

OSU EXTENSION SERVICE

**Understanding Latinx parent perceptions and experiences of public-school support during the COVID-19 pandemic across three Oregon counties**

# Research Team



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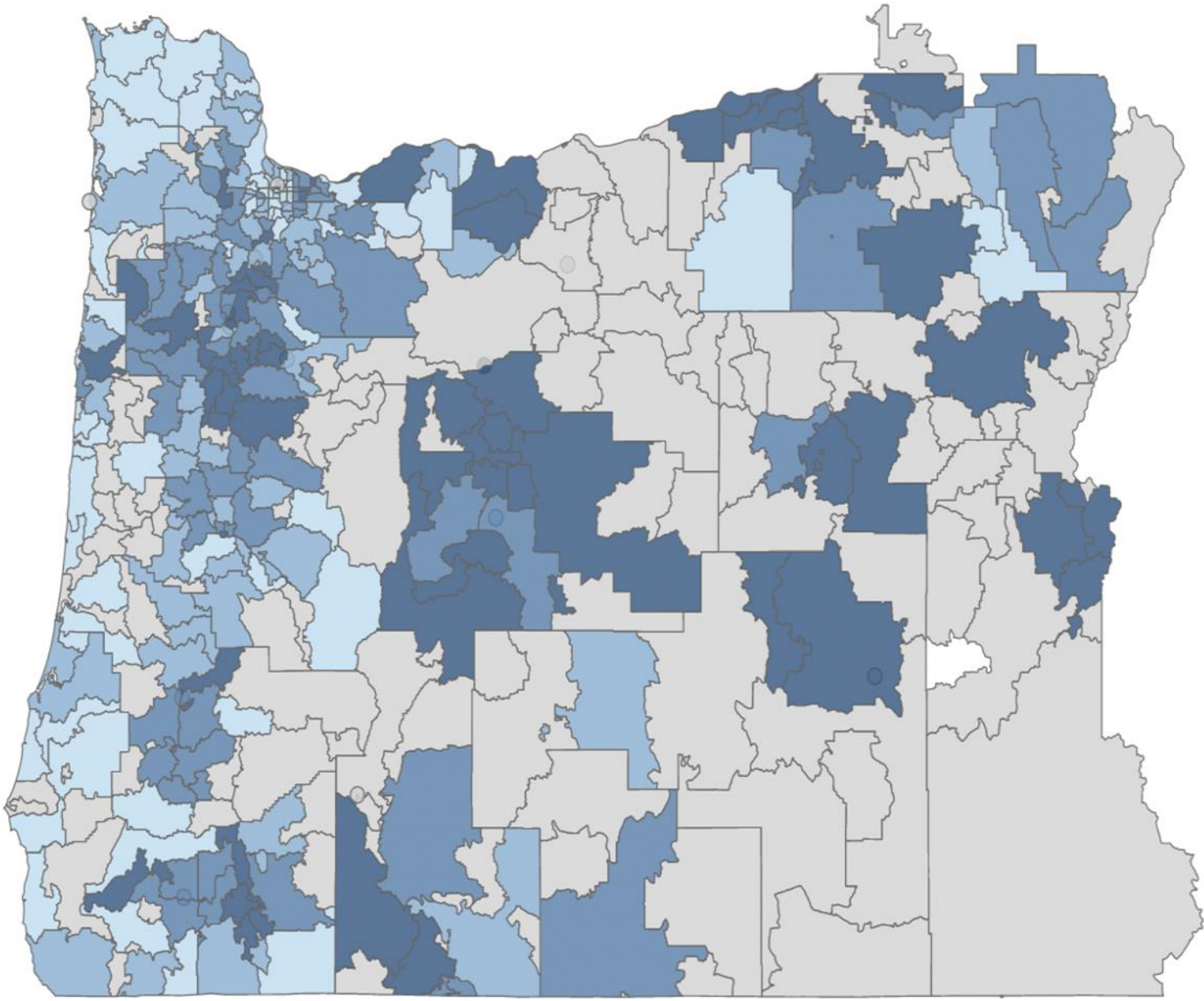


