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Café - Harvest 1

What Challenges to Closing the Achievement Gap for Latino/a Students are you facing in your Community?

Higher Education Issues

- **Undocumented students have their opportunities to higher education closed, therefore they dropout.**
- High school student may have good grades but do not have citizen documentation to receive scholarships.
- Clogs in pipeline – students can't get out of high school to enter college and other career opportunities.

- Latino/a and African American students are under prepared. Colleges need to provide remedial classes
- University has to increase entrance requirements – students are running out of financial aid by taking too many remedial classes.
- Lack of Hispanic students in post graduate programs.
- Need to gain access to higher education administration – communication needs.
- What incentive do people have to go to higher education?
- Lack of parents preparing their children for higher education.
- More emphasis on early education to begin preparing for higher education (early intervention and prevention).
- There is a need for reinforcement for ESL trained teachers.
- Need for minority teachers – difficulty to find them.
- Lack of Latino/a educators and administrators. Need to train, recruit and retain.

Language Issues

- **Report cards should be in Spanish.**
- There are language barriers, the communication to and with parents – there needs to be translators and the translation of all documents which are sent home to parents about meetings, reports, etc.
- There are issues regarding the literacy of parents
- Need for accurate and understandable (bilingual) information for parents about enrollment procedures.
- Parent information needs to be in native language
- Non English speaking students are expected to know English immediately.
- Parents do not know the language well enough to assist their child with their subjects.
- Language prejudices and language challenges and realities are not being addressed.
- Need to acknowledge Spanish as an asset both culturally and cognitively.
- Need to focus on various languages of the student's native country (Mexico).
- Language barriers:
 - o Fremont – High school students have problems with assimilation
 - o Fostoria – Issue is masked – if there is no translation or interpretation
 - o Spanish is spoken in homes therefore children are learning English through other children
 - o Vocabulary – need to interconnect Spanish and English concepts
 - o Separate programs should be implemented for ESL teachers
 - o Need for a language assessment
- Students are attempting to translate for themselves.
- Not addressing language prejudices and language challenges and realities

Latino Community Issues

- **Role models!**
- There is a need for positive role models – Latino/a doctors, teacher, principals, nurses, social workers, politicians, police officers. They need to be identified and resourced.
- Lack of successful role models in the Latino/a community.
- Positive adult relations.
- How do we account for Latino/a students?
- There are lots of babies – preschool, early childhood intervention resources
- Teenage pregnancies issues.
- Pregnant teens in the community.
- Teens (minority) - 49% pregnancy rate.
- Socioeconomic – teen parents – lack of economic base.
- Single parent issues/education issues.
- Single parents.
- Day care issues.
- The poverty rates across cultural and racial lines.
- The poverty in the families and schools.
- Poverty.
- Culture of poverty.
- Survival.
- Gang issues.
- There are gang, peer and non academic pressures on the student.
- Many Latino/as not in school.
- Economic awareness.
- Economic factor as a city, school system, community and family.
- Families are losing jobs.
- There is a need for jobs.
- The high mobility of the Latino/a population.
- There is domestic violence in the homes – how do we address it and its effect on the education process?
- There are negative attitudes towards immigrants within schools and wider community.
- There are not good attitudes toward the Latino/a population.
- Students are losing the culture (both sides) – acculturation and socialization.
- The community in general has a negative attitude for Latino/as.
- Interpreters/translators needed for hospitals, churches, etc.
- Need someone to lead the Latino/a community involvement.
- Community support (parents as organized body coming together to plan systemic programs to support students and children).
- Lack of diversity on community boards, organizations, committees, etc. that address the educational needs of our students.

Legislative and Immigration Issues

- **Legislative reform in education needs to happen for undocumented status.**
- High school student may have good grades but do not have citizen documentation to receive scholarships.
- There are citizenship and documentation issues.
- Immigration status – it is a challenge to higher education dreams, the students motivation goes down and will not access the system.
- Undocumented students have their opportunities to higher education closed, therefore they dropout.
- There are barriers for the undocumented students; they are not able to continue to secondary school and college.
- State funding of schools needs to be fixed.
- There are limited resources.
- Loss of students to charter schools and decrease in funding.
- Ohio money is wrapped up in test development.

