

FACT SHEET
RE: HISPANIC/LATINO OUTREACH

Hispanics are the fastest growing minority in the United States, and the most significant force transforming the U.S. Catholic landscape today. Yet despite their growing numbers, only 10% of Catholic school students in the Archdiocese of Hartford are Hispanic. In light of these statistics and the “changing face” of the American Catholic Church, it is imperative that our schools increase and enhance their outreach to this group in support of healthy enrollment and continued viability.

To that end, since 2014 several presenters have been invited to speak to our schools on this topic. In addition, five Archdiocesan schools (along with the Superintendent and the Director of Enrollment Management/Marketing) attended a regional **Latino Enrollment Institute** presented in 2017 by the Alliance for Catholic Education (ACE) of the University of Notre Dame. Finally, ACE presented a one-day Latino Enrollment Institute for all of our schools on November 14, 2018. This recent session was funded by the Hartford Bishops Foundation, underscoring the importance of this initiative in the Archdiocese, and in particular to the Archbishop who views it as a priority.

Here is some information that illustrates why Latino outreach is such a critical priority:

NATIONAL PICTURE

The Hispanic/Latino population is:

- The fastest growing minority in the U.S.
- The fastest growing school-aged population.
- A group that increased by 33% in the Northeast between 2000 - 2010.

Those with Hispanic or Latino heritage represent:

- Over 40% of all Catholics in the U.S.
- 60% of all Catholics under the age of 18.
- 71% of the growth in the Catholic Church.

In 2014:

- 14.6 million school-aged Catholics in the U.S.
- 8 million of these school-aged Catholics were Hispanic.
- Of these 8 million, only 300,000 (now app. 317,000) are enrolled in Catholic schools.

CONNECTICUT PICTURE

- Latinos are the largest minority group in CT.
- Puerto Ricans are the majority origin group of Hispanics in CT (54.8%)
- Total Hispanic Population: 494,000 (U.S. rank: 17)
- Hispanics as Percent of State Population: 14% (U.S. rank: 11)
- Number of Hispanics Enrolled in K-12: 115,000 (U.S. Rank: 19)
- Hispanics as Percent of All K-12 Students: 19% (U.S. Rank 13)

Hispanic Population by County in Connecticut:

- Hartford: 16.6%
 - 38% increase since 1990; 3% increase since 2000
 - 26.8% of the population under 18 is Hispanic
- Litchfield: 5.2%
 - 104% increase since 1990; 5% increase since 2000

- New Haven: 16.4%
 - 63% increase since 2000; 2% increase since 2000
 - Between 2000 and 2010, Waterbury’s Hispanic population increased by 11,000 individuals

Hispanic Enrollment in the Schools of the Archdiocese:

- 1,151 Hispanic/Latino students are enrolled in the Catholic schools in the Archdiocese.
- They represent 10% of our enrollment.
- The Hispanic/Latino enrollment has increased 12.6% over last year and 19% over the last two years.

DEFINITIONS TO HELP YOU WITH HISPANIC/LATINO OUTREACH

“Madrina” or “Padrino” – The terms “Madrina” and “Padrino” mean “godmother” and “godfather” in Spanish. A Madrina/Padrino serves as a liaison, an ambassador, and a translator between a Catholic school and the Latino families in the community. These individuals are highly respected and influential in their communities. They can lead others in the direction of Catholic schools as well as mentor and assist/accompany those parents who enroll their children.

“Fair and Just” Tuition Model – Based on the concept of justice, it involves publishing the actual cost to educate each child, then making tuition flexible, with a percentage cap. This allows the school to get the full price from those who can pay and gives a break to those who need it. For example, each family would be charged 5% of their annual income, or 7% for multiple children. The school would negotiate **yearly** with **each** family, determining what they can afford to pay each week/month.

“Airplane or Empty Seat Model” of Tuition – This allows the school to offer seats at reduced prices in those classrooms that are not full. Students could be added to these classes only in an amount that **would not increase the school expenses** (i.e. no additional teachers/aides would be necessary). Families would be asked to pay what they realistically can afford, but they would have to contribute something to the tuition costs to demonstrate their commitment to the school. The families would be told only that they are receiving tuition assistance, although, in reality, this financial aid would be strictly “on paper.” In this way, the school would receive additional income without incurring additional expense.

WEBSITES TO ACCESS DEMOGRAPHIC DATA

PewHispanic.org

<https://www.pewhispanic.org/category/interactives/>
<https://www.pewhispanic.org/states/>

U.S. Census

<https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

Local Info

<http://profiles.ctdata.org/>

University of Notre Dame, Alliance for Catholic Education

<https://ace.nd.edu/catholic-school-advantage/>