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# Tracking COVID-19

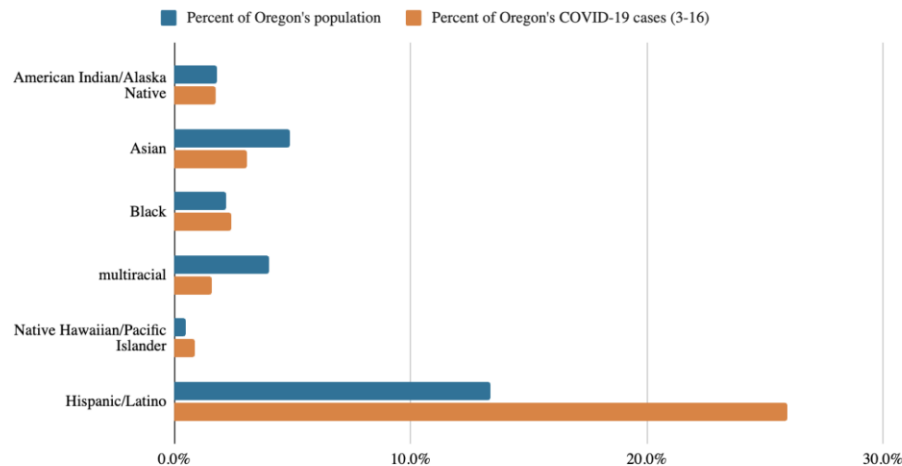
COVID-19 cases per  
100,000 people

Counties with less  
than 100,00 people  
in gray

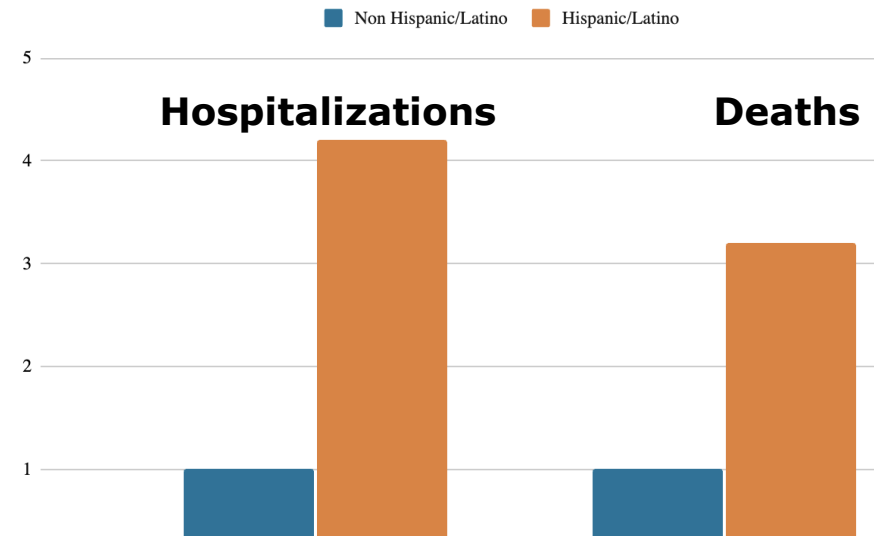
# Impact on Latinx Community in Oregon

- **Disproportionately impacted by COVID-19**
  - Infections, hospitalizations & deaths
- **Systemic barriers in stay home orders & financial relief**

