



SURVEY OF HOUSTON AREA LATINO PARENTS AND EDUCATORS

About the Survey

- Total N=400 Latino parents and educators in the greater Houston area
 - N=378 parents with children in grades PK-12
 - N=100 educators in grades PK-12
 - N=78 educators who are also parents with children in grades PK-12
 - Margin of error +/- 4.9%
- Respondents by County
 - Harris 85% with remaining 15% from surrounding counties:
 - Fort Bend 7%, Montgomery 5%, Brazoria 1% Galveston 1%, Liberty <1%
- English or Spanish, according to preference
 - 101 respondents completed the survey in Spanish, 299 in English
- Mixed mode: 75% online, 25% live telephone interviews
- Field Dates: August 10 - August 12, 2023

Key Findings

- There is strong and broad support among Latino parents and educators for bilingual education programs and policies that provide education access to Spanish-speaking students and parents.
- Latino parents and educators want to see bilingual programs and access expanded further, to address faculty shortages and representation needs.
- Latino parents and educators encounter a variety of information barriers and communication gaps at their children's schools, which underscore their support for expanding access for parental engagement.
- Latino parents want to engage and hear more from their schools and districts, which they view as essential to their children's success.



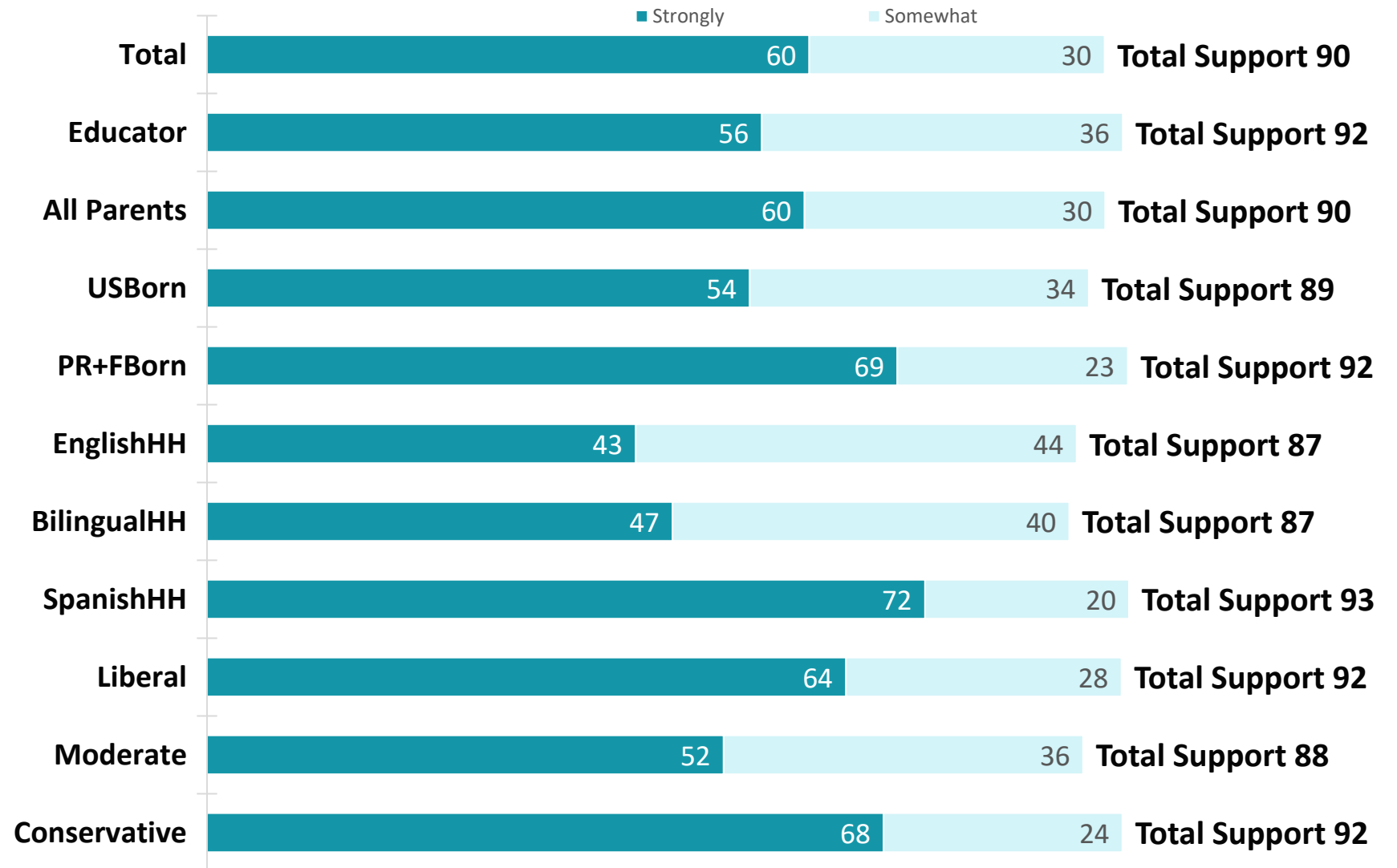
KEY FINDING 1

Strong and broad support for bilingual programs and policies that provide education access to Spanish-speaking students and parents

Would you support or oppose the following policy idea for your school district: More funding for bilingual education programs that support students learning English (percent agree illustrated)

An overwhelming **90%** of Latino parents and educators support more funding for bilingual education programs that support students learning English, with **60%** strongly supporting increased funding.

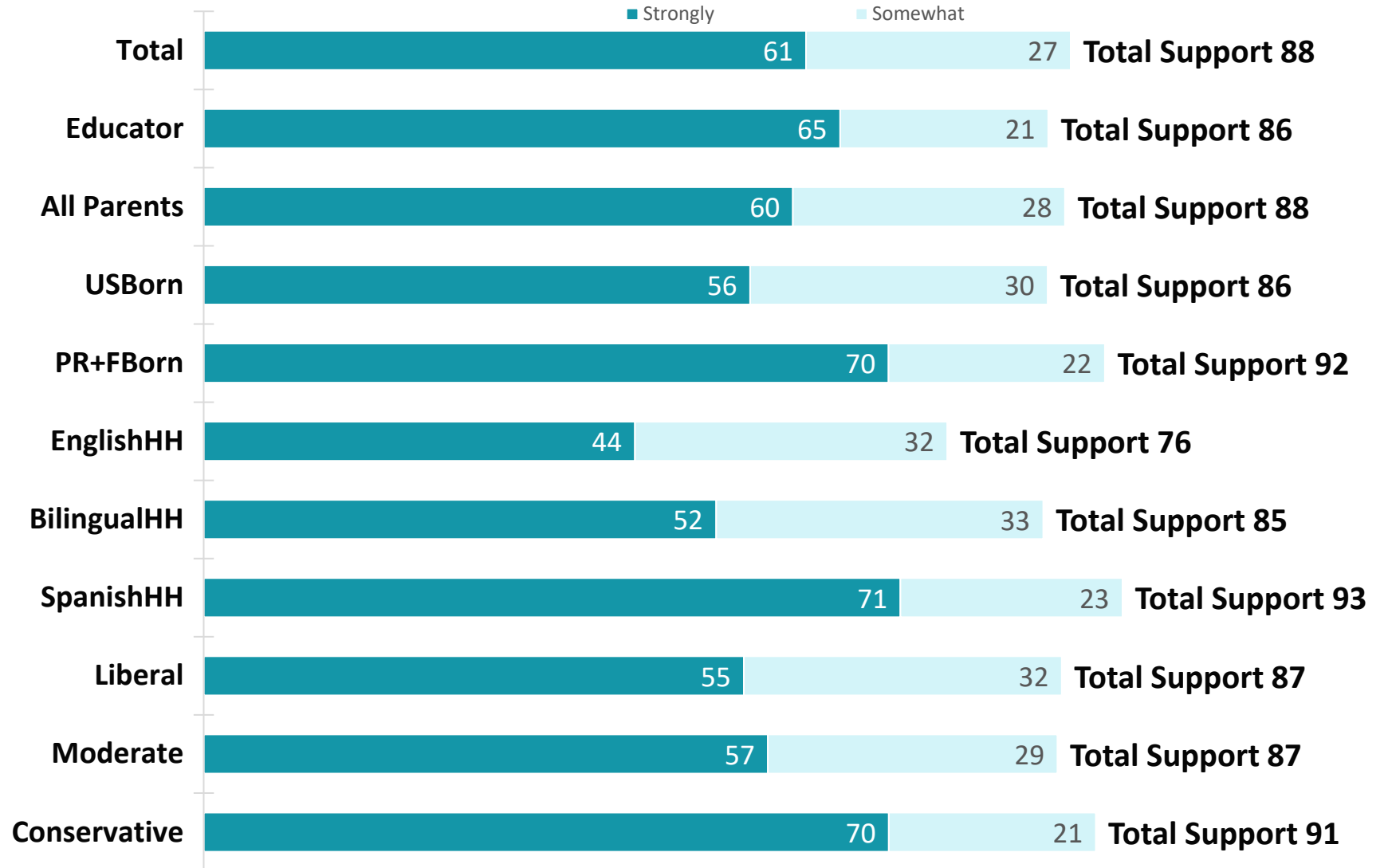
Strong support is consistent, cutting across all demographic traits including nativity, language ability, and ideology.



