



Latinx Education Summit

March 22nd, 2025

San Diego County Office of Education

Preface

Over 174 community leaders active in their respective school communities attended the Latinx Educational Summit to focus on three overall goals. First, improving Latinx access, retention, and success from PK to Higher Education. Second, working with the collective community to ensure that our students complete high school with the “a - g” requirements with high academic rigor. Third, for Latinx youth, upon high school graduation, to be college and career ready, and for life. The participants’ from across San Diego County were asked to provide input to these three goals, while **focusing on present challenges facing our school communities given present federal, state, and local policies and educational funding conditions.**

The following statements reflect the issues identified by the four groups consisting of students (N=51), parents (N=61), teachers and administrators (N=44), and higher education participants (N=18). In addition, two external qualitative observers (Dr Saúl Maldonado and Ms. Monique Escobedo) were also asked to provide their perspective of the discussions of the four breakout groups. The outcomes by group are outlined as issues and recommendations. Discussions were guided by open ended questions.

Student Voices N=51

Overview of Issues:

- Motivation: lack of mentorship to further student knowledge.
- Resources: Lack of equal or enough resources for students.
- Schools with overworked counselors with loads of “450” providing insufficient guidance.
- Schools with insufficient elective available classes.
- FAFSA is difficult to complete and it’s scary to submit.
- Prevailing statements or stereotypes: for example, “uninterested in school”, “troublemakers”, perception of who belongs in AP, honors, or regular classes.

Recommendations:

- Exert accountability for student success and positive school climate by using measures that are comprehensible and meaningful.
- Invite guest speakers and alumni to speak at schools to share their journey and promote mentorship.

- Access to ethnic studies TK-12 to connect students' interests and backgrounds.
- At 6th to 9th grades advocate for parents and school personnel to provide supportive information through workshops on preparing students to access college and careers.
- Help students by bringing other adults and/or college students to help with the process of applying to college, financial aid, and scholarships.
- Counselors should support all students regarding college requirements.
- Teach culturally relevant material.
- Provide parent training through workshops with flexible (AM & PM) schedules and provide transportation.
- Provide: AVID, EOP, trade classes, workforce skill development.
- Celebrate students' cultures through cross-cultural events via: fairs, school clubs, and school-community collaboration; help the community embrace their respective roots.

Parents Voices N=61

Issues:

- Lack of understanding funding sources: difficult language and there is no trust when budget is developed (closed doors).
- Lack of understanding of the different types of bilingual programs and dual language programs.
- LCAP uses many incomprehensible abbreviations.
- Lack of information and communication to the students' homes.
- Lack of staff to work with parents (to support and help parents).
- Information is not distributed once the event has taken place.
- Teachers who are not committed to bilingual education and/or with their students.
- Parents do not know the education code that protects the right to bilingual education for their children.

Recommendations:

- Inclusion of parents so they feel their voices are heard, valued, and considered in all aspects of their children's education.
- Create communication coordinators between school and homes.
- Provide learning sessions in Spanish on the educational system, on what it means to be a student from kindergarten to high school, and what educational and social resources are available for parents and students.

- More involvement and information on SSC/ELAC/DELAC committees, and breakdown acronyms and information that is comprehensible.
- Improve more parent participation and offer services at different times (AM and PM) that informs and increases parent participation.
- Provide better communication, advertisement of events, explanation of the reclassification process, how a first language and second language is developed.
- Provide opportunities for parents to participate in the classroom, to be part of the classroom (visit the classrooms).
- When there is a change in principals, have the new principal commit to working with parents, as a team, to increase home-school communication.
- Inform parents on the opportunities for biliteracy under Proposition 58, as well as informing parents about the process to open dual language classrooms.
- Offer leadership learning sessions to parents as a preparation for becoming an active participant in school activities.
- Provide ways to engage SDCOE to create awareness and leadership development of school communities.

TK-12 Educators N=44)

Overview of Issues Identified and Recommendations:

- Focus on educational longitudinal data to assess **incremental growth in biliteracy**.
- Dismantle systemic linguistic and educational barriers faced by our Latinx parents.
- Increased opportunities for future bilingual and culturally responsive educators to-and beyond the credentialing program.

Recommendations:

- Focus on data. Who has access to data?
 - Expand access to all educational partners, especially parents and students.
 - Disaggregate data by multilingual typologies and their intersectionality; schools develop plans that include getting to know the whole child.
 - Rethink labels we are using for data points to highlight students' rich cultural and linguistic diversity for student agency.
 - Supplement quantitative with qualitative to develop a more comprehensive understanding of how students are failing.
 - Include data sets for Early Childhood Education (ECE).

- Systemic barriers faced by our Latinx parents.
 - Work to dismantle tracking and barriers.
 - Address student and family connectedness and feeling of welcome.
 - Ensure every school has administrators, teachers and parents liaisons who are linguistic, cultural proficient and competent.
 - Provide meaningful, cultural, and linguistically relevant orientations for parents to understand the educational system (e.g., community partners: PIQE).
- Increased opportunities for future bilingual and culturally responsive educators beyond the credentialing program.
 - Advocacy for more grants, residency programs, programs with stipends for clinical practice (prospective teachers not working for free).
 - We want programs for teachers with biliteracy credentials.
 - Recruit students who have earned the Seal of biliteracy to augment the number of bilingual teachers.
 - Latinx teachers and other staff need to be provided with wrap-around support, since they are overworked and overburdened operating in a system not created for them.