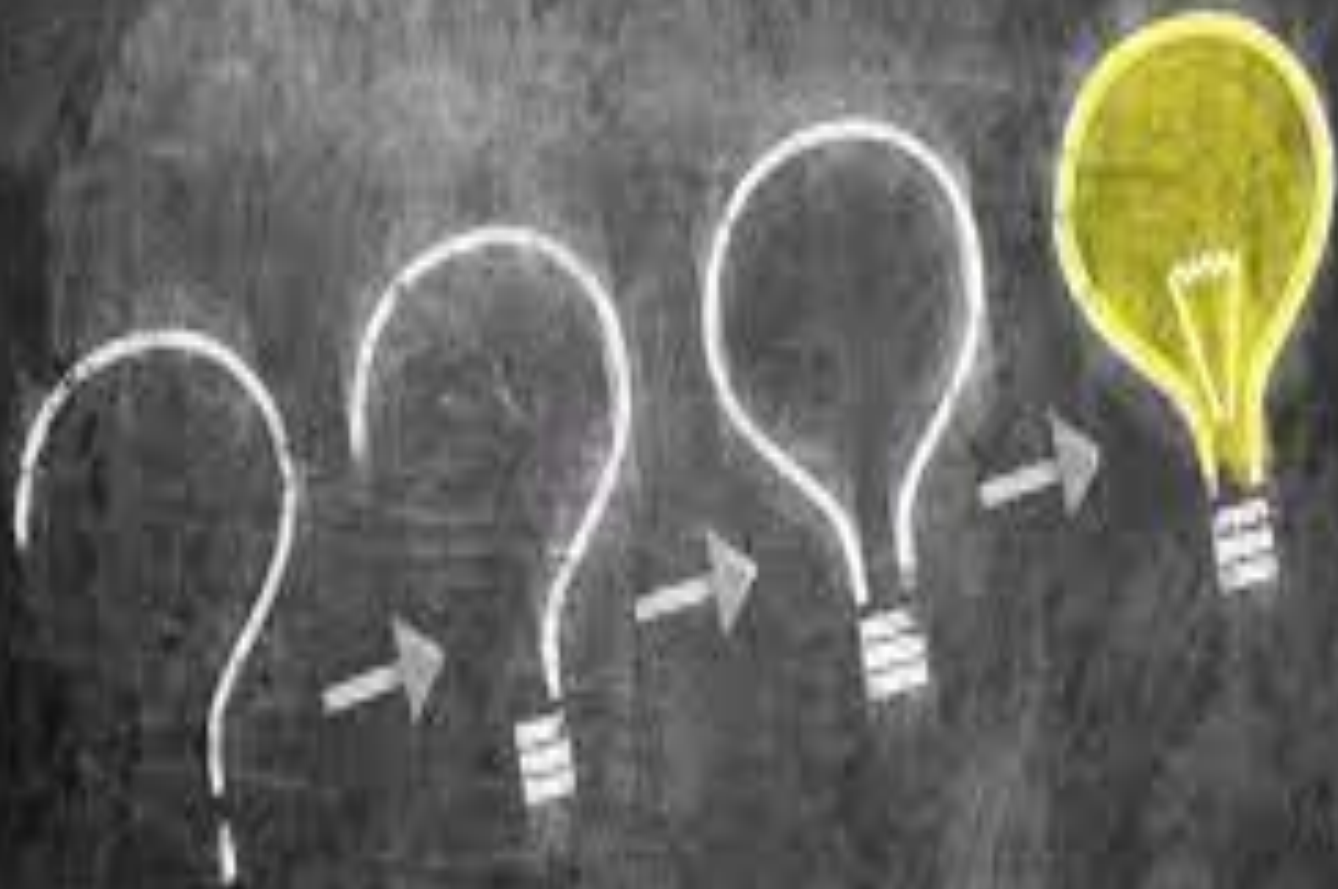
A comparison of case rates by community to overall population in the state.



Oregon's Hispanic/Latino community has experienced COVID-19 cases at a rate double their population. White Oregonians comprise about 75% of the state's population but only 45% of the state's COVID-19 cases. **Note:** Race/ethnicity data are not known for up to 25% of Oregon's cases. **Graphic:** Jes Burns/OPB **Data Source:** OHA, US Census Bureau



BIPOC communities in Oregon have been hospitalized for and/or died of COVID-19 at rates far higher than those of their white counterparts. **Note:** Race/ethnicity data are not known for up to 24% of Oregon's COVID-19 deaths. **Graphic:** Jes Burns/OPB **Data Source:** Oregon Health Authority 3-10-21