Would you support or oppose the following policy idea for your school district: Hiring more Latino and Spanish-fluent teachers, administrators, and staff (percent agree illustrated)

Similarly, **88%** of Latino parents and educators support hiring more Latino and Spanish-fluent teachers, staff, and administrators, with **61%** strongly supporting such hiring priorities.

Again, high levels of support for more bilingual faculty, staff, and administrators is a strongly-held view across demographic traits and ideological orientation.

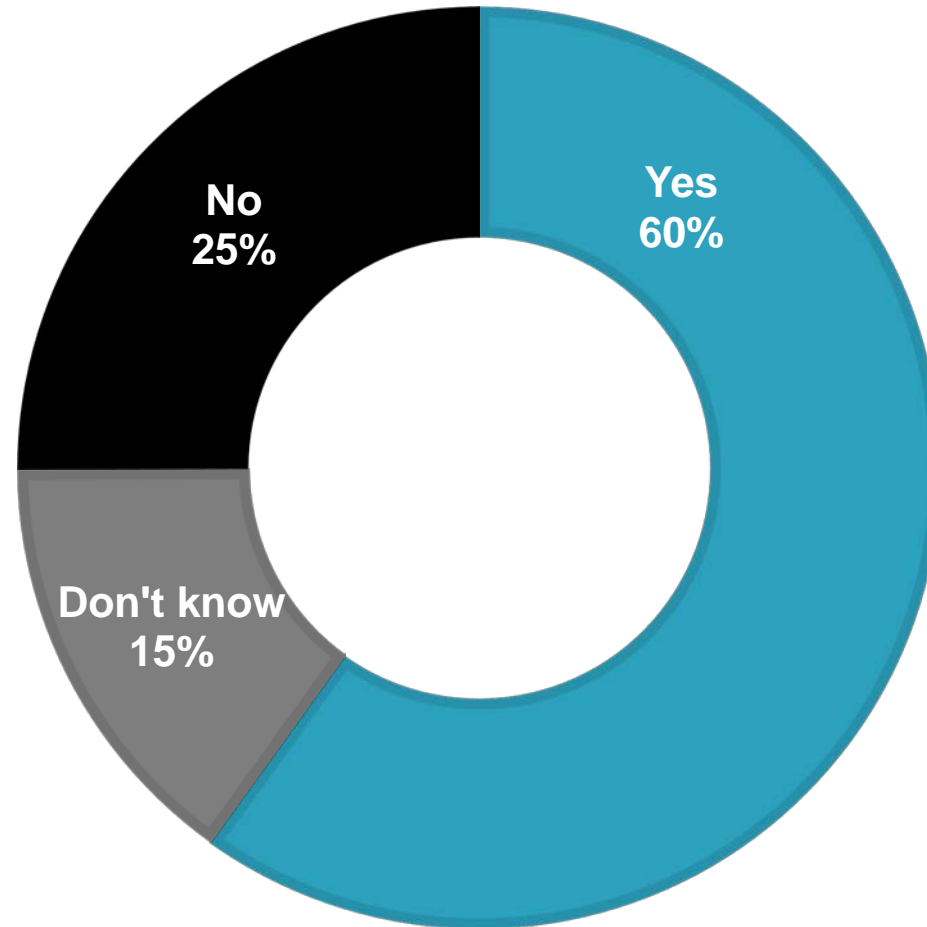


Latino educators illustrate the need for parent-focused language access policies as they observe resources are lacking for Spanish-speaking parents.

[Among educators] As far as you know, does your campus have a policy, or written plan in place for engaging with non-English speaking families during school activities, such as open house, or parent meetings?

Latino educators illustrate the need for parent-focused language access policies.

When asked whether their campus had a written policy or plan in place for engaging with non-English speaking families during open houses, meetings, or other school activities: **40%** said their school either didn't have one (25%) or they were unaware of one (15%).

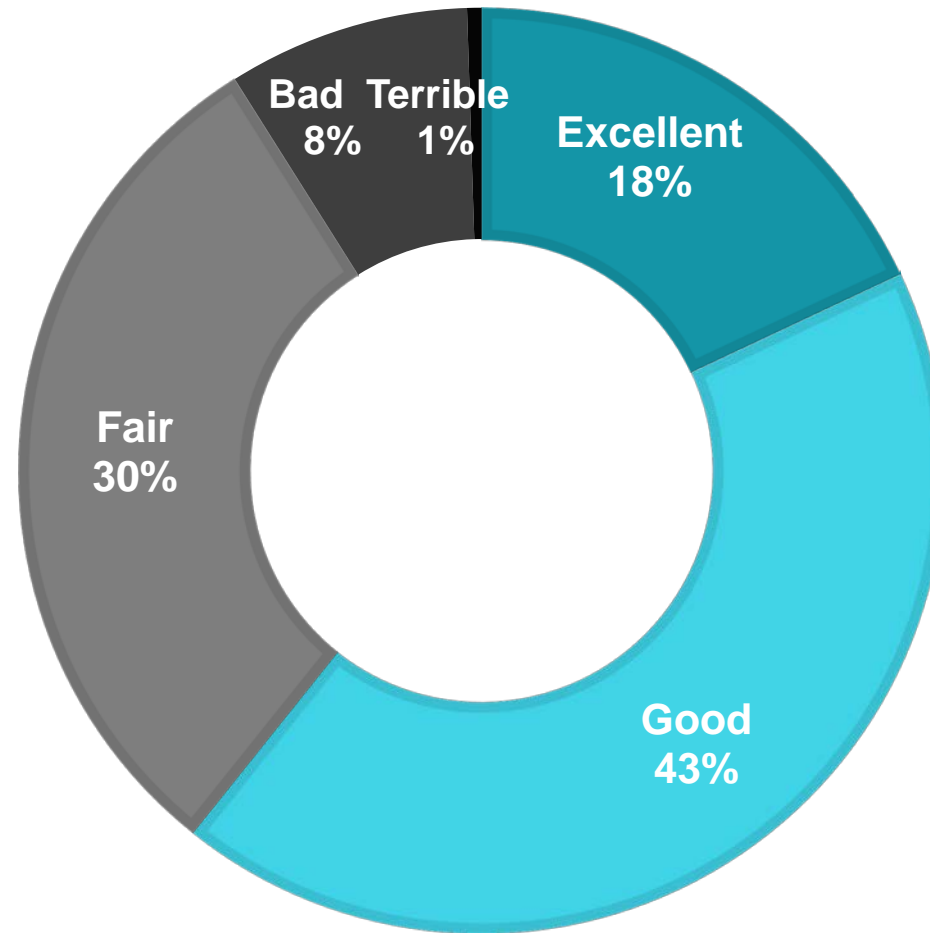


Latino educators illustrate the need for parent-focused language access policies as they observe resources are lacking for Spanish-speaking parents.

