

Addressing educational equity for Latino youth in Oregon: The OSU Open Campus Juntos Program experience

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**Oregon State
University**

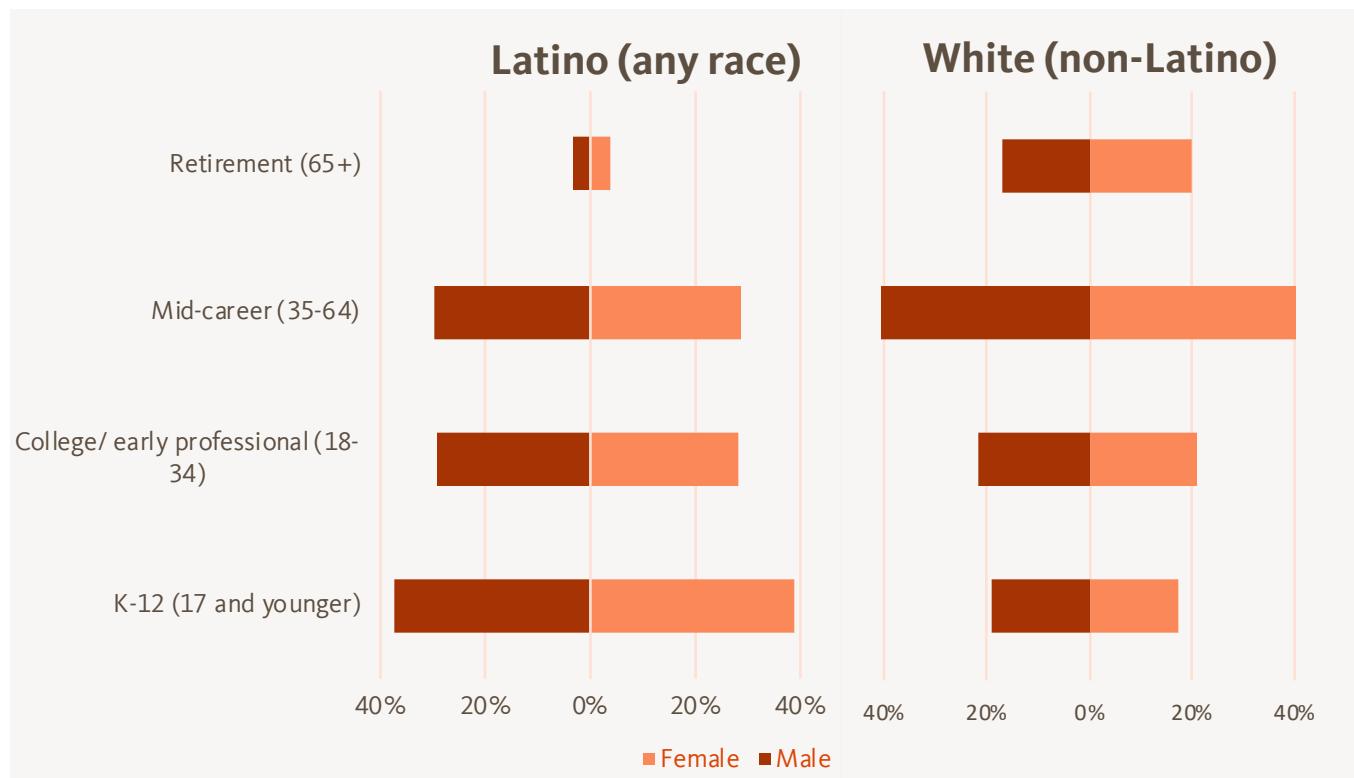
Latinos in Oregon

Latinos represent 12% of the state population. The Latino population is young and growing rapidly.

Population growth primarily driven by US births, not immigration.
Nearly two-thirds (64%) of Latino Oregonians are US-born.

Oregon's Latino population is increasingly present in non-metro communities across the state.

