

JUNTOS ANNUAL REPORT

2019 - 2021



Oregon State University
Extension Service

Juntos
FOR A BETTER EDUCATION | PARA UNA MEJOR EDUCACIÓN

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PREFACE

The Open Campus pilot launched in late 2009 in Crook and Tillamook counties to address unmet needs in communities and to further advance the land grant mission of Oregon State University through new educational partnerships and programs. We are proud to say that Open Campus and Juntos is a fully supported program area within the OSU Extension Service. This report serves as a showcase of the people, partnerships, and programs over the past two years from Fall 2019 to Fall 2021.

The Juntos program has continued to grow even through the tough time of remote programming, virtual meetings, COVID-19 pandemic, and tensions of racial injustices. We are proud that the entire team has made a commitment to do better in our communities, focus on serving historically marginalized communities, and to equitably support students of color. In these ways, we hope to do the work of creating more equitable and racially-just educational systems and continuously learn.

This report will highlight these major areas of focus including continued Juntos site expansion, student and family evaluation of the program, innovations to program delivery, and our goals for the future. These goals are tied together through community needs assessments and community partners. Our work would not be possible without community partners, foundations, local support, and commitment from the Juntos coordinators and facilitators.

Thank you for taking the time to read this report, and please feel free to reach out with any questions or comments.

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TERMINOLOGY

WHY WE CHOSE LATINX

There have been a variety of labels used to describe populations in the U.S with roots in Latin America or Spanish-speaking countries. In the 1970s, Hispanic was introduced to encompass groups who had origins in Spanish language countries. The term was brought forward by Hispanic organizations who lobbied the importance of the government to collect Census information on this populationⁱ. In the 1990s, the term Latino/a was introduced as another term to describe this population, in part as a response to the strong connection between the term Hispanic and Spanish colonization these countries endured. In an effort to become gender inclusive, Latinx was introduced in the early 2000sⁱⁱ. Identity is personal, and the usage and preference of various labels and terminology varies from person to person and context. As language evolves, we may adopt new forms of presentation and identification as terms are adopted, contested, or validated. This is especially noteworthy within the Hispanic/Latinx community in which these terms, and others such as Chicano/a, have changed over time in their significance to the people they are meant to identify. In this report the term Latinx will be used as an umbrella term to identify people who may otherwise use terms such as Hispanic, Chicanx, Latino/a, and Latine. Some data sources we cite or participant quotes use different terminology.



ABOUT OREGON STATE UNIVERSITY JUNTOS

Juntos Para Una Mejor Educación (Together for a Better Education) works to empower Latinx students and families around education.

Juntos means “together” in Spanish, which reflects the program’s core values of engaging the entire family and school partners in the students’ educational goals. Juntos is a multi-component program intentionally designed to transform pathways to higher education for Latinx youth and their families by bringing the families and educational institutions together.

Juntos is unique among college access programs because it engages the entire family with a strong emphasis on cultural responsiveness, while minimizing barriers to participation. All programming is delivered in Spanish by bilingual/bicultural facilitators and meals and child-care are provided. Juntos workshops and family nights are held at the local K-12 schools and administrators and teachers are encouraged to attend and participate. The culturally responsive programming is designed for 8-12th grade students and their families. This allows for earlier development of interest and motivation for college, and encourages youth to maintain the necessary academic progress for high school completion and college attendance.

INTRODUCTION



Oregons First Juntos Cohort - Madras 2012

JUNTOS HISTORY AND PROGRAM PARTICIPATION

Juntos, originally developed at North Carolina State University, was brought to Oregon in 2012 by OSU Open Campus. Madras, located in Central Oregon's Jefferson County, was the first community to implement Juntos. Since then, Juntos has expanded throughout the state to include over 34 communities in Oregon. The program is designed to empower high school students and their parents to gain the knowledge, skills, and resources needed for academic success while working together to make college a family goal. Open Campus continues to adapt the program in response to the specific family and cultural context of the Latinx population in Oregon. Oregon Juntos components include a six-week family workshop series, academic success coaching, family nights, college visits, and participation in clubs and summer camps.

Many communities with established Juntos programs credit this as a critical component of overall increases in Latinx high school completion and post-secondary access.

During the report period from Fall 2019 to Spring/Summer 2021, Juntos delivered 41 workshop cohorts and 8 clubs across 28 communities in 17 counties. These programs reached over 1,000 participants.

The Juntos program in Oregon has served over 5,500 students, parents, and family members since 2012 in over 60 schools throughout 34 communities across Oregon. Over 90% of students completing the workshop series graduate from high school and many of these students go on to higher education, with higher college-going rates than their district average.

JUNTOS PROGRAM PROVIDES:

1

Weekly workshop series delivering college preparedness curriculum



2

Family nights addressing academic, cultural, and social topics



3

College visits and college access programming



4

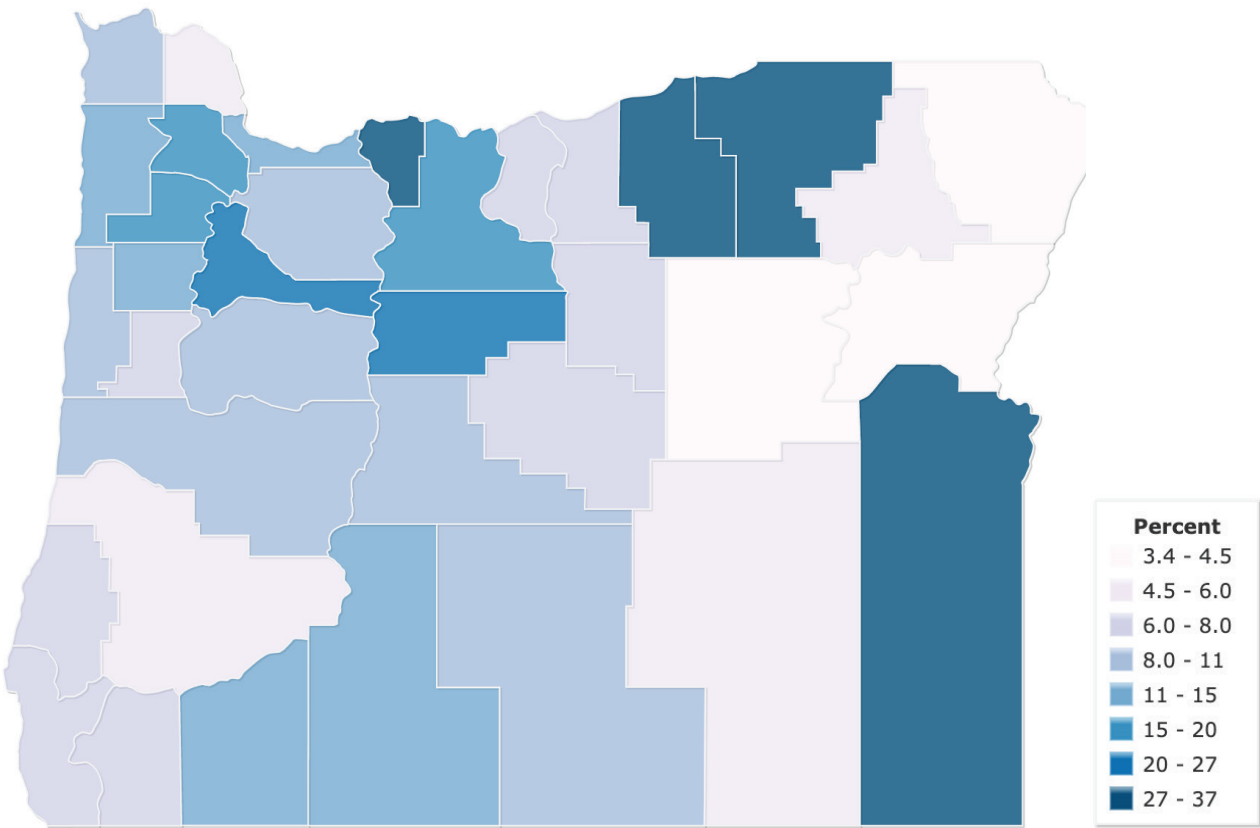
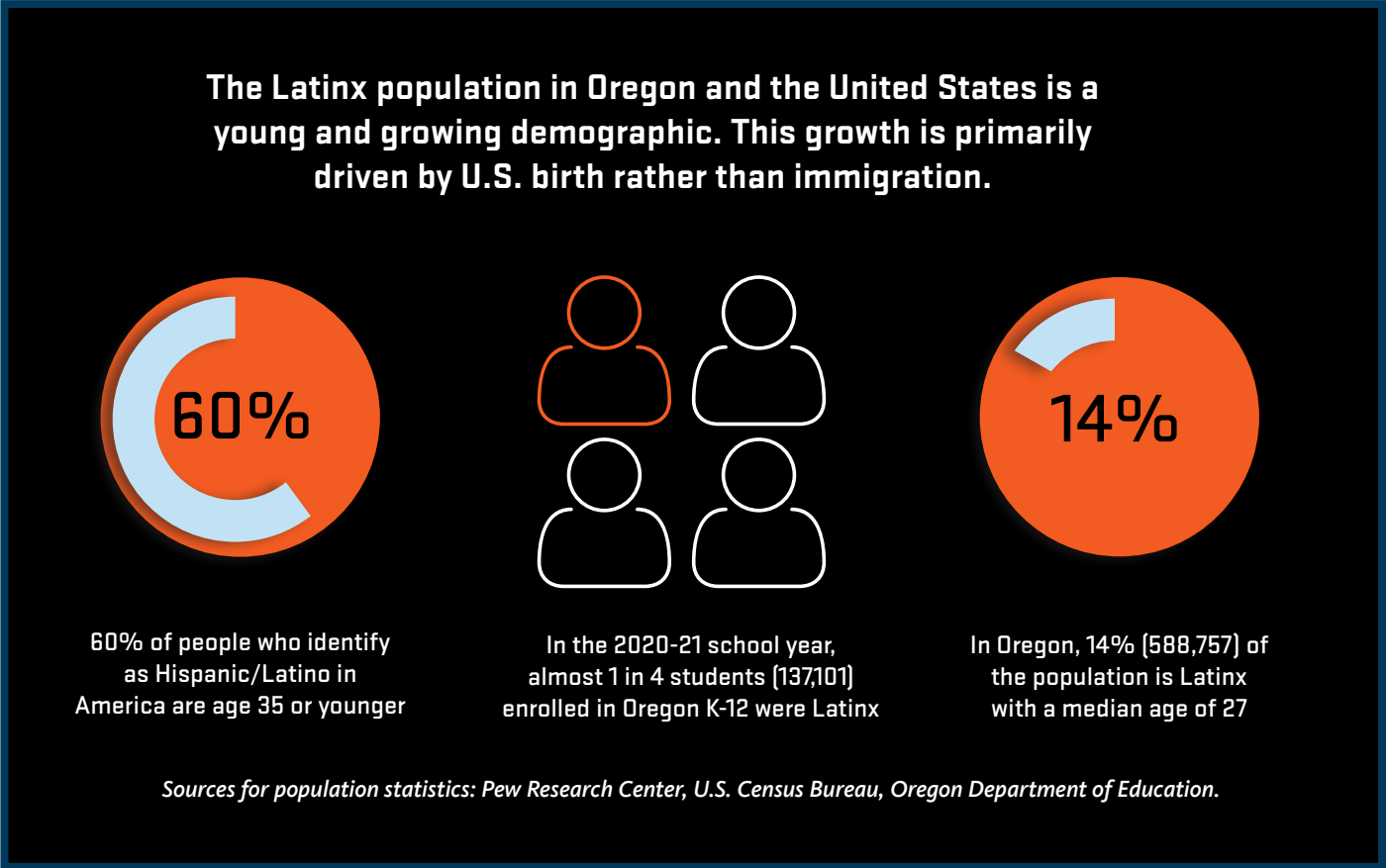
Clubs, mentoring, advising, and youth engagement



THE LATINX EXPERIENCE
IN OREGON

Oregon is confronting statewide barriers to educational attainment and finding ways to better serve Latinx learners and communities. Although Latinx students in Oregon have experienced improvements in educational outcomes, including high school completion and college enrollment in recent years, disparities persist. Latinx adults in Oregon are less likely to complete a high school diploma or have a Bachelor’s or graduate degree than their non-Hispanic white counterparts. Despite comparable college enrollment rates and degree expectations as whites, Latinx people have lower persistence in higher education.

In Oregon, attaining statewide educational excellence and future economic development will depend on the success of Latinx students. It is essential for educational systems, from early childhood through college and career training, to sustain equitable and inclusive learning environments for Latinx students. This includes providing linguistically and culturally-responsive opportunities for parents and family members to engage with their children’s school and support their educational journeysⁱⁱⁱ. Juntos is one such program working with K-12 students and their families across the state through a culturally-responsive, inclusive model designed to empower families around higher education.