[Among educators] How well do you think your district does at preparing front-office staff (the staff that parents first see and speak with when they come to campus) to work with families who do not speak English?

In a related finding, **39%** of Latino educators said their district did not do a good job preparing front-office staff to work with families who do not speak English.

Rather, 30% described the effort as fair, 8% said it was bad, and 1% said terrible.





KEY FINDING 2

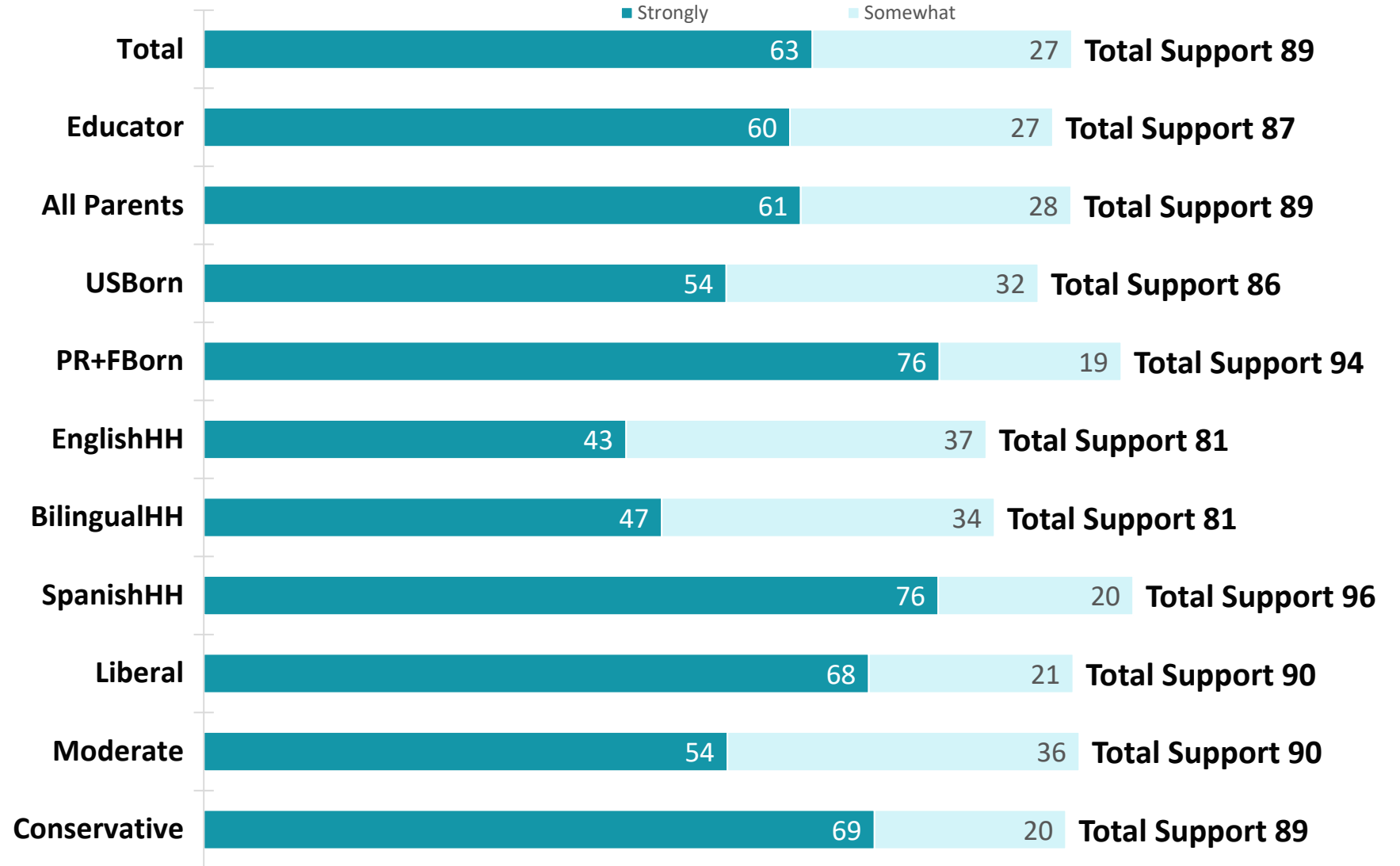
Latino parents and educators want bilingual programs and access expanded to address faculty shortages and representation needs.

Would you support or oppose the following policy idea for your school district: Create programs/pathways for professionals to earn teacher certification to increase bilingual classes and bilingual teachers

(percent support illustrated)

Again, a very large majority of Latino parents and educators support policies to boost bilingual education.

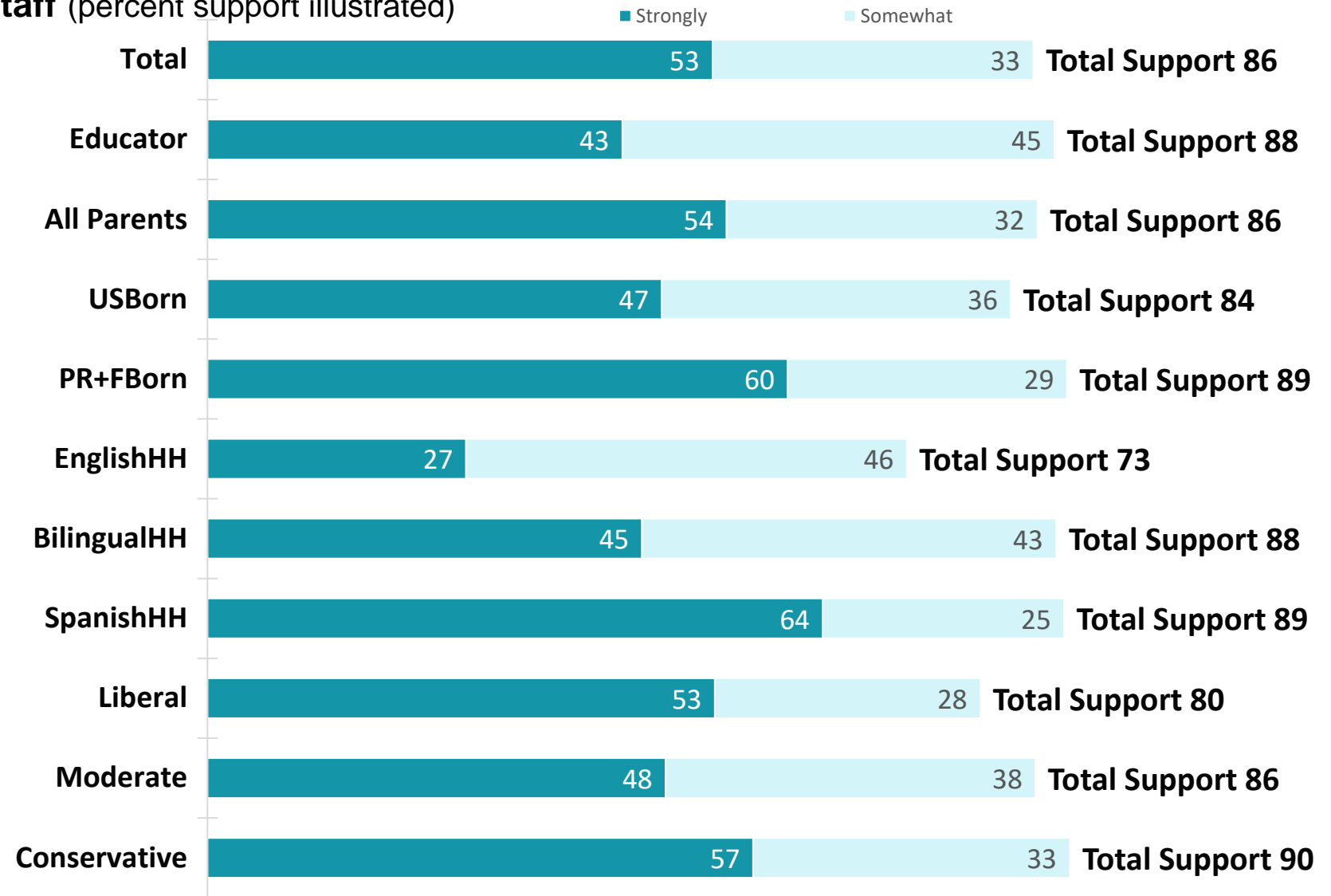
89% support of creating programs or pathways for professionals to earn teaching certification to increase bilingual classes and hiring bilingual teachers, with 63% strongly supporting such an initiative.