Oregon population distribution, 2011-2015 ACS 5-year estimates

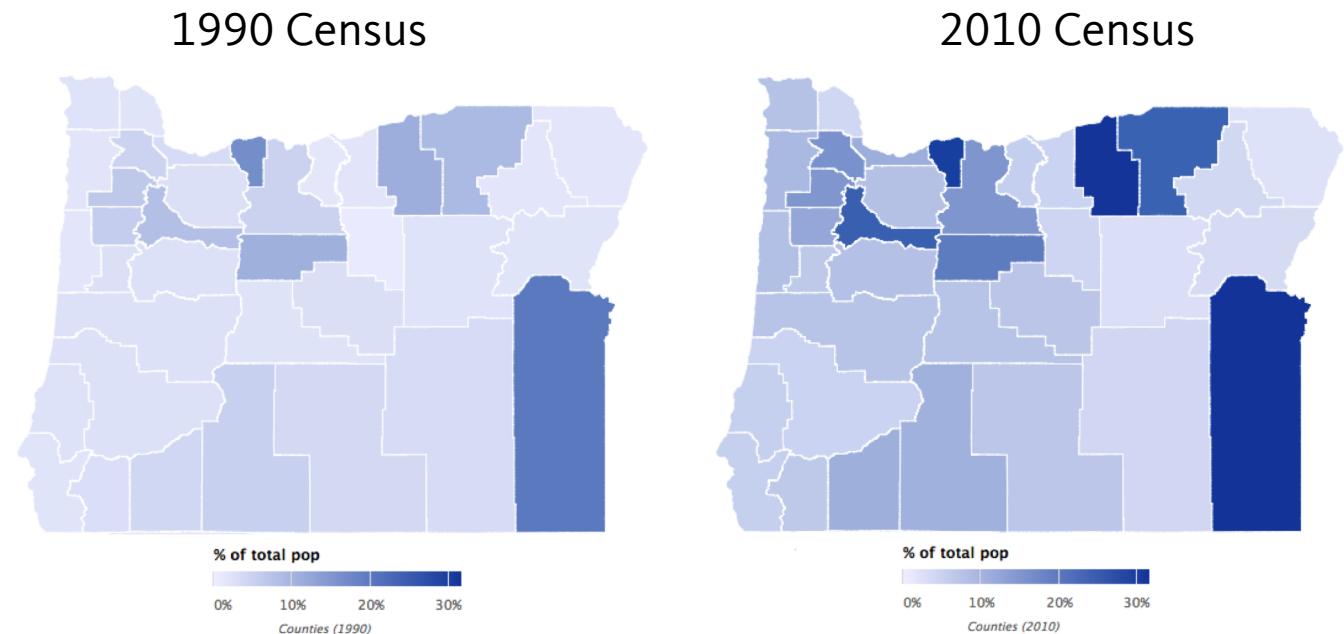


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Accessed from the Communities Reporter Tool on 10/4/2018; US Census Bureau: Decennial Census (1990, 2000); American Community Survey (2005-09 forward)

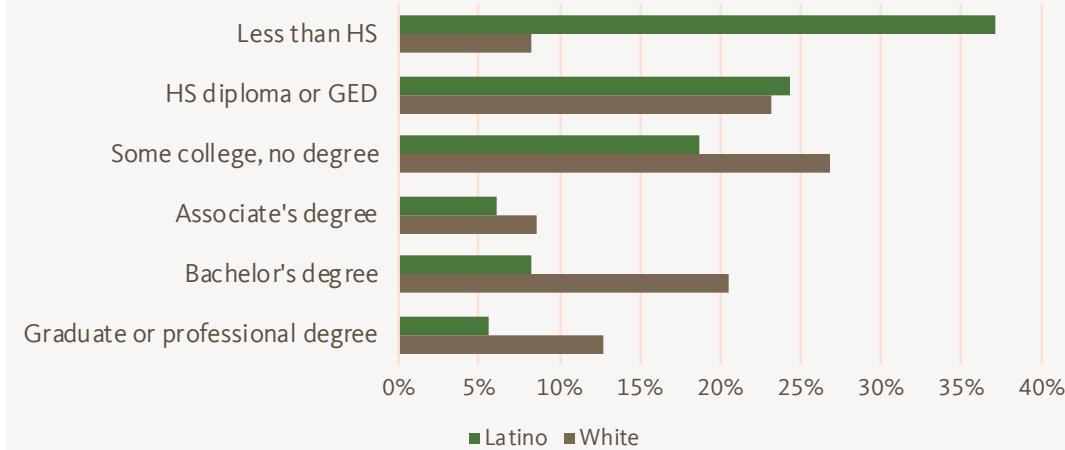
Impact on Education

- Increases in Oregon HS graduation rates driven by Latinos
- Inequities persist throughout educational journey, from kindergarten readiness to college persistence
- Lack of linguistically- and culturally-responsive resources in school systems

Oregon K-12 enrollment, 2015 (ODE)



Educational Attainment for Oregonians Age 25+
2016 ACS 1-year estimates



The Juntos Program

OSU Open Campus program established in response to statewide educational disparities for Latino youth

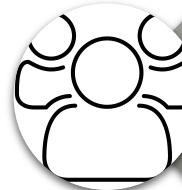
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Delivered in 27 statewide communities in partnership with education systems and community organizations

In Oregon, participants have 100% high school graduation and 92% post-secondary access