Higher Education Leaders (N=18)

Overview of issues:

- The Summit's discussion identified higher education priorities such as model programs like the Puente Program, diverse curriculum such as Chicana and Chicano Studies, and key support strategies like Undocumented Student Centers. Most San Diego higher education institutions make some effort to implement these priority strategies, but too many are underfunded, unsupported, and incomplete.
- Local colleges and universities should prioritize the sharing of resources and communication to identify the important elements that will make those strategies' of implementation effective and to ensure those elements' incorporation into campus efforts.
- There is a critical need to increase mentorship for lecturers and junior faculty and lecturers at all higher education institutions in San Diego County. Junior faculty should volunteer to serve on hiring committees in order to exercise input over potential incoming faculty and administrative leadership.

Recommendations:

- Increase support programs like the Puente Program that have proven effective for over 30 years by expanding institutional support that supports larger cohorts at each higher education institution in San Diego County.
- Although the three issues identified above are critical elements of a supportive institution for Chicano/Latinx students, they are all labor intensive and their effects are limited in scope. Therefore, the elements of pedagogy, content, validation, and commitment that make those strategies effective should be infused into broader campus deliveries of curriculum and service. Such an approach requires an institutional commitment to extensive training for faculty and staff.
- Increase Latinx/Black/Native American student access to universities and colleges as institutions have historically not done well at enrolling Latinx/Hispanic/ Black Native Americans students. Now their own success may largely depend on it.
- The San Diego Concilio and other stakeholders should consider the creation of an "academy" for Chicano/Latinx faculty in local colleges and universities. The academy would facilitate the involvement of such faculty in their respective academic senates, as well as support their aspirations for academic administrative positions.

External Observations

Thematic recommendations perceived by Dr. Saúl Maldonado and Ms. Monique Escobedo, both evaluators of community and academic programs.

The overarching theme consistent across all breakout groups was the need to strengthen connections across the four groups: as the Summit's keynote speaker Ms. Norma Chavez-Peterson stated, "feelings of disconnection/[connection] do not leave our bodies."

The following **themes** were **common to each of the four groups** observed:

- Need for community engagement of parents and all school personnel.
- Short and long term resources needed for supporting incremental student growth.
- Authentic support and belongingness that is felt by students and parents.
- Guidance that closely monitors the academic and social growth of students.
- Presence in being an active and equal partner with the school community.
- Increase the confidence of data results from understanding how to navigate educational systems and institutions.
- Protection of our students from outside interference, rights, and educational programs.
- Labeling/stigmatization/push-out resulting from dominant narratives.

- Exhaustion driven by too many competing initiatives, overload of responsibilities, negative perspectives impacting school communities, and stereotypes and bullying.

Specific by Student Leaders:

- High school students shared, "some counselors do not provide the necessary information"; there is a lack of guidance, and there are not many mentors; schools should bring mentors from recent alumni to work with administrators.
- Latinx students need more representation of teachers, counselors, mentors, and site administrators that look like them.
- Increased support for pre-and-post-secondary opportunities that provide for preparation for college and careers "they feel the support drops off once college admissions periods have closed".
- Including students as decision makers and collaborators of school climate and culture is vital.

Specific to Parents Leaders:

- Parents demanded improvements in information: demanding information to be authentic, useful, fair and just.
- Schools should prioritize dual language standard programming in districts where there are high percentages of ELs, not just in districts where English proficient families (who are often affluent) want their children to begin acquiring additional languages.
- Parents need to mobilize through school site-based councils and associations. In larger numbers they can accomplish more, including thresholds for the petition of dual language education on their child's campus.
- Schools should prioritize true family engagement to increase parental understanding around school requirements, policies, and deadlines. Parents care and want to be involved.
- Parents should be included as decision makers. Greater involvement leads to increased self-efficacy of parents at home and on campus which also drives better outcomes for students.
- Parents shared: using a "causa y respuesta" (approach/method) to develop trust with educators and schools; to increase awareness of educational programs; and exclusively communicating digitally or only keeping meetings during school hours is not respectful.

Specific to TK-12 Leaders:

- TK-12 educators shared that parents and educators may need to improve their communication systems to improve collaboration; additionally, educators shared that they needed to better understand their students' backgrounds.

- Resources such as the “Elevation” platform should be centralized and streamlined, so that each district and county can provide equitable support to English language learners, and so that each educator and administrator is aware of tracking requirements and systems of support available to them and to their students.
- Stronger guidance for students and parents is needed around the importance of the ELPAC, reclassification, and the value of the Seal of Biliteracy in order to increase buy-in.
- Bilingual education teachers need to receive higher compensation because they have more responsibilities and preparation requirements.
- Bilingual education teachers should receive additional preparation time.

Specific to Higher Education Leaders:

- Support/protect undocumented student centers.
- Strengthen and sustain (and learn from) the success of Puente mentoring program.
- Increase community organization and mobilization through groups like ARE.
- Increase mentorship for lecturers’ and junior faculty in understanding requirements for teaching, professional development, and service.
- Junior faculty should volunteer to serve on hiring committees in order to exercise input over potential incoming faculty and administrative leadership opportunities and influence in serving their college community.