Would you support or oppose the following policy idea for your school district: Create a website/online dashboard where the district posts information about teacher/ administrator diversity, such as the number of Latino and/or Spanish-fluent staff (percent support illustrated)

Consistent with other findings, a large very large majority of Latino parents and educators **86%** support (with 53% strongly in support) their district creating a website or online dashboard where the district posts information about teacher and administrator diversity, such as the number of Spanish-speaking and/or Latino staff.

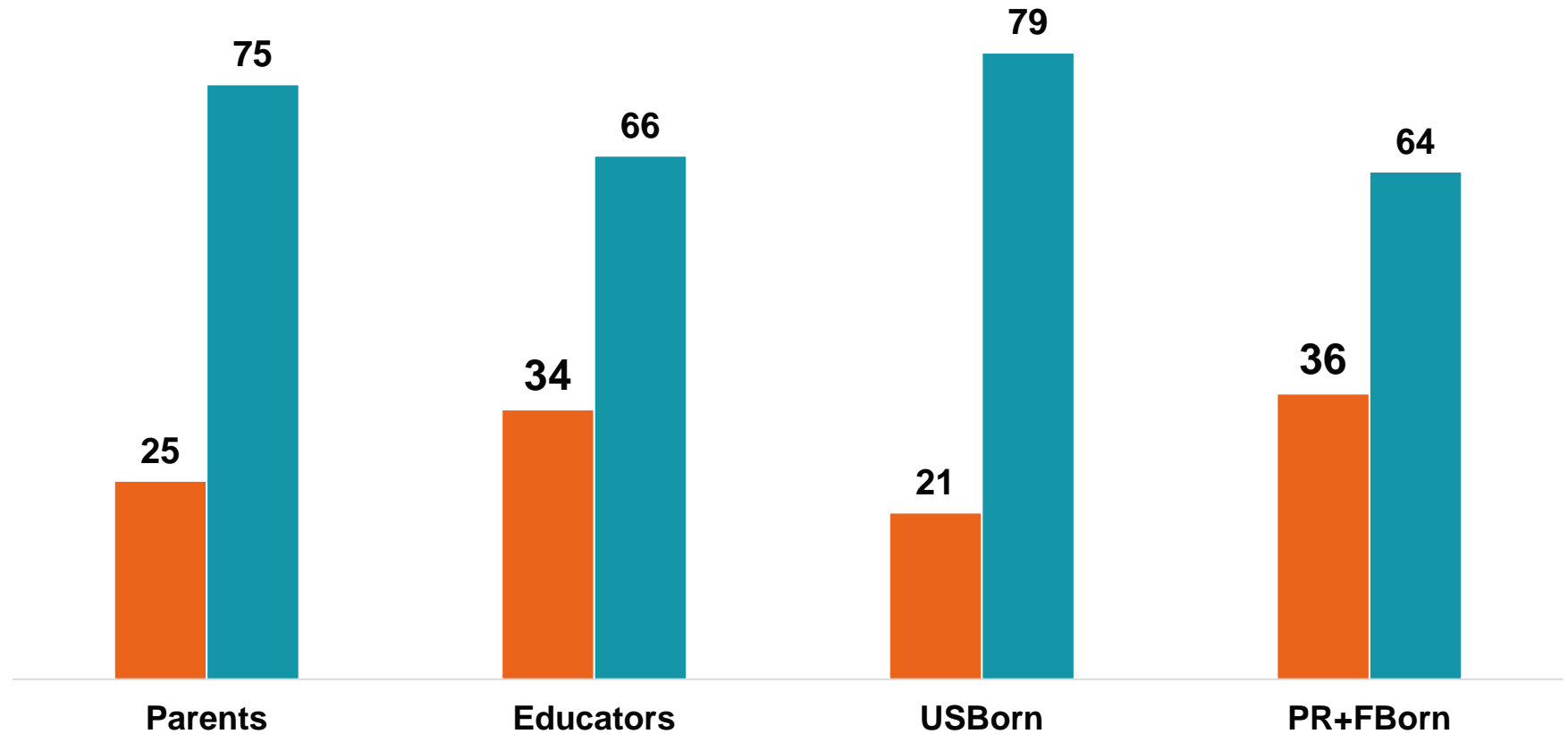
Among Latinos educators, **88%** support this idea.



Latino immigrant parents, Spanish-dominant parents, and educators are often hit harder by the lack of resources on the faculty (Latino and Spanish-speaking teachers that is).

Which statement is closer to your view?

- At my child's district, a lot of Latino teachers have been laid off, or left for other jobs
- My district is doing a good job hiring and retaining/keeping Latino teachers on staff



The need to bring in more Latino teachers is keenly felt in the community.

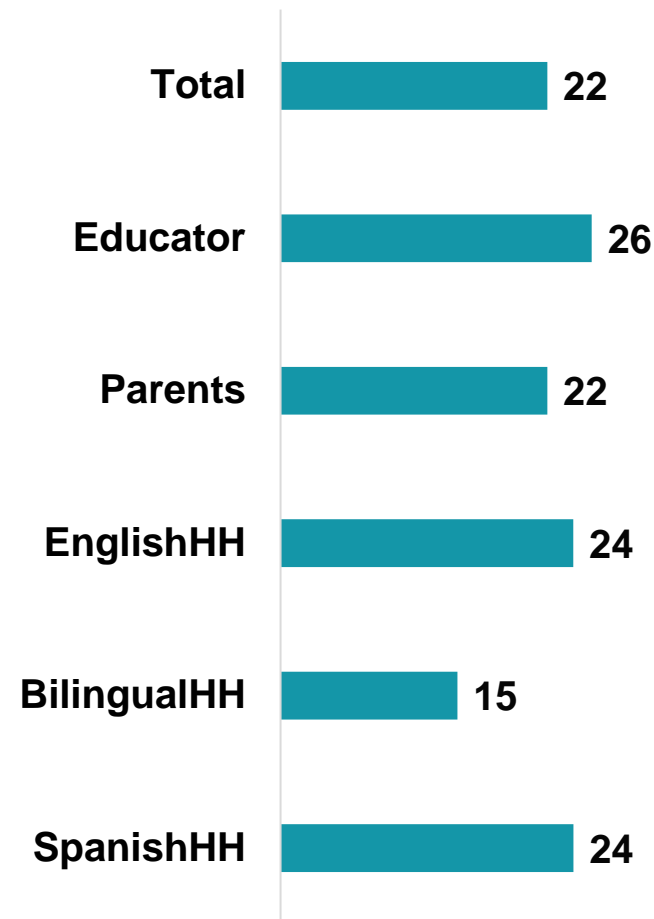
More than one-third of Latino educators (34%) and Latino immigrant parents (36%) report their district has seen a lot of Latino teachers laid off, or leave for other jobs.