Workshop series delivering curriculum
•6 weeks for high school families, 5 weeks for middle school



Ongoing monthly family nights



College visits and college-oriented programming



Mentoring, advising, clubs for student engagement

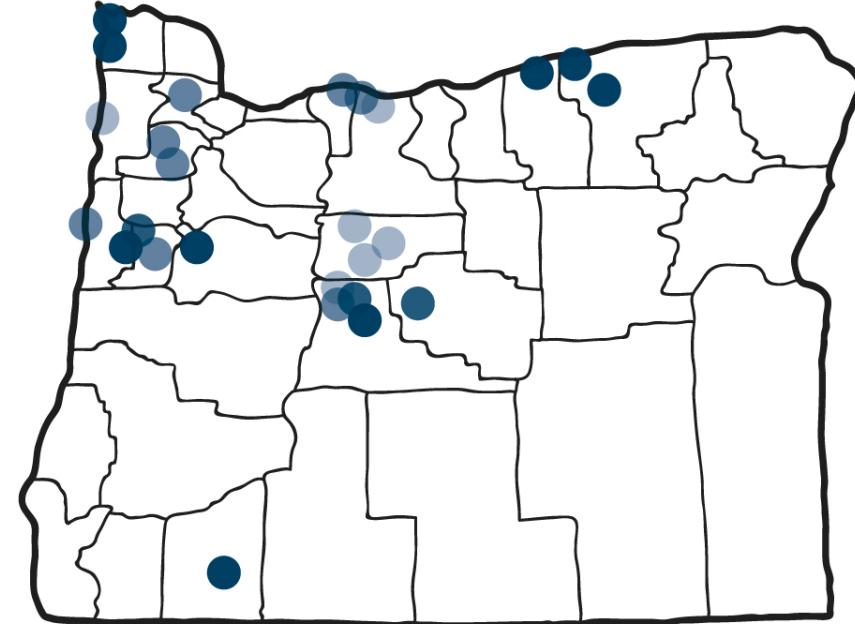
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2011-14	2015	2016	2017-18
Madras Culver Tillamook Sisters The Dalles Warm Springs	Hood River Mosier Redmond McMinnville Corvallis Newport Dayton Hillsboro	Lincoln City Prineville Crook	North Clackamas Seaside Philomath Albany Bend Astoria Umatilla Riverside Warrington Irrigon Ashland

Theoretical basis: Social Ecological Model



- ← State/federal education laws,
DACA
- ← Social and cultural influences,
resources
- ← School policies and context
- ← Parent influence and support
- ← Knowledge, skills, motivation

The Public Health case for Juntos

- Pathways to education-health link (Qu et al., 2016):
 - Health knowledge and behavior,
 - Employment and economic development
 - Social and psychological factors
- Educational equity a component of a **social environment which promotes good health for all** (HP2020)
- Common strategies for improving population-level health and education outcomes
 - Examining programs, practices, and policies
 - Opportunities for collaboration between federal, state & local partners



U.S. Dept. of Health & Human Services, www.HealthyPeople.gov

Evaluation design

Present study is statewide evaluation of Juntos program in 2017-2018 school year

Survey administered to youth and parents at the conclusion of Juntos workshop survey

Survey available in participant choice of English or Spanish

OSU IRB approved study design and protocol; participants provided informed consent/assent

Study design updated from previous years:

- Change from pre/post-workshop to retrospective
- Elimination of parent-child survey pairing
- Revision of demographics, outcomes, and school context to align with program objectives

Participant demographics

Youth survey n=162; 32%
middle school, 68% high school

Adult survey n=204; 27%
middle school; 73% high school

Responses represent 17
communities across Oregon

	Youth	Adult
Female	52.5%	71.6%
Male	47.5%	28.4%
Median age	15	40
Born in the US	82.9%	
Neither parent born in the US	89.0%	
Mean acculturation score (SASH)	3.37	1.55
Less acculturated	20.9%	92.5%
Free/reduced lunch		83.3%
Moved/changed schools 2+ times	21.7%	13.9%
Parent w/bachelor's degree	7.8%	95.5%
Neither parent has college degree	79.0%	
Currently employed		76.1%
Either parent employed		95.5%
Average adults in the household		3.08
Average household size		5.67

Participant demographics

- Youth report much higher language-based acculturation than their parents
- In previous survey, parents reported mean time of 20 years living in the US (6% born in US)
- Despite high employment among parents, participants report low SES
 - Mean Oregon household size=2.47 (2010 US Census)