Parental-Family/Home Issues

- **Parents lack an understanding of how the school system operates in their community.**
- Parents need an understanding of what is the value of education?
- Lack of parental involvement at all levels.
- Need for parental engagement and involvement.
- Parents are not engaged.
- Parents do not know the language well enough to assist their child with their subjects.
- There are issues regarding the literacy of parents
- There are language barriers, the communication to and with parents – there needs to be translators and the translation of all documents which are sent home to parents about meetings, reports, etc.
- It is difficult for parental engagement when the child is bused one hour away.

- **Lack of encouragement – At home-school-playground, etc.**
- Getting the whole family on board (family thinks if the child is not doing well in school then take them out).
- Do administrators and parents understand the experience of the Latino/a student in the classroom? – Students are asked, “what did you do in school today?” and they answer, “nothing”.
- Lack of voice of parents/caregivers.
- There are factors within the home that do not support educational aspirations.

- Need to share with students/parents the importance of achievement.
- Many Latino/as not in school.
- Afraid of change, not committed to learning.

- **Lack of early intervention**
- Need to have access to the parents at an early age for parental involvement.
- Need for collective responsibility.
- Afraid of change, not committed to learning
- There are gang, peer and non academic pressures on the student.
- Community support (parents as organized body coming together to plan systemic programs to support students and children
- Silencing – teachers, parents, kids not supported to describe their lives and views

- **Work values ----- School Values**
- Individual paradigm shift needs to happen
- Family structure.
- Students involving parents.
- The parents are working and students need the support of the family.
- Need for collective responsibility

Staff/Resources

- **Lack of Latino/a educators and administrators. Need to train, recruit and retain.**
- Need to attract teachers that reflect the student population.
- Need for teachers of color, they are not present. They need the first hand cultural knowledge.
- Need for minority teachers – difficulty to find them.
- Need highly qualified teachers (HQT).
- Teachers are not prepared to work with minority populations.
- Attrition of teachers can deplete the people who understand the culture of Latino/a students.
- There is a high mobility rate of instruction/instructors, therefore no continuity.
- There is a need for reinforcement for ESL trained teachers.
- heavy student load for ESL teachers – lack of resources.
- There are not enough ESL services.
- Bilingual tutors are needed.
- There is a need for bilingual staffing.
- Too few bilingual staff.
- Need interpreters in conferences.
- Lack of human support at all levels.
- Latino/a Education Advocate for the state of Ohio, Columbus, OSU, etc.

- **Resources for school districts that would enhance cultural competency of teachers and administrators.**
- Resource materials are needed.
- Where are the resources?
- There are limited resources for professional development for all staff (teachers, administrators, nurses, support staff, etc.).
- There are limited resources.
- There are over extended resources.
- Need for after school programs and support for students.
- Does the curriculum serve the Latino/a student?
- Lack of vocational training – this is one outlet for students not headed for college.
- What are the models of ESL programs in schools?
- What are the ‘best practices’?
- Caste Based Curricula ??????????
 - o not critical
 - o not community centered
 - o not culturally relevant
 - o languages not valued

Systemic and Funding Issues

- **There needs to be “BUY IN” -**
 - o School Districts/Administrators/Teachers/Staff need to buy in that these are our students
 - o Leadership needs to come from the top down – Superintendents
 - o Our schools need to be broadened internationally
 - o Celebrate diversity, languages, cultural lifestyles
 - o Literacy in students native language first then learn English
- Need collective responsibility.
- Administrators and school districts need to be aware of the Latino/a achievement gap
- There is too much bureaucracy in the system – hinders creative solutions.
- Inability of the system/schools/staff to recognize what the achievement gap really means.
- Need to examine the “Soft bigotry of low expectations” .
- Classes are increased in numbers to balance school budget.
- School districts need to take on the issue district wide, not just particular schools.
- Public school system is slow to recognize the Latin/a needs and the impact in the classroom and district wide.
- Need to look at the drop out rate.
- There are clogs in the pipeline – students can’t get out of high school to enter college and other career opportunities.
- Fracturing of schools – charter vs. public vs. academics – does this competition serve the Latino/a student?
- Student placement – ELL, Hispanic, IEP, etc. – does it create an educational ghetto?
- Are ESL designated schools effective or perpetuating the Latina/o achievement gap?
- What is the impact of school choice?