The lack of Spanish-fluent teachers available for Spanish-speaking parents is a common observation.

A mere **22%** of Latino parents said that their school has a lot of Spanish-fluent teachers available for Spanish-speaking parents.

In a related (not illustrated) research finding, **30%** of Latino educators said that, in their experience, they see Spanish-fluent teachers pulled away from their classrooms and students to help translate for non-Spanish-speaking teachers who cannot communicate with Spanish-speaking parents.

Percent reporting that, in their experience, their child's school has a lot of Spanish-fluent teachers available for Spanish-speaking parents





KEY FINDING 3

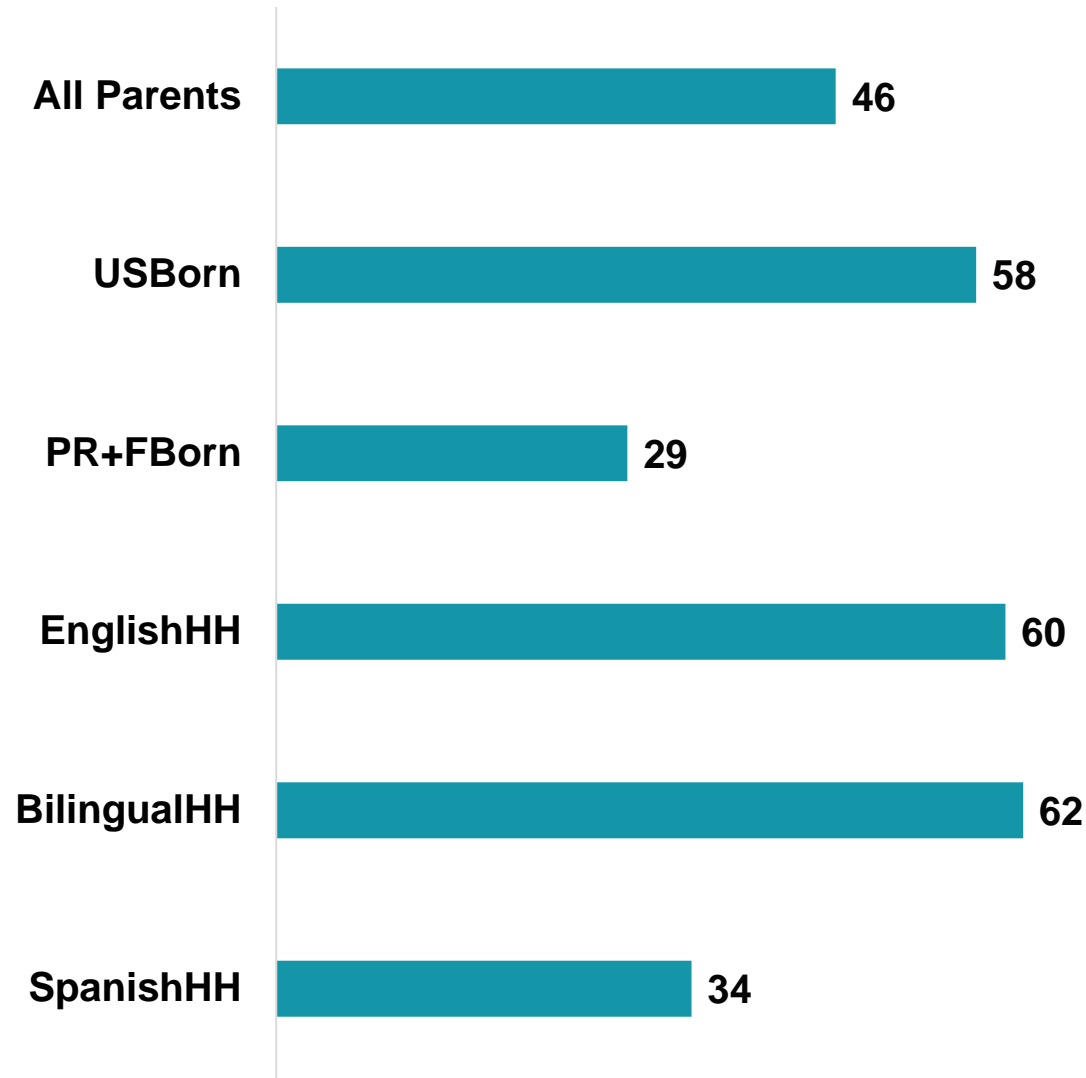
Latino parents and educators encounter information barriers and communication gaps at their children's schools, underscoring their support for parental engagement access.

What language(s) does your child's school usually use to contact you (phone, text, email, or otherwise)?

(Percent responding contacted only in English illustrated)

46% of Latino parents said their school communicates with them only in English

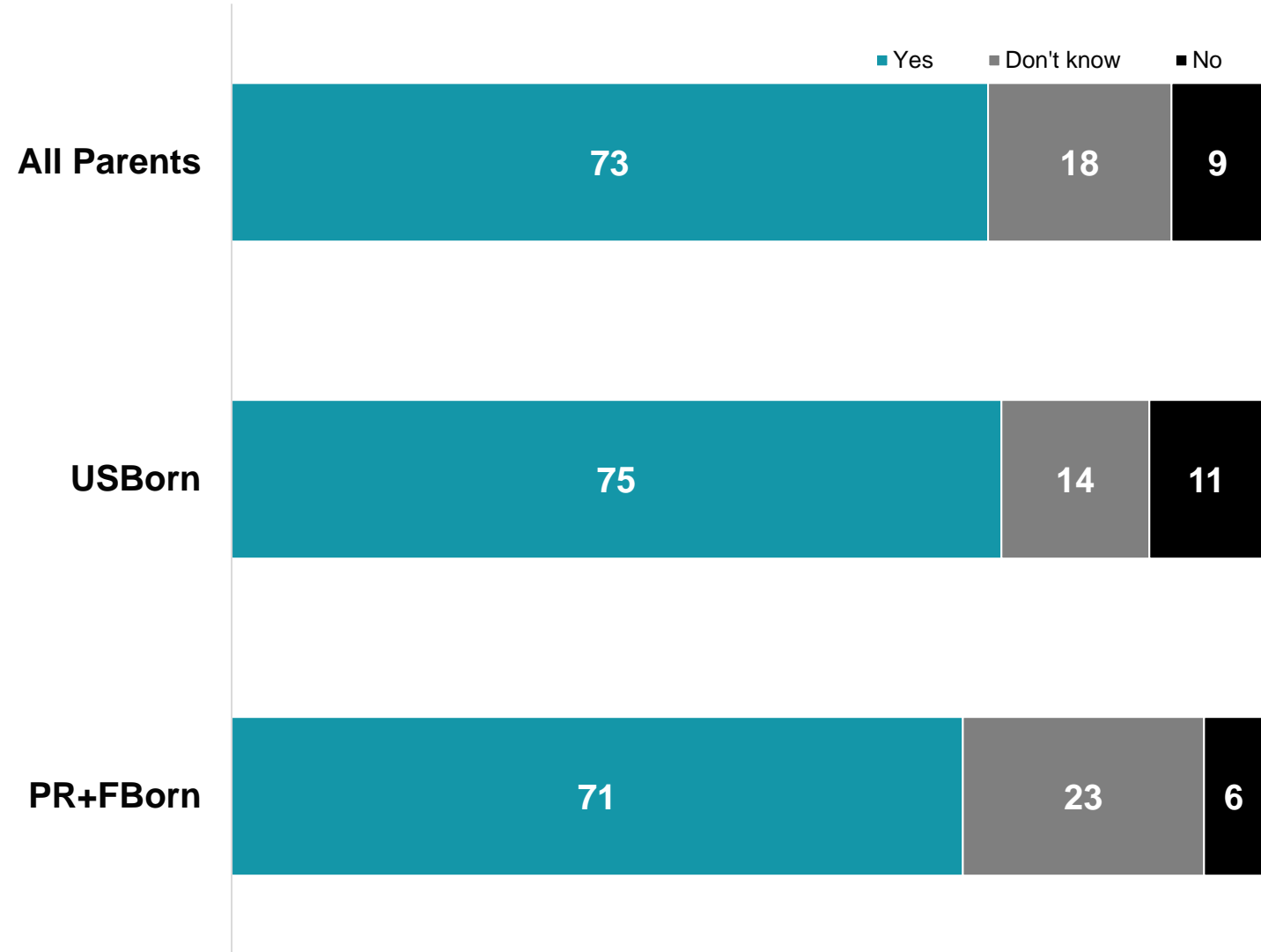
Among bilingual households, **62%** only receive English communications, and the same was true for **34%** of Latino parents in Spanish-dominant households— making it difficult, if not impossible, to engage with a significant share of the Latino parent population.