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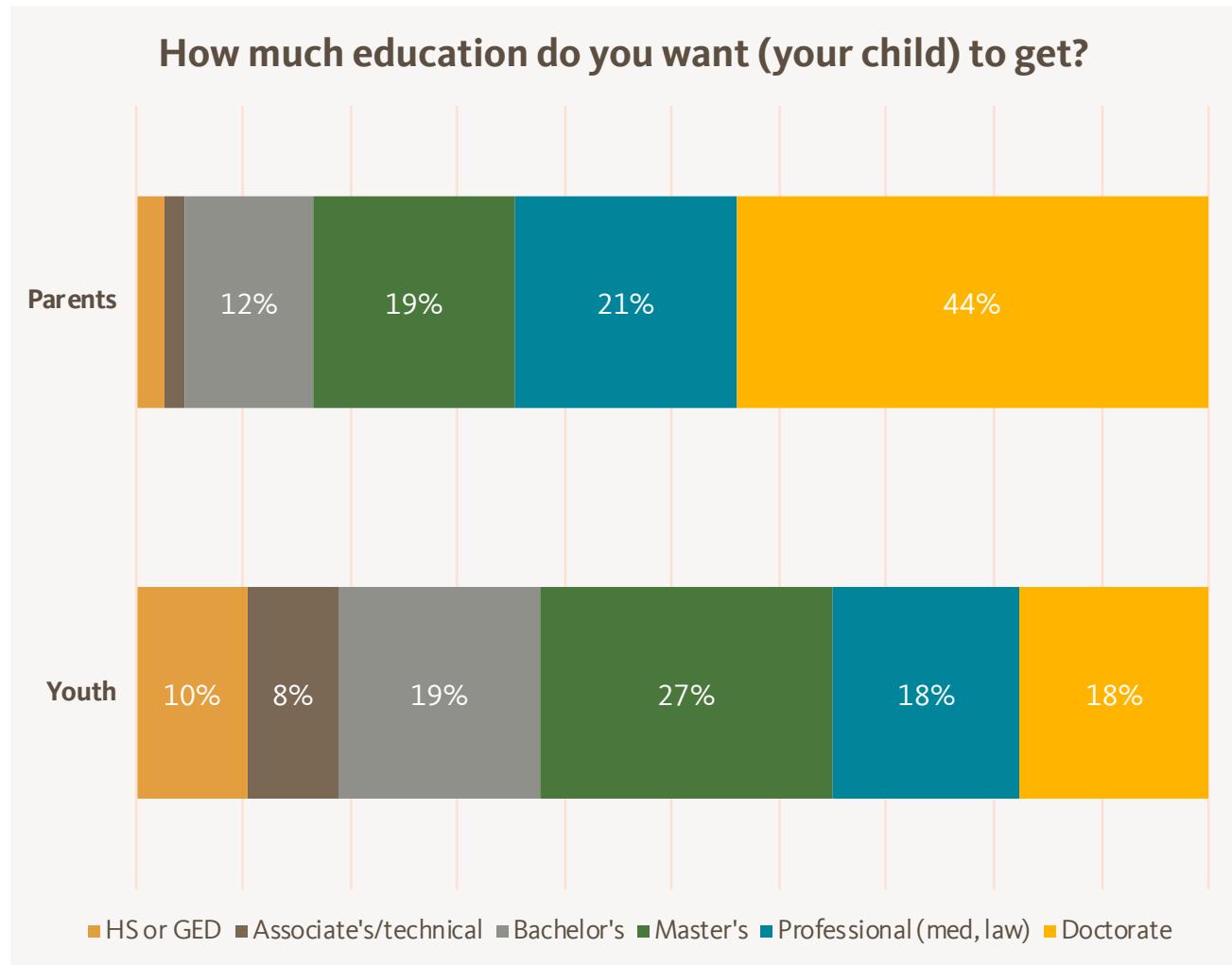
Academic expectations

90% of students reported wanting to receive a post-secondary degree (associates, technical, bachelor's, higher)

