Latino-run organizations have worked with local schools to provide support for comprehensive suite of services for families. These services include parenting education classes, connections to social service agencies, and more. By building strong family support systems for students and their families, several districts have had notable success in improving graduation rates.

College and Career Readiness



Between 2010 and 2014, high school graduation rates among Latino students jumped from 65 to 75 percent. Yet in spite of this increase, college completion rates among Latinos have not kept pace. Too many Latino students enter college without the skills needed to succeed in the classroom. And too many Latinos struggle to successfully transition into the workplace. College completion and training that leads to career readiness is key to the future economic success of Latinos in Oregon.

There are several bright spots in this area already taking place in Oregon: increased opportunities for dual credit earning in high school that also provides college credit, increased scholarships for students attending college, and a greater number of internship opportunities for Latinos. For non-traditional students, there are more adult and alternative education programs.

What else can be done to increase the number of Latinos completing college and obtaining skills in other ways to enter the workforce?

Key Recommendations

- Implement the *Navegar el Futuro* (Navigate the Future) project for students and families
- Implement the *Financiando tu Futuro* financial literacy app. A simple, bilingual, accessible app marketed and distributed, with the ability to print.
- Implement the *¡Este es tu Futuro!* (This is your Future) project to prepare students and families for post-secondary education.

Issue #1: Latino students struggle to understand the educational system

Latino students are less likely than others to come from families with members who have attended college. As a result, their parents tend to be less familiar with the complex American system of higher education, and cannot help their children a result. Without this familiarity, many Latino students are unaware of their post-secondary education options. Education is needed to ensure that Latino students are aware of their options and have the skills to navigate the higher education system.



Solution: Develop the *¡Este es tu Futuro!* / This is Your Future project

This proposed program is envisioned as a way to help Latino families and students become familiar with post-secondary educational options, training programs, career options and other opportunities.



Solution: Develop the *Navegar el Futuro* / Navigate the Future project

Complementing *¡Este es tu Futuro!* / This is Your Future, the *Navegar el Futuro* / Navigate the Future project would hold an annual event where families gather to celebrate and share successes while building a bigger and more supportive community. Additionally, it would see the creation of mentorship opportunities throughout the year, and the development of a mentoring network for young Latinos.

Issue #2: Latino students struggle to pay for college

The cost of higher education has increased dramatically in the last several decades. For Latinos, the barriers to identifying funds to pay for post-secondary education are particularly complex. Many are unfamiliar, as are their family members, with the complex landscape of grants, scholarships, loans, and more. Those without legal documentation status are not eligible for many government-provided funding opportunities.



Solution: Increase financial literacy information available to students and families

This can include discussions in high school classrooms; family nights with information on financial aid; bilingual videos, written information, and staff available to walk families through the financial aid system, and more. Bringing together partners with interest in this topic who might not otherwise connect (e.g. staff at AVID and ASPIRE programs along with employees of local credit unions) has the potential to see the development of new solutions to the challenge of college affordability.



Solution: Develop the *Financiando tu Futuro* app

A bilingual app that provides basic information on how to pay for college has the potential to help many Latino students and their families. The app would include a timeline with notification on when various items are due (e.g. FAFSA submission), a glossary of financial aid terminology, a list of documents needed to apply for financial aid and how they should each be filled out, and more, all of which would help students to obtain funds needed to pay for their educations.

Issue #3: Latino students often experience internal and family struggles in pursuing their educational goals

Many Latino students face internal struggles that impact their educational pursuits. Growing up in the United States, many struggle to balance their own sense of self with that imposed on them by society and by their families. This struggle can lead them to question the value of pursuing education, particularly in cases where family members seek to convince them to do otherwise. While Latino families urging their children to not pursue education may seem confusing at first glance, with so many lacking much in the way of formal education themselves, many encourage their own children to begin working and contributing to the family as soon as possible.



Solution: Develop a campaign to educate Latino families on the importance of higher education

Working together with local partners in various parts of the state, including schools, nonprofits, and others, a dedicated media campaign that educates Latino families on the importance of higher

education can be developed. This can be conducted through webinars, outreach to local media, and other strategies.

Issue #4: Latinos leave both secondary and postsecondary schools unprepared for the workplace

For many young people, the transition from school to work can be challenging. For Latinos, who often lack family members capable of offering firsthand experience to guide them through the change, the transition can be particularly difficult.