As far as you know, does your school district provide Spanish-language translation for Spanish-speaking parents who do not understand English?

In many instances, lack of information can have a pronounced impact on immigrant households.

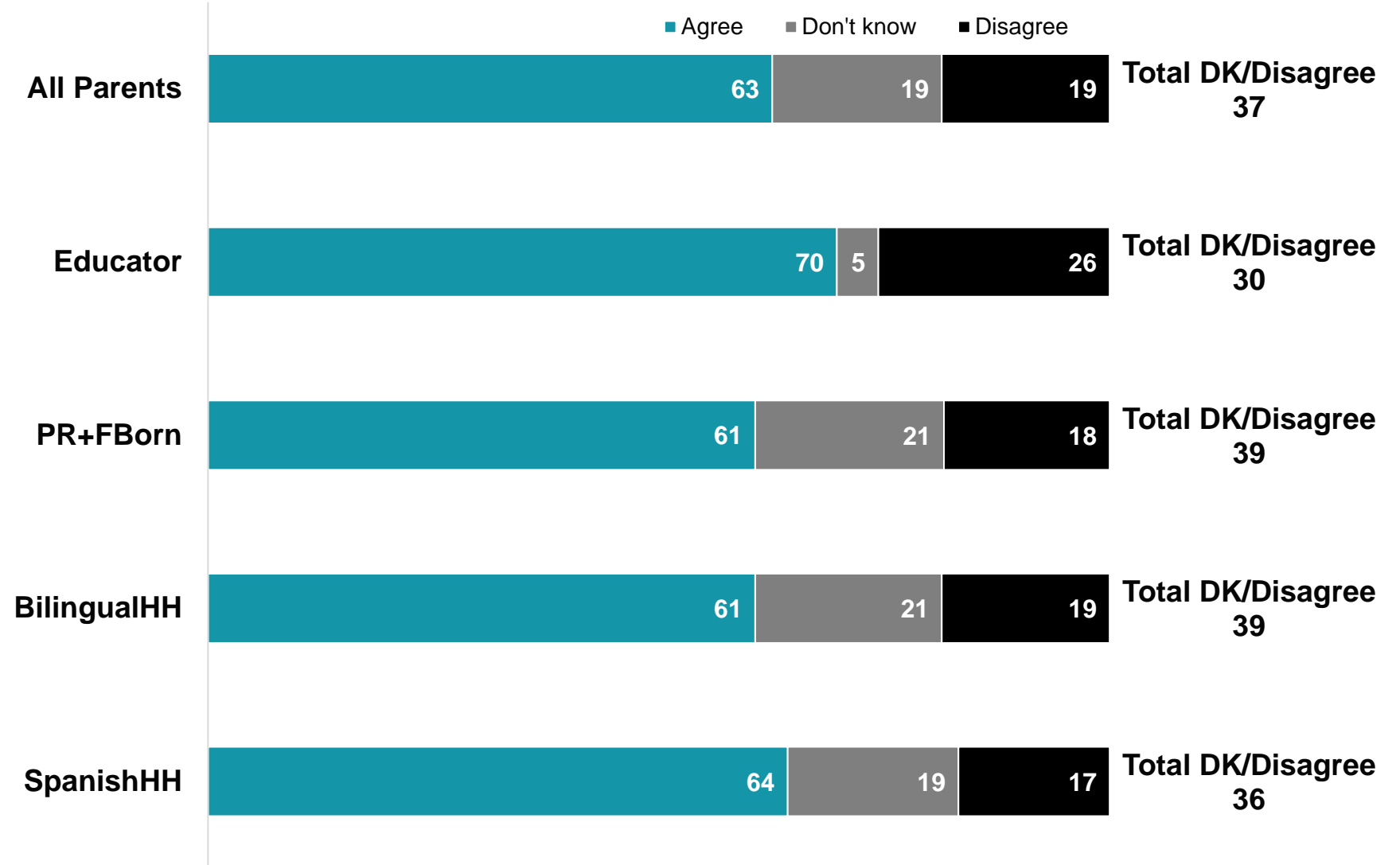
For example, **more than one-in-four (29%)** Latino immigrant parents said their child's school didn't have translation services available to them, or they were unaware that option was available to them.



Do you agree or disagree with this statement: The school has a Spanish-language website that is easy to find.

In a similar finding, **39%** of Latino immigrant parents need better communication from their school about their Spanish-language website: 21% of Latino immigrant parents didn't know whether their child's school had a Spanish website, and another 18% said the school's Spanish website was not easy to find.

Note: **30%** of Latino educators also said it was either hard to find, or non-existent, a problem because Latino parents often turn to Latino educators for information and resources.