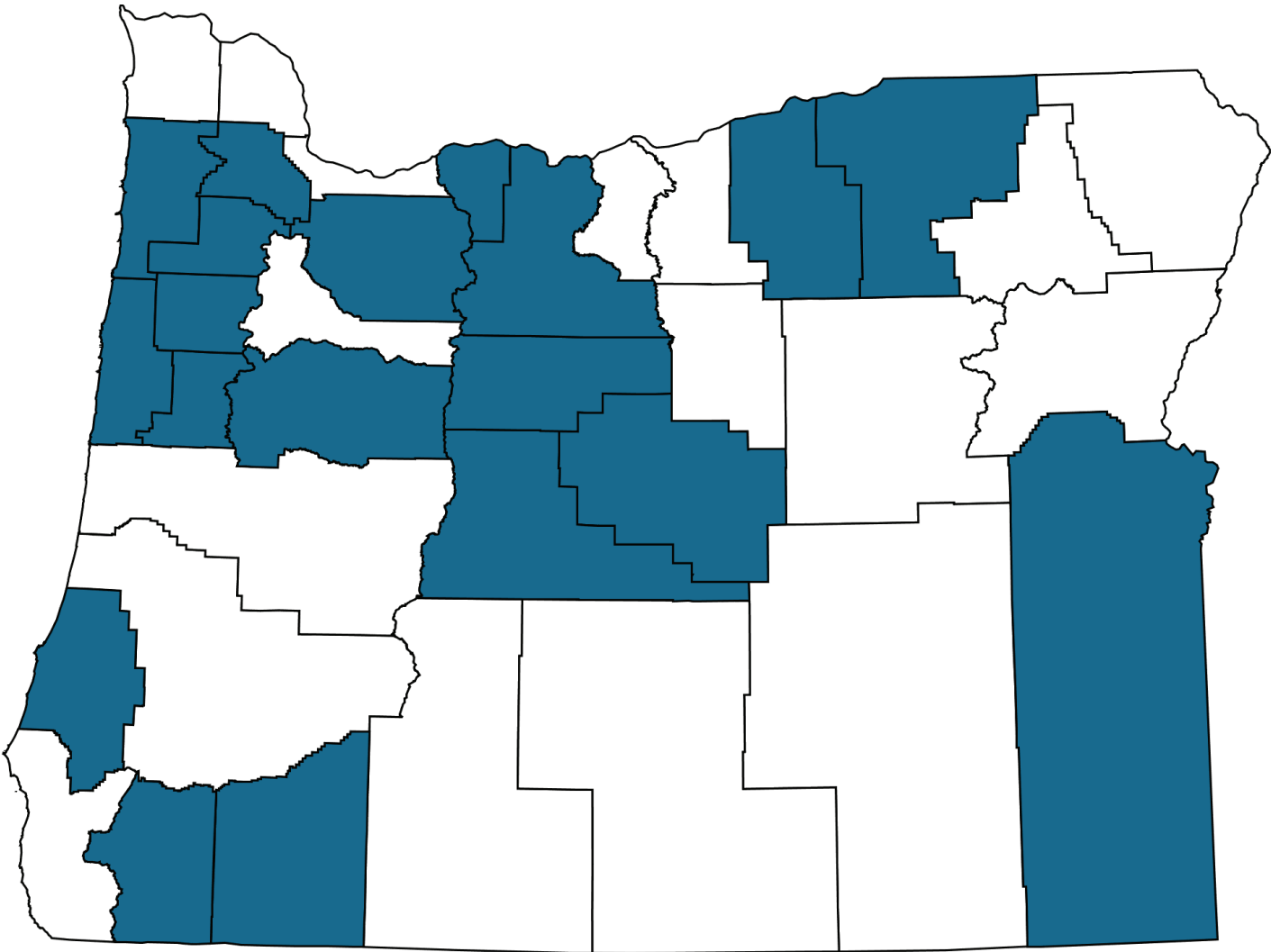
OREGON POPULATION OF HISPANIC OR LATINO ORIGIN, 2020 CENSUS

PARTNERSHIPS & COLLABORATION

Juntos has sustained a high level of reach and engagement across Oregon through local and regional partnerships. While the core mission and program components of Juntos are constant statewide, the delivery varies by region and county based on local needs and capacity. Our partners collaborate on community assessments and adapting programming based on local needs. Partners provide financial and logistical support, as well as an authentic connection to the communities we serve. Partnerships with community colleges have been particularly impactful for empowering students and families around education and building more equitable college access pathways for Latinx learners. Other partnerships allow coordinators to have a consistent presence in high schools and offer programming and mentorship beyond the Juntos workshops.

ON THE FOLLOWING PAGES, we outline our numerous partnerships in each region. These partners include K-12 schools and districts, the Migrant Education Program, community colleges, other universities, college access programs, and a number of local businesses and community organizations.

JUNTOS SITES BY COUNTY AND REGION



REGIONAL JUNTOS PARTNERS

Region	County	Communities	Key activities and partnerships
Mid-Willamette Valley	Benton	Corvallis Philomath	Proximity and connection to Oregon State University Corvallis campus. Collaboration for college visits, STEM camps, and pre-college programming. Support and engagement with Juntos students attending OSU and Linn-Benton Community College
	Linn	Albany	
Metro/suburbs	Clackamas	Clackamas	Partnership with Migrant Education Program. Adaptation of Juntos model for urban and suburban communities. Connections to Portland Community College students and pre-transfer support.
	Washington	Beaverton Forest Grove Hillsboro	
Southern Oregon	Coos Jackson	Coos Bay Eagle Point Phoenix Talent	Partnership with Southern Oregon University for pre-college programing and Latinx family engagement. Support for remote Juntos sites not covered by an on-site Coordinator.
	Josephine	Grants Pass	
Central Oregon	Crook Deschutes	Prineville Bend Redmond Sisters	Juntos workshops and sustained mentoring/student support presence in all three counties. Deep integration with community Diversity, Equity, and Inclusion initiatives. Partnership with Oregon State University-Cascades for Beaver VIP admissions pilot and regional Juntos Family Day.
	Jefferson	Culver Madras	
Columbia River Gorge	Hood River Wasco	Hood River The Dalles	Partnership with Migrant Education Program. Student clubs which promote higher education and positive cultural identity. Student mentoring through ASPIRE program. Cross-regional collaboration on family programing.
Coast	Lincoln	Lincoln City Newport	Partnership with Tillamook Bay Community College and Oregon Coast Community College for program support and local college connection. Region offers Juntos workshops, student clubs, and outdoor education and youth development (Juntos Afuera)
	Tillamook	Neah-Kah-Nie Nestucca Tillamook	
Eastern Oregon	Malheur Morrow Umatilla	Ontario Boardman Stanfield Umatilla	Partnership with Migrant Education program. Model of remote site support. Collaboration with 4-H Latinx outreach initiatives. School-based career exploration programing and student support.
Northern Willamette Valley	Polk	Independence	Partnership with Chemeketa Community College was the model for community college collaboration with Juntos. Shared positions provide student support at all levels and offer enrichment programs such as STEM camps.
	Yamhill	Dayton McMinnville	
	Marion	Woodburn	

MIGRANT EDUCATION COLLABORATION

In the Fall of 1966, the Federal Migrant Education Program (MEP) was created to address the unique needs of mobile farm worker children. This was the first major government program that addressed health concerns for these families including housing, working conditions, and training for other employment for the migrant community.

Today the Migrant Education Program serves as many as 300,000 children in 46 states. With those funds, states and local schools provide a broad range of instructional and support services to supplement regular classroom instruction and help overcome barriers arising from mobility and educational disruption. Most states offer special programs in the summer.

Because of the similar population demographics that Juntos and Migrant Education serve in Oregon, the Migrant Education program has been a partner for program delivery at many of the Juntos sites across the state. The Oregon Department of Education reports there are approximately 1,300 high school students enrolled in MEP statewide, with about half residing the counties Juntos serves.

GOALS OF THE MIGRANT EDUCATION PROGRAM THAT ALIGN WITH JUNTOS:

1. Ensure that migrant children are provided with appropriate educational services that address their needs in a coordinated and efficient manner
2. Ensure that migrant children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet
3. Design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment
4. Ensure that migration children benefit from state and local systemic reforms

EVALUATION FRAMEWORK

EVALUATION METHODOLOGY

After completing the Juntos workshops, participants are invited to give their feedback in the evaluation survey. This survey is offered to the students and their parents in their choice of English or Spanish. The survey is anonymous to protect the privacy of the participants and to encourage them to provide honest feedback about Juntos and their experiences at school. The survey and study protocols have been approved by the Oregon State University Institutional Review Board. The evaluation team also conducted key informant interviews with Juntos Coordinators to discuss their local program experience and qualify the school and community networks they use to build connections with families.

The Juntos program evaluation measures outcomes related to students' academic motivation, knowledge of the college-going process, and communication with their support system about their post-secondary pathways. The program evaluation survey also assesses the students' sense of

belonging at school and their perceptions of the school environment. The purpose of this multi-level evaluation is to place the students' academic and learning outcomes in the socio-cultural context for Latinx students and structural biases. The parent survey has a similar structure, with questions about learning outcomes from the curriculum, their relationships with their children, and school and community engagement.

Over time we have simplified the demographic sections of the surveys, particularly on the parent survey. Though there is value in assessing the lived experience and socioeconomic context of the Juntos participants, these questions added length to the survey and were potentially sensitive in the current climate of anti-immigrant and anti-Latinx bias. The survey no longer asks participants if they were born in the United States or if they are part of the free/reduced lunch program at school. Even on an anonymous survey, we are conscious of not asking participants to disclose

potentially identifying information about their immigration status, family circumstances, or the public charge.

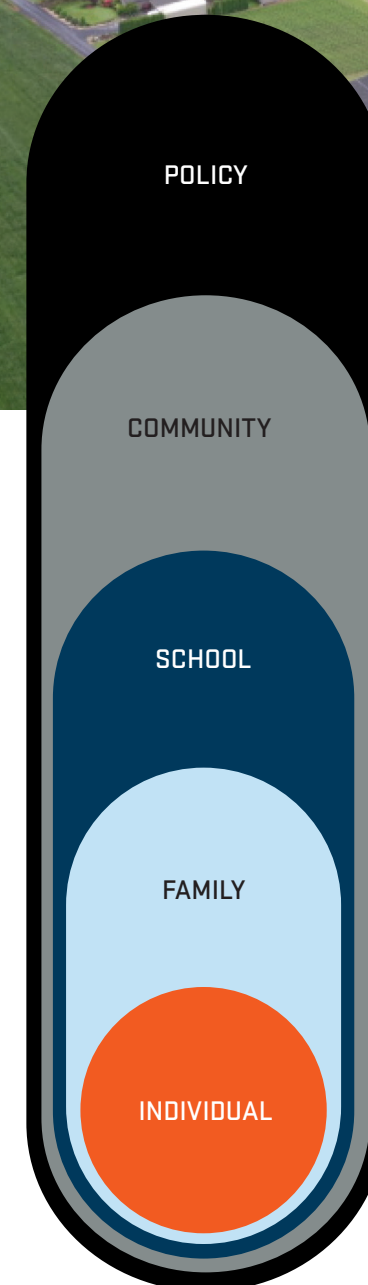
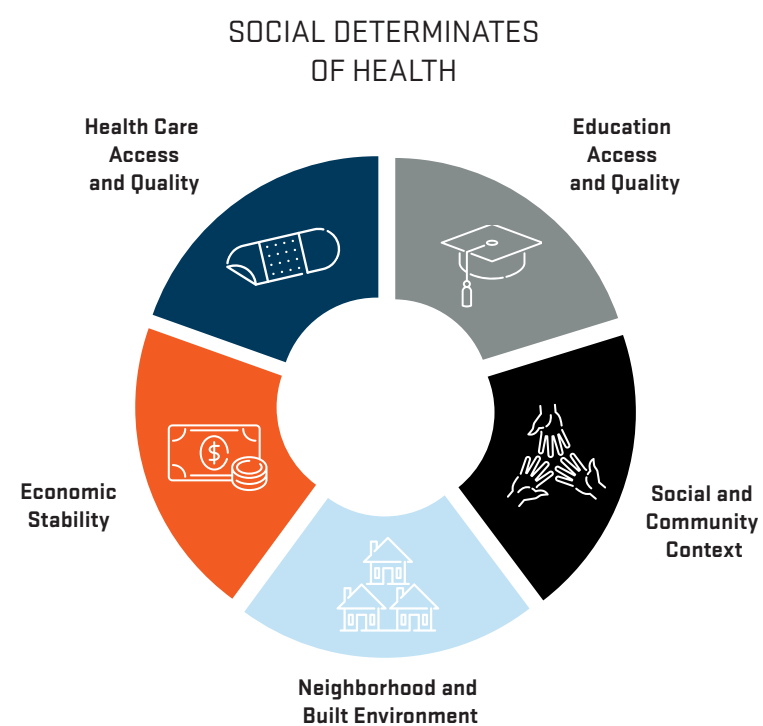
The demographics of Juntos participants are generally representative of Latinx families in their school and region. When more detailed demographics are needed for research or reporting, we rely on the Census, school district data, or other publicly-available sources for population assessment. One resource is the Communities Reporter Tool (CRT), an online platform with nearly 600 demographic, social, economic, and environmental indicators about all of the towns, villages, cities, and counties in Oregon and Siskiyou County, California. The data includes the Latinos in Oregon collection of 18 key metrics related to social, health, and educational equity. CRT is a collaboration between Oregon State University's Rural Communities Explorer and the Ford Family Foundation.