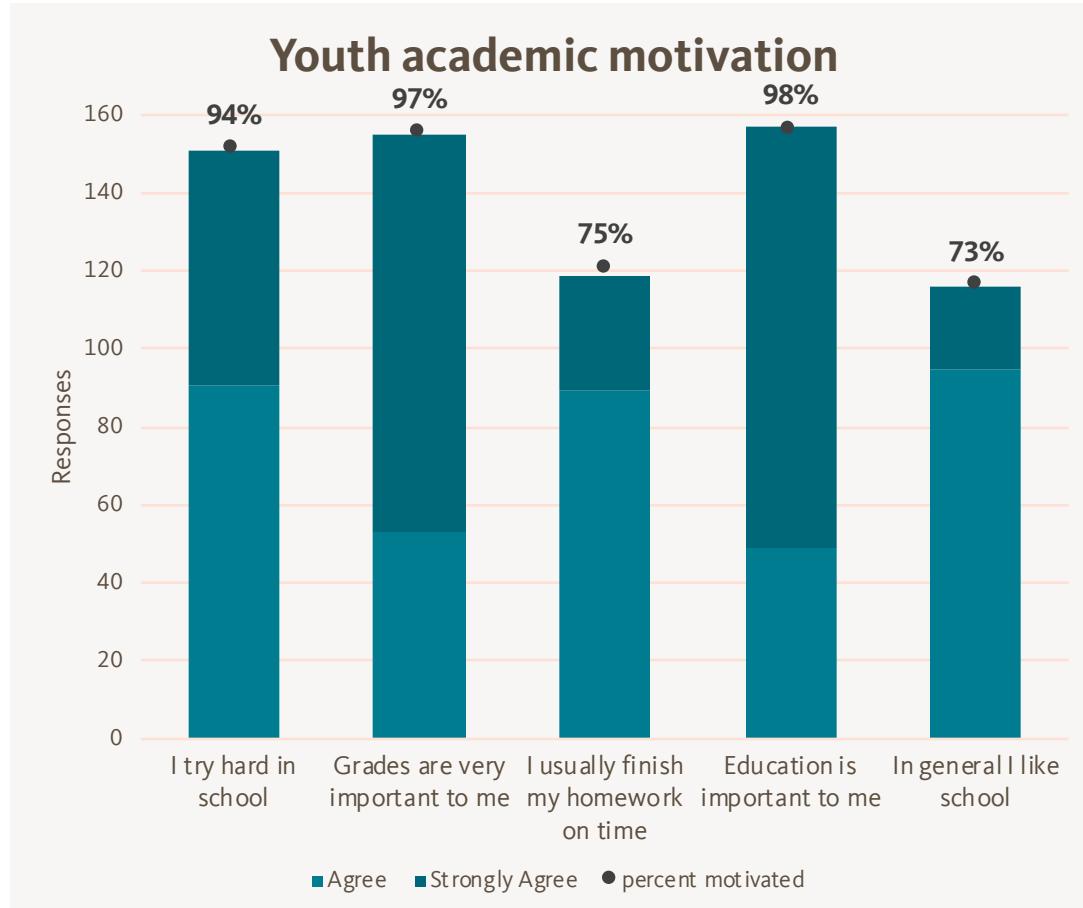
81% of students want to attain a bachelor's degree or higher.

Parents are also report high educational aspirations for their children, 97% want them to receive a post-secondary degree

Youths' responses are more measured regarding advanced degrees, parents seem to want their children to "go as far as possible"



Academic motivation



- In Latino youth, motivation is influenced by multiple socio-contextual factors
- Academic motivation scale 0-20
 - Mean = 16.4
 - Median = 17
 - Mode = 18
- Academic motivation may be a protective factor against discrimination in adolescents (Alfaro et al., 2009)

With whom do you feel comfortable discussing your (child's) education?

At the conclusion of Juntos, participants reported comfort talking about education with people in their family and school system.

In previous survey, parents were significantly more comfortable discussing their child's education with teachers and counselors after completing Juntos.

Youth

- My mom, 18.6%
- A good friend, 15.2%
- A school counselor, 12.7%
- A teacher, 12.5%
- My dad, 12.3%

Parents

- Juntos staff, 21.6%
- A school counselor, 21.0%
- My spouse or partner, 19.0%
- A teacher, 14.3%
- Family, 11.3%

Family-level academic outcomes

Top Juntos impacts on parent involvement	
Youth	Parents
Expect me to do well in school, 89.4%	Make them feel good when they get good grades, 95.4%
Encourage continuing education beyond high school, 89.2%	Been important in helping them get good grades, 94.0%
Encourages me to stay in school, 83.9%	Know about their classes or schoolwork, 94.0%
Encourage me to do well in school, 83.2%	Knowledgeable about school system 93.9%

Selected Juntos parent and youth response on parent actions as a result of participating in Juntos

	Youth	Parents
Make them feel good when they get good grades	67.5%	95.4%
Know how to help them do well in school	64.4%	91.5%
Knowledgeable about school system	75.5%	93.9%
Encourage extra-curricular participation	64.8%	92.3%
Talk to teachers about student progress	58.1%	90.5%