**RQ1: In what ways did the school district provide support for Latinx families?**

**RQ2: What services did families access and did COVID-19 change the type of services accessed?**

# Methodology



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# Data Collection

- Data drawn from larger study exploring the impacts of COVID on Latinx parents and practitioners in three counties in Oregon.
- 28 semi-structured parent interviews; 30-60 minutes
- All interviews were conducted in English/Spanish/both conducted by a bilingual/bicultural researcher

# Data Collection

## Sample interview questions:

- When you and/or your family were in need of services, who do you contact the school?
- What types of services did you request for yourself and/or your family before COVID-19? Please give me an example of the services you received.
  - Has your contact changed since COVID-19? (If yes, how so?)
  - Have the services you received for yourself and/or your family changed since COVID-19? (If yes, how so?)

## Survey Questions:

- Basic demographics and descriptives
- Services accessed before and during COVID



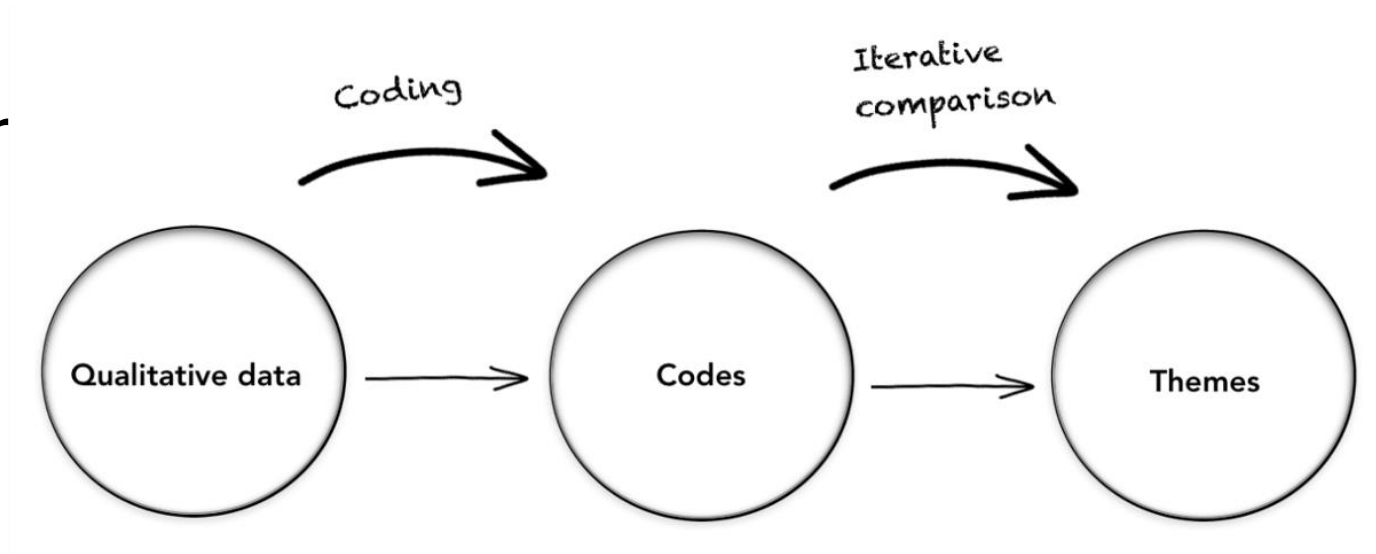
# Participants

- 28 Mothers
- 24 Spanish; 4 English
- **Average Age: 38 yrs**
- **Average Living: 12 yrs**  
(range 1-26 yrs)
- **Average Children: 2**  
(range 1-5 children under 18)