SOCIAL DETERMINANTS OF HEALTH

The Juntos program and evaluation model also consider the social determinants of health the conditions in the social environments where people are born, live, learn, work, and play^{ix}. Educational attainment is associated with numerous health outcomes throughout the life course. A child's physical and mental health can also impact their performance at school. Many socioeconomic indicators such as household income, parents' educational background, or food security are associated with both academic and health outcomes.

The outcome objectives of Juntos are aligned with several of the Education Access and Quality objectives in Healthy People 2030, including increasing high school graduation and post-secondary college enrollment rates for adolescents. This approach also supports the program's goals in addressing root causes of disparities in college access and degree completion for Latinx students in Oregon.



SOCIAL ECOLOGICAL MODEL

SOCIAL-ECOLOGICAL MODEL

The Juntos evaluation is based on the Social-Ecological Model, a public health model which considers the interplay between multiple levels of individual, interpersonal, and institutional factors^{vii}. This model reflects the shared responsibility for students' academic outcomes and contextualizes disparities for Latinx learners. The public health literature indicates that multi-level interventions can be an effective tool for behavior change, and a useful lens for assessing the determinants of change in a population^{viii}

The Juntos curriculum and partnership framework engage at the individual, interpersonal, and institutional levels to make college more accessible for Latinx students. For example, the Juntos workshops teach the students and families about FAFSA/ORSA requirements while also encouraging stronger relationships between school administrators and parents attending the workshops. An additional outcome of this engagement could be the school developing new Spanish-language financial aid resources. Juntos coordinators and facilitators are also engaged in district-and community-level equity and anti-racism initiatives with broader impact on the learning environment for Latinx students.

PARTICIPANT POPULATION

From Fall 2019 through Summer 2021, the evaluation survey was completed by 264 students and 297 parents. 66% of students responding to the survey were in high school, while the rest were in middle school. Similarly, 77% of parents responding had a child in high school. Since all survey questions were optional, the sample for the data reported may be smaller depending on the response rate.

LANGUAGE MOST COMMONLY SPOKEN AND READ

STUDENTS

43%
English

48% English and
Spanish equally

PARENTS

84%
Spanish

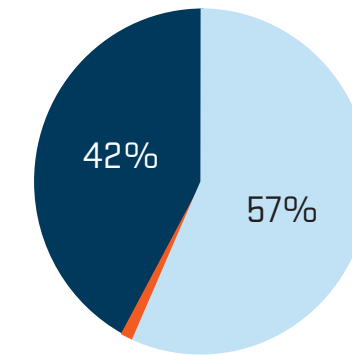
13% English and
Spanish equally

***STUDENT
MEDIAN AGE: 15**

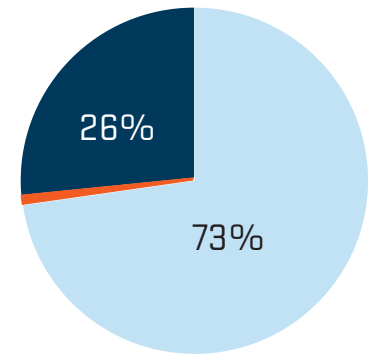
***PARENT
MEDIAN AGE: 41**

JUNTOS EVALUATION SURVEY RESPONSE DEMOGRAPHICS

STUDENTS



PARENTS



□ FEMALE

■ MALE

■ SELF DESCRIBE

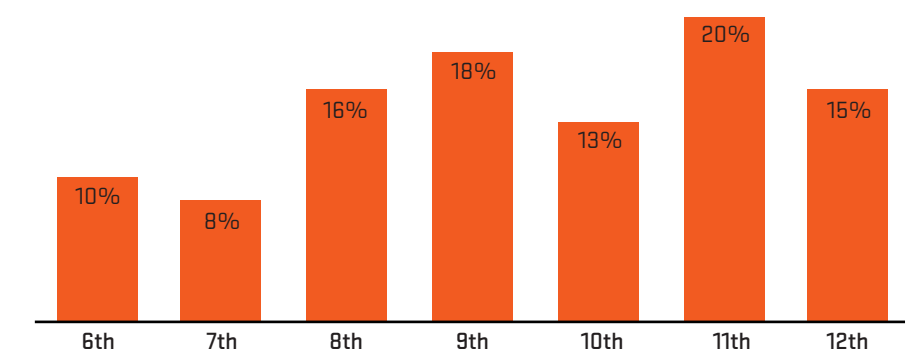
80% (196) of
students report
parents have not
completed college



8% (13) of
parents report
completing a
college degree



STUDENT SURVEY RESPONSES BY GRADE LEVEL



EVALUATION
FINDINGS

IMPACT ON COMMUNITIES AND FAMILIES

Although we often speak of the impact of Juntos in terms of community-level change, the relationships the program builds can have profound impacts on individual students and their families. This is evident in the story of Pedro (name and some identifying details changed) shared by one Juntos coordinator. Through Juntos, Pedro's family was connected to a support system and material resources which were critical for him and his siblings to complete their education.

SUCCESS STORY: PEDRO

Pedro is the oldest of three siblings and the first to graduate from high school in his family. His family includes his single mother and two younger siblings who arrived in the U.S. after fleeing difficult circumstances. Soon after starting school, his family participated in the Juntos program and felt hope for a brighter future in which they would have the opportunity to pursue higher education.

Pedro struggled to adapt to his new home and a new language, and faced myriad challenges along the way. His family was homeless for periods of time due to difficulty finding a home and stable employment for his mom. Pedro says he liked going to school because it meant he would be in a dry and warm environment and could count on at least one or two meals a day. Pedro worked closely with his Juntos coordinator to apply for community college and get started with his first year of higher education. But things were still difficult. The family experienced financial and housing instability, as well as steep legal fees for their immigration case. These circumstances made applying for jobs, getting a driver's license, and opening a bank account very difficult. Toward the end of his third term in college, Pedro's grades began to drop as he took on more work hours to support his family. He eventually ended up pausing his education to focus on other priorities for his family.

But during that entire process he stayed in touch with his Juntos coordinator with hopes to return to school once his family was more stable. A year later, his younger brother graduated high school and was able to start college thanks to Pedro and his mom's hard work. Both of Pedro's siblings also worked with their Juntos coordinator to seek out educational opportunities during and after high school. Recently, Pedro's family had a breakthrough in their immigration case, are on their way to receiving citizenship and can now seek employment more easily. Pedro recently passed his driver's license test, got a better-paying job in construction, opened up a bank account, and is planning to return to school. Working with students like Pedro is what makes our work in Juntos so meaningful. We often work with students facing very difficult circumstances, and we can help shine some light on opportunities that could be life-changing for them and their families.

SPOTLIGHT

Beaver VIP

Beaver VIP, a program offered through the Oregon State University Office of Admissions, is an on-site admissions program working to increase access to higher education for historically underrepresented students. This program provides support through the admissions process and creates a sense of achievement and confidence during the application review.

During Beaver VIP, students meet with an OSU Admissions advisor to have their application reviewed in real time and answer questions regarding their academic history, interests, and goals. Students eligible to receive an admissions decision will learn during the program if they are admitted to the university and have the opportunity to hear about next steps for enrolling at OSU. Those students not eligible to receive an admissions decision during Beaver VIP will get guidance from the Admissions advisor on completing their application and receive an unofficial transcript evaluation.

Beaver VIP strives to create a sense of connection and community for students so that they feel welcome and supported at Oregon State University.

In Winter 2020, Juntos partnered with the OSU Office of Admissions to bring the Beaver VIP event to Juntos participants with a pilot in Central Oregon. Juntos high school seniors were invited to participate and the program was adapted to include their families as a part of the Beaver VIP process. This gave family members the opportunity to be part of the admissions meeting in an effort to provide clarification and transparency in the admissions evaluation. Scholarships and Financial Aid staff were present to cover information on paying for college and give advice on applying for scholarships in Spanish. For 2021, the pandemic gave us an opportunity to open the Juntos Beaver VIP event statewide, since it was modified to be a virtual event.

LEARNING AND BEHAVIOR OUTCOMES

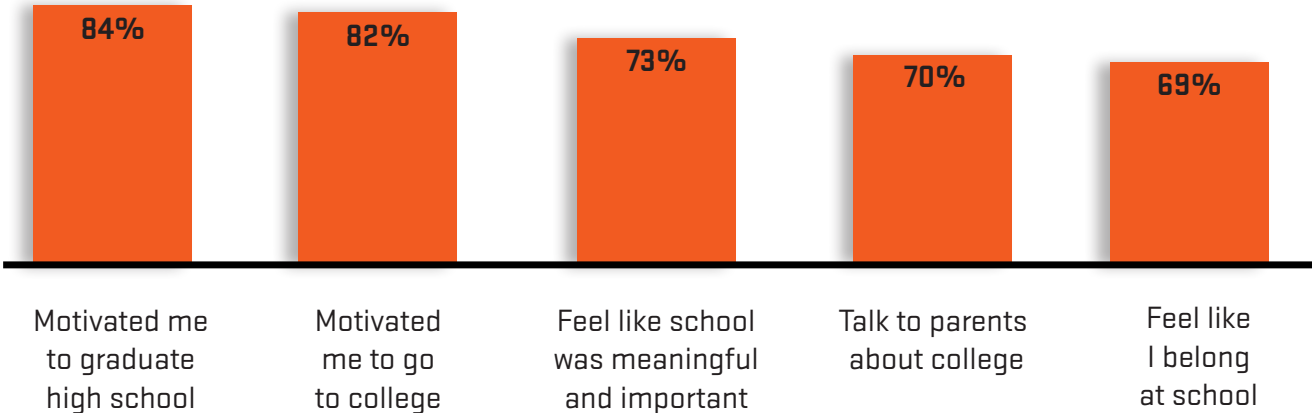
The Juntos program evaluation measures outcomes related to students' academic motivation, knowledge of the college-going process, and communication with their support systems about their post-secondary pathways. The goal of Juntos is not simply for students to improve their grades or attendance. Meaningful change in academic performance within the workshop period is not feasible, and these measures are dependent on a number of student- and school-level factors. Through the next pages we outline students' self-reported learning and behavior outcomes after participating in Juntos.

Students tell us that the strongest impacts of the program were on their motivation to complete high school and attend college. This was evident both from the survey, where 82% of youth said Juntos motivated them to go to college, and also in their responses to open-ended questions about what they liked best about the program. Students across all grade levels spoke about how Juntos helped them see the value in their schoolwork and set realistic goals for their future. Another common theme among youth was appreciating the opportunity for Latinx families to connect with each other and learn in

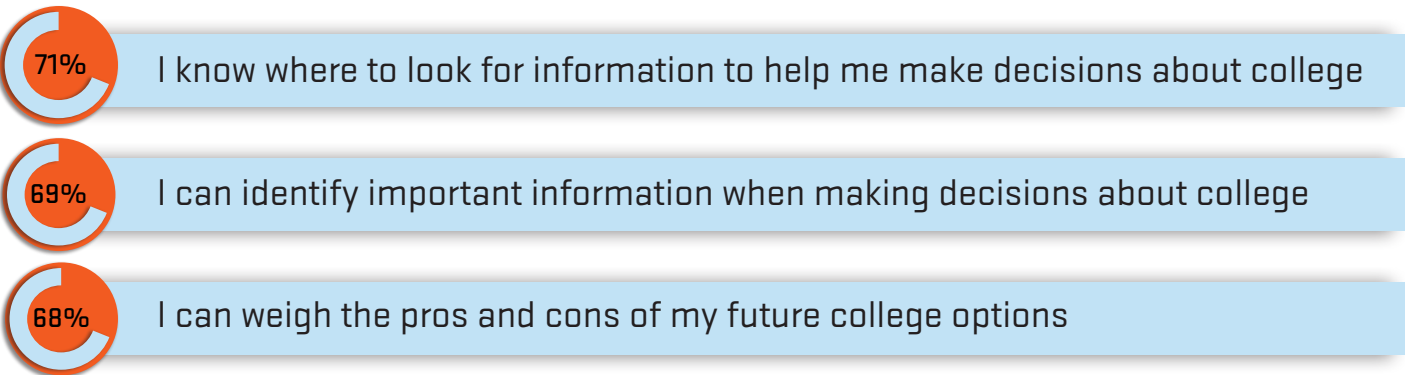
a supportive and welcoming environment.

The Juntos high school workshops focus on post-secondary options and the college-going process. The curriculum includes information about financial aid, college application tips, and options for degrees, transferring, and technical training. The evaluation survey for high school students has an additional section asking students about college-aligned actions and learning outcomes. The majority of students agreed that Juntos helped improve their knowledge and self-efficacy regarding college.