Solution: Promote better coordination between various sectors

Bringing together schools, community organizations, government agencies, and employers can help to identify issues. Facilitating further collaboration, such as mentorship programs that allow students to learn directly from those already in the workforce, can make the jump from school to work less challenging.

Small Business and Entrepreneurship



In 2002, the number of Latino-owned businesses in Oregon stood at just over 6,000. Ten years later, the number had risen to just under 15,500. While the Latino population of Oregon increased by 72 percent during the decade between 2002 and 2012, the number of Latino-owned businesses increased 250 percent.

There is clearly an entrepreneurial drive among many Latinos in Oregon (though some go into business on their own because their legal status limits their opportunities in the labor market). There are also issues that these Latino business owners face in starting and growing their businesses.

Key Recommendations

Establish a financial institution led, managed and serving diverse community members and organizations to address the issue of lack of access to capital among Latino business owners. The financial model should:

- Value diversity
 - Offer personalized, bilingual services
 - Be equitable
 - Provide access to credit
 - Offer financial education
-

Issue #1: Access to capital

Obtaining access to capital is a challenge for all entrepreneurs. For Latino business owners, the challenge is even greater. With few lenders able to meet their cultural and linguistic needs, many Latinos are unable to obtain access to the capital they need to start and grow their businesses.



Solution: Educate existing financial institutions to become more culturally responsive

Helping mainstream financial service providers, who will always be among the main lenders, to become more culturally responsive has the potential to yield benefits for Latino entrepreneurs who rely on them.



Solution: Develop a financial institution run by and for the Latino community

In addition to helping mainstream providers become more culturally responsive, another way to help Latino business owners obtain access to capital is through the development of a financial institution focused on the Latino community. Such an institution could be a nonprofit, focusing on educating the public on financial literacy (including setting up Individual Development Accounts or IDA's), lending capital to aspiring Latino entrepreneurs, and engaging in other activities to help build the economic strength of local communities. By valuing diversity, offering bilingual and personalized service, this financial institution could serve a community that has often been underserved.



Solution: Promote alternative financing solutions

Alternative financing options, such as *tandas* (rotating savings and credit associations used in Latin America and Latino communities in the United States to enable communities to jointly develop capital), have proven successful in enabling Latinos to work outside of the traditional financial system to obtain capital for business ventures.

Issue #2: Lack of knowledge about the process for starting and growing businesses

Starting and growing a business is hard. Too many potential entrepreneurs who want to grow their businesses lack the knowledge to do so. And, with Latinos still a very small percentage of the total number of business owners (five percent in 2012), many are unable to find the types of networks needed to push their businesses forward.



Solution: Conduct a Latino bus tour that offers free consultations with business experts across the state

Because Latinos entrepreneurs often struggle to find needed services where they are, a bus tour would take these services on the road. Working with organizations such as Business Oregon, Build Oregon, and the Women’s Foundation of Oregon as well as with politicians across the state, the tour can be promoted using media that Latinos consume.



Solution: Develop a Young Entrepreneurs Summer Camp

Ensuring that the next generation of Latinos has access to the knowledge needed to start their own businesses, this camp would bring together a group every year to teach them skills and connect them with mentors to start them on their entrepreneurial path.



Solution: Develop a social enterprise incubator

This incubator could develop culturally-specific programs to teach business skills to Latino entrepreneurs. By offering mentoring and coaching, it could help Latinos to start and grow their businesses. Similar models have been successfully conducted (for instance, the Huerto de la Familia in Eugene provides training to Latinos interested in learning more about the business of organic agriculture) that can be replicated across the state.

Leadership and Engagement



Latinos tend to be highly involved in leadership positions in Latino-run nonprofits as well as churches. But, in other sectors, they remain highly underrepresented. Increased representation in leadership positions in government, business, and other sectors is essential to ensuring that Latinos have a say in the development of the communities where they live and work.

Key Recommendations

Establish a core team that moves a common agenda, connects the parts, communicates progress and ensures mutual accountability. The agenda should include:

- Standards of practice
 - Growing leadership
 - Networking
 - A resource portal (data hub)
 - Gender justice
-

Issue #1: Lack of skills and networks to pursue leadership positions

Many Latinos who might be interested in pursuing leadership positions are unable to do so because they lack the specific skills and connections necessary.



Solution: Offer leadership training classes

In providing these classes, Latinos will develop the skills they need to enter leadership positions.