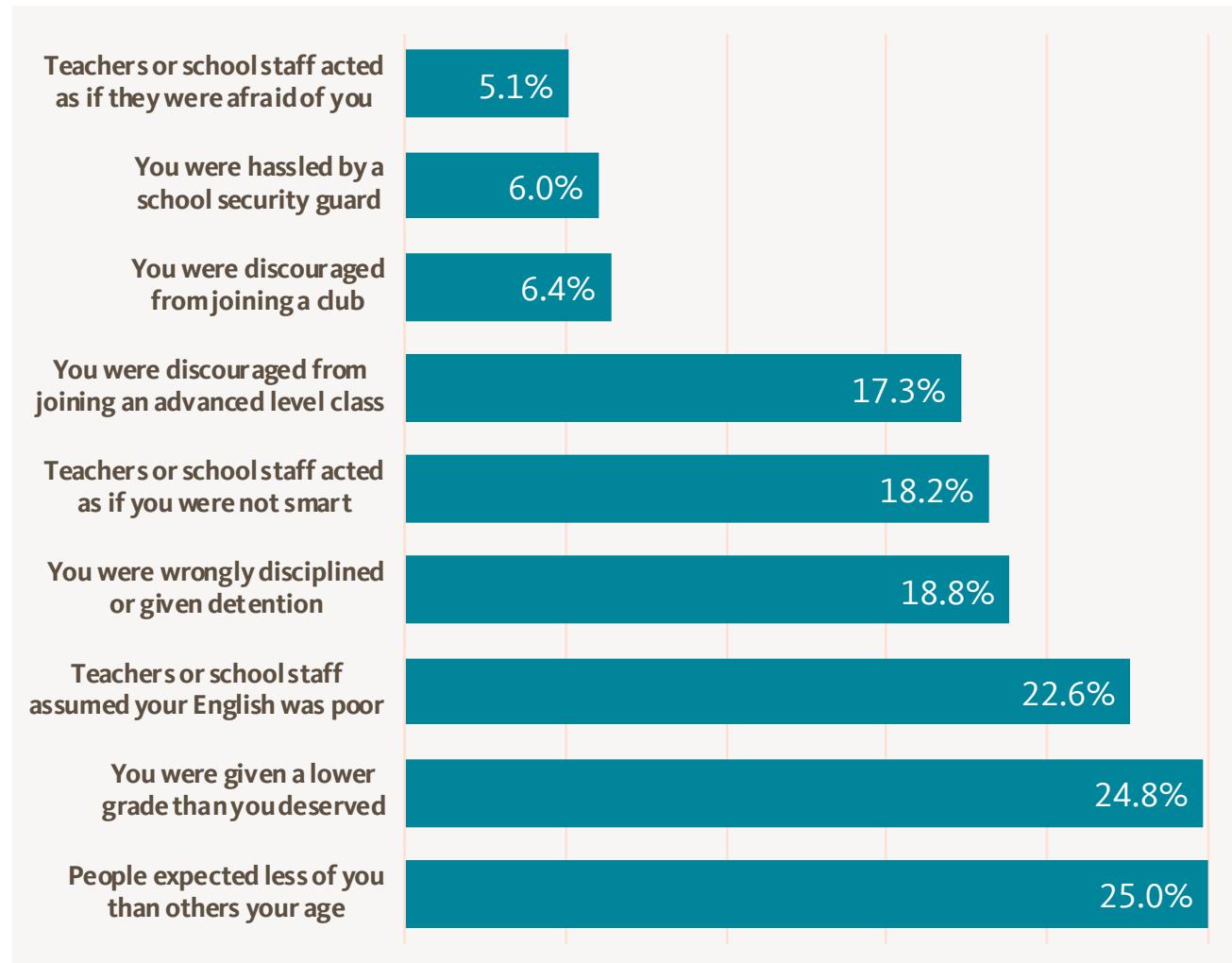
Youth experiences of discrimination

In the 2016-17 Juntos survey, 46% of youth reported experiencing discrimination at school.

The present evaluation expands on the school and community contexts.

In this survey, 51% of youth (n= 157) report any of these experiences.

Mean = 1.41; Median = 1



Perceived discrimination and educational equity

Most common instances of discrimination related to structural bias

Discipline history and intensity of course load can impact college admissibility

Social and academic integration associated with educational persistence (Castillo et al., 2006)

Perceived discrimination associated with academic outcomes (Alfaro et al., 2009)