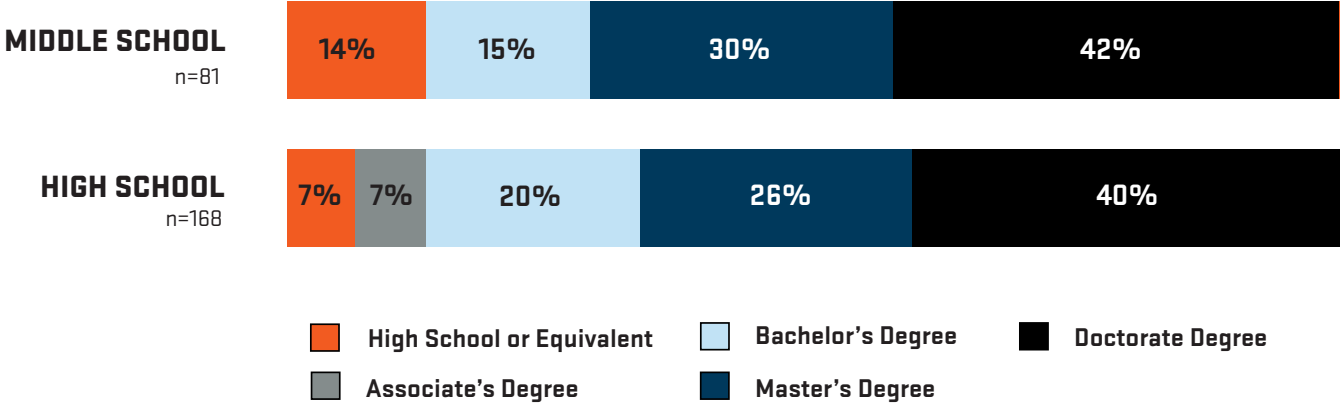
STUDENT-REPORTED OUTCOMES OF JUNTOS (n=246)



STUDENT COLLEGE-RELATED OUTCOMES (n=205)



HOW MUCH EDUCATION DO YOU WANT TO GET?



WHAT DID YOU LIKE BEST ABOUT JUNTOS?

"I got more knowledge on my choices on where to head [college or university] it also helped me realize that I want to continue studying."

12TH GRADER

"Juntos helped me learn about my education beyond high school. Helped me interact with other Latinos to help their kids succeed."

7TH GRADER

"Juntos helped my family be more organized and attentive about when I do my homework and they support me in the decisions I make."

8TH GRADER

"The information it gave me and it's good to be learning more about college at an early age."

7TH GRADER

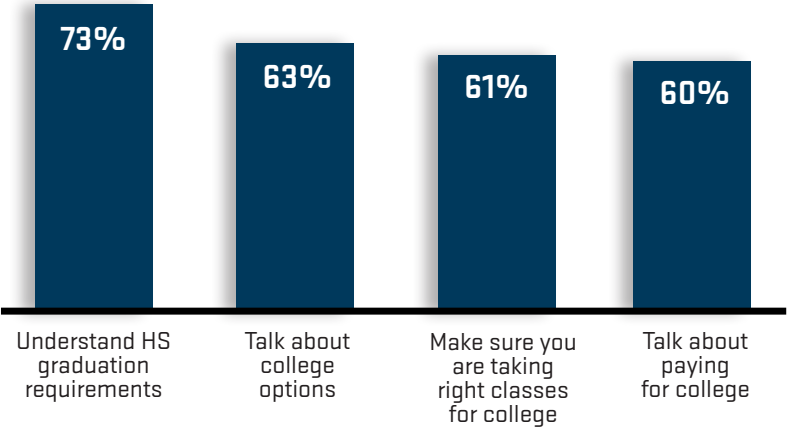
Students tell us they have a strong interest in pursuing a college degree after completing Juntos. Overall, 87% of students say they want to attain at least a Bachelor's degree and 68% are interested in an advanced degree. We did not find significant differences between the aspirations of middle and high school students. This suggests that both curricula are effective at motivating students to see college as a realistic and meaningful goal.

Many students found Juntos particularly helpful for their parents. For parents who primarily speak Spanish and might not be familiar with the US education system, Juntos offers a unique opportunity to learn about their children's education in a culturally-responsive context. Students commented that they appreciated the information being available in Spanish, and as a result their parents were better equipped to support them academically.

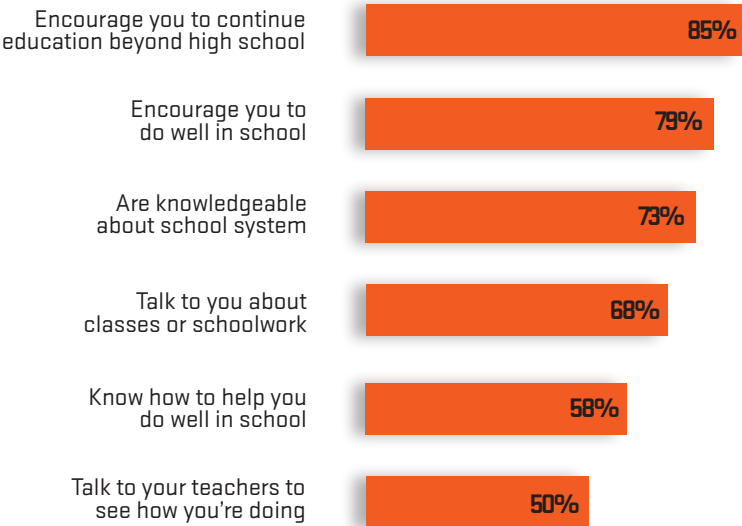




STUDENT-
REPORTED
PARENT
OUTCOMES
RELATING TO
COLLEGE
(n=245)



STUDENT-
REPORTED
PARENT
OUTCOMES
OF JUNTOS
(n=184)



Students also tell us that Juntos had a positive impact on their parents and how they approach education as a family. The strongest impact was on students feeling encouraged to continue their education, and the majority of students reported their parents were more knowledgeable about school and college. Among high school students, the majority report that their parents have a better understanding of the high school completion and college-preparation

processes. Students in 11th and 12th grades were slightly more likely to show gains in talking with their parents about college than those in 9th and 10th grades. For example, 66% of upper-grade students said their parents talked with them about paying for college, compared to 53% of lower-grade students. This is likely due to families of older students who are closer to high school graduation being more likely to engage in conversations around higher education.

The Juntos evaluation survey measures parent outcomes related to knowledge of the school system, support of their children’s educational journey, and engagement with the school and family on post-secondary pathways. Parents report a positive experience across all of the outcomes measured in the survey. The strongest impacts related to parents’ knowledge about the school system and helping their children navigate their academic journeys.

HOW DID JUNTOS HELP YOUR FAMILY?

“They tried really hard for our parents to understand college and made them help us look at colleges as well. It really did help my family because now my mom is always bugging me about college.”

“[The environment] felt very safe and like what I had to say mattered. Juntos helped my family understand the struggles I was dealing with alone when it came to college stuff.”

“I liked how it was in Spanish for my mom to understand. I was very open and easy to ask questions. It helped my family because my parents got to understand ahead of time what to do to prepare.”

“We got together as families and talked about how we can improve in school and at home. It helped my family to talk more and I really want to go to college now.”

12TH GRADER

12TH GRADER

9TH GRADER

6TH GRADER

The evaluation asked parents of high school students about college-aligned actions they do as a family as a result of Juntos. Parents tell us that Juntos helped them learn new things about the college-going process and resulted in them talking more with their children about their college plans. Parents with older students tended to have stronger outcomes. As we saw with the student self-reports, parents of 12th and 11th graders were also more likely to report that they talk about paying for and visiting college than parents of 10th and 9th graders. These differences may be because families with children who are closer to finishing high school are more likely to be thinking about college and actively preparing for their future.

Across all grade levels, Juntos meets a critical need for Latinx families to access linguistically-and culturally-responsive resources about college and other post-secondary pathways. Middle school students and younger high school students benefit from early access to information about selecting courses and extracurricular activities

that may strengthen their college applications and understanding the degree requirements for potential career pathways. For families with older students, Juntos offers logistical information about financial aid and scholarships and application deadlines along with Spanish-language visits to universities and local community colleges.

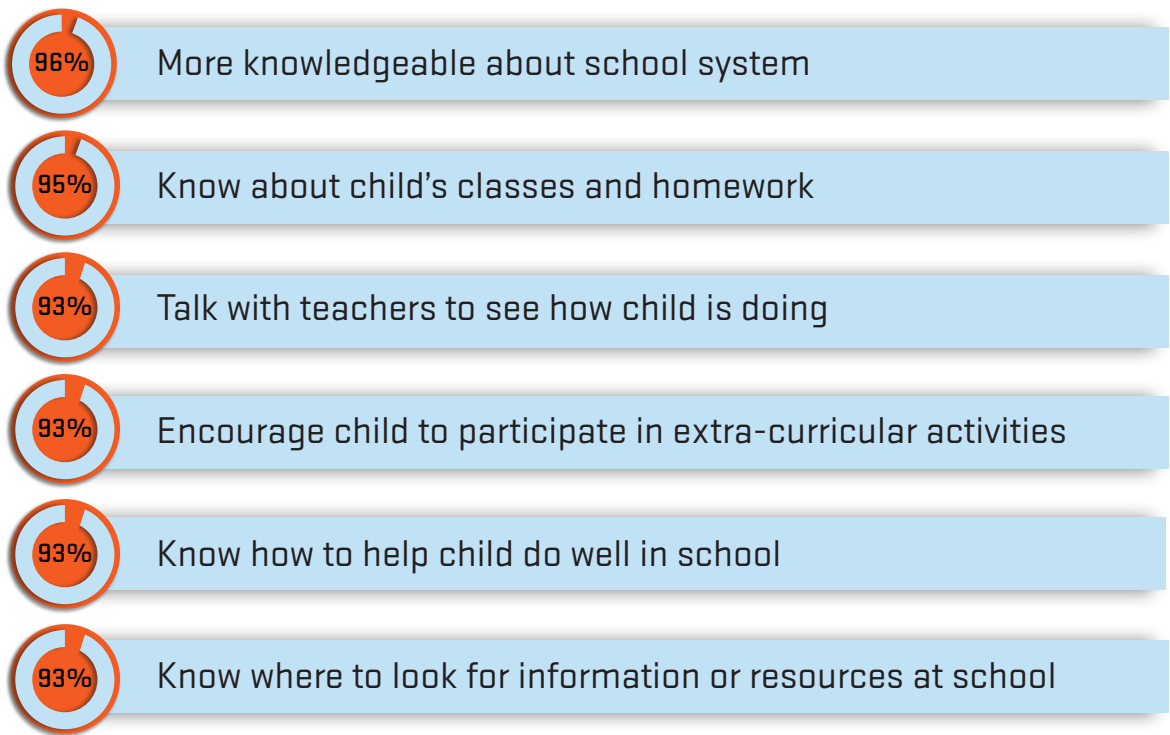
Both parents and students commented that the college-oriented workshop components were some of their favorite parts of Juntos. Students told us that the information about applying for college was particularly beneficial for themselves and their families. Many of their comments reflected increased sense of belonging in higher education or that college was a more realistic goal. Parents often appreciated this information because they were not familiar with the U.S. education system, particularly financial aid and scholarships.



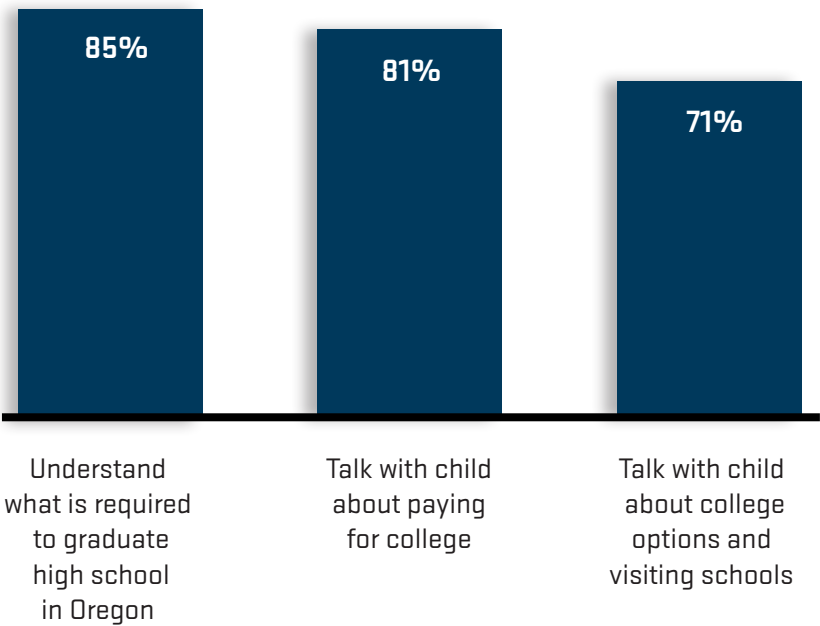


Juntos is unique among many pre-college programs because its curriculum is inclusive of community college and transfer pathways. Although the program is administered by Oregon State University, our workshops and mentoring support students who are considering any school, including career and technical training. Community college is an increasingly popular destination for Latinx students, with lower cost and a desire to stay close to home as motivating factors. Four of the five Hispanic Serving Institutions in Oregon are community colleges^x

PARENT-REPORTED JUNTOS OUTCOMES (n=283)



PARENT-REPORTED COLLEGE OUTCOMES (n=257)