Solution: Establish a network and mentorship model for new and established leaders

Connecting aspiring Latino leaders with mentors can increase their skills even further. The types of networks that other community leaders have developed over the years and which help them to further their leadership ambitions can be recreated through a system that brings together both new and established leaders.

Issue #2: Lack of information

A lack of information, from simple information on community resources to more complex data on Latino representation in leadership, makes it challenging to effect change.



Solution: Create an online resource portal

In order to provide Latino community members and leaders the information they need, an online portal can be developed to share resources. This hub can provide information about transportation, banking, scholarships, mentorship opportunities, social services, health, environment, law enforcement, environmental services, and other topics of interest.



Solution: Create a Latino research center that disseminates data and policy ideas

Ongoing data and policy ideas are needed to improve representation of Latinos in leadership in Oregon. A research center focused on the Latino community can provide both. In addition, it can offer ideas on standards of practice to strengthen community engagement by sharing effective practices for advocacy, leadership, mentorship and civic or social responsibility program models.

Issue #3: Gender justice is often ignored in discussions of leadership

In many discussions of leadership, gender imbalances are too often ignored. In order to ensure that further leadership work does not

exacerbate this imbalance, careful attention must be paid to ensure that Latinas have equal access to leadership opportunities.



Solution: Ensure that gender is placed on equal footing with race and ethnicity

While there are many similarities in the experiences of Latino men and Latina women in entering leadership positions, there are also many differences. In all work to increase the leadership of Latinos across the state, the role of gender must be placed on equal footing with that of race and ethnicity. Doing so will ensure greater gender equity in leadership positions in the future.

Conclusion

The October 2017 Conexiones Summit brought together over 200 Latino and non-Latino leaders from across Oregon. Over the course of two days, attendees identified issues that the Latino community faces as well as solutions to solve these problems.

Offering high-quality, culturally-responsive health care in ways that Latinos are able to use it is key to ensuring a healthy population in the state. Improving the educational system will see more Latinos do well in school, pursue higher levels of education, and enter the workforce prepared to succeed. Education remains the key to future economic prospects of Latinos throughout Oregon, as do structures that give them access to capital to start and grow businesses. And with increased population, it is hoped that Latinos will come to hold more positions of power, ensuring that their voice is heard in discussions about the future of the state.

As the Latino population of Oregon continues to grow, there will continue to be challenges as well as successes. This report offers suggestions to point out the issues that the Latino community faces today, and to offer key opportunities or recommendations to improve the lives of Latinos in Oregon in the future.

Underlying the Conexiones Summit is a call for Latino Oregonians and partners to connect and forge pathways for collaborations to transform communities together. As for the Oregon philanthropic sector, it is a call to remain a committed and authentic partner.

Attendees

Carolina Afre (Latino Community Association)	Sally Godard (Unidos Bridging Community)	Belinda Ochoa (Salem)
Brenda Aguilera (College Dreams)	Ana Gomez (Oregon State University)	Adrienne Ochs (State of Oregon)
Jacqueline Aguirre (Western Oregon University)	Cristina Gonzales-Perry (Oregon Health Authority)	Delia Olmos-Garcia (Willamette Academy)
Celia Alvarez (Girls Scouts of Oregon and South West Washington)	Roger Gonzalez (Oregon Metro)	Jefferson C. Open Campus Oregon State University (Oregon State University)
Rosie Andalon (Casa of Oregon)	Lillian Green (State of Oregon)	High School Equivalency Program (Oregon State University)
Lucy Arellano (Oregon State University)	Cristina Grijalva (No organization listed)	Sara Paez (Nonprofit Association of Oregon)
Martha Arevalo (Mid Valley Behavioral Care Network)	Yesenia Gutierrez (Linn County)	Elizabeth Pakravan (Linn Benton Community College)
Mayra Arreola (Prosper Portland)	Patty Gutierrez (Southern Oregon Children and Family Council)	Annalivia Palazzo-Angulo (Salem Keizer Coalition for Equality)
Luis Avila (Iconico)	Mary Lou Gutierrez (Umatilla County Head Start)	Sue Parrish (State. Ate.Or of Washington County)
Laz Ayala (Ashland)	Janet Hammer (The Collaboratory)	Stephanie Paul (Central Oregon Community College)
Madeline Baars (The Oregon Community Foundation)	Blanca Harlan (Phonenix School District)	Angelica Perez (Adelante Mujeres)
Juan Baez-Arevalo (Higher Education Coordinating Commission)	Lisa Harnisch (Marion Polk Early Learning Hub)	Rocio Perez (The Oregon Community Foundation)
Jose Balcazar (Central Oregon Community College)	Alisa Hayes (The Oregon Community Foundation)	Yvette Perez-Chavez (LACE)
Nancy Bales (Gray Family Foundation)	Erica Heisler (SMART)	Emese Perfecto (State of Oregon)
Veronica Banuelos (LACE)	Lynne Hellstern (State of Oregon)	Miriam Petersen (Oregon MESA)
Cristina Barba (Chemeketa Community College)	Mayra Hernandez (Adelante Mujeres)	Bradley Porterfield (Latino Community Association)
Marina Barcelo (Portland State University)	Ivan Hernandez (Lara Media Services, LLC)	Diana Preciado (High Desert Education Service District)
Amanda Barreto (Planned Parenthood Columbia Willamette)	Anna Hernandez-Hunter (Western Oregon University)	Cheryl Puddy (The Oregon Community Foundation)
Roque Barros (The Ford Family)	Gabriela Hernandez-Peden	Javier Quiroz (Salem Keizer)