Name	Language of Interview	Years Living in Community	Age	Number of Children	
Patricia	Spanish		4	36	2
Wendy	Spanish		17	42	2
Maria	Spanish		12	33	3
Josefina	Spanish		20	48	2
Sofia	Spanish		26	48	1
Corina	Spanish		4	36	5
Martha	Spanish		18	39	3
Alex	Spanish		13	43	2
Soraya	Spanish		4	32	4
Yazmin	Spanish		7	28	1
Vianney	Spanish		6	24	4
Jayleen	Spanish		1	47	2
Ariana	Spanish		18	39	3
Lisa	Spanish		7	41	2
Araceli	Spanish		11	35	4
Ruby	Spanish		11	32	3
Paola	Spanish		10	34	2
Beatriz	Spanish		3	46	1
Angelica	Spanish		22	41	2
Katy	Spanish		9	37	6
Yvette	Spanish		15	45	1
Paula	Spanish		14	43	1
Veronica	Spanish		7	45	1
Vanessa	Spanish		14	37	3
Amy	English		6	36	2
Erlinda	English		24	33	2
Elizabeth	English		25	30	1
Ana	English		2	30	1

# Data Analysis

- Data were transcribed
- Analyze in Nvivo in their original language
- Created codebook
- Themes represented by quotes



# Preliminary Findings



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# School & Community Supports: A COMPLEX STORY!

## Family-School Partnerships

- School districts who had existing partnerships & established protocols for outreach were able to maintain contact with families, increase resources, and utilize funds.

## Communication

- One particular person as point of contact.
  - Parents usually named only one person at the school that they would call and had build trust.
- Inconsistent communication about COVID protocols & updates due to language barriers.

*“Yo casi no tengo mucha comunicación con la gente de [escuela] no hablan mucho en español.”*

I don't have a lot of communication with the people at [SCHOOL] they don't speak a lot of Spanish.

**“cuando hubo un contagio y me llamaron que tenían que estar los estudiantes en cuarentena por dos semanas.”**

when there was an exposure, they called me, the students had to be in quarantine for two weeks.

## Services

- Services were available, but families often don't know about them or how to access them
- Contingent on having an already established relationship or one-person as the point of contact

## Not Enough Resources & Personnel

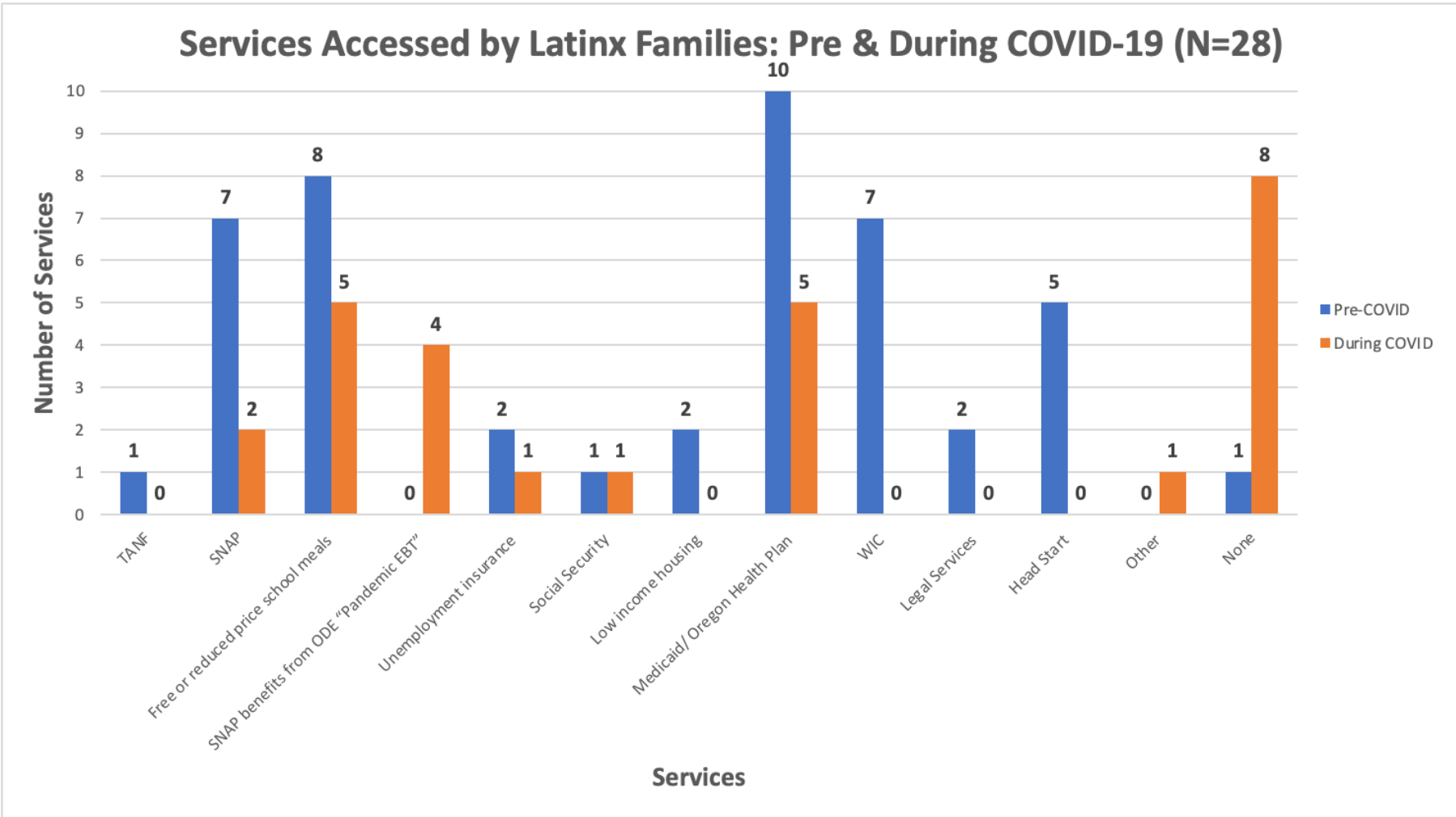
- Often times schools were working as fast as possible but they didn't have enough resources to support families, resources were slow to come, and/or they didn't have enough personnel to meet the needs of families
- Mental health & learning significantly impacted