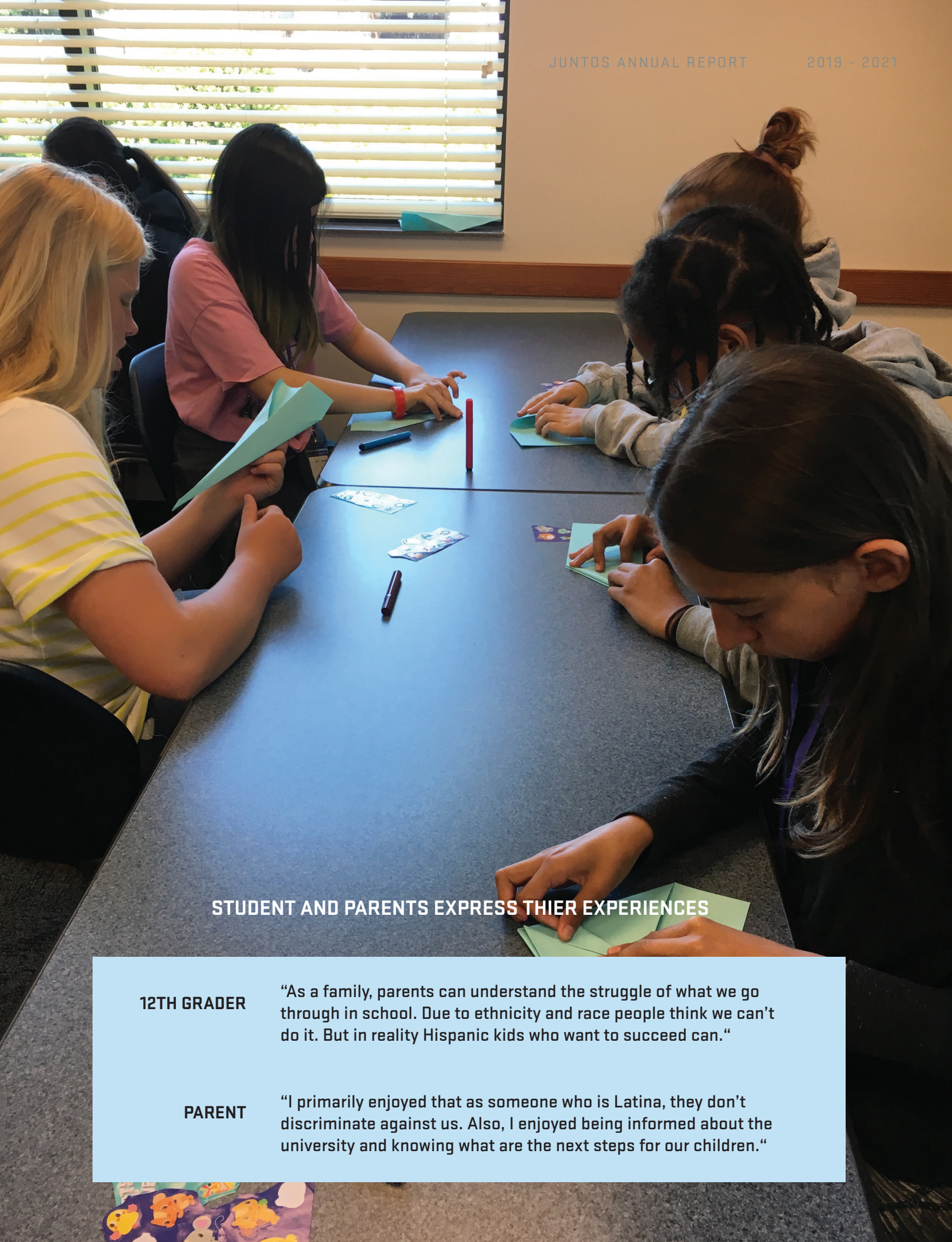
SCHOOL AND
COMMUNITY CONTEXT

The Juntos evaluation survey also asks students and parents about the school environment and their experiences of bias in their schools and communities. The purpose of this assessment is to provide program administrators and staff a more complete understanding of contextual factors that may impact students’ academic outcomes and emotional well-being. Because experiencing bias and discrimination at school is known to be a risk factor for academic outcomes in Latinx youth, Juntos is designed to improve protective factors such as academic motivation and family support^{xi}.

In the student survey, school-based discrimination is measured by an

adaptation of the Adolescent Discrimination Distress Index (ADDI)^{xii}. This scale measures school-based biases across the socio-ecological model. During this evaluation period, 52% of youth reported experiencing at least one incident in this scale during the past year. Though the median response was one instance of discrimination, 15% of all students reported experiencing four or more of these types of discrimination. We analyzed the relationship between reporting discrimination and demographics including language-based acculturation^{xiii}, gender, and first-generation college attendance and found no significant associations.

All types of discrimination most frequently reported by students could reflect structural bias in the education system and systemic stereotypes against Latinx students. Students who are made to feel as if they are not smart or have teachers who do not think can excel academically could be at risk for lower academic motivation or think they would not belong in college. These forms of discrimination can also have direct impacts on a students’ education. Bias in grades or discipline, or discouraging students from taking AP courses may reduce their chance of completing high school or being admitted to their preferred college or post-secondary pathway.



STUDENT AND PARENTS EXPRESS THIER EXPERIENCES

12TH GRADER

“As a family, parents can understand the struggle of what we go through in school. Due to ethnicity and race people think we can’t do it. But in reality Hispanic kids who want to succeed can.”

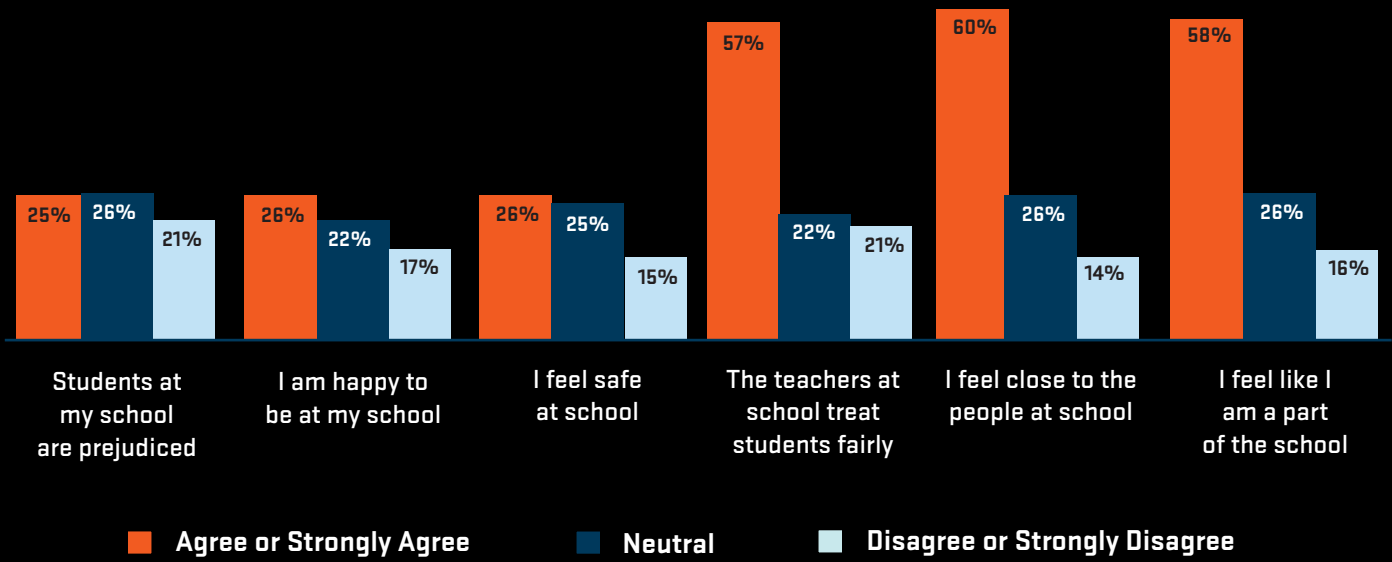
PARENT

“I primarily enjoyed that as someone who is Latina, they don’t discriminate against us. Also, I enjoyed being informed about the university and knowing what are the next steps for our children.”



Students also answered questions about their perceptions of the school environment and belonging. The distribution of agreement, disagreement, and feeling neutral varied for these items. This indicates that a portion of Juntos students experience a biased or unsupportive school environment, or do not feel a strong sense of belonging at school

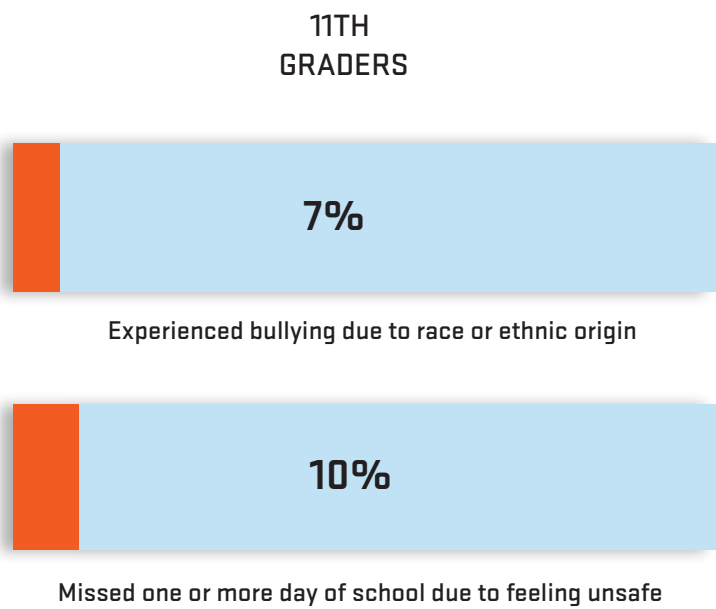
STUDENT-REPORTED SCHOOL ENVIRONMENT AND BELONGING (n=246)



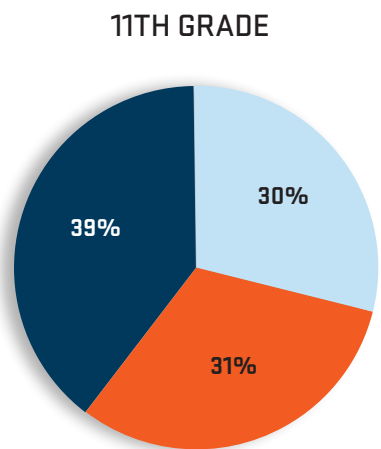
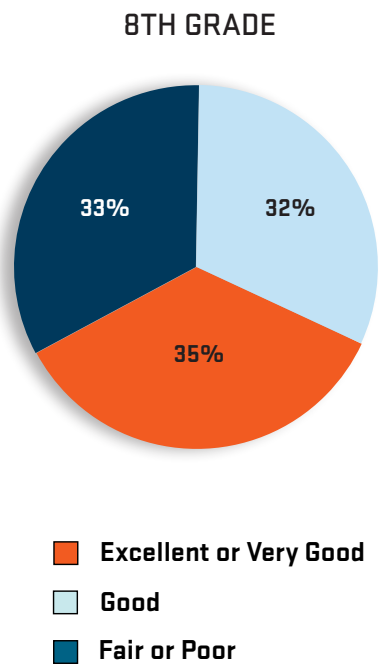
OREGON HEALTHY TEENS SURVEY (*From the Oregon Health Authority)

Data for Hispanic/Latino Respondents, 2019

SELF-DESCRIBED EMOTIONAL HEALTH

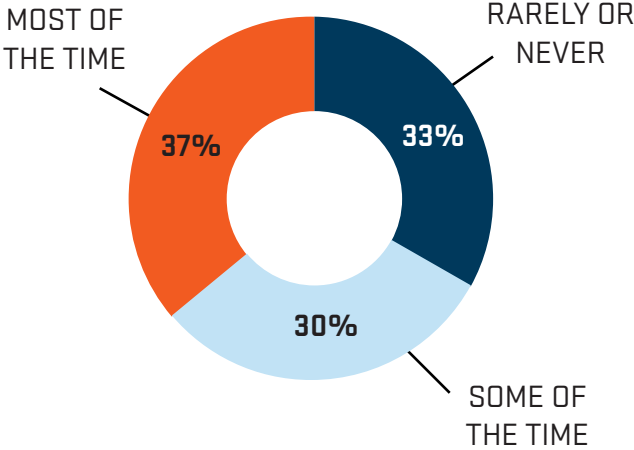


SELF-DESCRIBED SCHOOL EXPERIENCE

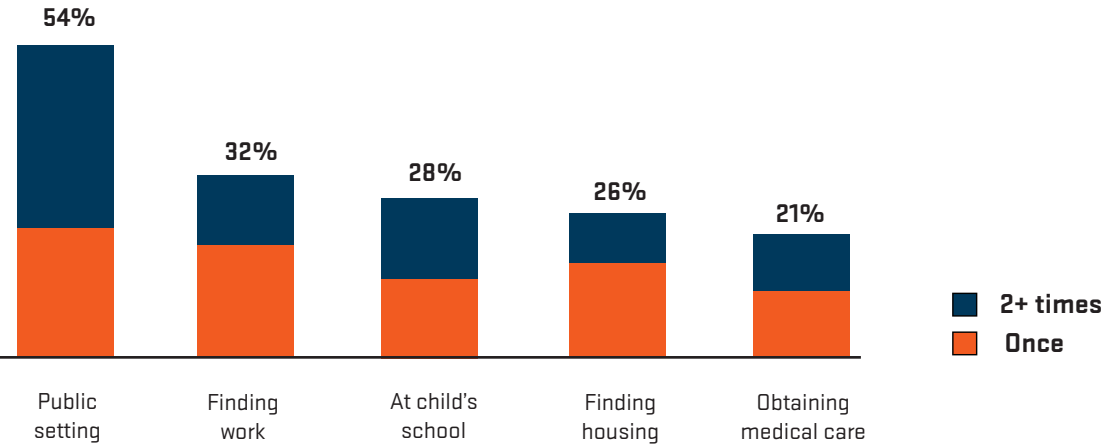


For additional context on school environment for Latinx youth, the Oregon Healthy Teens Survey^{xiv} assesses the physical and emotional health of public school students statewide. The survey recognizes the link between social well-being and academic outcomes, as well as the importance of supportive adults in teens' lives. These pieces of data from a larger and more generalized sample show that Latinx students face both institutional and interpersonal biases that impact their sense of belonging and safety at school. Although Latinx youth report feeling unsafe or experiencing bullying at lower rates than other non-white ethnic groups, the Healthy Teens Survey reveals that students of color in general face school environments that could be a risk to their physical and emotional health.