- **School system is not in tune to the needs of the Latino/a students**
- Don’t know our kids! – challenge me, care about me, show me, - hold on!
- Schools are thinking too narrow on assessment.
- There is emphasis on measurement and not preparation.
- Rating system for state report card is not accurate.
- Testing children required to take in English (not culturally competent).
- There needs to be more time for testing.
- The grading system does not capture success and sets kids up to fail.
- There is no system to track and support children (culturally, academically and personally).

- There is mobility without follow-up (from district to district/state to state). We know when they leave, but do we know if they continue education? Is there data and tracking?
- Need to acknowledge Spanish as an asset both culturally and cognitively.
- Poverty in the families and schools.
- Silencing – teachers, parents, kids not supported to describe their lives and views

- **There is conscious and unconscious “prejudices” – people’s perceptions on others guide them not their knowledge of others.**
 - Teachers teach how they were taught.
 - Staff has a lack of knowledge about the impact of poverty.
 - Some schools and teachers don’t want to enroll students who. might lower their achievement scores and report card rating.
 - “Oh no, they don’t speak English attitude by teachers/schools/administrators.
 - Latino/a students are labeled as special education or in learning disability categories.
 - There are negative attitudes towards immigrants within schools and wider community.
 - Negligent attitude toward subgroups which causes bigotry.
 - colleagues hold stereotypes, fear _____?????
 - Still maintaining stereotypes – not building cultural knowledge- we have a long way to go
 - Not addressing language prejudices and language challenges and realities.
 - There are assumptions made about Latino/a students

- **Lowering funding for schools! Less dollars –less attraction for teachers. How do you attract teachers without money?**
 - There is a need for funding!
 - State funding of schools needs to be fixed.
 - We need to redefine how we spend our dollars.
 - There are limited resources.
 - Budget cuts = teacher cuts.
 - Ohio money is wrapped up in test development.
 - Loss of students to charter schools and decrease in funding.
 - Classes are increased in numbers to balance school budget.
 - Issues relevant to the Latino/a community in wealthy vs. poor districts.
 - The needs are identified in the Toledo area but there is no funding.

Professional Development

- **School districts and teachers need understanding of the needs of students (culturally and economically).**
- Professional development needed.
- Lack of multicultural training.
- Lack of understanding of diversity.
- Cultural attitudes – Lack of cultural understanding.
- Need for awareness of the Latino/a population and the fact that it is not monolithic
- Lack of understanding of time it takes to learn new language/culture for academic success.
- Still maintaining stereotypes – not building cultural knowledge- we have a long way to go
- “Oh no, they don’t speak English attitude by teachers/schools/administrators.
- understanding of Latino/a students.
- Lack of understanding of the need to appreciate the core values of a culture.
- Need to examine assumptions made about the Latino/a student.
- Lack of teacher preparedness and failure to create solutions.
- Educators make certain assumptions about students.
- Do administrators, parents understand the experience of the Latino/a student in the classroom? – Students are asked, “what did you do in school today?” and they answer, “nothing”.
- Need information and training on the mobility rate of the community and its effects on the education process.
- Administrators and school districts need to be aware of the Latino/a achievement gap.
- Teachers teach how they were taught
- Individual paradigm shift needs to happen
- student alienation needs to be understood, studied and be addressed.
- Need to study and know different learning styles
- **Low expectations (school counselors not providing college information)**
- guidance counselors not seeing the potential of perspective college bound students (Latino/as)
- Latina/o students are discouraged by guidance counselors.
- There is discouragement from school counselors – talented students are geared towards trade school.

Misc./Other

- Immersion programs
- Not embracing language but forcing children to decide...
- GED programs require documentation
- Statistic (12% out of home care - passage rate for this test - 29.7% of Hispanics passed 7th grade math achievement).
- Cultural past ??????
- Literacy - the main issue proper identification, second generation ELL's
- Instructional practices to engage ELL's
- Recognize as rural state???????
- Increase of ELL
- Diversity of ELL
- Elementary - Language = speak English High School - Language = speak Spanish
- ESL economy - transition to English education????????? -- are the categorized and left behind?
- Crafting?????
- The written documents??????
- Code switching - students and educators
- deRolf I, ii, iii, iv ??????????????