*“la navegadora de COVID a ayudado para conseguir comida, hasta para poder hacer los pagos de la renta.”*

**The COVID navigator has helped with getting food, and even with rent payments.**

*“I do really believe that it's gotten really harder to like get in contact with people at the school due to the you know staff there or the reduced business hours, they need um to find a way to be able like for us to reach them”*

# Services Accessed: Pre & During COVID



## Finding:

Overall findings indicate a decrease in most services Latinx families were accessing pre-COVID when compared to during COVID.

**Note:** Survey included disability insurance & general assistance neither was used either pre or during COVID; Other: Park & Rec scholarship

# The Impact of Immigration Policy, Language Barriers, & Digital Literacy

## *Immigration*

*“Pues el hecho de no tener un seguro social a impactado esto. Y pues no puedo recibir ayudas que tal vez mi familia si necesitaba en algunos tiempos”*

The fact that I don't have a SSN has an impact. I can't get the supports I need that maybe family needs during certain times.

## *Language*

*“ha cambiado en la forma de que el año pasado había más personas que hablaban español o ahorita ya nada más que un maestro.”*

It has changed in the sense that last year there was a lot of people who spoke Spanish, now there is only one teacher.

## *Digital Literacy*

*“necesita más ayuda por que todo es por computadora”*

*“Si yo tengo telefono, internet, no”*

We need more help because everything is in the computer

Yes, I have a phone, but no internet

# Implications & Next Steps



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# Implications

- Increase the funding to hire additional staff to serve families
- We cannot wait until the next crisis to build strong partnerships with families
- Similar challenges continue and are now exacerbated:
  - Immigration policy, misinformation & fear continue to keep Latinx families from accessing essential services
    - ◆ 25% reduction of use of benefits (Touw et al., 2022)
  - Inconsistency of language & limited technology supports
  - Lack of communication about services & protocols

# Next Steps

- **Finalize results with the intent to share findings:**
  - Policy Briefs
  - Presentations
  - Peer-reviewed articles
- **Create set of recommendations on supporting families & practitioners as the COVID pandemic continues**

# Questions?

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