HOW MUCH DID YOU WORRY ABOUT
YOUR CHILD EXPERIENCING
UNFAIR TREATMENT BECAUSE
OF THEIR RACE OR ETHNICITY? (N=172)



SELECTED PARENT EXPERIENCE OF DISCRIMINATION IN PAST YEAR (n=280)



The survey also asked parents about their experiences of discrimination in the past year. The eight settings in the scale used in our survey could reflect both interpersonal and institutional biases. Two-thirds of parents said they experienced at least one instance of discrimination. The most frequent setting was on the street or in public, reported by over half of parents. Other common types of discrimination including housing, employment, and medical, are known to be a source of persistent structural inequity for people of color. These forms of discrimination could be an individual-or family-level risk factor for socioeconomic, health, or education outcomes.

Over one quarter of parents respond-

ed they had experienced discrimination at their child's school, including 14% who said it happened two or more times in the past year. These responses underscore the importance of programs like Juntos which provide Latinx families a supportive environment to access school resources and information about their children's education. But it is imperative that school systems address systemic barriers and inequities and not rely solely on specialized programs like Juntos to reach Latinx families.

Juntos utilizes a number of strategies to sustain engagement with students, parents, and schools. Our program and partnership models build trust among participating families and cul-

tivate a strengths-based environment of respect and inclusion. Programming such as student clubs, financial aid workshops, and enrichment camps supplement the workshop curriculum and provide additional opportunities for school personnel to build positive relationships with Latinx families. In many communities with established Juntos programs, our staff and partnerships have become integrated in local and regional equity initiatives. The impact of Juntos on school-level efforts to address bias against Latinx students is evident in regions where schools have invested in permanent staff time to support Juntos and provide more consistent resources for all Latinx students and Spanish-speaking families.

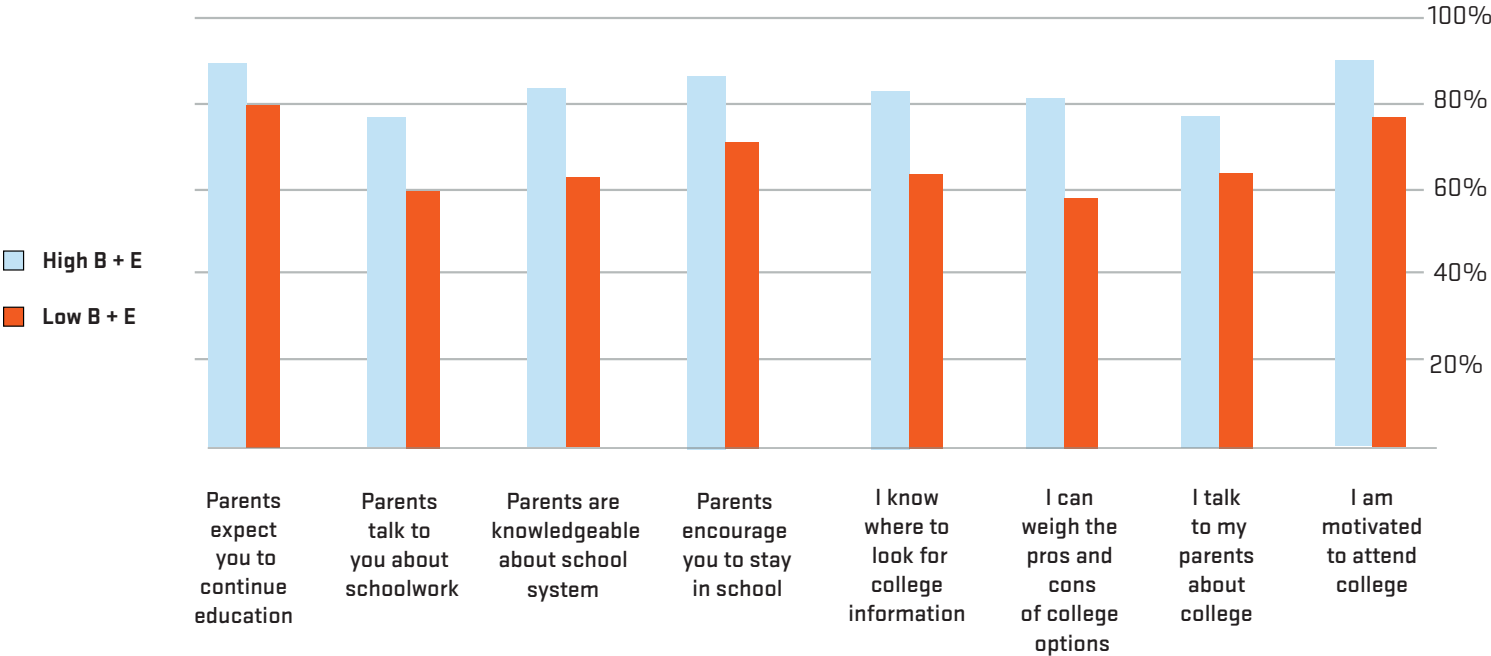


IMPACT OF SCHOOL AND
COMMUNITY CONTEXT

We examined the students’ and parents’ learning outcomes from Juntos in the context of their self-reported demographics and environment. The purpose of this analysis is to understand if any of these external factors impacted their experiences in Juntos. This knowledge could be applied to improving the cultural responsiveness of the Juntos curriculum and our work with school partners on building a more equitable school environment for Latinx students and families.



IMPACT OF SCHOOL BELONGING & ENVIRONMENT
ON SELECTED JUNTOS STUDENT OUTCOMES



STUDENTS

For the purposes of this analysis, Belonging + Environment (B + E) was calculated as the mean of the students’ responses to seven survey questions relating to these constructs on a Likert scale of 0-5 for strongly disagree to strongly agree (n=242). The median value was 3.6; students below the median were classified as Low B + E and students at or above were classified High B + E. We analyzed B + E data for relationships with participant demographics and program outcomes.

Key findings include:

- There was no statistical relationship with demographics including age, gender, and first-generation college
- B + E was mildly correlated with acculturation, with students who were more acculturated in English reporting stronger connections to their school environment
- Students with higher educational aspirations, particularly wanting to attain a doctorate or professional degree, were much more likely to have high B + E
- Students with High B + E reported significantly higher academic motivation
- High B + E correlated to stronger overall outcomes in school engagement, college knowledge, and perceived parent support and engagement.
- Youth with high B + E were 2.8 times as likely to say they did not experience any of the nine items on the discrimination scale in the past year B + E had the strongest protective effect against students being wrongly disciplined, teachers acting as if they were not smart, and students being given a lower grade than they deserved.
- Although we do not expect higher academic motivation to be a direct output of the Juntos workshops, this measure has been found to be both a predictor of academic achievement and a function of adolescents’ school and family relationships^{xv}. Academic motivation may also be a protective factor against the negative effect of experiencing discrimination on Latinx youths’ grades and educational aspirations^{xvi}.

PARENTS

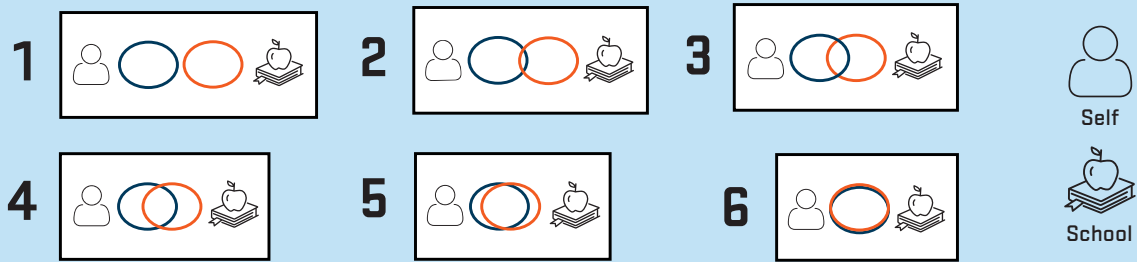
To analyze the parent survey for relationships between school environment and Juntos outcomes, we calculated a numerical score from parents’ responses to the eight-item discrimination scale.

Notable findings include:

- Parents below the median in the discrimination score had higher overall learning/behavior outcomes from Juntos
- No significant correlations were found in college-related outcomes for parents of high school students Although we predicted experiencing discrimination at their child’s school would independently negatively correlate with the impact of Juntos, there was not a strong relationship. Parents with higher language-based acculturation were more likely to say they had experienced bias at school. This may be because parents who speak English more frequently are more likely to interact with the school system and perceive interpersonal or structural discrimination.
- Among high school parents, school connectedness had a moderate correlation to college-aligned outcomes, but this was not statistically significant
- The relationship between low instances of discrimination and Juntos outcomes was most significant for parents saying they attend school events, know about child’s schoolwork, and know where to go for information at school, and feeling they have been important in helping their child get good grades
- Parents with stronger Juntos learning outcomes had significantly higher connectedness on the ICS scale (see following page)

SCHOOL CONNECTEDNESS

Inclusion of Community in the Self (ICS) scale



The parent survey from cohorts prior to Spring 2020 contained questions assessing the school environment. These data show that some Juntos outcomes in parents may be related to their relationship with their children’s schools. One way this was assessed was using a visual scale, adapted from the Inclusion of Community in the Self (ICS) scale^{xvii} (see illustration above), which is reported here on a 1-6 numerical scale. Parents with stronger Juntos learning outcomes had significantly higher connectedness. Among high school parents, school connectedness had a moderate correlation to college-aligned outcomes, but the difference in connectedness between parents with higher and lower outcomes was not significant.

This initial analysis demonstrates that in both students and parents, their relationship with their school affects the overall impact of Juntos. More research is needed to fully understand the causal relationships between school belonging, discrimination, and Juntos outcomes. There are several possible mechanisms for these effects. People with a stronger sense of belonging at school could be more receptive to the Juntos curriculum, or they might be starting the program with more baseline knowledge about educational pathways. These data do highlight the importance of Juntos cultivating a sense of belonging at school and in higher education. While youth and parents do tell us that the Juntos workshops are effective community builders, the other program components like clubs and family nights are essential to sustaining the supportive and welcoming learning environment associated with academic success.

MEAN PARENT SCHOOL CONNECTEDNESS BY JUNTOS OUTCOMES

3.49

LOWER LEARNING OUTCOMES (n=69)

4.12

HIGHER LEARNING OUTCOMES (n=82)



IMPACT OF THE COVID-19 PANDEMIC

PROGRAM ADAPTATIONS

In March 2020, Oregon schools shifted to distance learning for the remainder of the academic year and the Juntos team began working remotely. The Juntos workshop cohorts which were in progress at that time completed the remaining workshops online via video conference. As COVID-19 necessitated remote learning into the 2020-21 school year, our Juntos programming focused on responding to community needs. Priorities included partnering with local public health campaigns, assisting families with Zoom and online educational platforms, and intensive support for students completing high school and beginning college.

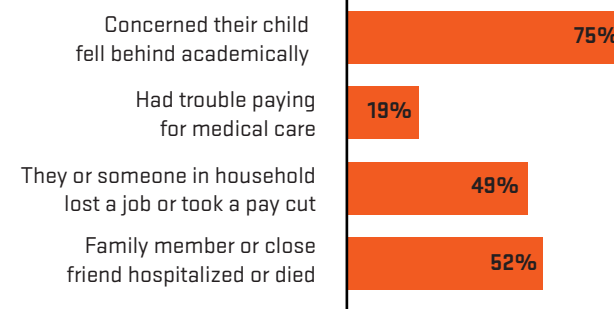
One particularly successful program was ***College Talk Tuesday***^{xviii}, a collaborative effort with Juntos and Open Campus faculty which provided families with in-depth information on topics related to post-secondary pathways and college life. Many of the sessions were presented in both English and Spanish. Recordings of the live workshops were compiled into a bilingual resource library which has been accessed by over 300 users. In Spring and Summer 2020, Juntos coordinators also participated in the distribution of personal protective equipment and high-speed handwashing^{xix} resources in rural and agricultural communities.