KEY FINDING 4

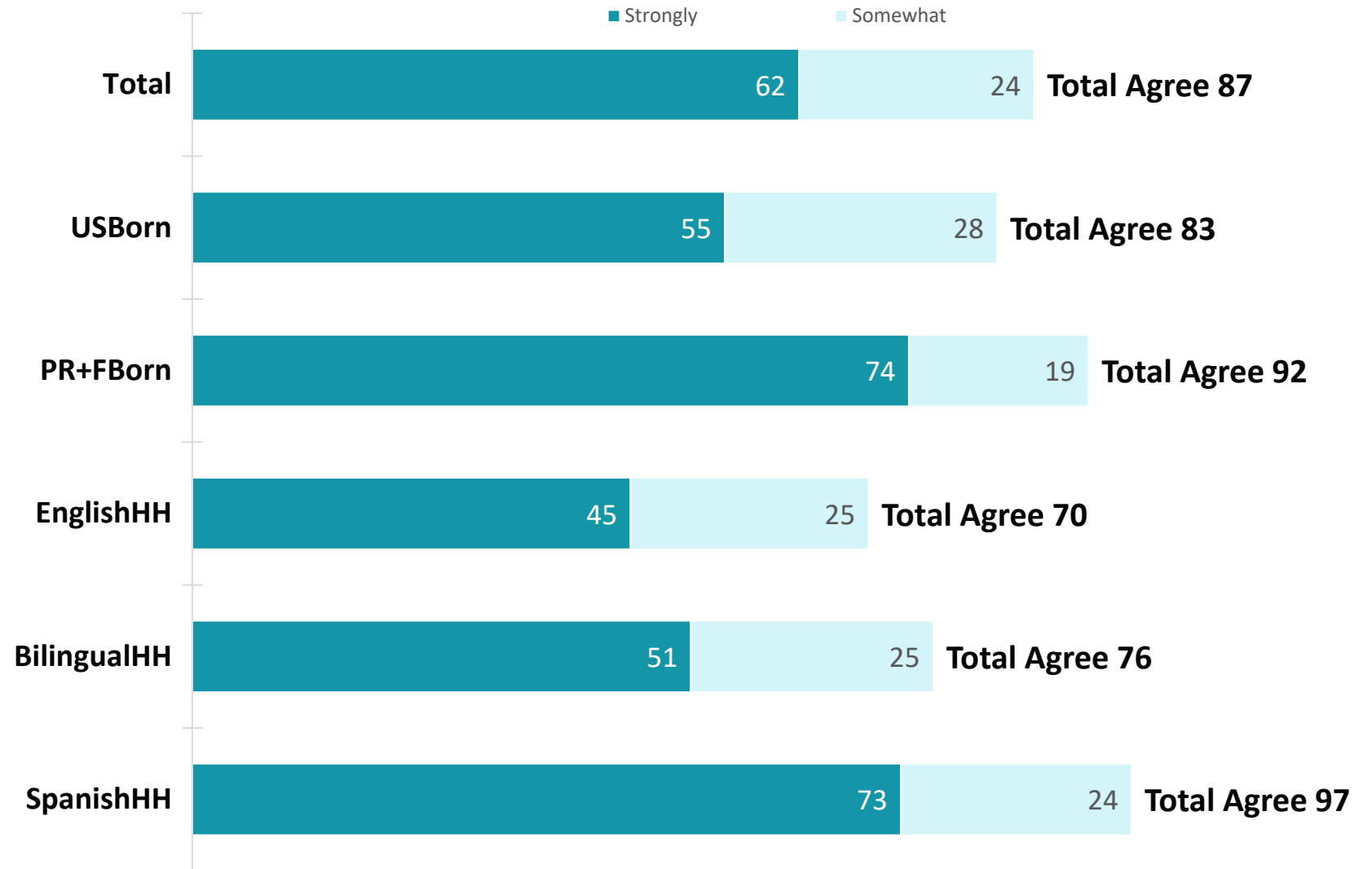
Latino parents want to engage more with their schools and districts, which they view as essential to their children's success.

Do you agree or disagree with the following statement?

I want to know about school board meetings, and events at my child's school. (percent agree illustrated)

Latino parents support their local schools, and see them as partners (not adversaries) in their children's development and success.

87% of Latino parents say they want to know about school board meetings and events at their child's school. This is especially so among immigrant (**92%**) and Spanish-dominant (**97%**) parents.

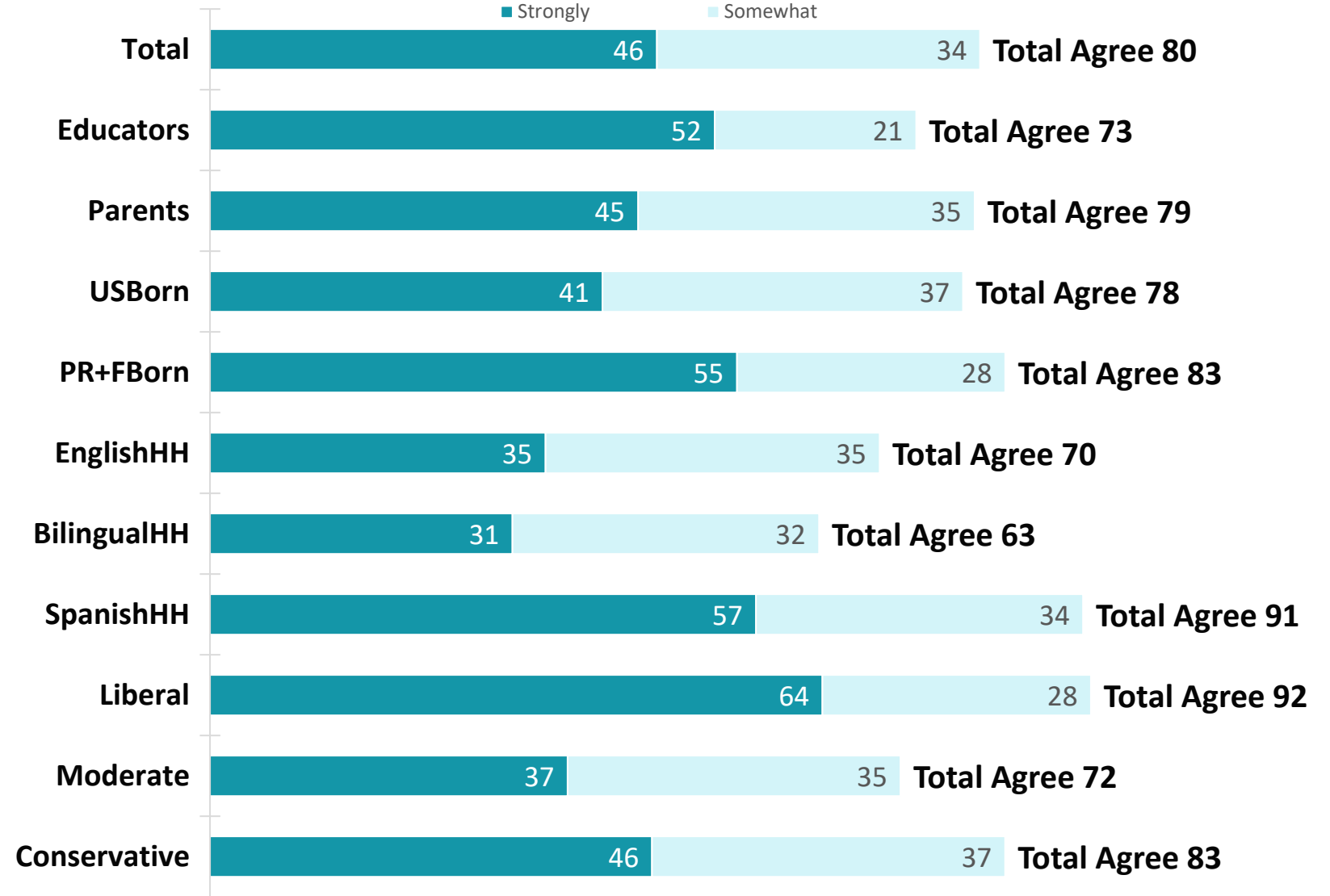


Do you agree or disagree with the following statement? More parents would be involved with schools and their children's education if there were more Spanish-fluent teachers and administrators.

(percent agree illustrated)

There is also clear agreement (**80%** agree, **46%** strongly agree) that more parents would be involved with their children's school and education if there were more Spanish fluent teachers and administrators.