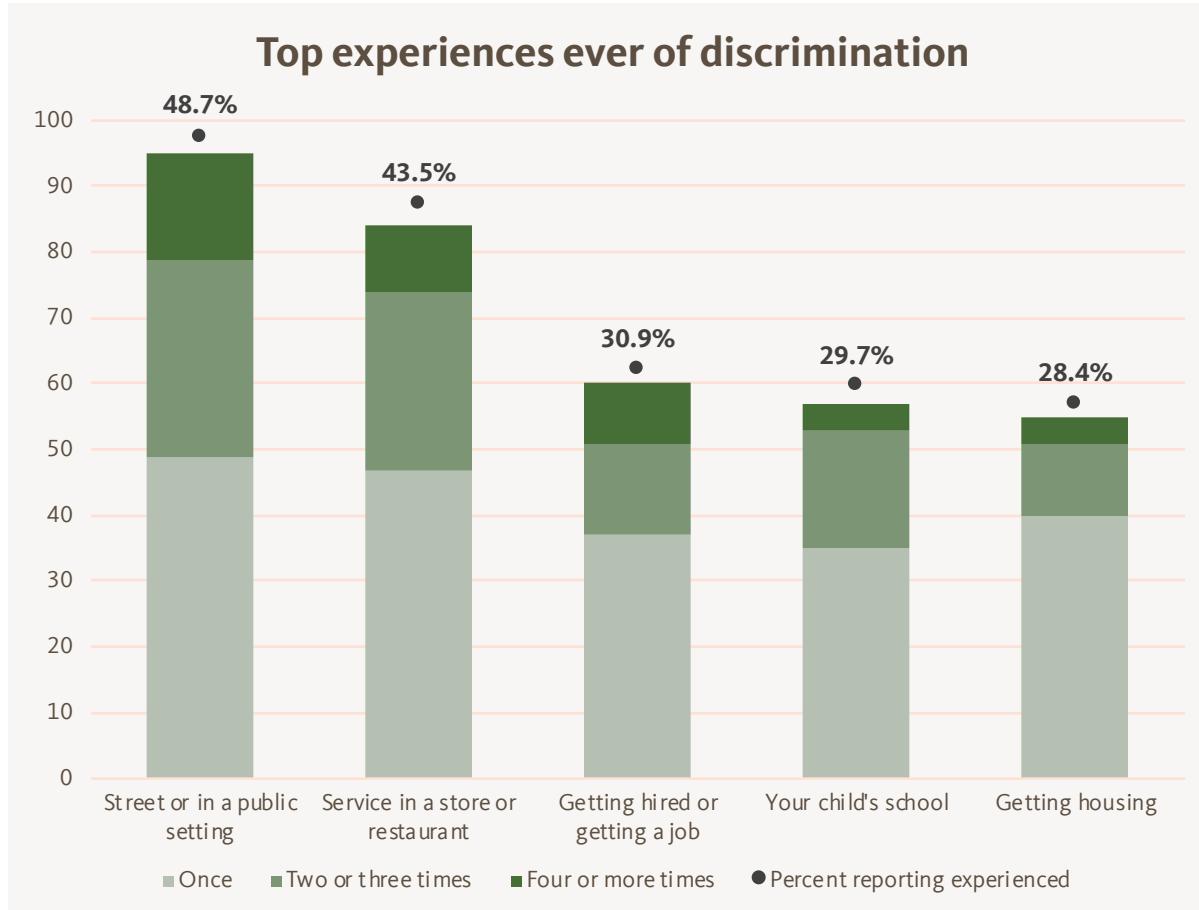
A quarter of youth said teachers assumed their English was poor, but...

83% of youth taking the survey were born in the United States

93% speak, read, and think in English equally with or better than Spanish

In previous survey, *English skills need work* not named as top barrier to academic success

Parent experiences of discrimination



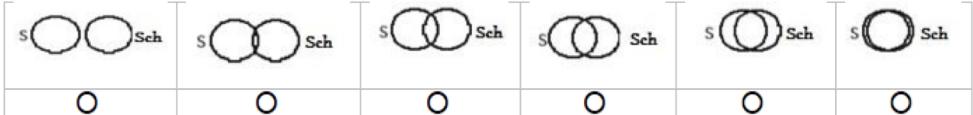
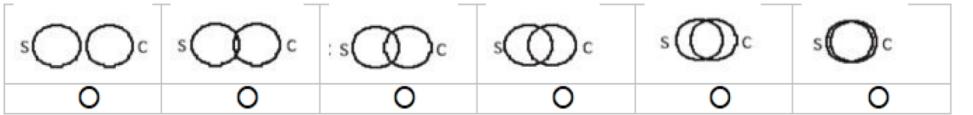
Parents' worry in the past year about experiencing racial/ethnic discrimination or unfair treatment (some or most of the time, n=194)