Juntos communities reflected statewide and national patterns of inequitable health and economic impact from COVID-19. As of Fall 2021, the Oregon Health Authority reports higher rates of hospitalization and death from COVID-19 among Hispanic/Latino people^{xx}. Significant disparities persist in COVID-19 vaccine access and uptake in Latinx communities, despite comparable or lower hesitancy compared to white populations^{xxi}. A large share of Oregon's Latinx workforce works in the service (26%) and natural resource/construction (17%) and production (23%) industries^{xxii}. These fields have a high risk of occupational exposure to COVID-19, as well as risk of job loss or employment disruption.

The partnership model and community health framework that is foundational to Juntos enabled the program to anticipate and respond to many of the challenges the pandemic presented to Latinx families. The community-level effects of the pandemic also impacted Juntos students and Latinx and Spanish-speaking families. Remote learning and extracurricular activities generally require access to high-speed internet and connected devices, which can be limited in rural areas and in families with low socioeconomic status^{xxiii}. The rapid transition to online school presented challenges to families experiencing these barriers or individuals who were not eager adopters of new technology. Juntos recognized these difficulties in adapting our programming to online delivery and facilitating family engagement with schools.



NATIONAL IMPACT OF COVID-19 ON LATINX ADULTS (PEW RESEARCH CENTER)



During the 2020-2021 academic year, Juntos provided workshops and programming online, in-person, and in hybrid format based on community need and school opening status. The workshops were adapted for online delivery by reducing the number and length of sessions and modifying family activities. In-person workshops always followed current state, school, and OSU operating guidelines. Many communities offered one-night family programs to deliver highest-priority information and accommodate “Zoom fatigue.” Once schools began to resume in-person instruction, Juntos

coordinators were able to resume lower-risk student and family support such as small group mentoring and meeting families outdoors for FAFSA/ORSAA workshops.

Meeting primarily online did present challenges, since in-school engagement and social activities are key features of Juntos. But we were able to adapt and help families stay connected and have positive interactions with the school system throughout the pandemic. Schools and communities valued Juntos as a consistent and trusted resource families could rely on

during uncertain times. This transition also enabled innovations that will improve future program delivery. We implemented online registration for workshops and family nights, which enhanced the quality and reliability of the student data collected. This has also enabled sustained outreach with students and reporting of longer-term outcomes such as high school completion. Online program delivery has also facilitated cross-regional collaboration and bringing information to remote communities.

SPOTLIGHT

Juntos Clubs in the Columbia River Gorge

Student clubs have been a successful component of Juntos in Hood River and Wasco Counties. Many parents in this area work in agriculture and have experienced difficulties attending evening workshops as a family. In the Gorge, the Juntos Coordinator is a permanent school-based position shared with the Migrant Education Program. They oversee programming for Latinx families and provide individual and small-group mentoring to students. In 2020, 30 graduating students wore Juntos Club stoles at graduation and 21 received local scholarships.

During the 2020-21 school year, Juntos clubs in The Dalles and Hood River met virtually. Though distance learning was challenging for students

and educators, the clubs offered a fun opportunity for students to show resiliency and develop leadership skills. Over 40 students attended the clubs regularly, along with faculty advisors and nine guest speakers who presented on career and post-secondary topics. In Hood River, the Aguilas Unidas Club was a collaboration between Juntos and Migrant Education. Monthly club meetings focused on embracing the migrant student experience and post-secondary pathways in college and the workforce. The Dalles High School Juntos club meet weekly to explore topics including ethnic/cultural identity, college and career planning, and mental health. Students told us that the clubs helped them feel connected to school and their friends during remote learning.

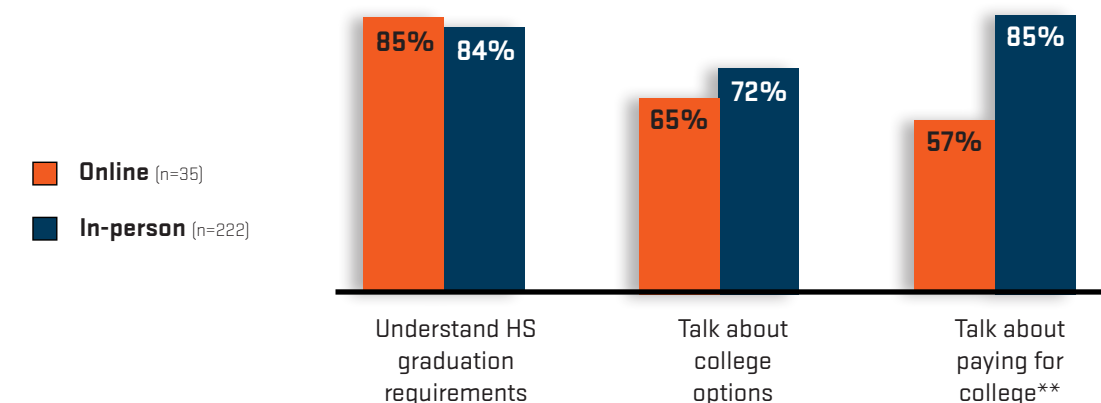
Participant Quotes

“Meeting a bunch of people from all over talking about their career and what steps they took. This was my favorite because it gave me more to think about if my plan fails I have so many more options that I could choose from.” - 10th grader

“I was impressed with the student leadership and how confidently students presented themselves.” - Teacher



COLLEGE-ALIGNED OUTCOMES FOR PARENTS BEFORE AND DURING PANDEMIC



EVALUATION ADAPTATIONS

When Juntos workshops moved online surveys were adapted for the web-based Qualtrics platform. Both the youth and parent surveys were shortened to include only demographics and outcomes which were most relevant to the program objectives. Extra care was taken to make the parent survey accessible to individuals with lower literacy or comfort using the internet. Despite these measures, the response rate for the surveys was much lower than expected. We attribute this to participants feeling “screen fatigue” after virtual workshops and facilitators prioritizing program delivery during their limited time with the families.

Due to low response rate, we did not conduct separate analysis on student surveys from the online workshops. Thirty-five parents completed the parent survey from Spring 2020 through Spring 2021. These responses are included the main data for this report, but we also analyzed them as a separate response group and in comparison to pre-pandemic participants.

Although the responses for in-person and online cohorts were generally comparable, some noteworthy patterns emerged. These findings should be interpreted with caution due to the small sample size, but they provided insight into the school context for Juntos families during the pandemic and how online workshops met our modified learning objectives.

Parents in the online cohorts were more likely to report being highly acculturated: 23% online compared to 7% in-person ($p < .005$). This could reflect a response bias in the survey, meaning that parents who used English more frequently were most likely to complete the survey, despite it being available in both English and Spanish. But these results could also indicate that more-aculturated families were more likely to engage with virtual programming.

There were no statistically-significant differences between the groups for the learning outcomes related to

navigating secondary school systems or supporting their children academically. Parents of high school students taking online workshops did report talking about college less often, and were highly significantly less likely to talk about paying for college than their pre-pandemic counterparts ($**p < .001$). These responses are consistent with statewide reductions in FAFSA completion during the pandemic, with even greater disparities for schools with larger low-income or students of color enrollment^{xxiv}.

Juntos students may be especially at risk for the pandemic disrupting their post-secondary plans. The Oregon Higher Education Coordinating Committee reports lower overall enrollment in the state’s public colleges, with the steepest enrollment declines for Latinx students and at community colleges^{xxv}. National college enrollment reports show that Latinx students were more likely to experience enrollment disruption or changes to their personal or financial circumstances^{xxvi}.



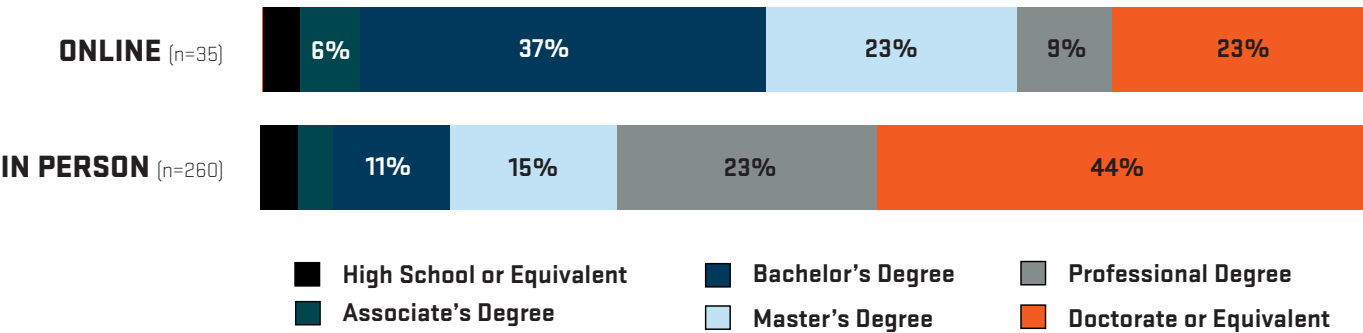
These risk factors may be evident in changes in parents’ educational expectations for their children. Though there was no significant difference in the percentage of parents who wanted their children to attain a Bachelor’s or advanced degree (93% pre-pandemic, 92% during the pandemic), parents in virtual cohorts had more measured expectations regarding advanced or professional degrees. The parents in the online Juntos sessions were significantly less likely to say they wanted their children to get a master’s, professional, or doctorate degree compared to the parents in in-person sessions ($p < .001$). More data is needed to explain this change, but it might be due to parents feeling less optimistic during the pandemic or experiencing unease about their children being away from home or out of the workforce for an extended period of time.

We also observed differences in parents’ reports of discrimination during the pandemic. Overall, parents in the online cohorts reported experiencing discrimination in more settings and with greater frequency, though the small sample size makes it difficult to conclude statistical significance. Parents in online cohorts were more likely to report experiencing bias at their child’s school in the past year. During the pandemic, parents were also more likely to experience discrimination getting service in a restaurant or in public settings, but the statistical significance of these relationships was not as strong.

There could be many reasons for these shifts, and it is likely due the interaction between a number of factors, including the ongoing socio-political rhetoric targeting Latinx and people of color in the United States. The

COVID-19 pandemic has exposed severe systemic inequities across racial, ethnic, and socioeconomic groups, with disparities in severe illness and vaccine uptake attributed to racism in the healthcare system^{xxvii}. Latinx individuals and communities have also been targeted as the pandemic raised xenophobic fears of immigrants or “foreigners” transmitting the virus^{xxviii}. Social isolation due to the pandemic could impact peoples’ support systems and protective factors against perceptions of bias^{xxix}. Disruptions to education and employment is a risk factor for experiencing poor mental health^{xxx}. In the educational context, discrimination may manifest in schools not effectively engaging with Latinx parents or not assuring that information or resources were shared in a culturally-responsive manner.

HOW MUCH EDUCATION DO YOU WANT YOUR CHILDREN TO GET?



PARENT REPORTS OF DISCRIMINATION AT CHILDS SCHOOL BY PROGRAM TYPE

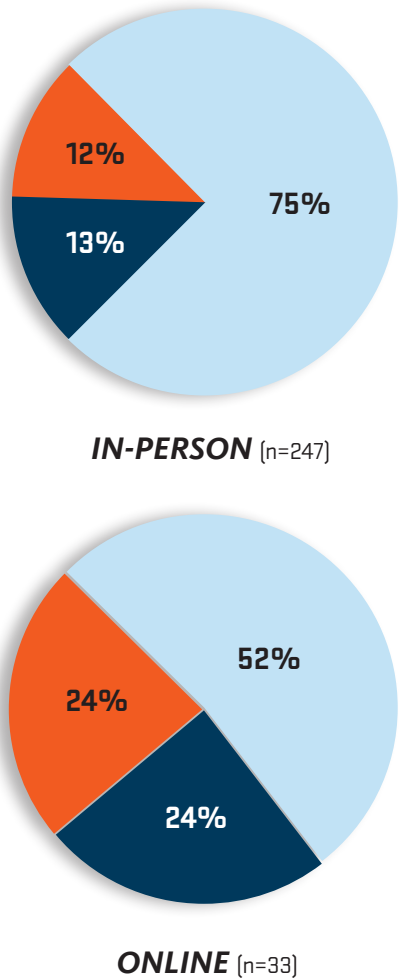
PARENT FEEDBACK FROM VIRTUAL WORKSHOPS

“The knowledgeable staff, how their presentations were interactive, went into detail with everything they presented and my son was fully engaged in all sessions. He’s very excited about his educational future thanks to the program! And, we as parents now feel empowered and supported by staff to make our sons college dream a reality.”

“Personally, when playing games or activities is better because we have fun and we also learn.”

“The truth is, this year I did not enjoy it very much or participate much in the work. But it was very educational for us we always learn something new. And because [Juntos] was over zoom it was a bit difficult to listen and respond.”

