

WELCOME

- We will begin in a few moments.
- We invite you to turn your video camera **ON** throughout this discussion.
- The first portion of this discussion will include a brief overview. Please **MUTE** your audio.



Expanding the Discourse:

The Pandemic's Unique Impact on Latino
Students and Families in Massachusetts

ACKNOWLEDGEMENTS



WE KNOW...

- The Latino population is **underrepresented** in leadership positions.
- The Latino voice is often **overlooked** in the decision-making process.
- We have **a rich perspective** to share that can benefit our entire community.

HOW IS COVID-19 IMPACTING LATINO STUDENTS AND FAMILIES?

- 1  288 Latino Spanish-speaking parents
- 2  60 teachers, principals, nonprofit leaders
- 3  60 Latino multi-sector leaders from 57 organizations

KEY THEMES FROM FEEDBACK

[1] MENTAL HEALTH RESOURCES

[2] ACCESS TO BASIC RESOURCES

[3] EDUCATIONAL RESOURCES

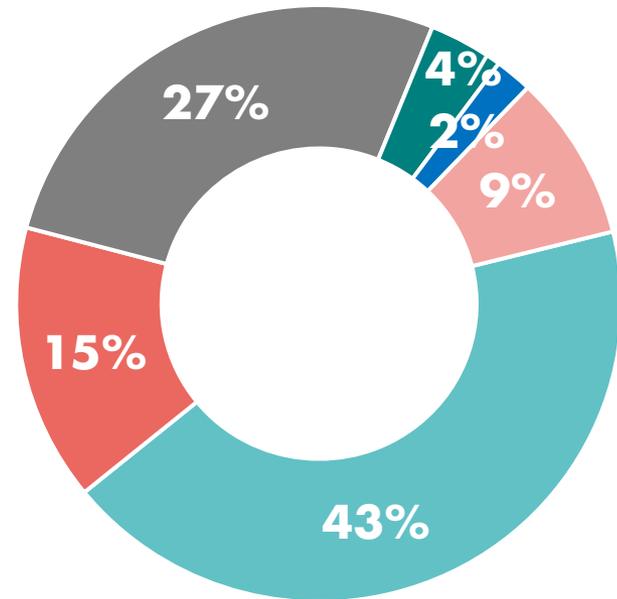
[4] LONG-TERM ADVOCACY PLANNING WITH LATINO VOICE

-  Feedback collected through survey
-  Feedback collected through survey + virtual convenings

HOW HAS COVID-19 IMPACTED YOUR CHILDREN?

Of the 288 Latino Spanish-speaking parents/guardians surveyed...

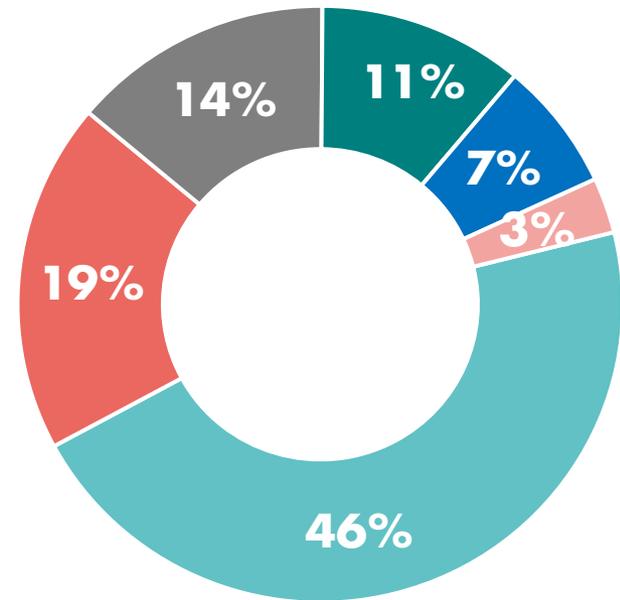
Decline in mental health (43%) and noticing a **loss of socialization (27%)** are two frequent cited concerns that parents conveyed about their children.



HOW HAS COVID-19 IMPACTED YOUR CHILDREN'S EDUCATION?

Of the 255 Latino Spanish-speaking parents/guardians surveyed...

Learning loss (46%) and quality of virtual learning (19%) were the two most frequently cited concerns from parents.



WHAT ARE THE THREE CONCERNS YOU HAVE ABOUT YOUR FAMILY AS A RESULT OF COVID-19?

Of the 288 Latino Spanish-speaking parents/guardians surveyed...

Income insecurity (52%) and food insecurity (22%) are the two most frequently cited concerns resulting or amplified due to COVID-19.

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TOP CONCERNS	
Income Insecurity (No job/money)	52%
Food insecurity	22%
Health	7%
Mental Health/Emotional Support	6%
Educational Resources	6%
Recreational activities	5%
Lack of PPE (e.g. hand sanitizer)	1%
Access to Medical Care	1%

VOICES OF LATINO PARENTS IN MASSACHUSETTS

INCOME INSECURITY

“Tengo mucha preocupación porque no tengo como pagar la renta y tengo miedo que me desalojen. No sé cómo pagar mis cuentas - estoy desesperada y frustrada.”

“I am very concerned because I have no way to pay the rent and I’m afraid of being evicted. I don’t know how to pay my bills - I’m desperate and frustrated.”

HOW IS COVID-19 IMPACTING LATINO STUDENTS AND FAMILIES?

ACCESS TO BASIC NEEDS



Due to lack of language access,, Latino families are not accessing quality information in Spanish about non-education services (e.g. to address income & food insecurity); fearful of accessing government resources.