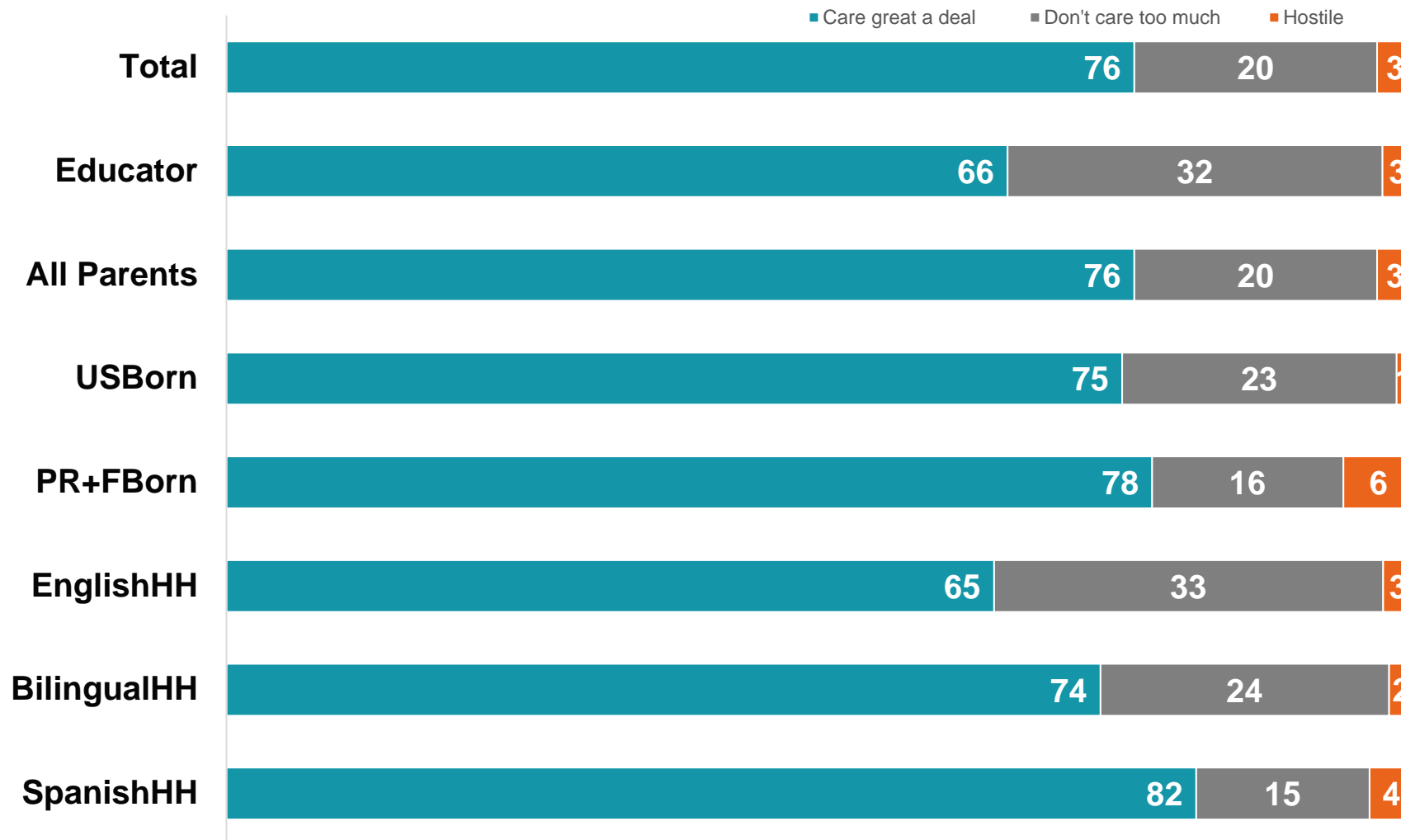
Notably, **90%** of Spanish-dominant respondents agree that more Spanish fluent faculty and administration would spur engagement, with **57%** strongly agreeing.



When it comes to administrators and teachers at your child's school, would you say that school administrators and teachers CARE A GREAT DEAL about addressing issues important to Latino parents and students, that they DON'T CARE TOO MUCH about Latino parents and students, or that school administrators and teachers are HOSTILE to Latino parents and students?

76% of Latino parents believe that administrators and teachers at the schools their children attend care a great deal about addressing issues important to Latino parents and students.

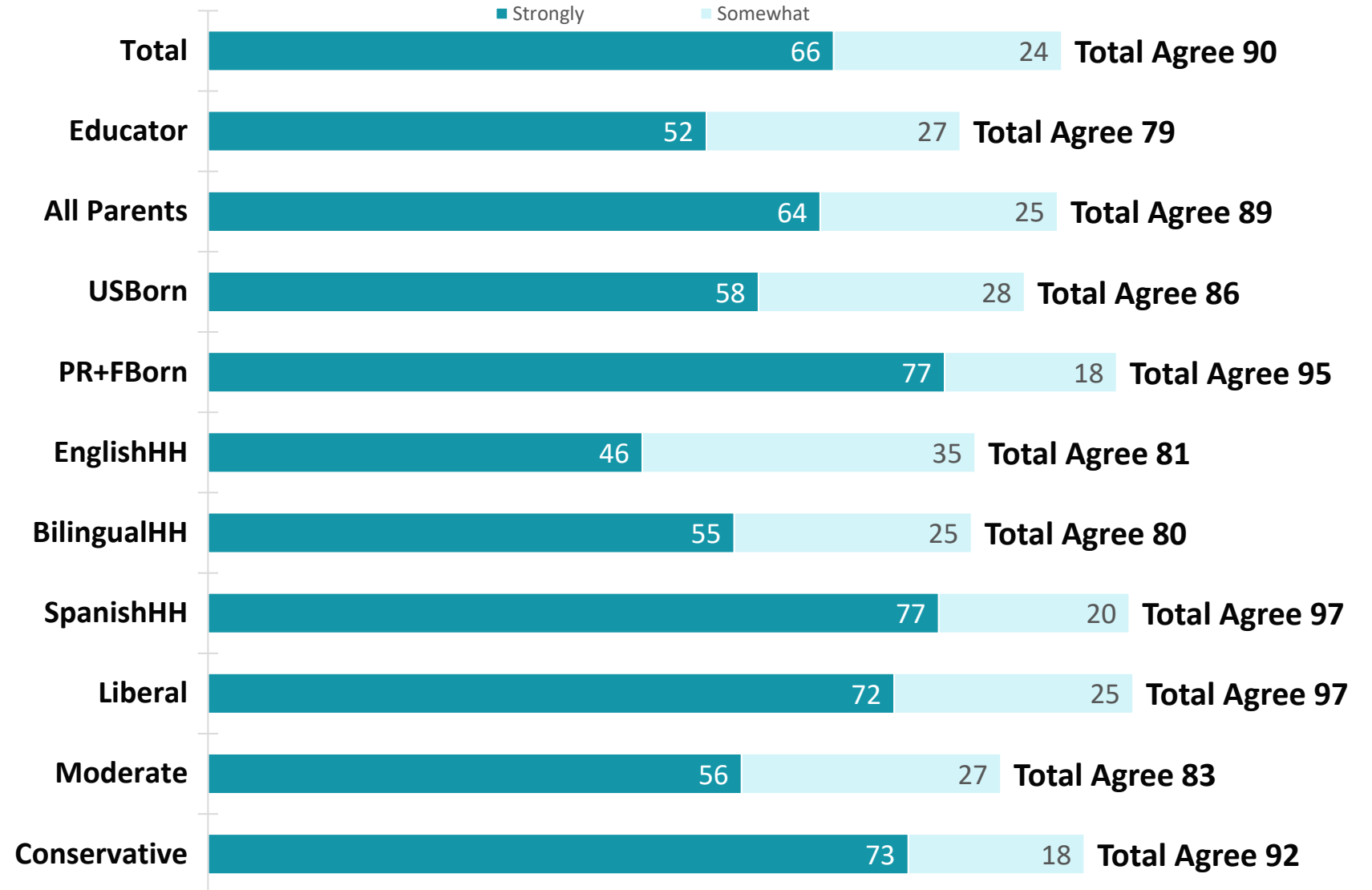
Immigrant and Spanish-dominant parents are even more firm in this view with **78%** and **82%**, respectively, in agreement that the schools care about addressing their concerns.



Do you agree or disagree with the following statement? High quality public schools are very important to helping our students get ahead in life, and make a difference in our community. (percent agree illustrated)

Likewise, **90%** of Latino parents and educators agree that high quality public schools are very important to helping their students get ahead in life and making a difference in their community (**66%** strongly agree).

That figure is even higher among immigrant parents, where **95%** agree, and **77%** strongly agree.





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