People in their racial/ethnic group, 70%

Their child(ren), 66%

Themselves, 63%

Measuring connectedness

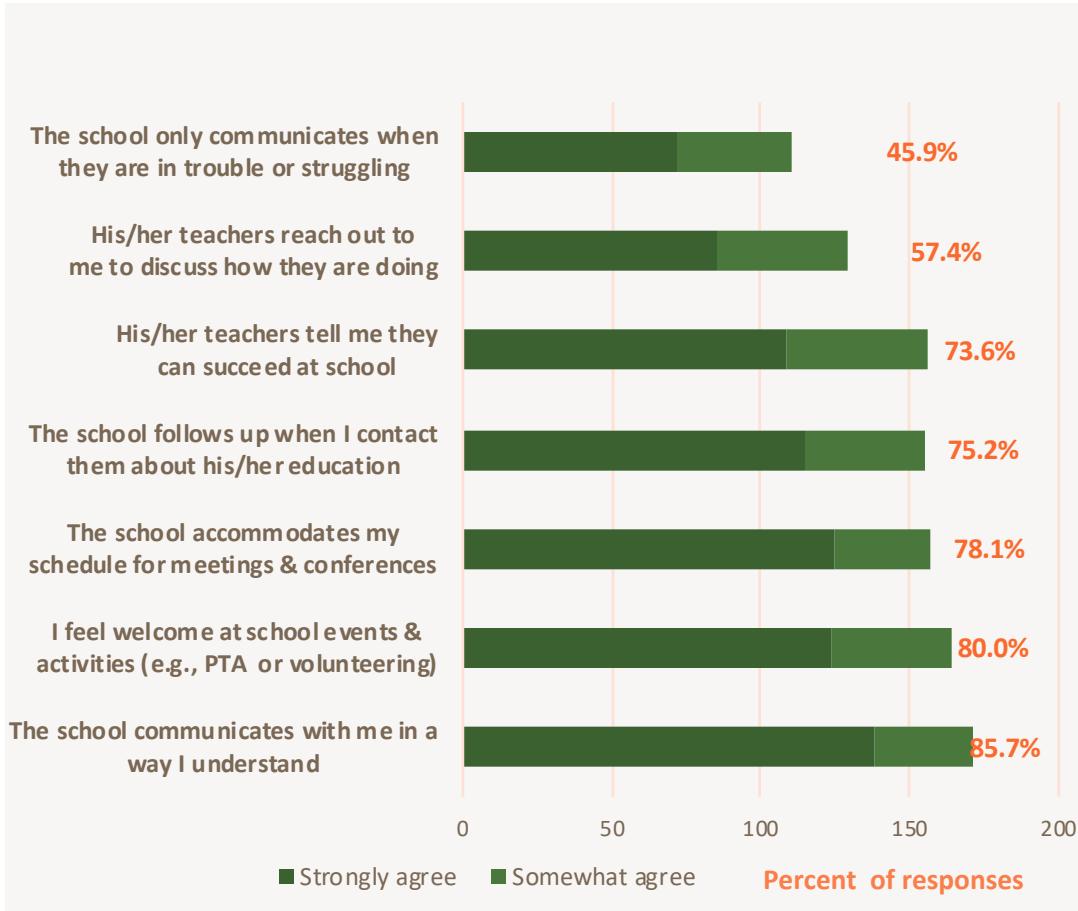
<p>Q20 Choose the picture that best describes your relationship with your school. (S=Self; Sch=School)</p> 					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Q21 Choose the picture that best describes your relationship with the community at large. (S=Self; C=Community)</p> 					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Example of the question used in the parent and student surveys to measure connectedness to school and community.

Adaptation of the validated Inclusion of Community in Self Scale (Mashek et al., 2007).

- In previous survey, parents reported significant increases in school and community connectedness
- Youth reported closer school connections.
- This year, parents and youth report more similar connectedness
- Youth ($n=153$) significantly stronger school (3.92) vs. community (3.52), $p = .0089$

Parent and school connectedness



Parents report the stronger impacts of Juntos relate to their relationship with their child. Outcomes about school engagement were less frequent.

Now that you have completed the Juntos program, would you agree that because you participated in Juntos, you:

Encourage them to do well in school	96.5%
Encourage them to continue their education beyond high school	96.5%
Encourage them to stay in school	96.4%
.....	
Know how to help them do well in school and make good grades	91.5%
Know where to go for information or resources at their school	91.5%
Talk to their teachers to see how they are doing	90.5%

Conclusions

- Establishing trust with students, families, and the local Latino communities is critical for the success of Juntos.
- This is especially true in times and places where Latinos are facing interpersonal and institutional discrimination and other threats to their academic progress.
- Empowering families in this context enhances their capacity to provide academic support for Latino youth.
- However, individual behavioral gains may have limited effect on educational outcomes in the absence of a concerted effort by schools and local communities to support Latino families and engage in systemic efforts towards institutional equity gains.

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Questions?

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