*"Parents are fearful. I have parents moving out of their homes this weekend, fearful of not having enough money for food. "
-Massachusetts Educator*

WHAT RESOURCES DO YOU NEED TO HELP SUPPORT YOUR CHILD'S EDUCATION DURING COVID-19?

Of the 288 Latino Spanish-speaking parents/guardians surveyed...

Access to educational resources (27%) and technology/internet (21%) are the two most needed resources parents need to support their child's education during COVID-19.

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TOP CONCERNS	
Educational Resources	27%
Technology/Internet Access	21%
Income Security (Job/money)	15%
Parent resources for online learning	11%
More student/teacher interaction	8%
Food Security	7%
Resources for special needs students	3%
Mental Health Resources	3%
Access to multi-lingual resources	3%
Access to COVID-19 health information	2%

HOW IS COVID-19 IMPACTING LATINO STUDENTS AND FAMILIES?

EDUCATIONAL RESOURCES



Latino students lack access to internet and computers.

"The lack of equitable internet access and broadband access is on top of most people's minds because it's impacting student learning immensely." -Non-profit Leader

[Click here](#) to
download the full
report.

LATINO EDUCATION IN THE TIME OF COVID:

The Pandemic's Unique
Impact on Latino Students
and Families in Massachusetts

 **LATINOS**
for EDUCATION





In Pursuit of Equity,
Accountability and Success:

Latinx

Students in
Massachusetts Schools

Expanding the Discourse:

Listening to Latinx Voices

THEMES CODED FROM PEAS WEBINARS:

- VOICES FROM THE FIELD
- LATINX STUDENTS SPEAK OUT
- EARLY EDUCATION & CARE: LATINX FAMILIES AND PROVIDERS
- VOICE OF THE EDUCATOR



COMMUNITY CULTURAL WEALTH MODEL

Tara J. Yosso (2005) *Whose culture has capital? A critical race theory discussion of community cultural wealth*, *Race Ethnicity and Education*, 8:1, 69-91, DOI: 10.1080/1361332052000341006

In Pursuit of Equity,
Accountability and Success:

Latinx

Students in
Massachusetts Schools

Aspirational Capital

Ability to maintain hopes and dreams for future, even in the face of barriers

Linguistic Capital

Intellectual and social skills developed through communication experiences in more than one language

Family Capital

Cultural knowledges shared by kin around community history, memory, and cultural institutions

Teachers continue to hold Latinx students to high standards despite shift to distance learning. They encourage them to help build a better tomorrow.

Latinx community is not a monolith—they are “the whole world.” As such, they are using art, music, poetry, to express themselves and maintain wellness in order to keep moving toward goals.

Latinx educators understand part of their role as educators is to provide community supports to students/families.

Celebration of milestones. Some Latinx students are first in family to graduate high school/college. This is a source of encouragement and pride.

Latinx early educators utilize a dual language curriculum to build on the strengths of being bilingual and celebrate home language and culture.

Part of differential impact of virus for Latinx families is a broader conceptualization of family (*much larger familiar network*).

Many Latinx students balancing schoolwork while trying to work jobs and help at home.

Latinx educators reach out to families in Spanish and in culturally sustaining ways.

Latinx educators endorse strong connections with students and families before distance learning began that supported success in the shift.

Many Latinx students continue to work more hours/new jobs to support families after school closure.

Social Capital

Networks of people and community resources

Navigational Capital

Skill in maneuvering through social institutions

Resistant Capital

Knowledges and skill fostered through oppositional behavior that challenges inequality

Latinx educators and service providers focused on resources beyond academics. This is because many resources provided by schools are not culturally relevant (e.g.: ethnic food or assistance that is not available in-home language)

Latinx educators are committed to supporting students in accessing and navigating resources/opportunities outside of school/post-school.

Latinx students report engaging in self-care to keep working hard throughout pandemic due to feelings of needing to work harder to be taken seriously

Latinx educators care for students and families and attempt to make up for what is lacking and fill in for government shortcoming.

Differences in generational and immigration status means finding creative ways for Latinx families to access resources (via word of mouth, social media, etc.).

Latinx educators are not willing to relax education standards, knowing that their students will need these skills to succeed in the face of oppression/ discrimination

The focus is on teaching youth to focus on their academics while attending to their cultural needs. Building a culture of high expectation, couple with high support.

Intergenerational navigation. Youth assist younger siblings with remote learning, and adults who may not have the competencies needed to navigate institutional requirements remotely.

Existent opportunity gaps are deepened during distance learning which is compounded by structure racism/poverty, but educators encourage students to resist and persist.

In Pursuit of Equity,
Accountability and Success:

Latinx

Students in
Massachusetts Schools

BREAKOUT DISCUSSION

Mental Health



Dr. Katia M. Cenenguez
MGH/ Harvard Medical
School

K-12 Education Resources



Dr. Mariel Novas
The Education Trust

Access to Basic Resources



Judith Garcia
Chelsea City Council

Early Childhood Education



Marta T. Rosa
MTR Consulting

BREAKOUT DISCUSSION

- There is a facilitator and a content expert in each breakout group. Facilitator will report back to the whole group when we return.
- Our goal is to hear from multiple voices so please be aware of how much you are contributing compared to other voices.
- Please mute your computer when you are not speaking
- Utilize the chat to share your insights.
- Sessions will be recorded for the sake of us synthesizing themes.

GRACIAS THANK YOU

- Need to work collectively to re-imagine education and specific interventions that lessen academic loss and assist students and families at this crucial time.
- This is a call to action, to think about possibilities and work towards meaningful systemic change.