Foundation)	(Deschutes Public Library)	Coalition for Equality)
Rachael Bashor (Gray Family Foundation)	Yajaira Hernandez-Trejo (Marion Polk Early Learning Hub)	Adriana Ramos (Girls Scouts of Oregon and South West Washington)
Cindy Becker (Mid Valley Behavioral Care Network)	Noemi Herrera (Adelante Mujeres)	Maria Ramos-Underwood (La Clinica)
Erin Boers (Marion Polk Early Learning Hub)	Linda Herrera (Chemek Chemeketa Community College)	Jessica Raya (Oregon Easter Seals)
Maria D Brambila Ortega (Casa Latinos Unidos)	Oscar Herrera (State of Oregon)	Yuridia Reyes (Oregon State University)
Carly Brown (The Oregon Community Foundation)	Kurt Hildebrand (College Dreams)	Luz Reyna (Metropolitan Group)
Anna Browne (Oregon State University)	Scott Hilgenberg (Crag Law Center)	Velia Rico (Oregon Easter Seals)
Ana Bueno (Latino Community Association)	Maria Hinojosa (Latino USA)	Susana Rivera-Mills (Oregon State University)
Lilliana Cabrera (No organization listed)	Mark Holloway (Social Venture Partners Portland)	Brigitte Rodriguez (El Programa Hispano)
Humberto Calderon (Hood River)	Laura Isordia (The Ford Family Foundation)	Narcedalia Rodriquez (Pacific University)
Amy Callahan (Pacific University)	Jim Jamieson (Mid-Valley Literacy Center)	Patricia Rojas (El Programa Hispano)
Mayra Camacho (Nonprofit Association of Oregon)	Mike Jansen (Western Oregon University)	Michele Roland-Schwartz (Oregon Sexual Assault Task Force)
Maribel Camas (Washington County)	Linda Jaramillo (Portland)	Carlos Romo (Oregon ARP)
Maria Elena Campisteguy (Metropolitan Group)	Oscar Jesus Gonzalez (Latino Community Association)	Carmen Rubio (Latino Network)
Martin Campos-Davis (Oregon Human Development Corporation)	Courtney Johnson (Crag Law Center)	Maria Ruiz (Casa of Oregon)
Claudia Cantu (Casa of Oregon)	Rachel Jones (Southern Oregon University)	Esmeralda Sanchez (Adelante Mujeres)
Claudia Cardenas (Hillsboro Chamber of Commerce)	Yadira Juarez (Salem Keizer Coalition for Equality)	Norma Sanchez (Salem Chamber of Commerce)
Annabelle Carlos (Washington County)	Dayna Jung (Marion Polk Early Learning Hub)	Evelia Sandoval (Central Oregon Community College)
Karen Carrillo (Oregon Environmental Council)	Shahrazad Khan (Lincoln City)	Daisy Santillan (Washington County)
Luanne Carrillo (Western Oregon University)	Sharon Kraw (State. Ate.Or of Washington County)	Daniel Santos (Salem)
Valeria Carrillo (No organization)	Fernanda Krolak (Oregon Child	Gabriela Santos Botello (Oregon