Twice or More
Once
Never





JUNTOS FAMILY DAY

Family Day is a signature component of the Juntos program. In this biennial event, Juntos families from across the state are invited to the main Oregon State University campus for a day of programming highlighting student life, degree pathways, and family resources. Family Day is designed as a culturally-responsive college visit experience to provide more equitable opportunities for families to explore post-secondary pathways. The goal of Family Day is to help build a sense of belonging in higher education for Latinx and first-generation college students, and to showcase the resources OSU offers on this journey. All content is delivered in Spanish, featuring bilingual and bicultural presenters whenever possible. For many families, Family Day is their first opportunity to visit a university campus.

Family Day is truly an event for the whole family, and Juntos is intentional in making the event accessible for our families. There is no cost to attend, and transportation is provided and coordinated by local Juntos programs. Childcare is available during workshops and the day concludes with social and entertainment events. Highlights of past Family Days have included a welcome from the OSU President, Mariachi band performances, piñatas, and a visit from OSU mascot Benny the Beaver. This program is made possible through the generous financial and logistical support of the Juntos and Open Campus partnership network. Sponsors include all 11 OSU academic colleges, local community organizations, the Centro Cultural César Chávez, community colleges, and many OSU administrative and student support units.

2021 JUNTOS FAMILY DAY COMPONENTS

OSU COLLEGE PRESENTATIONS
COMMUNITY COLLEGE PRESENTATIONS
STUDENT/PARENT PANEL
FINANCIAL AID WORKSHOP
VIRTUAL CAMPUS TOUR
VIRTUAL RESOURCE FAIR
BENNY BEAVER VISIT

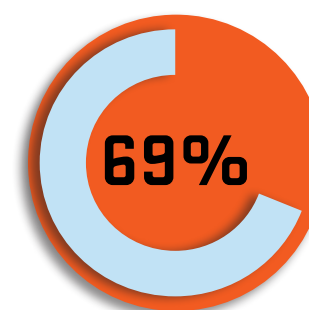
In Spring 2021, Juntos hosted Family Day virtually via a series of online workshops and presentations. Over 200 students representing 58 schools in 22 counties registered. The virtual format enabled us to expand the event to people who had not previously attend Juntos workshops, including participants in other Open Campus programs, friends of past participants, and families in communities where Juntos is just becoming established. Despite the limitations of the virtual format, attendance and engagement were strong. There were 121 unique family log-ins to the platform, and the

average time on Zoom was approximately 90% of each sessions' duration. To adapt Family Day for online delivery, the workshops and overall program length were shortened, and ample breaks were scheduled to prevent screen fatigue. Juntos staff created bilingual tutorials to assist families with the online registration process and accessing the conference platform. Coordinators were also available the day of the event to moderate chats and provide technical assistance in both English and Spanish.

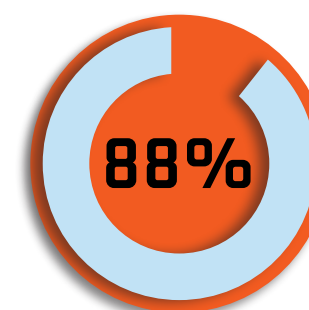
Virtual family day allowed for innova-

tion in how we bring information to Juntos families. All of the workshops were recorded and posted to www.osujuntos.com for on-demand viewing. We also created an online bulletin board with links to information shared by the presenters and other resources for Latinx students and families. Although both Juntos families and our staff were disappointed we could not enjoy the in-person activities of a traditional Family Day, many families did appreciate being able to participate from the comfort of home and not needing to travel to Corvallis.

STUDENTS LIKELY COLLEGE INTENTIONS AFTER JUNTOS FAMILY DAY (n=67)



Attend Oregon State University



Attend Any University

STUDENT FEEDBACK FOR JUNTOS FAMILY DAY

"What I liked about virtual Juntos Family Day was that they gave out a lot of information in Spanish so that everyone in my family could understand."

"I liked the information that all colleges in Oregon provided. It really helped me decide on a career path."

"I liked how there are variety of things that you can do and a lot of support. I hated that it had to be through Zoom but it was really helpful."

"I learned that you maybe go to a community college before going to the university so that you save a little more money."

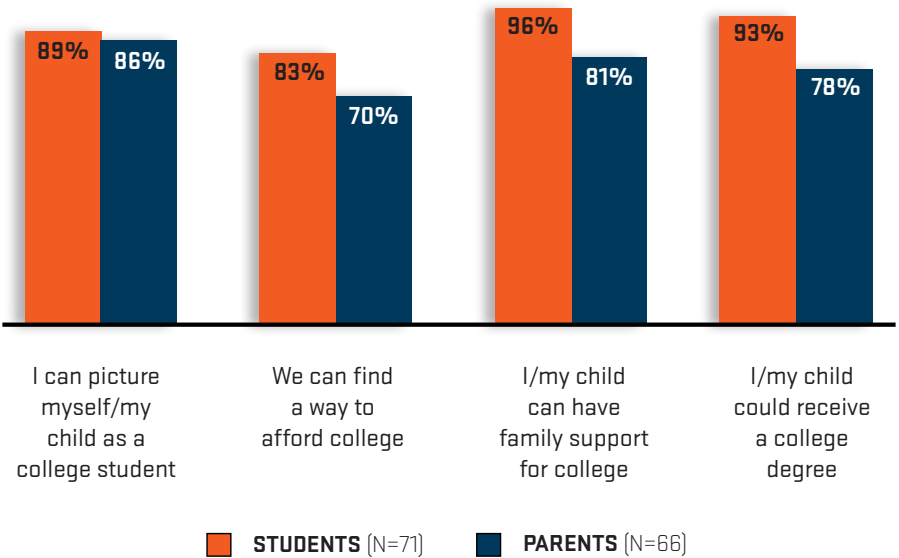
"I liked the [OSU] virtual tour. It was interesting to see how school worked and it made me have more passion to enroll in a 4-year university. "

"I learned about the OSU Cascades Campus which looks cool."

Students and parents were invited to take a brief survey following Family Day. The response rate was strong, with 67 parents and 70 youth completing the survey in their choice of English or Spanish. Participants reported an overall positive experience and appreciated the opportunity to learn about college pathways. Students told us Family Day boosted their interest in attending any college and increased their likelihood of attending OSU. The survey data also indicates that Family Day strengthened students' sense of belonging in higher education and their self-efficacy relating to attending and completing college.

Juntos Family Day had an impact across of range of student ages and post-secondary pathways. About two-thirds of students who registered and responded to the survey were in high school, the remainder were in middle school. We did not observe a significant difference in learning outcomes between grade levels, and the qualitative data indicates that middle school students enjoyed exploring their college options. While many components of Family Day showcased OSU resources or programs, students also appreciated the presentations from community colleges and learning about transfer options. Students also recognized Family Day as unique opportunity to received college information in Spanish with their whole families.

STUDENT AND PARENT LEARNING OUTCOMES FROM 2021 JUNTOS FAMILY DAY



Parents gave positive feedback for Juntos Family Day as well. The strongest outcomes in the survey were for parents being able to picture their child as a college student (86%) and finding the resource fair helpful (88%). Family Day also helped parents gain confidence in finding ways to pay for college and supporting their students during their college journeys. Among parents responding, 79% said their child was likely to attend any university or community college and 78% are likely to attend OSU.

In the open-ended questions, parents provided a lot of feedback about the organization of the event and the quality of the information presented. One of the most popular sessions was the student and parent panel.

Many parents expressed their gratitude to the families for sharing their experience and thought it was beneficial for their children to identify with the journeys of other Latinx families.

Another common theme in the parent survey was how motivating the workshops were for their children and how the program made college an attainable goal. Parents did comment that they missed the in-person tours and social element of past Family Days, but liked having the option to engage virtually during the pandemic. Many respondents noted that Family Day and other Juntos programs are opportunities for them to access information about college and financial aid that they might not otherwise receive, particularly in a culturally-responsive environment. Though many parents appreciated Family Day being a Spanish-language program, one parent did comment they wished the presentations were in English to be more accessible to their children. These responses indicate that while Juntos fills a specific need for post-secondary resources in Spanish, there may also be a more significant gap in the how high schools and colleges are engaging with Latinx families.



SPOTLIGHT

OSU-Cascades Family Day

Even with success and impact of the Juntos Family Day on Oregon State University’s main campus, distance is still a barrier the Juntos students and families face to engage in programming, especially for those who live in Eastern Oregon. In Fall 2019, the Central Oregon Juntos coordinators partnered with OSU-Cascades Admissions to host a Family Day on their campus. The goal of the OSU-Cascades Family Day was to have the same culturally relevant components of the larger main campus event and highlight the regional school experience that OSU-Cascades offers students. Juntos participants from Central and Eastern Oregon were invited to attend the program. The proximity to Eastern Oregon created an opportunity to have over 95% participation from students and families from the Ontario Juntos site. While still a journey, these families appreciated the shorter distance and expressed it was less of a burden for attendance.



112 total participants



24 Families





"Spearheading the college curriculum for first-generation, Latinx students has been part of my dream list. I often reflect on my college journey and how different my experience and choices would've been if I had prior knowledge to the world of higher education. As I began to learn more about the maze of higher education, and heard about the similar experiences that other students and parents were facing I began to envision a program that brought to light some of the most pressing topics that will prepare youth and their families for what they were about to experience. With love, and intentionality, we hope that this curriculum uncovers the reality of institutions of higher education, dive into the history, our identity, and why we belong in spaces like these. We hope that the curriculum empowers students to see the value in their life experiences, to share their truth and along the way learn tools and resources to advocate for themselves and future generations."

Yuridia Reyes, first Juntos Graduate Assistant and current Polk/Marion Counties Juntos Coordinator

SPOTLIGHT

Juntos College Curriculum: Caminos

The longevity of Juntos means that students from earlier cohorts are attending or have completed college. Many students and parents have kept in touch with their Juntos coordinators, and we started to see these families asking for support as college students. At the time, Juntos had a Graduate Assistant who had previously worked as a Juntos Outreach student worker and was herself a first-generation college student. She began contacting current OSU undergraduate students who had participated in Juntos to offer informal support and resources. An active parent group in Hillsboro also provided feedback from their perspective. That is where the idea of creating a Juntos College Curriculum began, with the feedback she was receiving from current students, there was still more work to be done to support with persistence and graduation.

The curriculum, named Caminos is based on Yosso's Community Cultural Wealth Model, which re-frames viewing communities of color as "disadvantaged" to recognizing that their capital is different from what is learned in an American context. This community cultural capital is often overlooked in the education system,

which many impact the cultural identity or sense of belonging of Latinx college students.

As many Juntos students are first-generation college or the children of immigrants to the U.S., our program staff recognizes that there is much more to college preparedness than understanding scholarships or admissions essays. Extending the mission of Juntos into the college student experience requires helping students overcome structural barriers in the higher education system and making colleges more receptive to the cultural wealth of Latinx students and families.

The Juntos college curriculum is currently in development through the leadership of another Graduate Assistant with experience in family-focused college student support. Students and parents will participate in workshops the summer before enrolling in college. Facilitators will be current college students, Juntos coordinators, and other community leaders who identify as bilingual/bicultural first-generation college students. We plan to cover topics including cultural identity, navigating higher education and financing higher education.

VISION FOR THE FUTURE OF JUNTOS



100% high school completion for Juntos participants



All Juntos participants complete a FAFSA, ORSAA, or scholarship application in high school



Sustain 90% of Juntos students entering college or post-secondary training



Offer Juntos in all 36 Oregon counties

NEXT STEPS

Since 2012, Juntos has been engaging with Latinx communities in Oregon and empowering students and their families on their higher education journeys. Despite the challenges of the last two years, Juntos has continued to adapt, innovate, and grow and we look forward to an exciting future. In the next year, we will have a new curriculum to support for incoming college students, a leadership program for students, and an update to the existing Juntos workshop curriculum. We will continue to grow new Juntos sites while sustaining current sites. We will continue to adapt to the meet the needs of the Latinx community. Currently, that includes a renewed emphasis on FAFSA, ORSAA, and financial aid support; becoming more trauma-aware as a team and connecting families to mental and emotional health supports locally; and integrating into existing DEI and

Latinx-support initiatives in our communities. The Juntos team has identified four long-term goals for program impact and growth. These goals are ambitious, but are attainable with the continued investment of our University and community partners. Our goals reflect outcomes that are foundational to the mission of Juntos and our vision for equity in education and economic opportunity for all Latinx Oregonians. This work would not be possible without the support of our partners including school districts, community colleges, The Ford Family Foundation, Oregon Community Foundation, Meyer Memorial Trust, Migrant Education programs, OSU Extension, and numerous community partners, organizations, and businesses. Juntos is excited to continue to support and engage with Oregon's growing Latinx community.

**THANK YOU FOR
YOUR SUPPORT**



A group of young women are sitting in a circle on a grassy field, participating in a community activity. One woman in the foreground is holding a red and green Folger's coffee can. They are wearing casual clothing, including hoodies, jeans, and sneakers, and many are wearing face masks. The scene is outdoors with green grass and a clear sky. In the background, a person in a red shirt and khaki shorts is standing. A plastic water bottle is visible on the grass in the lower right corner. The text "JUNTOS ANNUAL REPORT 2019 - 2021" is visible in the top right corner of the image.

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