

Latina/os & K-12 Education, Bridging Research and Practice Survey Results

Survey/evaluations were completed by 112 of the 250 attendees. Responses are summarized below.

Who Attended?

K-12 Teacher	9
K-12 parent	6
K-12 Student	3
School Administrator	1
Researcher	4
Community Member	17
UO Undergraduate Student	12
UO Grad Student	47
UO Faculty Member	1
Other	12
Total	112

Other:

- Early childhood bilingual teacher
- Classified for 4J
- Community organizer
- Smart Reading Program
- Nonprofit administrator
- Visiting prospective PhD student
- Retired Professor

How did you hear about this event?

Poster in COE – (1)	Education classes – (2)	Erin Beck – (1)
UO Teach – (12)	Class Requirement – (2)	Jill Baxter – (2)
UO Early Intervention – (1)	Professors – (14)	Parent – (2)
Emails - Classes, Grad program, etc. – (19)	Twitter – (1)	College of Ed – (2)
Faculty – (1)	School Psychology Faculty – (1)	Abby Lane – (3)
EDST Classes – (10)	Counseling Psychology – (1)	
Chican@ Latin Studies – (2)	CLLAS emails – (5)	
4J email – (2)	Ellen McWhirter – (2)	
Counseling Psych Emails – (1)	Dept. of Ed – (1)	

1. What do you see as the most critical issues regarding Latina/os and K-12 Education?

- Focus on assets of students.
- Educate current and future teachers.
- Encourage more Latinos/as to become teachers.
- Teach heritage.
- Teach parents how to navigate school system (parenting classes).
- The high percentage of drop out rates, and the percentage that do not have skills to attend college.
- Teachers sometimes underestimate the abilities of Latina/o students.
- Latina/o students should feel included in class curriculums.
- We need to make Latinas/os feel valued and appreciated in school settings.
- There is little to no language support for Spanish speaking students.
- There is no family outreach, no diversity hiring, and no multicultural material that mirrors students' lives.
- A loss of language and connection to Latin culture.
- Not being given the support they need to graduate from high school.
- Lack of bilingual educators.
- Treating students as a deficit.
- Lack of resources for students.
- Racial profiling.
- Disconnection between culture, school, and community.
- The discrepancy between standardized test scores and graduation rates among Latina/o students.
- No enough support from the government.
- Mislabeling, labeling, microaggressions, and bigger aggressions in schools.
- Students not feeling valued.
- There is a lack of teacher/administrator understanding of current research in effective educational practices for Latina/o children.

2. How do you think we can improve the education experience for Latina/o children and their parents?

- Interventions and support with parents and families (school-family partnerships).
- Enhance bilingual education.
- Build capacities of all teachers to help support Latino/a students.
- Give seal of biliteracy earlier than high school.
- Affordable childcare and food.
- Parenting classes/ parent involvement.
- More bilingual immersion programs.
- More bilingual teachers.

- Giving them tools, advice, and support.
- Help students build connections.
- More dual language assessment.
- Represent students in the literature that is presented in the classroom.
- Embrace student assets.
- Making families feel invited and safe.
- We need more Spanish speaking staff in schools.
- Creating equitable opportunity.
- Having more outreach and support events for families.
- Teach students about the value that speaking a language other than English has.
- Change the assumptions of educators.
- Early reading programs involving parents and community members.
- Engage the community in conversations about diversity, beginning in schools
Lack of such conversations leads to a lack of respect in Lane County.
- Give students and opportunity to feel involved in their education.

3. What additional research regarding Latina/os and K-12 education would you like to see happen?

- Effects of Latina/o heritage education.
- Interventions for teacher education.
- Cross-cultural competency.
- Studies about early childhood education for Latino/a students/better knowledge about the challenges Latina/o students face.
- How to change ELL services into more effective bilingual education programs.
- Research that examines whether Latina/o children are more or less likely to go to out of state colleges compared to other individuals from other ethnic groups.
- Studies about how Latina/o students succeed and feel welcome in schools.
- Impact of student's definition of identity on their education.
- Research on differences in education outcomes for Latinas/os in the U.S. compared to education outcomes in their country of origin.
- How/what are the best teaching practices for teaching primary age students about themselves?
- See work done with exceptional educators who are developing innovative practices in the Eugene and Springfield area.
- How to best create engagement between teachers and parents.
- How does "white flight" impact Latina/o students and communities directly? How do we cut off this disturbing trend?
- The role of non-profits in bridging Latino families with schools and other organizations.
- STEM with Latina/o students.
- Pipelines to higher education and community college (how can we prepare students?).
- See elementary educational research carry over up to the 12th grade.

4. Please share ideas of how you might be able to use the information presented today.

- Understand importance of bilingual education
- Research with one of the panelists
- Find out how I can use my skills.
- Have a better knowledge about the challenges Latina/o students face in the state and country.
- Better accountability.
- To be an advocate and to share my new knowledge.
- Intend to be a volunteer to help Latina/o students.
- Will use ideas presented in the classroom.
- Understand which aspects of classroom community to emphasize.
- To involve Latina/o parents in class communities and to advocate for students.
- Connect better with students.
- Do more work to understand the background differences of students.
- Increase the number and types of Spanish classes offered.
- It will help with grant writing for nonprofits.
- Encourage and embrace primary languages in future classrooms.

5. Do you have any feedback about this event that you'd like to share with us? We will use this feedback to understand what you valued, and improve what we can, for our next event.

- Hear from Latina/o students
- Less information about the presenters, more information about the research
- More stories about families and their experiences, and include them in future events.
- Great presentations/ enjoyed the presence of a large audience that supports the Latino/a community.
- More chairs.
- Have a fun table activity that can serve a warm up for the topics being presented.
- Have seats in rows only instead of tables.
- Provide water stations.
- Giving a bathroom break.
- Disseminate videos or powerpoints from the presentations.
- More Q&A.
- Q&A through a blog.