listed)	Development Coalition)	State University)
Ariadna Casillas (Oregon Shakespeare Festival)	Anne Kubisch (The Ford Family Foundation)	Cristina Sanz (The Oregon Community Foundation)
Carolina Castañeda Del Río (La Clinica)	Tamara Kuehn (Oregon Health Authority)	Jaclyn Sarna (No organization listed)
Jovita Castillo (Care Oregon)	Antonio Lara (Lara Media Services, LLC)	Charo Schaeffer (Zion Multimedia)
Carmen Castro (AAA)	Maria Victoria Lara (Lara Media Services, LLC)	Virginia M Scott (Care Oregon)
Jonathan Chavez Baez (Southern Oregon University)	Erica Ledesma (College Dreams)	Lane Shetterly (Shetterly Irick and Ozias)
Mirna Loreli Cibrian (The Oregon Community Foundation)	Dani Ledezma (Coalition of Communities of Color)	Karina Smith (High Desert Education Service District)
Deysi Cisneros Maciel (Willamette Academy)	Hilda Leon (Latino Community Association)	Aldo Solano (Oregon Latino Health Coalition)
Ashely Clayton (Southern Oregon Children and Family Council)	Laura Leon-Cipriano (Chemeketa Community College)	Emilio Solano (Willamette Academy)
Jenn Columbus (The Oregon Community Foundation)	Erika Lopez (City of Hillsboro)	Chris Solario (Western Oregon University)
Kymerli Contreras (Adelante Mujeres)	Reyna Lopez (Oregon Latino Agenda for Action)	Janet Soto Rodriguez (Business Oregon)
Raul Contreras (High Desert Education Service District)	Romeo Lopez Gonzalez (Western Oregon University)	Whitney Swander (Central Oregon STEM)
Bridget Cooke (Adelante Mujeres)	Daniel Lopez-Cevallos (Oregon State University)	Denise Swanson (State of Oregon)
Kathleen Cornett (The Oregon Community Foundation)	Margie Lowe (Marion Polk Early Learning Hub)	Lacie Tolle (No organization listed)
Tanya Cosino (No organization listed)	Ericka Lozano-Buhl (Mixto Communications)	Alexandra Tomaselli (Huerto de la Familia)
Kasena Dailey (State of Oregon)	Maria Luque (Corvallis)	Selene Torres (No organization listed)
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Maribel De Leon (Adelante Mujeres)	Amanda Manjarrez (Latino Network)	Erubiel Valladares (City of Independence)
Antonia Decker (Straub Center)	Cristina Marquez (Causa Oregon)	Ana Valtierra-Sanchez (Health Care Coalition of Southern Oregon)
Gregory Delgado (Central Oregon Jobs With Justice)	Bartolo Marquez (Oregon State University)	Allison Varga (State of Oregon)
Cristina Delgado (Centro Cultural)	Jorge Martinez (Oregon Easter)	Victor Vasquez (Nonprofit)

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Christina Diaz-Toledo (Oregon State University)	Cynthia Martínez Leal (No organization listed)	Maria Vasquez (Point West Credit Union)
Vanessa Dominguez (Momentum Alliance)	David McDonald (Western Oregon University)	Anthony Veliz (Izo Marketing)
John Downing (Lane Community College)	James McNicholas (Chemeketa Community College)	Luz Villarroel (No organization listed)
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Zaira Flores-Delgado (No organization listed)	Felicita Montebalanco (Vision Action Network)	Jessica Wakefield (La Clinica)
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Yolanda Garcia (Higher Education Coordinating Commission)	Estela Munoz (Oregon Latino Health Coalition)	Holly Willeford (State of Oregon)
Marissa Garcia (Huerto de la Familia)	Sheila Murty (The Oregon Community Foundation)	Max Williams (The Oregon Community Foundation)
Jose Garcia (Oregon State University)	Priscilla Narcio (Chemeketa Community College)	Sally Yee (Meyer Memorial Trust)
Jean Garcia-Chitwood (Tillamook Bay Community College)	Silvio Nordio (Centro Latinoamericano of Washington County)	Amy Young (Oregon State University)
Ranfis Giannettino Villatoro (Portland State)	Celia Nunez (Chemeketa Community College)	Debra Zahrowski (Washington County)
Cecilia Giron (Giron Consulting)	Diana Nunez (Hispanic Metropolitan Chamber of Commerce)	Noah Zepeda (South Lane Mental Health)